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## CHAPTER XII.

### 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 had 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 1957. The statistics given in the tables relate to 1955 and 1956 for schools and technical colleges and to 1956 for universities.

#### § 2. Government Schools.

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

Although there is a tendency towards regional administration, State educational administration is centralized. The permanent head of the Education Department in each State is responsible to the Minister for Education. Contact with the schools is maintained principally through Inspectors, called Superintendents in Western Australia and Tasmania. 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, representative of the universities, the Education Departments and non-government schools, control public examinations and syllabuses, and curriculum committees prepare primary and secondary curricula. State Ministers for Education meet periodically as the Australian Education Council, and Directors of Education meet annually as a standing committee of this Council.

2. **The School System.**—(i) *Compulsion.* 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 (1878), New South Wales (1880), and Tasmania and Western Australia (1893).

In 1957, the ages between which children were legally required 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 implemented.

Schooling may be given in government schools (including correspondence and special schools), in non-government schools or by private tuition. Schooling in government schools is ordinarily free. Non-government schools charge fees and, with the exceptions noted on p. 456, are not financially supported by State or Commonwealth Governments.

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

In the early years of government provision of education, the main emphasis was on the primary school, which catered for children under compulsion and offered a course largely confined to the tool subjects, reading, writing and arithmetic. However, a process of extension and differentiation both at the bottom—infants' schools and kindergartens—and at the top—secondary schools—was well under way during the early years of this century.

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

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

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

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

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

As a result of changes in the academic course for matriculation, greater emphasis has been placed on oral language and written expression in the English course; Latin has waned in popularity and modern languages other than French and German are being taught in a few schools. 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. The academic schools and multi-lateral country schools 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-age 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 were given on pp. 432-3 of Official Year Book No. 40.

**4. Examinations and Accrediting.**—(i) *Examinations.* In earlier years, most States had three examinations for school children. The first came at the end of primary school and was variously known as the "Qualifying Certificate" or "Scholarship". These examinations were regarded as a qualification for secondary education. The third came at the end of the secondary course, at the age of sixteen or seventeen, and was known as the "Leaving" or "Senior Public" examination, which qualified students for university matriculation. Between these came the "Intermediate Certificate" or "Junior Public Certificate", usually one or two years before the end of the full course of secondary schooling. A pass in this examination was a useful entrance qualification for clerical occupations, nursing, some public service positions, and other callings requiring academic training.

The entrance examination for secondary schools was administered by the Education Departments, although students from private schools also sat for it. The two higher examinations were generally under the control of a board, on which universities, Education Departments and non-government schools were represented.

The external examination for secondary school entrance has now been abolished in every State except Queensland, where the age of transition is fourteen and the "Scholarship" examination must be passed to entitle the student to free education and boarding allowances. The external Intermediate Examination has declined in importance, some States substituting internal examinations in some or all schools, other States providing a variety of internal certificates from different types of schools. The Leaving Certificate in most States has not been supplanted, but has been modified to provide a greater variety of subjects and, as for example in mathematics, the opportunity of choosing several specialized courses or a broad course.

The length of the secondary course has been increased in two States from two to three years for the Intermediate Certificate and from a further one to a further two for the Leaving: South Australia has a further year beyond the Leaving Certificate for a separate examination known as "Leaving Honours". Only the Leaving Certificate is necessary for matriculation, but good results—credits as distinct from passes—in the Leaving Honours examination may carry exemption from some subjects of the first-year university course. In Victoria, the optional Leaving Honours year has been replaced by adding a further year after the Leaving examination for a course leading to a special matriculation examination. Separate matriculation examinations also exist in New South Wales, Western Australia and Tasmania, but successful Leaving candidates are not required to sit.

(ii) *Accrediting.* The system of granting certificates, or credit for subjects passed, without external examination is a major development and now operates in four States. Credit is assessed on the student's record of work for the year, together with performance in internal examinations. Syllabuses can be less rigidly controlled and can be more freely adapted to local conditions, although standards are maintained by the supervision of the central authority. All States have an external examination for matriculation.

(iii) *State Details.* The details of accrediting in each State were given on pp. 433-4 of Official Year Book No. 40.

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

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

The Vocational Guidance Division of the Commonwealth Employment Service co-operates 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 Vocational Guidance Bureau of the Department of Labour and Industry.

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

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

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

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

Native children are admitted to government schools in all States except in areas where separate facilities are provided for the natives. 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 denominations. The standard of education in these schools generally is similar to that in the government schools.

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

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

(iii) *Consolidation.* As early as 1904, the policy of transporting pupils to larger and more central schools began to come into operation. Trains, bicycles and horses were first employed, but the use of buses has led to a very great development of school transport systems. This policy, known as "consolidation", has been responsible for a substantial reduction in the number of small schools, and is one of the most striking developments of the past twenty years. The consolidated school is usually not merely a larger primary or secondary school; and generally provides a curriculum specially adapted to the needs of the rural area it serves. Organized transport for children attending country primary and secondary schools has been developed considerably.

(iv) *Special Assistance.* Another way of bringing children and schools together 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 there are eight government hostels and over 60 private ones (excluding private boarding schools), many of which are government-subsidized. Together, these cater for more than 1,800 children of secondary school age and a small number of primary school children also. Special scholarships for country children, giving allowances for living away from home, and substantial fare concessions for vacation travel are provided by all States.

(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 provide correspondence tuition at secondary level up to matriculation standard for students over the school leaving age. Further reference to the work of the Technical Correspondence Schools is made in § 5 of this chapter, which deals with technical education (*see p. 461*).

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

School broadcasts are presented as part of the regular A.B.C. programmes without separate stations or wave lengths. Special efforts are made, however, to relate the broadcasts 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 in other isolated areas. One of these is based at Ceduna on the west coast of South Australia; and the other is at Broken Hill, in the far west of New South Wales. These schools serve a total of well over half a million square miles. By means of special two-way radio equipment, children hundreds of miles apart can participate in the same lesson and teachers and pupils can talk directly with each other.

The "Kindergarten of the Air" is described in § 4 (p. 460) of this chapter, which deals with pre-school education.

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

An account of the early growth of teacher training systems is to be found in Official Year Book No. 22 and subsequent developments were reviewed extensively in Official Year Book No. 40. The pupil-teacher system has been abandoned as the chief method of training teachers and teacher students are now recruited at matriculation level and given a professional course of training at colleges controlled by Education Departments or by university Departments of Education. The raising of entrance standards and prolongation of training has 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.

(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. In 1957, there were in Australia 22 teachers' colleges conducted by Departments of Education and professional training for graduate teachers was provided by seven universities.

(iii) *Training of Primary Teachers.* In most States, teachers for government primary schools are trained in teachers' training colleges controlled and administered by the State Education Departments. Colleges are co-educational. Departmental trainees are given a monetary allowance while in training and are required to enter into a bond to serve for a specified period 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 a special short course designed to train women primary and infant teachers.

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

(iv) *Training of Secondary Teachers.* Prospective secondary teachers are required to undertake a degree course followed by a one-year post-graduate course leading to a university degree or diploma in education. This period of professional training includes lectures and seminars 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. In some States, the teachers' colleges provide special courses of training for teachers of junior secondary schools or classes.

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

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

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

Training of 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 in the main 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 Technical Teachers' College has been established in Victoria.

(vii) *In-service Training.* As almost all teachers now enter the profession by way of teachers' training 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, 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 were given on pp. 442-3 of Official Year Book No. 40.

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

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

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

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

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

Other equipment is supplied free by the Departments on a limited basis only. Equipment such as radios, film and filmstrip projectors, pianos, duplicators and library books are ordinarily purchased for individual schools by the parent and citizens 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 is used. The new type of furniture is more suitable for flexible arrangements of the class in line with modern educational practice.

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

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

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

A notable achievement of the parent groups in three States has been the establishment of schoolchildren'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.

In all States, parents' groups have affiliated to form State-wide councils or federations. These, in turn, form a federal body, the Australian Council of School Organizations.

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

Particulars relating to senior technical colleges are given in § 5, p. 461.

(ii) *Years 1955 and 1956.* (a) *General.* The following tables show for 1955 and 1956 the number of government schools, together with the teachers employed, teachers in training and the number of children enrolled.

GOVERNMENT SCHOOLS(a), 1955.

State or Territory.	Schools Open at End of Year	Teachers Employed (excluding Teachers in Training).	Teachers in Training.	Net Enrolment.
New South Wales(b) .. ..	2,595	16,214	3,159	525,298
Victoria .. ..	2,016	11,810	2,669	(c) 332,598
Queensland .. ..	1,557	6,847	1,746	196,848
South Australia .. ..	665	4,670	548	129,407
Western Australia .. ..	487	3,294	831	(d) 94,718
Tasmania .. ..	291	2,183	390	55,886
Northern Territory(e) .. ..	8	86	..	1,987
<b>Australia .. ..</b>	<b>7,619</b>	<b>45,104</b>	<b>9,343</b>	<b>c1,336,742</b>

(a) Excludes Senior Technical Colleges.  
(c) Estimated. (d) Average weekly enrolment.

(b) Includes Australian Capital Territory.  
(e) Year ended 30th June.

## GOVERNMENT SCHOOLS(a), 1956.

State or Territory.	Schools Open at End of Year.	Teachers Employed (excluding Teachers in Training).	Teachers in Training.	Net Enrolment.
New South Wales(b) .. .. .	2,614	16,724	3,599	528,753
Victoria .. .. .	2,039	12,194	3,184	(c) 336,343
Queensland .. .. .	1,560	7,337	2,630	208,956
South Australia .. .. .	662	4,670	713	138,220
Western Australia .. .. .	488	3,507	886	98,888
Tasmania .. .. .	277	2,331	414	60,153
Northern Territory .. .. .	10	77	..	2,279
Australia .. .. .	7,650	46,840	11,426	c 1,373,592

(a) Excludes Senior Technical Colleges. (b) Includes Australian Capital Territory. (c) Estimated.

(b) *Average Enrolment and Attendance.* The methods of calculating enrolment are not identical throughout Australia. The unit in South Australia is daily enrolment, while New South Wales, Victoria, Western Australia and Tasmania use weekly enrolment. In Queensland, no average enrolment is compiled, and the August census enrolment figure has been taken.

As with enrolments, there is no uniform method of calculating the average attendance. Most of the States aggregate the attendances for the year and divide by the number of school sessions. New South Wales and Western Australia, however, employ averages of term averages. The average enrolment and attendance in each State and the Northern Territory during 1955 and 1956 are shown below:—

## GOVERNMENT SCHOOLS(a): AVERAGE ENROLMENT AND ATTENDANCE, 1955 AND 1956.

State or Territory.	1955.			1956.		
	Average Weekly Enrolment.	Average Daily Attendance.	Percentage of Attendance to Enrolment.	Average Weekly Enrolment.	Average Daily Attendance.	Percentage of Attendance to Enrolment.
New South Wales(b) .. .. .	490,595	439,187	89.52	510,848	457,901	89.64
Victoria .. .. .	317,836	289,331	91.03	336,343	306,845	91.23
Queensland .. .. .	c 192,163	171,118	89.05	c 203,097	182,426	89.82
South Australia .. .. .	124,634	115,661	92.80	133,235	123,837	92.95
Western Australia .. .. .	94,718	87,699	92.59	100,632	94,469	93.88
Tasmania .. .. .	53,129	49,053	92.33	55,578	51,768	93.14
Northern Territory .. .. .	(d) 1,760	(d) 1,579	89.72	2,039	1,835	90.00
Australia .. .. .	1,274,835	1,153,628	90.49	1,341,772	1,219,081	90.86

(a) Excludes Senior Technical Colleges. (b) Includes Australian Capital Territory. (c) Census enrolment at 1st August. (d) Year ended 30th June.

The average attendance at government schools in Australia is shown in the following table for the year 1891 and at varying intervals to 1956.

## GOVERNMENT SCHOOLS(a): AVERAGE ATTENDANCE, AUSTRALIA.

Year.	Total Population. (b)	Average Attendance.	Year.	Total Population. (b)	Average Attendance.
	'000.	No.		'000.	No.
1891 .. .. .	3,421	350,773	1950 .. .. .	8,307	844,123
1901 .. .. .	3,825	450,246	1951 .. .. .	8,528	899,514
1911 .. .. .	4,574	463,799	1952 .. .. .	8,740	974,934
1921 .. .. .	5,511	666,498	1953 .. .. .	8,903	1,037,621
1931 .. .. .	6,553	817,262	1954 .. .. .	9,090	1,089,484
1941 .. .. .	7,144	732,116	1955 .. .. .	9,313	1,153,628
1949 .. .. .	8,046	810,800	1956 .. .. .	9,533	1,219,081

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

(c) *Schools in the Australian Capital Territory.* During 1956, 13 government schools were in operation in the Australian Capital Territory. Enrolment numbered 4,678; and average attendance was 4,133. Figures for 1955 were 13, 5,196 and 4,667, respectively. By arrangement with the Commonwealth Government, these schools are conducted by the New South Wales Education Department with a provision for primary and secondary education, the Department being recouped for expenditure. The cost of the teaching staff in 1955-56 was £219,582, while the cost of general maintenance amounted to £125,820. The figures quoted exclude enrolment, etc., at the Canberra Technical College and the Evening Continuation School. For further particulars of educational facilities in the Australian Capital Territory see Chapter V.—The Territories of Australia, Australian Capital Territory, p. 117.

(iii) *Expenditure.* (a) *Maintenance—All Schools (except Senior Technical Colleges).* The net expenditure on maintenance in all grades of schools, except senior technical colleges and, in Victoria, junior technical schools, and the cost per head of average attendance for each of the years 1952 to 1956 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.)									
1952..	17,844	9,777	4,814	3,768	3,853	1,916	57	171	42,200
1953..	19,717	11,931	5,630	4,107	3,898	2,211	88	202	47,784
1954..	21,486	12,993	6,353	4,444	4,382	2,411	102	258	52,429
1955..	24,901	14,454	6,979	5,480	5,143	(e)	125	309	(e)
1956..	27,054	17,405	8,194	5,986	5,752	(e)	139	345	(e)

#### PER HEAD OF AVERAGE ATTENDANCE.

(£ s. d.)									
1952..	47 16 1	40 19 10	31 2 6	41 0 9	50 13 5	45 16 5	47 0 1	60 6 3	43 4 8.
1953..	49 9 6	46 5 7	36 2 0	40 15 5	51 5 4	50 7 8	57 4 5	64 2 3	46 1 0
1954..	52 1 11	47 13 6	39 5 2	41 3 11	53 0 0	51 2 2	67 0 8	75 7 3	48 2 6
1955..	57 4 9	49 19 2	40 15 8	47 7 8	58 12 11	(e)	79 4 1	74 14 3	(e)
1956..	59 13 10	56 14 6	44 18 3	48 6 9	60 17 8	(e)	75 11 10	74 0 2	(e)

(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) Not yet available.

(b) *Maintenance—Secondary Schools.* The figures shown in the preceding table refer to expenditure on the maintenance of all government primary and secondary schools, excluding senior technical colleges. It has been the practice of the State Education 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 regard to cost have been extracted mainly from the reports of the State Education Departments, and are subject to the foregoing qualifications. There are no secondary schools in the Northern Territory, although some primary schools have secondary tops. Consequently no figures are given in the following table for the Northern Territory.

## GOVERNMENT SECONDARY SCHOOLS(a): EXPENDITURE ON MAINTENANCE.

State.	1954.		1955.		1956.	
	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)	6,450,426	1 17 4	7,660,115	2 3 6	7,217,534	2 0 2
Victoria ..	3,377,023	1 7 11	3,881,621	1 11 2	4,763,622	1 16 7
Queensland ..	735,821	0 11 4	842,976	0 12 9	1,027,837	0 15 2
South Australia ..	1,056,726	1 6 6	1,316,448	1 12 1	1,487,692	1 15 1
Western Australia ..	1,118,198	1 15 5	1,340,213	2 1 4	1,444,205	2 3 2
Tasmania(d) ..	424,705	1 7 4	(c)	(c)	(c)	(c)
<b>Australia ..</b>	<b>13,162,899</b>	<b>1 9 7</b>	<b>(c)</b>	<b>(c)</b>	<b>(c)</b>	<b>(c)</b>

(a) Excludes Senior Technical Colleges.

(b) Includes A.C.T.

(c) Not yet available.

(d) Includes High and Junior Technical Schools.

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 in 1953-54 to £214,080, in 1954-55 to £221,181 and in 1955-56 to £246,973.

(c) *Buildings.* Expenditure on government school buildings, excluding senior technical colleges, for the years 1952 to 1956 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.(c)	N.T.	Total.
1952 ..	4,845	3,119	855	1,667	917	599	97	12,099
1953 ..	4,170	3,099	645	897	2,007	668	117	11,603
1954 ..	5,494	4,061	812	1,146	1,038	1,353	60	13,964
1955 ..	7,366	4,660	1,287	1,366	1,458	(d)	16	(d)
1956 ..	7,409	5,917	1,589	1,518	1,591	(d)	29	(d)

(a) Excludes Senior Technical Colleges.

(b) Year ended 30th June.

(c) Year ended

1st August. (d) Not yet available.

The totals for the various States in 1956 (1955 in parentheses) include the following amounts expended from funds other than the consolidated revenue fund:—New South Wales, £5,549,542 (£5,115,130); Victoria, £5,641,382 (£4,460,586); Queensland, £1,326,602 (£1,063,018); South Australia, £1,301,786 (£1,171,484); and Western Australia, £1,306,668 (£1,189,452).

(d) *Total Net Cost.* The total net cost of education in government schools, including buildings, during the years 1952 to 1956 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. (c)	N.T. (d)	A.C.T. (f)	Aust.
1952 ..	22,689	12,896	5,669	5,435	4,770	2,515	154	171	54,299
1953 ..	23,887	15,030	6,276	5,004	5,905	2,879	205	202	59,388
1954 ..	26,980	17,055	7,165	5,590	5,420	3,764	162	258	66,394
1955 ..	32,268	19,114	8,265	6,847	6,601	(g)	141	309	(g)
1956 ..	34,464	23,322	9,784	7,504	7,343	(g)	168	345	(g)

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

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

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

### § 3. Non-Government Schools.

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

In Queensland, eight grammar schools, which exist by statutory authority and are subsidized by the State, are subject to annual inspection. These are the only non-government schools in Australia for which an annual inspection is prescribed by statute. Other non-State 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 State or approved non-State schools. In New South Wales, also, the Intermediate and Leaving Certificates are awarded only to pupils of schools whose courses of study are approved by the Department of Education.

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

2. **Non-Government Schools Finance.**—Roman Catholic parochial schools do not charge fees, although most 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-State secondary schools. Since the establishment of educational systems by the State Governments, official policy has been largely against the provision of direct financial assistance to non-government schools. Eight undenominational grammar schools in Queensland, however, receive a State subsidy under the Grammar Schools Acts 1860–1900. In 1957, the Tasmanian State Government approved the provision of capital grants to non-government schools, and in 1956, the Commonwealth Government announced a plan to contribute to the interest payments on loans raised by churches in order to build denominational secondary schools in the Australian Capital Territory.

3. **Numbers of Non-Government Schools, Teachers and Enrolments.**—The numbers of non-government schools, teachers and enrolments for 1955 are shown in the following table:—

## NON-GOVERNMENT SCHOOLS, 1955.

Denomination.	N.S.W. (a)	Vic.	Q'land.	S. Aust.	W. Aust.	Tas.	N.T.	Aust.
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## NUMBER OF SCHOOLS.

Denominational—								
Church of England ..	42	35	16	14	8	5	..	120
Methodist ..	6	4	(b) 5	3	3	1	..	22
Presbyterian ..	12	15	3	2	2	2	..	36
Roman Catholic ..	648	385	246	114	156	38	2	1,589
Other ..	21	23	7	19	5	4	..	79
Undenominational ..	51	44	10	5	88	7	..	205
<b>Total .. ..</b>	<b>780</b>	<b>506</b>	<b>287</b>	<b>157</b>	<b>262</b>	<b>57</b>	<b>2</b>	<b>2,051</b>

## TEACHERS.

Denominational—								
Church of England ..	741	682	251	202	108	89	..	2,073
Methodist ..	165	165	(b) 112	80	46	23	..	591
Presbyterian ..	283	314	57	70	52	10	..	786
Roman Catholic ..	4,506	2,125	1,560	638	661	213	13	9,716
Other ..	71	154	32	88	17	55	..	417
Undenominational ..	454	335	112	75	175	34	..	1,185
<b>Total .. ..</b>	<b>6,220</b>	<b>3,775</b>	<b>2,124</b>	<b>1,153</b>	<b>1,059</b>	<b>424</b>	<b>13</b>	<b>14,768</b>

## ENROLMENTS.

Denominational—								
Church of England ..	11,264	13,017	4,196	3,657	2,158	1,508	..	35,800
Methodist ..	2,452	3,452	(b) 1,719	1,285	934	311	..	10,153
Presbyterian ..	4,243	6,280	613	1,144	1,071	163	..	13,514
Roman Catholic ..	135,021	94,642	48,798	18,262	22,072	7,047	450	326,292
Other ..	1,177	2,670	547	1,420	319	869	..	7,002
Undenominational ..	5,872	3,906	2,248	1,072	3,459	627	..	17,184
<b>Total .. ..</b>	<b>160,029</b>	<b>123,967</b>	<b>58,121</b>	<b>26,840</b>	<b>30,013</b>	<b>10,525</b>	<b>450</b>	<b>409,945</b>

(a) Includes Australian Capital Territory.

(b) Presbyterian and Methodist Schools' Association.

Similar figures for the year 1956 are shown in the following table:—

### NON-GOVERNMENT SCHOOLS, 1956.

Denomination.	N.S.W. (a)	Vic.	Q'land.	S. Aust.	W. Aust.	Tas.	N.T.	Aust.
NUMBER OF SCHOOLS.								
Denominational—								
Church of England ..	41	35	16	14	8	5	..	119
Methodist ..	6	4	(b) 5	3	3	1	..	22
Presbyterian ..	12	15	3	2	2	2	..	36
Roman Catholic ..	662	400	245	120	164	37	2	1,630
Other ..	21	23	7	19	5	4	..	79
Udenominational ..	47	44	10	5	93	3	..	202
Total ..	789	521	286	163	275	52	2	2,088

TEACHERS.								
Denominational—								
Church of England ..	800	694	256	215	113	100	..	2,178
Methodist ..	164	165	(b) 119	83	52	23	..	606
Presbyterian ..	277	330	53	73	49	10	..	792
Roman Catholic ..	4,639	2,219	1,547	724	675	212	11	10,027
Other ..	72	163	29	98	21	51	..	434
Udenominational ..	417	349	117	75	184	26	..	1,168
Total ..	6,369	3,920	2,121	1,268	1,094	422	11	15,205

ENROLMENTS.								
Denominational—								
Church of England ..	10,523	12,778	4,305	3,832	2,196	1,579	..	35,213
Methodist ..	2,494	3,572	(b) 1,808	1,304	986	314	..	10,478
Presbyterian ..	4,378	6,688	661	1,200	1,051	169	..	14,147
Roman Catholic ..	142,741	102,832	48,835	20,075	23,583	7,394	633	346,093
Other ..	1,154	3,074	545	1,481	294	889	..	7,437
Udenominational ..	5,745	6,226	2,425	1,158	3,651	412	..	19,617
Total ..	167,035	135,170	58,579	29,050	31,761	10,757	633	432,985

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

4. Growth of Non-Government Schools.—The enrolment and average attendance at non-government schools in 1891 and at varying intervals to 1956 were as follows :—

### NON-GOVERNMENT SCHOOLS : ENROLMENT AND ATTENDANCE.

Year.	Enrolment.	Average Attendance.	Year.	Enrolment.	Average Attendance.
1891 .. ..	124,485	99,588	1951 .. ..	326,258	293,429
1901 .. ..	148,659	120,742	1952 .. ..	347,831	315,796
1911 .. ..	160,794	132,588	1953 .. ..	366,086	337,156
1921 .. ..	198,688	164,075	1954 .. ..	388,312	352,736
1931 .. ..	221,387	189,665	1955 .. ..	409,945	374,571
1941 .. ..	256,580	224,355	1956 .. ..	432,985	(a) 396,300

(a) Partly estimated.

4. The Organization of Roman Catholic Education.—There is, in each State capital, an official who acts under the Archbishop as a Director of Catholic Education for the area. Each diocese within the area is, however, autonomous and manages its own educational affairs subject to the local episcopal authority. The State Director has, in

addition to possible inspectorial functions within his own diocese, the duty of co-ordination of educational matters within his area, and of liaison with other educational authorities, particularly the State Education Department.

The system includes kindergartens, sub-primary, primary, academic secondary, home science, commercial, agricultural and technical schools, juniorates and minor 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.

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

Within each State, although the other non-government schools may be organized into loose forms of association for purposes such as sports, conferences, 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-State schools, including some Roman Catholic schools. Neither body has executive powers. One of the chief considerations for the admission of new members is the degree of independence enjoyed by the governing body and principal of the school concerned.

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

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

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

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

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

## § 4. Pre-School Education.

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

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. Crèches accept children from a few weeks of age up to 5 or 6 years while other centres cater for children from about 3 years up to 5 or 6 years. A mobile unit is in operation in the Australian Capital Territory.

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

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 may either complete the normal two-year primary course followed by one year's training at the Kingston Pre-School Centre or undertake a shorter course entirely at the Centre. Those wishing to gain a Kindergarten Training College diploma must attend a college on the mainland.

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

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

**4. Kindergarten Unions.**—The following information regarding kindergarten unions 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 where the details were furnished by the Education Department. It refers to kindergarten unions or associations and excludes the kindergarten branches in the government schools of the various States.

KINDERGARTEN UNIONS, 1956.

State.	No. of Schools.	Average Attendance.	Permanent Instructors.	Student Teachers.
New South Wales .. ..	38	1,548	118	21
Victoria .. ..	47	1,449	71	(a)
Queensland .. ..	20	(a)	33	..
South Australia(b) .. ..	90	3,167	272	..
Western Australia .. ..	41	1,410	78	..
Tasmania .. ..	(c)	(c)	(c)	(c)
<b>Total .. ..</b>	<b>236</b>	<b>7,574</b>	<b>572</b>	<b>(a)</b>

(a) Not available. (b) Includes affiliated suburban and country centres. (c) In 1956, all Kindergartens formerly under the jurisdiction of the Tasmanian Kindergarten Union came under the control of the Department of Education.

In 1956, only 51 of these 236 kindergartens were located outside metropolitan areas, mainly in the larger provincial cities. In each capital city, except Hobart, there is a training college and the number of students in training during 1956 was 89 in Sydney, 154 in Melbourne, 29 in Brisbane, 44 in Adelaide, and 20 in Perth.

### § 5. Technical Education.

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

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

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

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

In New South Wales, the University of Technology conducts a number of diploma courses on behalf of the Department of Technical Education.

A brief description of the expansion in technical training since the 1939–45 War appeared in Official Year Book No. 43, p. 449. The following table gives some indication of the growth of technical education in the years 1952 to 1956.

TECHNICAL EDUCATION : AUSTRALIA.

Year.				No. of Colleges.	No. of Students.	No. of Teachers.(a)	Total Expenditure.
							£
1952	..	..	..	141	170,239	6,428	7,145,402
1953	..	..	..	141	178,301	6,688	7,826,645
1954	..	..	..	148	178,527	7,149	9,245,560
1955	..	..	..	151	(b)	7,632	(b)
1956	..	..	..	164	(b)	8,364	(b)

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

(b) Not yet available.

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

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

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

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

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

3. **Teacher Training.**—Prior to the 1939–45 War, technical colleges were staffed chiefly by men drawn from two sources. They were either trained teachers in the employment of the Education Department or technicians drawn from industry. Although some of the latter were highly qualified, the great majority had not been trained as teachers. In order to remedy this, there has been a move to develop schemes of training technical college teachers without breaking the important link provided by recruiting specialist tradesmen to teach in the colleges. In 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 1952 to 1956 are given in the following table:—

#### TECHNICAL EDUCATION: COLLEGES, TEACHERS AND ENROLMENTS.

State.	Colleges.	Teachers.			Individual Students Enrolled.		
		Full-time.	Part-time.	Total.	Males.	Females.	Persons.
<b>New South Wales(a)—</b>							
1952..	40	984	1,032	2,016	(b)37,564	(b)19,409	56,973
1953..	40	994	1,036	2,030	38,134	19,606	57,740
1954..	42	1,064	1,037	2,101	40,718	20,796	61,514
1955..	42	1,162	1,102	2,264	(c)	(c)	(c)
1956..	45	1,197	1,265	2,462	(c)	(c)	(c)
<b>Victoria—</b>							
1952..	36	1,338	1,090	2,428	32,517	13,993	46,510
1953..	37	1,497	1,147	2,644	35,511	14,304	49,815
1954..	43	1,712	1,199	2,911	34,900	14,778	49,678
1955..	45	1,808	1,346	3,154	37,152	15,374	52,526
1956..	47	2,026	1,484	3,510	39,796	14,784	54,580
<b>Queensland—</b>							
1952..	12	137	354	491	13,849	5,953	19,802
1953..	12	143	361	504	14,574	6,732	21,306
1954..	12	147	403	550	12,200	4,420	16,620
1955..	12	161	423	584	12,067	4,555	16,622
1956..	13	165	402	567	12,478	4,461	16,939
<b>South Australia—</b>							
1952..	27	203	498	701	11,033	7,195	18,228
1953..	27	209	494	703	11,439	6,863	18,302
1954..	26	212	549	761	11,922	6,799	18,721
1955..	27	205	530	735	12,675	6,945	19,620
1956..	28	267	583	850	13,478	7,841	21,319
<b>Western Australia—</b>							
1952..	17	159	321	480	7,995	5,284	13,279
1953..	16	173	286	459	8,987	5,736	14,723
1954..	16	203	278	481	9,670	5,948	15,618
1955..	18	200	337	537	10,946	6,341	17,287
1956..	24	237	339	576	12,100	6,703	18,803
<b>Tasmania—</b>							
1952..	9	37	275	312	3,085	2,440	5,525
1953..	9	56	292	348	3,382	2,295	5,677
1954..	9	71	274	345	3,890	2,882	6,772
1955..	7	73	285	358	3,394	2,145	5,539
1956..	7	79	320	399	3,583	2,153	5,736
<b>Total—</b>							
1952..	141	2,858	3,570	6,428	106,043	54,274	160,317
1953..	141	3,072	3,616	6,688	112,027	55,536	167,563
1954..	148	3,409	3,740	7,149	113,300	55,623	168,923
1955..	151	3,609	4,023	7,632	(c)	(c)	(c)
1956..	164	3,971	4,393	8,364	(c)	(c)	(c)

(a) Excludes correspondence students as follows: 1952, 9,922; 1953, 10,738; and 1954, 6,818. The figures for 1954, represent enrolment in courses; figures for previous years are subject enrolments.

(b) Partly estimated. (c) Not yet available.

5. **Expenditure.**—The expenditure on technical education in each State for 1955 and 1956 is shown in the two tables which follow:—

**TECHNICAL EDUCATION: EXPENDITURE, 1955.**

(Including Loan Fund Expenditure.)

(£.)

State.	Salaries and Maintenance.	Equipment.	Buildings.	Gross Expenditure. (a)	Receipts—Fees, etc.	Net Expenditure.
New South Wales ..	2,577,694	218,846	707,239	3,505,023	433,480	3,071,543
Victoria (b)(c) ..	2,607,155	65,000	1,051,176	4,271,059	269,078	4,001,981
Queensland ..	452,498	146,387	165,240	764,125	41,224	722,901
South Australia ..	560,055	(d)	125,606	685,753	112,291	573,462
Western Australia(c) ..	488,447	(d)	99,137	587,584	22,992	564,592
Tasmania ..	151,762	31,861	15,171	202,925	(e)	(e)
Aust. Cap. Terr.(c) ..	35,409	424	..	42,448	5,307	37,141
<b>Australia(f) ..</b>	<b>6,873,020</b>	<b>316,131</b>	<b>2,163,569</b>	<b>10,058,917</b>	<b>(e)</b>	<b>(e)</b>

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

**TECHNICAL EDUCATION: EXPENDITURE, 1956.**

(Including Loan Fund Expenditure.)

(£.)

State.	Salaries and Maintenance.	Equipment.	Buildings.	Gross Expenditure. (a)	Receipts—Fees, etc.	Net Expenditure.
New South Wales ..	2,840,530	118,688	891,439	3,856,187	449,233	3,406,954
Victoria(b)(c) ..	3,219,722	63,480	926,213	4,803,644	284,481	4,519,163
Queensland ..	524,828	171,326	172,354	868,508	42,098	826,410
South Australia ..	623,273	(d)	288,249	911,522	80,045	831,477
Western Australia(c) ..	563,658	(d)	113,746	677,404	23,515	653,889
Tasmania ..	167,198	32,471	14,431	228,991	(e)	(e)
Aust. Cap. Terr.(c) ..	40,373	2,303	..	49,189	5,776	43,413
<b>Australia(f) ..</b>	<b>7,979,582</b>	<b>388,268</b>	<b>2,406,432</b>	<b>11,395,445</b>	<b>(e)</b>	<b>(e)</b>

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

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 1955 being: New South Wales, £585,644; Victoria, £1,051,176; Queensland, £143,272; South Australia, £88,192; Western Australia, £50,097; Tasmania, nil.

**§ 6. Commonwealth Activities.**

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

The Australian Broadcasting Commission features school broadcasts and other educational broadcasts as part of its daily programmes. The Commonwealth Scientific and Industrial Research Organization undertakes research, the results of which are made available to educational institutions. In 1951, the Commonwealth Government introduced a free-milk scheme for schoolchildren. This extended a service which some State authorities were already providing for a proportion of the school population. Under the Commonwealth Reconstruction Training Scheme, many ex-servicemen and women have received the training which has enabled them to enter many different trades and professions.

The Commonwealth Office of Education, established under the Education Act 1945, acts as the Commonwealth's educational adviser, undertakes research work as Commonwealth activities require and is the channel for liaison between Commonwealth and State educational authorities. This office has responsibilities with regard to the education of migrants, international relations, including the association of Australia with the aims and activities of the United Nations Educational, Scientific and Cultural Organization, 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 Universities Commission was also established under the Education Act 1945. This commission is mainly concerned with arranging training in universities and similar institutions for ex-members of the forces and providing assistance to students at universities and other approved institutions.

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

Further details of Commonwealth assistance to students and of grants for universities are given in § 8, para. 6, (iii) and (iv), of this chapter.

### § 7. Australia and International Relations in Education.

Despite its isolation, 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 and the cultural programme of SEATO.

Perhaps the most important single factor behind the quickening of Australian interest in international cultural affairs has been membership of the United Nations Educational, Scientific and Cultural Organization. Australia has been a member since 1946. Eleven 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 UNESCO international conferences and seminars highly effective. Other work undertaken by these committees has included the provision of technical material and advice to the countries of South and South-east Asia, the conducting of seminars in Australia, arranging for exhibitions and displays in Australia and overseas, and the publication of handbooks and brochures to assist teachers and other persons in meeting the problems involved in educating for international understanding.

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

## § 8. Universities.

1. General.—There are at present nine universities and two university colleges in Australia, as follows:—

*New South Wales.*

University of Sydney .. .. .	..	Sydney
New South Wales University of Technology .. .. .	..	Sydney
University of New England .. .. .	..	Armidale
Newcastle University College .. .. .	..	Newcastle

*Victoria.*

University of Melbourne .. .. .	..	Melbourne
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*Queensland.*

University of Queensland .. .. .	..	Brisbane
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*South Australia.*

University of Adelaide .. .. .	..	Adelaide
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*Western Australia.*

University of Western Australia .. .. .	..	Perth
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*Tasmania.*

University of Tasmania .. .. .	..	Hobart
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*Australian Capital Territory.*

Australian National University .. .. .	..	Canberra
Canberra University College .. .. .	..	Canberra

Three of these universities (the New South Wales University of Technology, the University of New England and the Australian National University) and one university college (the Newcastle University College) have been established since the 1939–45 War.

Officially incorporated by the Technical Education and New South Wales University of Technology Act 1949 of the New South Wales Parliament, the New South Wales University of Technology was established to provide facilities for training and research in the fields of applied science and technology. The council of the university is empowered to establish colleges of the university in country districts of New South Wales. Under this authority, a college of the university was established at Newcastle in December, 1951. In addition, the university provides part-time instruction in science and engineering at Wollongong and Broken Hill, and in mechanical engineering at Orange and Lithgow. Courses are provided at the technical colleges in these towns. Further particulars concerning the New South Wales University of Technology were given in Official Year Book No. 42 (pp. 473–4). In all cases, statistics of the Newcastle University College have been included with those of the New South Wales University of Technology.

The New England University College, established as a branch of the University of Sydney in 1938, was incorporated as the University of New England under the University of New England Act 1953 of the New South Wales Parliament. There are at present four faculties in the university—Arts, established in 1938; Science, established in 1939; and Rural Science and Agricultural Economics, established in 1955. The university co-operates with the New South Wales University of Technology in the provision of arts courses at the Newcastle University College. Under this scheme, the courses of study are prescribed by the University of New England which is also the examining body. Instruction is provided by the members of the teaching staff of the Newcastle University College. Further particulars concerning the University of New England were given in Official Year Book No. 42 (p. 475).

The Australian National University was established under the Australian National University Act 1946 of the Commonwealth Parliament. It provides facilities for post-graduate research in medicine, physical sciences, social sciences and pacific studies. Further particulars concerning the Australian National University were given in Official Year Book No. 42 (pp. 472–3).

2. Expansion within the Universities.—An important administrative development in all universities has been the appointment of full-time salaried Vice-Chancellors or Principals. This has given much greater effectiveness to university administration.

Within the past 20 years, the appearance of some of the universities has altered to a striking extent. New permanent buildings and some temporary ones have been erected and new wings have been added.

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 they increased again and it is expected that by 1965 some 70,000 students will be enrolled in Australian universities. Enrolment in 1956 was 34,406.

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

At the New South Wales University of Technology, two new courses, leading to bachelor's degrees in Commerce and Textile Technology, commenced in 1957, and the extension course in Hospital Administration, designed for administrators with previous experience in this field, was held for the first time. Another new course to commence in 1957 was the one-term post-graduate course in Traffic Engineering.

The University of New England completed plans for its new four-year degree course in Agricultural Economics, designed to provide general training in economics and principles of agriculture with the possibility of specialization in one of these fields.

A four-year course leading to the degree of Bachelor of Agricultural Engineering was offered by the University of Melbourne for the first time. This university also instituted a one-year post-graduate course in Audio-Visual Aids in 1957.

In South Australia, a number of associate diploma courses of the School of Mines and Industries were replaced by three-year courses conducted by the University of Adelaide and leading to the degree of Bachelor of Technology. The courses are offered in a variety of engineering and technological fields.

Medical courses are at present available at four Australian universities. During the year, the University of Western Australia proceeded with arrangements for the establishment of a medical course. In 1957, in addition to the first year course, sixth year Western Australian students who had completed the earlier years of their course at the University of Adelaide were enrolled. A complete medical course will be available in 1959.

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 New South Wales University of Technology a variety of degree courses are available to evening students.

Several universities have limited systems of external tuition whereby students in country areas may take a restricted number of courses by correspondence. The University of Queensland has developed a system of correspondence tuition which now caters not only for students within the State but for those in the Northern Territory, Papua and New Guinea and adjacent Pacific islands. External students within Queensland receive tutorial assistance at university centres in the principal country towns. In addition, the university co-operates in the Colombo Plan Correspondence Scholarship Scheme (*see* p. 462).

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.**—The research activities of the universities have been greatly stimulated over recent years by the interest and assistance of the Commonwealth and State Governments, of government departments and instrumentalities such as the Commonwealth Bank and C.S.I.R.O., of private foundations, both overseas and Australian, such as the Nuffield Foundation, the Carnegie Corporation and the Water Research Foundation of Australia, and of industrial undertakings such as General Motors Holdens Limited and Broken Hill Proprietary Company Ltd.

The Water Research Foundation of Australia, founded in 1956 and supported by pastoral and industrial concerns and private individuals, has provided funds for research by Australian universities into the supply, use, control and disposal of water in Australia. In 1957, the New South Wales University of Technology commenced a Hunter Valley research project as part of the Hunter Valley Research Foundation's programme.

During the year the universities continued research projects in a number of fields, including education, anthropology, psychology, medicine and nuclear physics. 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. *Services.*—The various types of community services provided by the universities are outlined in Official Year Book No. 42 (pp. 476–7). A noteworthy example of service to agriculture and industry is the Tractor Research Station at Werribee, Victoria, which was opened in 1957, as a result of an agreement between the Commonwealth, the States and the University of Melbourne. The station is conducted by the university and carries out tests for manufacturers on new tractors and other agricultural equipment.

6. *The Commonwealth and the Universities.*—(i) *General.* Before 1939, Commonwealth interest in research projects carried out by or in collaboration with the universities led to the granting of increasing sums for this purpose. During and after the 1939–45 War, the Commonwealth extended assistance to university students, at first with the object of increasing the number of highly qualified people available for the war effort, then with the object of rehabilitating ex-servicemen and finally as a social service of benefit to the community. Since 1951, the Commonwealth has made special grants to the States for payment to universities, and in addition has, through the Commonwealth Scholarship Scheme, given direct assistance to university students on a wide scale.

(ii) *Grants for Research.* The Commonwealth had given some support to research prior to 1926, chiefly through the Institute of Science and Industry, but the amount spent did not exceed £25,000 per annum. In 1926, the Institute was replaced by the Council for Scientific and Industrial Research (known since 1949 as the Commonwealth Scientific and Industrial Research Organization) with an annual appropriation of £250,000. Further particulars concerning this organization may be found in Chapter XXX, Miscellaneous, §7. It has since worked in close association with the universities. Both fundamental and applied research have at times occupied the attention of both the universities and the Commonwealth Scientific and Industrial Research Organization, but in general, the preliminary training of graduates in research work has been left to the universities.

In 1936, the Commonwealth Government made a grant of £30,000 a year for five years to Australian universities for research in the physical and biological sciences. When this grant was reviewed in 1941, a slight increase was made in funds available for research in the physical and biological sciences and an amount of £9,000 added for research in the social sciences. The combined figure rose over the years to £110,000 in 1950 and was subsequently absorbed in the larger general grant which was then made available by the Commonwealth to the States for universities.

(iii) *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 Scholarship Scheme.

Under this scheme, 3,000 scholarships are allocated annually to the States on a population basis. These scholarships are tenable at universities and other approved institutions. Awards are made on merit and all successful applicants have their fees paid. In addition, scholarship holders may be paid a living allowance subject to a means test. At 31st October, 1957, there were 9,036 scholars in training at universities and 833 at other institutions.

The Universities Commission also provides for the training at universities and similar institutions of ex-service personnel and war widows under the Reconstruction Training Scheme, the Korea and Malaya Training Scheme and the Disabled Members' and Widows' Training Scheme. A detailed description of the Reconstruction Training Scheme was given on page 240 of Official Year Book No. 39. For the purpose of reconstruction training, the Commonwealth Government made available to the universities approximately £1 million for buildings and £500,000 for equipment, and, in addition to paying the full tuition fees for reconstruction trainees, paid the universities an amount to cover the full cost of their training.

At 30th June, 1957, 25,253 full-time and 19,547 part-time students had been selected for university or university-type training under the Reconstruction Training Scheme and 21,429 had successfully completed their courses. At the same date, 22 full-time and 26 part-time students were taking university or university-type training under the Korea and Malaya Training Scheme and 27 had completed their courses. Eight students were taking university or university-type courses under the Disabled Members' and Widows' Training Scheme and five had completed their courses.



(iv) *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 passed the States Grants (Universities) Acts in 1951, 1953, 1955, 1956 and 1957 to enable grants to be made to the States for their universities.

The States Grants (Universities) Act No. 7 of 1957 (assented to 15th April, 1957) operated with effect from 1st January, 1957. The main provisions of the act are summarized below:—

Section 4 (1).—If the sum of the fees and State grants received by a university during the years 1957 and 1958 exceeds the amount specified in column 2 of the table below, the grant to the State for the years 1957 and 1958 for that university is:—

(a) an amount equal to one-third of the excess, and

(b) the amount shown in column 3 of the table.

Section 4 (2).—The maximum amount payable under Section 4 (1) is shown in column 4.

Section 5 (1).—The State will:—

(a) in the year in which payment is received pay to the university concerned an amount equal to the grant received for that university; and

(b) ensure that the amount shown in column 5 is applied towards the teaching and administrative costs of the residential colleges of the university and that the remainder of the grant is used for expenditure, not being capital expenditure, for university purposes.

### COMMONWEALTH GRANTS TO THE STATES FOR UNIVERSITY PURPOSES.

(£.)

University.	Amount of Fees and State Grants.	Amount of Financial Assistance under Section 4 (1) (b).	Maximum Amount Payable under Section 4 (1).	Amount for Teaching and Administrative costs of Residential Colleges.
(1)	(2)	(3)	(4)	(5)
New South Wales—				
University of Sydney .. ..	783,369	273,323	585,000	12,200
New South Wales University of Technology .. ..	605,805	83,529	278,000	4,000
University of New England .. ..	64,164	16,379	62,500	3,500
Victoria—				
University of Melbourne .. ..	655,159	225,149	509,600	12,000
Queensland—				
University of Queensland .. ..	309,269	98,553	300,000	8,400
South Australia—				
University of Adelaide .. ..	272,394	95,998	278,000	5,200
Western Australia—				
University of Western Australia .. ..	183,531	64,777	191,900	3,600
Tasmania—				
University of Tasmania .. ..	106,319	33,722	95,000	1,100
<b>Total .. ..</b>	<b>2,980,010</b>	<b>891,430</b>	<b>2,300,000</b>	<b>50,000</b>

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

The report of the Committee (Murray Committee)\* was presented to Parliament in November, 1957.

In accepting the principal recommendations of the committee the Government offered considerable additional assistance to the States for the recurrent expenses of their universities and has offered assistance to meet the capital needs of the universities for new buildings

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

and equipment. It also stated that it would establish a permanent Australian Universities Committee.

The Government also accepted certain recommendations related to the Australian National University and the Canberra University College.

The Australian National University and the Canberra University College, which are not covered by the States Grants (Universities) Acts, receive grants direct from the Commonwealth Government.

7. **Teaching and Research Staff.**—The following table shows particulars of the teaching and research staff of Australian universities during 1956:—

**UNIVERSITIES: TEACHING AND RESEARCH STAFF, 1956.**

University or College.	Pro-fessors.	Readers. (a)	Lecturers.(b)		Demonstrators, Tutors and Research Assistants.		Honorary Lec-turers and Demon-strators.	Total.
			Full-time.	Part-time.	Full-time.	Part time.(c)		
Australian National University .. ..	17	13	(d) 68	..	13	2	..	113
Sydney .. ..	54	34	308	240	77	91	48	852
Melbourne .. ..	50	46	234	64	93	91	..	578
Queensland .. ..	32	30	154	165	55	39	(e) 27	502
Adelaide .. ..	32	31	126	61	19	97	..	366
Western Australia ..	22	20	67	55	15	22	..	201
Tasmania .. ..	15	6	52	13	8	..	..	94
N.S.W. University of Technology .. ..	20	7	288	394	(f) 102	(g) 1	..	812
New England .. ..	12	7	59	23	13	..	(h) 3	117
Canberra University College .. ..	11	2	27	16	5	6	..	67
<b>Total .. ..</b>	<b>265</b>	<b>196</b>	<b>1,383</b>	<b>1,031</b>	<b>400</b>	<b>349</b>	<b>78</b>	<b>3,702</b>

(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) Department of External Studies. (f) Includes 70 technical officers who in previous years have been regarded as special research workers. (g) Technical officer. (h) Includes 2 Department of External Studies.

The following table gives details of the teaching and research staff of Australian universities for each year from 1952 to 1956:—

**UNIVERSITIES: TEACHING AND RESEARCH STAFF, SUMMARY, AUSTRALIA.**

Year.	Pro-fessors.	Readers. (a)	Lecturers.(b)		Demonstrators, Tutors and Research Assistants.		Honorary Lec-turers and Demon-strators.	External Studies Staff.	Total.
			Full-time.	Part-time.	Full-time.	Part-time.(c)			
1952 .. ..	212	138	1,131	972	272	255	76	21	3,077
1953 .. ..	215	155	1,180	990	292	263	73	24	3,192
1954 .. ..	227	169	1,227	1,099	300	303	60	26	3,411
1955 .. ..	245	177	1,290	1,062	290	321	66	29	3,480
1956 .. ..	265	196	1,383	1,031	(d) 400	(e) 349	49	29	3,702

(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 70 technical officers of the New South Wales University of Technology who in previous years have been regarded as special research workers. (e) Includes one technical officer of the New South Wales University of Technology.

8. **Students.**—(i) **Total.** The number of students (of whom 123 males and four females were Commonwealth Reconstruction Training Scheme students) enrolled for courses at the universities for the year 1956 is shown in the following table.

## UNIVERSITIES: STUDENTS ENROLLED, 1956.

University or College.	Degree Courses.	Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
		Post-graduate.	Sub-graduate.			
Australian National University ..	68	..	..	..	6	74
Sydney .. .. .	6,718	111	929	..	173	7,885
Melbourne .. .. .	6,652	21	264	172	479	7,588
Queensland .. .. .	3,757	36	673	616	262	5,329
Adelaide .. .. .	2,628	150	781	3	754	4,281
Western Australia .. .. .	2,022	85	..	..	121	2,215
Tasmania .. .. .	634	40	35	126	74	890
N.S.W. University of Technology .. .. .	1,311	..	3,277	108	232	4,906
New England .. .. .	845	107	..	..	2	952
Canberra University College ..	239	..	18	..	103	360
<b>Total</b> .. .. .	<b>24,874</b>	<b>550</b>	<b>5,977</b>	<b>1,025</b>	<b>2,206</b>	<b>34,480</b>

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

Of the students enrolled in 1956, 26,872 were males and 7,608 females. Included in those enrolled for degrees were 68 enrolled for higher degree courses at the Australian National University, 112 in Sydney, 252 in Melbourne, 147 in Queensland, 191 in Adelaide, 139 in Western Australia, 16 in Tasmania, 214 at the New South Wales University of Technology, 23 at the University of New England and 26 at the Canberra University College. In addition 717 students at the University of Sydney were doing higher degree courses but were not enrolled.

The following table shows the number of students enrolled at Australian universities for each of the years from 1952 to 1956.

## UNIVERSITIES STUDENTS ENROLLED, SUMMARY, AUSTRALIA.

Year.	Degree Courses.		Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
	Higher degrees.	Bachelors' degrees.	Post-graduate.	Sub-graduate.			
1952 .. .. .	700	20,324	350	5,499	511	2,340	29,662
1953 .. .. .	800	19,796	318	5,190	511	2,306	28,838
1954 .. .. .	917	20,358	315	5,093	677	2,191	29,445
1955 .. .. .	1,094	21,539	321	5,153	801	2,130	30,868
1956 .. .. .	1,188	23,686	550	5,977	1,025	2,206	34,480

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

(ii) *New Students Enrolled.* The number of new students (of whom five males and one female were Commonwealth Reconstruction Training Scheme students) enrolled for courses at the universities during the year 1956 is shown in the following table:—

## UNIVERSITIES: NEW STUDENTS ENROLLED, 1956.

University or College.	Degree Courses.	Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
		Post-Graduate.	Sub-Graduate.			
Australian National University ..	20	..	..	..	3	23
Sydney .. .. .	1,984	8	390	..	51	2,433
Melbourne .. .. .	1,623	4	86	11	202	1,926
Queensland .. .. .	1,010	6	302	190	128	1,634
Adelaide .. .. .	628	31	276	1	283	1,208
Western Australia .. .. .	532	2	..	..	51	585
Tasmania .. .. .	181	2	9	66	29	286
N.S.W. University of Technology .. .. .	408	..	1,115	49	167	1,739
New England .. .. .	553	59	..	..	..	612
Canberra University College ..	76	..	6	..	62	144
<b>Total</b> .. .. .	<b>7,015</b>	<b>112</b>	<b>2,184</b>	<b>317</b>	<b>976</b>	<b>10,590</b>

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

Of the new students enrolled in 1956, 7,760 were males and 2,830 females. Included in those enrolled for degrees were 134 enrolled for higher degree courses—Australian National University 20, Sydney 5, Melbourne 18, Queensland 15, Adelaide 11, Western Australia 4, Tasmania 6, New South Wales University of Technology 36, New England 11 and Canberra University College 8.

The following table shows the number of new students enrolled at Australian universities during each of the years from 1952 to 1956.

**UNIVERSITIES: NEW STUDENTS ENROLLED, SUMMARY, AUSTRALIA:**

Year.	Degree Courses.		Diploma Courses.		Certificate Courses.	Miscellaneous Subjects.	Adjusted Total.(a)
	Higher Degrees.	Bachelor's Degrees.	Post-graduate.	Sub-graduate.			
1952 .. ..	115	5,033	17	1,346	124	884	7,500
1953 .. ..	84	4,958	9	1,288	118	904	7,335
1954 .. ..	137	4,951	37	1,265	175	860	7,420
1955 .. ..	125	5,791	55	1,412	254	926	8,549
1956 .. ..	134	6,881	112	2,184	317	976	10,590

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

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 1956 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, 1956.**

(£.)

University or College.	Government Grants.	Students' Fees.	Interest, Rent, Dividends and Donations.	Other.	Total.
Australian National University	1,502,500	478	30,597	58,323	1,591,898
Sydney .. ..	1,304,590	606,489	63,319	45,305	2,019,703
Melbourne .. ..	1,294,498	492,321	49,741	22,868	1,859,428
Queensland .. ..	922,806	167,281	30,151	26,058	1,146,296
Adelaide .. ..	856,900	69,078	45,160	13,144	984,282
Western Australia .. ..	674,560	24,141	13,501	19,865	732,067
Tasmania .. ..	324,100	33,762	2,170	5,762	365,794
N.S.W. University of Technology .. ..	1,873,715	125,267	..	59,600	2,058,582
New England .. ..	362,138	27,014	961	45,197	435,310
Canberra University College ..	119,610	9,104	..	910	129,624
<b>Total .. ..</b>	<b>9,235,417</b>	<b>1,554,935</b>	<b>235,600</b>	<b>297,032</b>	<b>11,322,984</b>

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

11. **University Expenditure for General Activities.**—The principal item of disbursements on general university activities is the maintenance of the teaching and research staff, representing 62.9 per cent. of the total in 1956 compared with 62.4 per cent. in 1955.

The following table shows the expenditure including capital expenditure during the year 1956:—

**UNIVERSITIES: EXPENDITURE FOR GENERAL ACTIVITIES, 1956.**

(£.)

University or College.	Adminis- tration.	Maintenance of—			Other (including Buildings).	Total.
		Teaching and Research Depart- ments.	Premises and Grounds.	Libraries.		
Australian National University	104,208	675,909	75,016	47,873	707,006	1,610,012
Sydney .. .. .	237,520	1,482,296	212,692	70,032	120,566	2,123,106
Melbourne .. .. .	155,491	1,325,034	205,571	80,228	146,802	1,913,126
Queensland .. .. .	82,295	854,832	74,218	48,675	24,570	1,084,590
Adelaide .. .. .	91,319	734,695	93,112	48,051	71,694	1,038,871
Western Australia .. .. .	57,482	463,557	65,526	30,802	102,359	719,726
Tasmania .. .. .	41,229	260,768	19,520	24,480	33,254	379,251
N.S.W. University of Technology	138,949	1,148,279	118,512	47,946	614,076	2,067,762
New England .. .. .	63,811	209,405	37,954	25,594	111,349	448,113
Canberra University College ..	18,649	84,686	6,000	12,834	9,088	131,257
<b>Total .. .. .</b>	<b>990,953</b>	<b>7,239,461</b>	<b>908,121</b>	<b>436,515</b>	<b>1,940,764</b>	<b>11,515,814</b>

12. **Funds for Special Purposes.**—(i) *General.* The tables shown in paras. 9 and 11 relate to general university activities while the following two 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 1956:—

**UNIVERSITIES: INCOME FOR SPECIAL PURPOSES, 1956.**

(£.)

University or College.	Govern- ment Grants.	Interest, Rent, Dividends and Dona- tions.	Public Examina- tion Fees.	Special Research Grants.	Other.	Total.
Australian National University	..	4,154	..	8,575	187	12,916
Sydney .. .. .	255,000	66,865	..	429,242	18,933	770,040
Melbourne .. .. .	137,055	341,952	83,865	82,088	64,230	709,190
Queensland .. .. .	10,400	51,473	47,658	53,878	15,189	178,598
Adelaide .. .. .	16,600	17,810	20,994	86,659	7,840	149,903
Western Australia .. .. .	100,000	135,736	32,095	44,202	16,543	328,576
Tasmania .. .. .	5,944	4,521	4,959	17,894	498	33,816
N.S.W. University of Technology	2,839	44,389	..	51,762	43,851	142,841
New England .. .. .	160,000	26,326	..	8,377	7,887	202,590
Canberra University College ..	16,500	248	..	2,475	..	19,223
<b>Total .. .. .</b>	<b>704,338</b>	<b>693,474</b>	<b>189,571</b>	<b>785,152</b>	<b>175,158</b>	<b>2,547,693</b>

(iii) *Expenditure for Special Purposes.* The following table shows the main items of expenditure for the year 1956:—

**UNIVERSITIES: EXPENDITURE FOR SPECIAL PURPOSES, 1956.**  
(£.)

University or College.	Special Purpose Funds (Research)	Other Special Purposes.	Public Examination Expenses.	Scholarships, Bursaries, etc.	Other, (including Buildings).	Total.
Australian National University	..	..	..	..	11,997	11,997
Sydney .. .. .	241,674	336,268	..	19,247	23,256	620,445
Melbourne .. ..	168,149	153,263	76,409	7,017	642,976	1,047,814
Queensland .. ..	39,604	42,877	60,648	4,433	7,284	154,846
Adelaide .. .. .	144,504	21,804	23,667	3,918	..	193,893
Western Australia ..	46,087	143	28,062	22,638	30,670	127,600
Tasmania .. .. .	20,406	..	4,040	3,232	..	27,678
N.S.W. University of Technology	77,321	60,375	..	5,708	..	143,404
New England .. ..	5,170	13,688	..	205	154,191	173,254
Canberra University College ..	4,316	13,407	..	5,401	..	23,124
<b>Total .. .. .</b>	<b>747,231</b>	<b>641,825</b>	<b>192,826</b>	<b>71,799</b>	<b>870,374</b>	<b>2,524,055</b>

13. *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 1956:—

**UNIVERSITIES: DEGREES CONFERRED, AND DIPLOMAS AND CERTIFICATES GRANTED, 1956.**

Course.	Aust. National Univ.		Sydney.		Melbourne. (a)		Queensland.		Adelaide.		Western Australia.		Tasmania.		N.S.W. Univ. Tech.		New England.		Australia.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
<b>Degrees—</b>																				
Agriculture .. ..	..	..	23	4	21	2	9	..	9	..	6	1	..	..	..	..	..	..	68	7
Architecture .. ..	..	..	10	1	20	3	9	..	..	..	..	..	..	..	3	..	..	..	42	4
Arts .. .. .	9	..	167	117	172	115	41	49	41	26	41	35	22	24	..	..	15	20	508	386
Dentistry .. .. .	..	..	72	8	68	6	29	2	18	1	8	..	..	..	..	..	..	..	195	17
Divinity .. .. .	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..
Economics .. .. .	..	..	51	2	117	4	34	1	22	..	..	..	13	2	..	..	..	..	237	9
Education .. .. .	..	..	1	..	58	10	4	1	..	..	10	..	..	..	61	..	..	..	73	11
Engineering .. ..	..	..	92	..	101	..	60	..	57	..	33	..	11	..	..	..	..	..	415	..
Law .. .. .	..	..	65	6	59	8	7	..	9	1	5	4	10	..	..	..	..	..	155	19
Medicine(b) .. ..	2	..	319	78	133	19	63	7	79	3	..	..	..	..	..	..	..	..	596	107
Music .. .. .	..	..	..	..	5	16	..	..	1	..	..	..	..	..	..	..	..	..	6	16
Science .. .. .	..	1	106	42	132	37	58	13	74	26	25	5	27	3	77	3	21	3	520	133
Veterinary Science ..	..	..	23	3	..	..	19	1	..	..	..	..	..	..	..	..	..	..	42	4
<b>Total .. .. .</b>	<b>11</b>	<b>1</b>	<b>931</b>	<b>251</b>	<b>886</b>	<b>220</b>	<b>333</b>	<b>74</b>	<b>310</b>	<b>57</b>	<b>128</b>	<b>45</b>	<b>83</b>	<b>29</b>	<b>141</b>	<b>3</b>	<b>36</b>	<b>23</b>	<b>2,859</b>	<b>713</b>
<b>Post-graduate Diplomas—</b>																				
Education .. .. .	..	..	39	42	30	20	8	10	16	5	..	..	15	5	..	..	16	5	124	87
Medicine .. .. .	..	..	31	5	15	1	..	..	..	..	..	..	..	..	..	..	..	..	46	6
Other .. .. .	..	..	1	..	9	1	2	..	..	..	..	..	..	..	..	..	..	..	12	1
<b>Total .. .. .</b>	<b>..</b>	<b>..</b>	<b>71</b>	<b>47</b>	<b>54</b>	<b>22</b>	<b>10</b>	<b>10</b>	<b>16</b>	<b>5</b>	<b>..</b>	<b>..</b>	<b>15</b>	<b>5</b>	<b>..</b>	<b>..</b>	<b>16</b>	<b>5</b>	<b>182</b>	<b>94</b>
<b>Sub-graduate Diplomas—</b>																				
Certificates .. ..	..	..	9	13	18	20	27	27	66	56	..	..	..	..	..	..	..	..	120	116
<b>Total .. .. .</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>81</b>	<b>5</b>	<b>..</b>	<b>..</b>	<b>11</b>	<b>8</b>	<b>6</b>	<b>10</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>98</b>	<b>23</b>

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

(b) Since separate degrees for M.B. and B.S. are conferred by the University of Sydney, the number of persons who qualify at that University to practise is not more than half the number of degrees conferred.

## § 9. Further 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 them are the media of mass communication (press, film and radio) which are powerful educational forces—whether they are used specifically to disseminate information such as new agricultural techniques or preventive health measures, or, on the other hand, in a much more general way to exert a powerful influence on the cultural level of the population. There are also bodies and institutions such as the adult education authorities, libraries, art galleries and museums which aim at catering for the educational and cultural needs of the general public.

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

The Workers’ Educational Association movement, which has for its object the bringing of the universities into closer relationship with the community in general, and providing for the higher education of the workers 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 the full responsibility for the bulletin. It receives an annual grant from the Commonwealth Government for this purpose.

In 1956, there were 138 tutorial classes (91 in the metropolitan area and 47 in the country) with a total enrolment of 3,792, 138 discussion groups (76 in the metropolitan area, 62 in the country) with a total enrolment of 2,343, and 69 kits groups with an estimated membership of 1,100, who studied a total of 74 kits.

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 1956, the Association ran 34 classes in the metropolitan area and Newcastle, for which there were 2,056 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 plays 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, 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 (approximately 60 were available in 1956) on topics ranging from social studies, psychology, language and literature, to crafts, music, drama, travel and deportment, and usually lasting from 10 to 20 weeks. An annual 10-day summer school is another important activity. The Council publishes a monthly bulletin, *C.A.E. Newsletter* and a quarterly journal, *Adult Education*. Its group service assists and provides programme material for the discussion groups formed by organizations and individuals throughout the State. In 1955-56, there were 4,750 enrolments for classes and 2,200 individual enrolments for 193 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 five district officers, based 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 for adult education groups.

In 1956, enrolments in classes totalled 2,140. Some form of adult education activity was available in almost 170 centres.

(v) *South Australia.*—Since 1917, the University of Adelaide, through the Joint Committee for Tutorial Classes, has provided each 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. Fees are paid direct to the Workers' Educational Association, which organizes these classes. The Joint Committee extends its activities into the larger country centres by sending art exhibitions and plays on tour, lending boxes of books and arranging lectures and film screenings.

The Education Department also caters for adults in country towns by providing evening classes, particularly in arts and crafts, at adult education centres.

Adult education in South Australia is expanding. In 1956, the university appointed a director of adult education, who took up duty in 1957. Annual governmental grants for adult education activities are to be increased.



(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 lecture classes in the city and in a few suburban centres. Twenty-one classes were held in 1956, with a total enrolment of 800. It sponsors musical and dramatic performances by outstanding artists both in the city and country, and arranges for screenings of foreign films. Its library provides a box scheme for discussion groups, of which there were some 60 scattered throughout the State in 1956.

The board holds an annual summer school in January, coinciding with the Festival of Perth, for the inauguration of which it was largely responsible.

The board's finance is derived from university grants, while many of its activities are self-supporting. The State Government makes grants for the board's work in country areas.

(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 is the Director of Adult Education, at Hobart. 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 1955–56, 640 classes with an enrolment of 7,600 were held throughout the State. 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 student 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. *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, non-English-speaking migrants are taught 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 July, 1957, 17,780 migrants were enrolled in evening classes and 13,500 were taking correspondence lessons. At the same time, 15,580 migrants were receiving the monthly booklet accompanying the radio lessons.

## § 10. 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 in all States, all of which have now passed legislation 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, its functions now including 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 National Library, Canberra, and the Public Libraries at Sydney and Melbourne.

2. *Commonwealth*.—(i) *Commonwealth National Library*. This library grew directly from the Library of the Commonwealth Parliament established in 1901. Whilst providing, as a primary responsibility, for the general reading and reference needs of the Members

of Parliament, it has developed into a central source of information for the government and its departments and other agencies. The close association of the National Library with the central government follows the pattern of the Library of Congress at Washington, U.S.A. Like the latter, it has also inherited the basic elements of the national library concept of the older countries of Europe: that a national library is the proper place to collect the national literature systematically and to make it known and available for use, and that it is a place to which scholars may turn for what is most significant in the literature of other countries.

Through its Legislative Reference Branch the National Library aims to provide for the Parliament and the government an up-to-date reservoir of fact and opinion on public issues both domestic and foreign. In addition to assembling material, the staff compiles bibliographies and reference guides to the literature on special subjects and in 1957 handled 1,100 inquiries involving special search. A further service to the government flows from the activities of the Archives Division, a central element in the government machinery for the management and preservation of its records. Archival repositories for Commonwealth records are maintained in Canberra, Sydney, Melbourne, Brisbane, Adelaide and Perth.

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

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

The Library is the central library of documentary and educational films and the non-theatrical film-distributing agency in Australia for the Australian National Film Board, and its film collection contains nearly 6,000 titles, together with Australian historical films and a great number of film strips. Special efforts are being made to discover and preserve samples of early Australian film-making.

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

The National Library's collections contain nearly 500,000 volumes, together with very extensive holdings of pamphlets, pictures, prints, maps, manuscripts and microfilm, and about 5½ million feet of moving-picture films. Its permanent and temporary holdings of archives were, in 1955, approximately 100,000 cubic feet. Special features of the Library's book collections are its strong holdings of Australiana, materials relating to the Pacific area and to East and South-east Asia, the publications of foreign governments and of international organizations, works in the social sciences and in particular in political theory and economics.

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

(iii) *The Australian War Memorial Library.* In the War Memorial library are housed the documentary and pictorial records of Australia's fighting services, 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 55,000 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.

(iv) *Other Departmental Libraries.* The following Commonwealth authorities in Canberra have specialized collections in their own fields, and in addition draw largely on the National Library:—Attorney-General's Department, Commonwealth Bureau of Census and Statistics, Commonwealth Forestry and Timber Bureau, Department of Trade; Department of Primary Industry, Department of External Affairs, Department of Territories, Department of Health, Department of National Development, Commonwealth Public Service Board, Department of Customs and Excise, Department of Works, and News and Information Bureau of the Department of the Interior.

The Department of Labour and National Service has its main library in Melbourne; and branch libraries in Sydney and Adelaide. Other departmental libraries in Melbourne are those of the Department of Air, Department of Defence, Department of Social Services, Repatriation Commission and Postmaster-General's Department. The library of the Commonwealth Office of Education is in Sydney.

(v) *Commonwealth Scientific and Industrial Research Organization.* The head office in East Melbourne maintains a library covering all branches of science except the medical sciences. In addition, each division and section of the organization has its own library; together, these form a series of specialist libraries covering such subjects as food preservation, forest products, industrial chemistry and physics, fisheries, agriculture, animal husbandry, and building research. There are 34 such branches, each with its own staff, and also smaller collections under the care of research officers aided by visiting librarians. The head office library maintains a union catalogue of the holdings of all C.S.I.R.O. libraries, and small union catalogues are being developed among groups of branch libraries with similar interests. The collections are particularly strong in the publications of overseas scientific and technical research institutions, with many of which exchange relations exist. The general public may have access to these materials for reference purposes. The head office library, and most of the larger branches, have photocopying facilities. This service is normally for the use of officers of the organization itself, but where the organization holds a publication not available elsewhere in Australia photocopies will be made on request.

3. *States.*—(i) *Metropolitan 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, 1956 :—

**METROPOLITAN PUBLIC LIBRARIES, 30th JUNE, 1956.**

City.	Number of Volumes in—			Total.
	Reference Branch.	Ordinary Lending Branch.	Country Lending Branch.	
Canberra(a) .. .. .	500,000	..	(b)	500,000
Sydney .. .. .	(c) 516,174	(d)	161,452	(e) 677,626
Melbourne .. .. .	636,127	102,341	43,413	781,881
Brisbane .. .. .	163,980	..	..	163,980
Adelaide .. .. .	179,498	(f) 48,617	54,235	282,350
Perth .. .. .	200,000	..	..	200,000
Hobart .. .. .	52,892	(g) 125,438	83,963	262,293
Darwin .. .. .	550	..	(h) 21,550	22,100

(a) Commonwealth National Library, including Parliamentary Section. (b) Books are lent to libraries or students throughout Australia whenever necessary for research work. (c) Includes 159,750 volumes in the Mitchell Library. (d) The maintenance and control of the ordinary lending branch of the Public Library at Sydney were transferred in 1908 to the Municipal Council. In 1956, books in this library numbered 146,467.

(e) Includes 10,000 volumes in the Dixon Library and 2,069 in the Modern School Library. (f) Includes 12,230 volumes in the Children's Branch. (g) Includes 94,723 volumes in the Children's Branch. (h) Ordinary and Country Lending Branch. and 1,800 volumes in 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 Mumm-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 150 councils which have adopted the Library Act, 128 have put their adoption into effect. During 1955-56, they spent on their libraries £715,582, including £145,903 received in subsidy. There are 154 libraries of which seven are in Sydney, 30 in suburbs of Sydney, five in Newcastle and 112 in country municipalities and shires. There are also 12 bookmobiles, of which two are in Sydney, five in the suburbs of Sydney and five in country municipalities and shires. These libraries contain 1,468,000 volumes.

New South Wales departmental libraries are staffed by officers seconded from the State Library, which also provides a central cataloguing service for certain municipal and shire libraries constituted under the 1939 Act. The State Library manages the libraries of the University Tutorial Classes 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 1956-57, 104,769 books were lent to small State schools, and 34,231 to country libraries, while 30,580 reference works were lent to individual country students and to libraries to satisfy special requests.

The State Library includes a general reference department of 355,000 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 163,000 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 State Library also takes care of the State archives.

Other important libraries in New South Wales are the Australian Museum, 31,749 volumes; Teachers' Colleges, 155,061; Technical Education Branch, 62,319; Railways Institute, 146,499; Government Transport Institute, 46,726; Cooper Library of the New South Wales Public School Teachers' Federation, 22,000; and the Library at the National Herbarium, 8,100 volumes. At 30th June, 1957, the Parliamentary Library contained 122,815 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, 77 municipalities, comprising 1,465,000 of the State's population, have established libraries. Of these, 19 are in the city, serving 980,000 people, and 58 in the country, serving 485,000 people. The amount of £181,600 was paid to the Councils in library subsidy for the year 1956-57 and a total of £394,824 was expended in Municipal Library Service for the same year. There are 758,318 books available to the communities in which libraries are established and combined circulation figures were 4,608,195 as at 30th September, 1956.

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 twelve, comprising a total of 40 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 1956, 64 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.

One of the Board's functions 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 accommodated at the Public Library of Queensland, 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 was established in connexion with the Brisbane Centenary celebrations in 1923, and since 1946 has been administered as a department of the Public Library of Queensland and the collection has been kept segregated. 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.

The holdings of the Public Library of Queensland and its extension services in 1955–56 were:—Main Reference Collection, 106,278 volumes and 23,114 maps and pamphlets; Country Extension Service, 39,397 volumes; Oxley Memorial Library, 18,305 volumes and 6,433 maps, pamphlets and miscellaneous items. Regarding library development throughout the State, the policy of the Library Board of Queensland is to encourage local authorities to conduct library services as a function of local government. In 1955–56, 36 local authorities were conducting 47 library services and 29 others indicated that they would do so in the near future. There were 22 libraries in Queensland free to adults and 27 free to children.

The South Western Regional Library Service was established by the State Government in 1955, as a result of co-operation between seven local authorities. By 30th June, 1956, five libraries had been opened.

The Brisbane City Council has established nine libraries of which five have separate children's collections.

The library of the Parliament of Queensland was established in 1860. At 30th June, 1957, the library held 83,791 books and pamphlets, consisting of official publications and books devoted largely to history, the social sciences, biography and literature. The library is entitled to a copy of every book published in Queensland.

(v) *South Australia.* In the reference department of the Public Library of South Australia there are about 179,000 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 36,400 volumes in the lending department available to persons living in the metropolitan area, and the Country Lending Service has 54,200 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, 1956.

The Institutes' Association in 1956 comprised 223 suburban and country libraries with 743,809 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 for a limited period a former scheme of monetary grants of up to £50 per annum to local authorities which maintain public libraries;
- (c) To administer the State Library;
- (d) To advise the Government on all matters relating to libraries;
- (e) 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 books throughout the State are available at any library 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, 1957, 23 libraries had been established.

Prior to the establishment of the Library Board in 1944, the government appointed a Country Free Lending Libraries Committee to make small grants to local authorities for library purposes. That committee has now been merged with the Board. Its activities will cease in about 1962, and will be replaced by the full service of the Board.

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 library is fully equipped with micro-films and photocopy apparatus.

The bookstock of the Board at 30th June, 1957, was approximately:

Lending library services (including books in public libraries): 80,000 volumes.

State Library: 200,000 bound volumes.

The University of Western Australia, through its Adult Education Board, manages the Adult Education Library of some 12,000 volumes of general reading and fiction. Books are sent to country readers by post.

There are some 80 special libraries in government departments and industrial firms. A union catalogue of periodicals currently received in the libraries of all types in the metropolitan area has recently been published by the Library Board of Western Australia.

(vii) *Tasmania*. The Tasmanian Library Board, constituted in 1944, is responsible for administering the State library headquarters 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 1956-57 amounted to £95,162.

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 scholars, research workers and practical investigators all over the continent. Much of the material they contain is not available elsewhere, for although in most cases smaller, they are in many directions more highly specialized than the public libraries. They lend to one another and to State and private institutions as well as to individual investigators. Each of them is governed by a librarian, who is responsible as a rule to an executive sub-committee and a committee which is practically co-extensive with the professional staff. In size, the library of the University of Sydney is the fourth library in Australia, and the libraries of the Universities of Melbourne and Adelaide are respectively seventh and eighth. The following table shows the sizes and rates of growth 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, 1956.

University or College.	Volumes.	Accessions during year.	Expenditure.
			£
Australian National University .. ..	121,512	9,802	47,873
Sydney .. ..	387,213	19,177	70,032
Melbourne .. ..	225,183	11,571	80,228
Queensland .. ..	147,665	12,997	48,675
Adelaide .. ..	212,802	8,666	48,051
Western Australia .. ..	137,365	8,340	30,802
Tasmania .. ..	91,700	5,283	24,480
New South Wales University of Technology	70,643	10,885	47,946
New England .. ..	42,980	12,088	25,594
Canberra University College .. ..	26,841	4,591	14,436
<b>Total .. ..</b>	<b>1,463,904</b>	<b>103,400</b>	<b>438,117</b>

The library of the Australian National University was founded in 1948. At the end of 1957, stock comprised about 130,000 volumes, including a collection in oriental languages. The library is designed to serve a staff and students of a post-graduate institution but its resources are freely available to all serious readers. It specializes in the fields of the physical and medical sciences, excluding clinical works. In the social sciences, it aims to provide a good working collection while giving consideration to the holdings of the Commonwealth National Library. It possesses significant collections in anthropology, linguistics, mathematics and mathematical statistics.

The first books were bought for the library of the University of Sydney as early as 1851. Only since 1910, however, has it possessed a building of its own; previously it had been housed in the main building. It is named after the principal benefactor, Thomas Fisher, who, in 1885, bequeathed to it the sum of £30,000. It contains an up-to-date bookstack of glass and steel and a fine reading room in which, since the beginning of 1941, about 18,000 volumes of the collection have been made available on open access shelves. In addition, members of the teaching staff and certain classes of undergraduates are admitted to the bookstacks and all readers are encouraged to borrow freely. The library possesses a large number of periodicals, especially scientific, valuable collections of seventeenth-century pamphlets and Elizabethan translations from the classics, and an extensive collection of Australian literature. Besides medical and law branches, there are a number of departmental libraries. The total holding at the 30th June, 1957, was 407,163 volumes, including more than 15,000 books in Chinese acquired during the previous two years.

Early in 1854, the University of Melbourne made its first allocation for books, but the library was housed in temporary quarters for some time. In recent years, the university authorities have treated the library generously, and there have been some welcome benefactions, but accommodation is insufficient and a new library building is a pressing need. 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 State government, with the result that it has been possible to begin the construction of the new library at an estimated cost of £690,000. Most of the books are accessible on open shelves, and though the library is intended primarily for reference purposes, borrowing, except of text-books 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 library is administered from the centrally situated general library. There is a large medical branch library specially rich in periodicals, and smaller branch libraries in various other departments. At the end of 1956, it contained 225,183 volumes.

The library of the University of Queensland was founded in 1911. The main library is now in its own building in the new 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 the end of 1957, the library contained more than 155,000 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 about £50,000 for the library. Some 25,000 volumes are shelved in the reading room and are available to the ordinary student. Up-to-date steel bookstacks hold about 150,000 volumes. Borrowing facilities are available to all matriculated students, to country students and to graduates. There are departmental libraries for medicine, law and music. The British Medical Association (South Australian Branch) makes an annual contribution towards the maintenance of the medical library. In return, all its members enjoy borrowing privileges.

In the University of Western Australia, the first permanent library staff was not appointed until 1927. Provision for a permanent library was not possible when the university moved to its present site, and space and facilities have consequently been inadequate. The whole collection, consisting of about 140,000 volumes, is accessible on open shelves, and there are several departmental libraries. The library possesses a good range of periodicals, especially legal and scientific and is building up a useful collection of Australian literature. The medical library was opened in 1956.

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. From 1945 to 1956, the book stock almost doubled and now approaches 100,000 volumes. The library received about 2,000 periodicals in 1956. 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 1957, the library contained 95,000 volumes.

The New England University library was founded in 1938, and bears the name of its benefactor, Sir William Dixon. At the end of 1956, it contained 42,980 volumes, mainly on open shelves. In 1957, the library moved to its new temporary quarters which hold approximately 65,000 volumes on open access and seat 100 readers. Two basement areas are being developed to accommodate a bindery and a stack room for local records and additional books and periodicals. Microfilm and microcard readers are available.

The New South Wales University of Technology made its first allocation for books and periodicals in 1950, the publications being incorporated in the Library of the Sydney Technical College. In 1951, publications relating to professional diploma courses were transferred to the university but remained in the libraries of the Technical College where these courses were being conducted. Of the 70,640 volumes in the university's library at

December, 1956, 14,230 were in the university's library at Kensington, 19,400 in the library of the Newcastle University College, and the rest in the Technical College libraries. The university library is administered through a central unit at the Sydney Technical College Library which maintains a central catalogue of the holdings of all libraries other than that of the Newcastle University College. The university library is strong in current scientific and technical periodicals. Borrowing facilities are available to all students.

The Canberra University College library was established in 1938. In 1957, it contained 30,000 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, 78 municipal children's libraries have been, or are in the process of being, established as part of the library services provided by the councils concerned. All these libraries provide comprehensive modern children's book collections which are constantly being refreshed. An annual grant of £5,000, which is additional to the ordinary annual municipal library grant, is provided to assist these libraries. In addition, 14 independently controlled children's libraries shared in this grant in 1957.

The Education Department is making provision for the building of a library room in new schools. Where accommodation is available in existing schools, library furniture is provided free of cost to the schools and the government subsidises the purchase of books. In December, 1957, 270 schools had central libraries.

A scheme of circulating libraries for small schools, particularly in remote areas, has been operating for some years. Four hundred and fifty schools benefited from this scheme in 1956.

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 purchase of books in State school libraries in Queensland is financed by school committees and parents' associations, with a subsidy from the Department of Public Instruction on a £1 for £1 basis. Teachers are given short courses in school library organization at the public library in Brisbane.

(iv) *South Australia.* A Children's Library of 12,230 volumes is used by school classes and individual children living in the metropolitan area. Books of fiction are lent to children of fourteen years and over, while other books may be borrowed by children of any age.

(v) *Western Australia.* The State Education Department makes library subsidies and grants to government schools for the purchase of non-fiction books.

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 a 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. From 1955, the grant for these books is to be made at three year intervals. The travelling library provides recreational reading and operates 350 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 for the teachers' services—about £170.

Children in isolated country areas 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, 1957, 197 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 1956, the number of schools receiving service was 112 and the number of books issued was 8,923.

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 specialist or other staff. These libraries, which are most numerous in Sydney and Melbourne, are being increasingly staffed by trained librarians.

7. **Microfilms.**—The following libraries supply microfilm or photostat copies of material, usually at a small charge (the letter "P" signifies photostat supplied and "M" microfilm supplied):—*Australian Capital Territory*—Australian War Memorial (P), Commonwealth National Library (PM), C.S.I.R.O. (M); *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).

### § 11. Public Museums.

The Australian Museum in Sydney, founded in 1836, is the oldest museum 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 1955–56 was 290,000 and the average attendance on week-days 650, and on Sundays, 1,700. The expenditure for 1955–56 amounted to £69,154. A valuable library containing 32,000 volumes is attached to the museum. Courses of evening popular lectures are delivered and lecturers also visit distant suburbs and country districts, and afternoon lectures for school children are provided; 10,300 children attended during 1955–56. 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. Expenditure during the year 1955–56 was £59,404. 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.

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, 1956, 24,100 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.

The Queensland Museum, founded in 1855, comprises exhibited and reference collections of zoology, geology and ethnology. It is maintained entirely by the State Government. Expenditure for the year 1955–56 was £29,405. The collections are principally Australian but there is an excellent series of ethnological material formed by Sir William McGregor in New Guinea. The publication is *Memoirs of the Queensland Museum* which was preceded by the *Annals of the Queensland Museum*.

The Queensland Geological Survey Museum has branches in Townsville, opened in 1886, and in Brisbane, opened in 1892.

The South Australian Museum has considerable collections of most branches of natural history. In 1956–57, there were at least 200,000 visitors and expenditure was £47,868.

The Western Australian Museum was established in 1895. It is under the statutory management of a Board of Trustees, appointed by the State Government, but operates under its own director and staff. Although 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 aborigine, the museum has also historical and technological exhibits.

A teacher is employed full-time conducting visiting classes from schools in the metropolitan area. Under this scheme, 11,647 school children visited the museum in 1956-57.

A close relationship exists between the museum and the Geological Survey of Western Australia, the collections of the survey being housed and exhibited in the museum.

Public lectures on natural history are held in the evenings. Lectures are given three times a month for adults and more frequently for juniors.

There are two museums in Tasmania—the Tasmanian Museum at Hobart, and the Victoria Museum and Art Gallery at Launceston—both of which contain valuable collections of botanical, mineral and miscellaneous products. The museums received aid from the Government during 1955-56 to the extent of £23,000.

## § 12. Public Art Galleries.

The National Art Gallery of New South Wales originated in the Academy of Art founded in 1871. The expenditure for 1955-56 was £35,622. At the end of 1956, its contents comprised 1,380 oil paintings, 865 water colours, 2,106 prints and drawings, 281 sculptures and casts, and 1,318 ceramics, works in metal and miscellaneous. Since 1895, loan collections of pictures have been exhibited regularly in important country towns.

The National Gallery at Melbourne at 30th June, 1956, contained 1,004 oil paintings, 7,548 objects of statuary, bronzes, ceramics, etc., and 7,962 water colour drawings, engravings and photographs. The Gallery is situated in the same building as the Museum and Public Library. Expenditure allocated to the National Gallery in 1955-56 was £63,202, including £2,076 for purchases of works of art. Several munificent bequests have been made to the institution by private citizens. There are provincial art galleries at Ararat, Ballarat, Bendigo, Castlemaine, Geelong, Mildura, Shepparton, St. Arnaud and Warrnambool, to which, periodically, pictures are sent on loan from the National Gallery.

The Queensland National Art Gallery, Brisbane, maintained by the State Government, was founded in 1895. A Director was appointed in 1950, in which year the interior of the gallery was remodelled. More recently an art museum and a print room have been opened. At 30th June, 1956, there were on view 397 oil paintings, 210 water colours, 330 black and white, and 54 pieces of statuary, together with 141 prints, mosaics, and miniatures. Exclusive of exhibits on loan, the contents are valued at about £35,000. Visitors during the year 1955-56 averaged 1,250 on Sundays and 380 on week-days.

The Art Gallery at Adelaide originated in an exhibition of pictures in the Public Library Building in 1882. Many bequests made by private citizens have materially assisted its growth. At 30th June, 1957, there were in the Gallery 1,712 paintings in oil and water colours, 108 items of statuary and a large collection of drawings, prints and furniture. The expenditure during 1956-57 was £25,592.

The Art Gallery of Western Australia was established in 1895. Although under the statutory management of a Board of Trustees, appointed by the State Government, it functions under its own director and staff. At the 30th June, 1957, the collection comprised 320 oil paintings, 157 water colours, 9 pastels, 645 black and white, 500 prints, 9 miniatures and 17 pieces of sculpture. International and interstate exhibitions are frequently held and travelling exhibitions are sent to country centres.

In Tasmania, the Art Gallery at Hobart was opened in 1887. In June, 1956, the contents consisted of 171 oil paintings, 177 water colours, 125 black and white, three statuary and 144 etchings, engravings, etc. Expenditure in 1955-56 was £19,341.

The Art Gallery at Launceston was opened in 1891. Only a small proportion of the contents belongs to the gallery, the bulk of the pictures being obtained on loan. In June, 1956, there were on view 53 oil paintings, 25 water colours, four black and white, and three miscellaneous exhibits. Expenditure in 1955-56 was £11,908.

## § 13. Scientific Societies.

1. *Royal Societies.*—In earlier issues of the Official Year Book, an outline was given of the origin and progress of the Royal Society in each State. The accompanying table contains the latest available statistical information regarding these institutions, the headquarters of which are in the capital cities.

## ROYAL SOCIETIES, 1956.

Particulars.	Sydney.	Mel-bourne.	Bris-bane.	Adelaide.	Perth	Hobart.	Can-berra.
Year of foundation .. ..	1866	1854	1884	1880	1914	1843	1930
Number of members .. ..	343	236	218	172	208	510	158
Volumes of transactions issued .. ..	90	(a) 611	67	81	39	90	..
Number of books in library .. ..	33,000	22,000	47,718	21,300	5,000	30,939	..
Societies on exchange list .. ..	383	360	276	235	209	300	..
Income .. ..	£ 3,459	2,185	623	2,575	188	1,591	88
Expenditure .. ..	£ 3,516	2,090	568	2,960	341	1,548	74

(a) Proceedings.

2. 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 meetings are held at intervals of approximately eighteen months within the various States and in the Dominion of New Zealand. The next meeting is scheduled to take place in Adelaide in August, 1958.

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

The Linnean Society of New South Wales, with head-quarters in Sydney, was founded in 1874. Sir William Macleay, who died in 1891, during his lifetime and by his will endowed the Society to the amount of £67,000, which has been increased by investment to approximately £100,000. The Society offers annually to graduates of the University of Sydney who are members of the Society and resident in New South Wales, research fellowships (Linnean Macleay Fellowships) in various branches of natural history. Two fellowships were awarded in 1957. The library comprises some 18,000 volumes. Eighty-two 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 1957 was 257.

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

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

## § 14. State Expenditure on Education, Science and Art.

The expenditure in each State on education, science and art during the year 1955–56 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, 1955-56.

(£'000.)

State.	Expenditure from—				Receipts.	Net Expenditure.
	Revenue.	Loan.	Other Funds.	Total.		
New South Wales .. ..	35,180	6,707	..	41,887	777	41,110
Victoria .. ..	23,368	6,906	..	30,274	308	29,966
Queensland .. ..	10,409	1,828	504	12,741	275	12,466
South Australia .. ..	7,930	1,511	..	9,441	364	9,077
Western Australia .. ..	7,458	1,387	..	8,845	121	8,724
Tasmania .. ..	3,557	1,112	4	4,673	23	4,650
Total .. ..	87,902	19,451	508	107,861	1,868	105,993