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SECTION XXII.

PUBLIC INSTRUCTION.

§ 1. Early History of Primary Education in Australia.

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

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

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

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

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

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

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

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

(a) *Advantage of a General System over a Denominational one.* In June, 1884, Mr. Robert Lowe, afterwards Lord Sherbrooke, carried a resolution in the Legislative Council appointing a Select Committee to inquire into and report upon the state of education in the colony, and to devise means of placing the education of youth upon a basis suited to the wants and wishes of the community. In August following, the Committee reported that the state of education was extremely deficient. There were 25,676 children between the ages of 4 and 14, of whom 7642 received instruction in the State-aided denominational schools, and 4865 in private schools, leaving about 13,000 children who received no education at all. The report stated that the Committee were convinced of the superiority of a general over a denominational system, and therefore recommended that one uniform system be established for the whole of the colony, and that an adherence to that system should be made an indispensable condition under which alone aid should be granted. In support of these views, resolutions were carried in the Council, but only by a majority of one—"That it is advisable to introduce Lord Stanley's System of National Education"; "that in order to introduce this system, His Excellency the Governor be requested to appoint a Board of persons favourable to the introduction of Lord Stanley's National System of Education, and belonging to the different religious denominations: this Board to be invested with a very wide discretion as to the arrangements necessary for carrying the system into effect, and all funds to be henceforth applied for the purpose of education to be administered by them. The leading principle by which the Board of Education shall be guided is to afford the same facilities for education to all classes of professing Christians, without attempt to interfere with the peculiar religious opinions of any, or to countenance proselytism; and that the Board be incorporated."

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

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

(vi.) *Inception of the National System.* The "National System" may therefore be said to have commenced in 1848, and by the end of that year four schools were under the supervision of the Board. In 1849 the number had increased to twenty-five. In 1850, the year before the colony of Victoria was formed, the returns were: National schools, 43 in operation, and 52 in course of formation; pupils enrolled, 2725; expenditure, £7300. In this expenditure a large balance brought forward from the previous year was included. Denominational schools, 184; pupils enrolled, 11,581; expenditure from State funds, £8350.

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

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

(a) *Classes of Schools.*¹ The Public Schools Act recognised four classes of schools. Authority was expressly conferred upon the Council to establish and maintain public schools¹ in localities where twenty-five children would regularly attend; and it was also provided that such schools should, whenever practicable, take precedence of all others supported by Parliamentary grants. Secondly, the Council was permitted to grant aid to denominational schools under certain restrictions as to the number of pupils, the conditions of the buildings, and the distance of public schools from those on behalf of

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

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

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

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

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

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

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

Items.	Public.	Provisional.	Half-time.	Denomi- national.	Total.
Number of schools ...	705	313	97	105	1,220
Number of pupils ...	68,823	8,312	1,683	22,716	101,534

(a) *Essential Features of the Act of 1880.* The most important provisions of the Public Instruction Act are:—(1) Primary school education is placed under the sole

direction and control of a responsible Minister ; (2) Teachers are made civil servants, and are paid exclusively from the public funds ; (3) The system is wholly undenominational : all aid to denominational schools ceased on 31st December, 1882 ; (4) Attendance at school is made obligatory upon children between the ages of six and fourteen years, who reside within two miles of the school, for seventy days in each half-year, unless just cause of exemption can be shewn ; (5) The teaching is strictly secular, but the words "secular instruction" are held to include general religious teaching as distinguished from dogmatic and polemical theology : the History of England and Australia must form part of the course of secular instruction ; (6) High schools for boys and girls may be established, in which the instruction shall be of such a character as to complete the public school curriculum and prepare the pupils for the University ; (7) Provision is made for constituting Public School Districts and for the appointment of School Boards with defined powers and duties ; (8) School children are allowed to travel free by rail to the nearest public school ; (9) Four hours during each day must be devoted to secular instruction, and one hour set apart for special religious instruction to be given in a separate class-room, if procurable, or in a separate part of the school-room, by a clergyman or religious teacher of any denomination to children of the same denomination whose parents have no objection to their receiving such religious instruction ; if no religious teacher attends the full five hours must be devoted to the ordinary secular instruction.

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

In 1906 Parliament passed an Act to abolish the payment of fees in primary and superior public schools of New South Wales, taking effect as from the 8th October of that year.

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

from forty school days per quarter to 75 per cent. of the whole number of half-days on which the school was open. Regulations were also made for the establishment of continuation and kindergarten schools. The minimum age of exemption from school attendance was fixed at twelve years. The subjects of free instruction in the primary schools were defined to be reading, writing, arithmetic, grammar, geography, history, drill, singing, drawing, elementary science, manual training, gymnastics, and swimming (where practicable), lessons in health and temperance (in case of children over nine years of age); sewing, cooking, and domestic economy for girls.

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

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

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

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

3. Primary System of Queensland.—From the date of its separation from New South Wales on the 10th December, 1859, up to the 30th September, 1860, primary education in Queensland was under the control of a Board of National Education, appointed by the Governor-in-Council. When the Board took office there were only two national schools in the colony. The Act of 1860 placed the control in the hands of what was termed the "Board of General Education," which consisted of five members, presided over by a Minister of the Crown. The duties of the Board were to superintend the formation and management of primary schools within the colony, and to administer the funds granted for this purpose by the Act. The scheme of operation followed in general principles the Irish National system. There were two classes of schools, vested and non-vested, the vested being unsectarian in character. The non-vested belonged to the

Anglican or Roman Catholic Churches, who provided the buildings and appointed the teachers, the board aiding by granting teachers' salaries and supplying school material. The Act of 1860 was superseded by the State Education Act of 1875, which came into operation in January, 1876, and is still in force. By the Act of 1876 the Board of Education was abolished, and its functions transferred to the Department of Public Instruction, under the official control of a Minister of the Crown, with the title of Secretary for Public Instruction. State aid to non-vested schools was withdrawn from the 31st December, 1880.

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

In 1907 evening continuation classes were established for the purpose of (a) enabling pupils to continue their education who had left school before they had been educated up to the standard required by the Education Act, (b) assisting persons to obtain instruction in special subjects relating to their employment, and (c) preparing students for the Technical Colleges.

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

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

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

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

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

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

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

By the Public Education Act of 1899 school fees were abolished in public elementary schools in the case of children between six and fourteen years of age. For scholars over

fourteen a fee may be charged, but so far the only fees charged have been sixpence per week for those over sixteen. Daily attendance is compulsory for children between six and fourteen, the compulsory radius being three miles for children over nine, and two miles for those under that age. Non-Government schools must be declared "efficient" by the Education Department if attendance at them is to be recognised as fulfilling the requirements of the law. The registers of these schools must be open to the inspection of compulsory officers of the Education Department. Under the Education Act Amendment Act of 1905 proprietors or teachers of private schools are required to send monthly and quarterly returns of attendance to the Education Department in order that the compulsory officers may ascertain that no children are evading the law. The curriculum of the primary schools includes English (under which heading are grouped reading, recitation, spelling, grammar, composition and literature), writing and drawing, arithmetic, Scripture, history, geography, nature study, lessons on the laws of health and temperance, manual work, drill and singing. In the upper classes of the larger schools the boys take a course of elementary geometry, algebra, and mensuration, and both boys and girls take a course of elementary science. Certain other subjects may be taken by permission of the Department in the sixth and seventh standards. As is the case in most of the other States, inspectors visit the schools at least twice in the course of each year, the first visit being for observation of methods of teaching and general organisation, and the second being devoted to estimation of the actual results of the teaching.

6. Primary System of Tasmania.—There are no official records conveniently available for tracing the history of public education in Tasmania prior to the year 1839, but it appears that some sort of denominational system was previously in existence. In January, 1839, there were twenty-two schools in operation with an enrolment of 758 scholars receiving Government aid to the amount of about £2000 per annum. Shortly afterwards a Board of Education nominated by the Government assumed control of State education, and considerably widened its scope. Only undenominational religious teaching was allowed in the schools, but clergymen had the right of giving instruction in their particular tenets at stated periods. About the year 1846 the system of subsidising denominational schools at the rate of a penny a day for each child present was introduced. This charge had the effect of withdrawing half the schools from the control of the Board and brought about the resignation of that body in 1848. The system was carried on under direct Government control until 1853, when another Board of Education was created, which continued till 1857, when two Boards—a Northern and Southern—were appointed. This arrangement lasted until 1863, when a reversion was made to a single Board with headquarters in Hobart. This administration continued till 1884, when the control again passed direct to the Chief Secretary until the coming into operation of the Education Act of 1885, which created an Education Department under the control of a Minister of the Crown, assisted by a professional head styled "Director of Education." This method of administration is still in existence. School fees were abolished in Tasmania in 1908. Prior to the Act of 1885 the cost of buildings was borne partly by the people, but the Act provides for meeting such expenditure entirely from the State funds. In the year 1904, owing to a feeling that public education in Tasmania was lagging behind that of the other States, the Government decided to have an investigation made by an independent expert. In consequence of the report received, the Ministry decided on a complete reorganisation. The chief improvements entered upon—and now at different stages of advancement—are as follows:—Classification of schools, regulation of salaries, provision for more up-to-date buildings, reorganisation of teaching and inspection methods, initiation of schools of instruction for teachers, and abolition of pupil-teacher system. Generally speaking, the educational system of Tasmania may be said to be organised very much on the lines of the leading systems of the mainland, although such subjects as manual work, nature study, and drawing have as yet been little developed. Attendance at school is compulsory for children between the ages of seven and thirteen. District Boards of Advice are in existence, but under the Local Government Act—to come into force at the end of 1907—their functions will be assumed by the new municipal councils.

§ 2. State Schools.

1. **Enrolment and Attendance.**—The following table shews the number of State schools, together with the teachers employed and the enrolment and “average attendance” in each State during the year 1907:—

STATE SCHOOLS, TEACHERS, AND SCHOLARS, 1907.

State.	Schools.	Teachers.*	Enrolment.	Average Attendance.
New South Wales	3,050	5,648	213,709	152,607
Victoria	1,974	4,681	203,782	147,270
Queensland	1,067	2,393	87,098	66,849
South Australia	707	1,278	54,560	37,861
Western Australia	381	830	29,679	24,950
Tasmania	350	584	23,162	14,464
Commonwealth	7,529	15,414	611,990	444,001

* Exclusive of sewing teachers.

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

The enrolment and average attendance at the State schools in the Commonwealth are given below for the year 1891, and for each year of the period 1897 to 1907:—

ENROLMENT AND ATTENDANCE AT STATE SCHOOLS, 1891 to 1907.

Year.	Total Population.	Enrolment.	Average Attendance.	Year.	Total Population.	Enrolment.	Average Attendance.
1891	3,240	561,153	350,773	1902	3,883	636,888	455,482
1897	3,618	586,037	411,913	1903	3,927	629,269	446,539
1898	3,665	594,916	397,027	1904	3,984	625,594	445,709
1899	3,716	608,431	424,214	1905	4,052	621,534	442,808
1900	3,765	623,707	441,924	1906	4,119	609,592	442,440
1901	3,826	638,478	450,246	1907	4,197	611,990	444,001

1. In thousands.

It will be seen from the above table that, despite the increase of population, there has been a considerable decline both in official figures of enrolment and average attendance at the State schools of the Commonwealth during the last five years. An examination of the graphs on pages 258 to 260, shewing birth-rate, will make it apparent that this is at least in part due to the diminished birth-rate of past years.

2. **Births and School Attendance.**—The table below gives the total births in each State and in the Commonwealth during each of the eight-year periods 1890-97, 1891-98, 1892-99, 1893-1900, 1894-1901, and the average attendance at State Schools for each year from 1903 to 1907:—

COMPARISON OF BIRTHS AND SCHOOL ATTENDANCE.

Year.	New South Wales.	Victoria.	Q'land.	South Australia.	Western Australia.	Tasmania.	Commonwealth.
TOTAL BIRTHS.							
1890-97 ...	310,279	281,918	116,600	83,068	18,606	38,894	849,365
1891-98 ...	307,541	274,512	115,126	81,674	22,013	38,661	839,527
1892-99 ...	304,544	267,015	114,310	80,344	25,401	38,364	829,978
1893-1900	301,649	259,963	114,208	78,951	29,007	38,263	822,041
1894-1901	299,182	254,419	114,117	77,356	32,613	37,977	815,664
ATTENDANCE AT STATE SCHOOLS.							
1903 ...	154,382	145,500	69,759	42,752	20,283	13,863	446,539
1904 ...	153,260	145,122	68,661	42,234	22,111	14,321	445,709
1905 ...	151,033	143,362	68,780	41,807	23,703	14,123	442,808
1906 ...	151,261	142,216	69,771	40,489	24,973	13,730	442,440
1907 ...	152,607	147,270	66,849	37,861	24,950	14,464	444,001

Although the returns of school attendance shew a slight improvement in 1907, the position disclosed by the two sets of figures given above is sufficiently serious to call for earnest consideration. With the exception of Western Australia, Victoria, and Tasmania the States and the Commonwealth as a whole all shew a decreased school attendance consequent on a falling birth-rate over the period dealt with. Moreover, as explained by the Director of Education, the sudden increase in school attendance shewn by Victoria is the result of a more stringent Education Act (No. 2005), while the increase in Tasmania is largely due to keener enforcement of the requirements of the Act in the island State. In explanation of the connection between the two sets of figures it may be noted that the children at school in 1907 will naturally consist chiefly of those born in the period 1894-1901, the attendance for 1906 will be composed principally of the births of the period 1893-1900, and so on.

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

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

to be used as a school, together with such books and apparatus as are required in a primary school.

5. **Higher State Schools.**—(i.) In *New South Wales* public schools, in which the subjects taught embrace, in addition to the ordinary course, such others as will enable the pupils to compete at the Senior and Junior University Examinations, are classed as *Superior Schools*. There were 142 of these schools in existence at the end of 1907. There are also five *High Schools* in the State—two for boys, two for girls, and one for boys and girls. These had an enrolment in 1907 of 739 pupils, with an average attendance of 669. In twenty country centres the superior public schools practically correspond to the high schools, and the educational standards and instructional staff have been so arranged as to prepare for the University matriculation. It is intended also to adapt the teaching in these institutions to the special needs of the districts in which they are situated. Further, these high schools and district schools will be used as preparatory Schools for the training of young persons who wish to become teachers. In order to provide teachers of agriculture, provision is made for ten teacher-students annually to attend the second year's training at the Hawkesbury Agricultural College.

(ii.) In *Victoria*, what are termed "*Continuation Schools*" have been established at Melbourne, Ballarat, and Bendigo for the purpose of giving preliminary training to young people who propose to join the ranks of the teaching service, and it is hoped that ere long the supply from this source will preclude the necessity for the employment of inexperienced pupil teachers. It is expected that these schools will shortly be able to supply the 300 junior teachers annually needed by the Department.

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

(iv.) *South Australia*. During 1907 continuation classes for higher primary work were established in country centres. These classes are conducted in connection with the chief district schools, and under the supervision of their head teachers. It is probable that they will ultimately be merged in higher primary schools. The Advanced School for Girls was founded in 1879, and in addition to providing for winners of bursaries, receives paying pupils. From its foundation the school has taken a high rank, its pupils being very successful at the various University examinations. The average attendance during the year was eighty-four. During 1907 the total State expenditure on secondary education was £2810, of which the Advanced School for Girls absorbed £1189.

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

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

exhibitions to British Universities. The Council also granted the degree of "Associate of Arts" in imitation of the similar Oxford title. Later on the Council of Education evolved and expanded into the University of Tasmania.

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

The question of agricultural colleges and experimental farms is discussed in the section dealing with Agriculture.

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

In *Victoria* arrangements have been completed for opening what are termed agricultural high schools at Warrnambool and Sale. Pupils must be at least fourteen years of age, and have obtained a certificate of merit from the local school, or else be able to afford satisfactory proof that they are qualified to profit by the instruction offered. A local council is to be appointed for each school, and will exercise a general oversight over its operations.

Although *Queensland* possesses an Agricultural College and several experimental farms, there is no agricultural institution directly connected with the Education Department. The Government, however, provides a small grant to encourage the study of agriculture, horticulture, and kindred subjects in the State schools, while experts from the Agricultural College and State farms periodically visit the schools in which elementary agriculture is taught, and give instruction to teachers and pupils. A large number of teachers have gained a practical knowledge of milk and cream testing, and the subject is now added to the programme of instruction in several of the dairying districts.

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

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

7. Teachers in State Schools.—The distribution of the teaching staff in the State schools during the year 1907 was as follows:—

TEACHING STAFF IN STATE SCHOOLS, 1907.

State.	Principal Teachers.		Assistants.		Pupil or Junior Teachers.		Sewing Mistresses.	Total.		
	Males.	Fem.	Males.	Fem.	Males.	Fem.		Males.	Fem.	Total.
New South Wales	2,187	534	776	1,517	251	383	97	3,214	2,531	5,745
Victoria ...	1,425	559	214	823	370	1,260	430	2,009	3,102	5,111
Queensland ...	646	418	355	616	127	231	—	1,128	1,265	2,393
South Australia ..	302	396	50	275	67	188	111	419	970	1,389
Western Australia ..	240	128	79	297	14	72	56	333	553	886
Tasmania ...	164	185	24	110	20	81	—	208	376	584
Commonwealth	4,964	2,250	1,498	3,638	949	2,215	694	7,311	8,797	16,108

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

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

Within the last few years, however, it has come to be recognised that the logical place of a scheme of training is antecedent to employment as a teacher, and with this end in view it has been decided to abolish the so-called pupil-teacher, and to establish continuation schools from which, as well as from the high schools, the future supply of young teachers is to be drawn. It is hoped that the pupil-teacher as such will be extinct in a few years. In the meanwhile there were still as many as 634 employed at the end of 1907. Unfortunately, many of the smaller country schools will still have to be supplied by appointments of untrained persons; but it is hoped that under the new system of inspection the inspectors themselves will be able to devote a fair amount of time to instructing the teachers in correct methods. During vacations the country teachers will also have some opportunities of forming acquaintance with up-to-date ideas by attending Summer Schools, Rural Camp-schools, etc.

The old Fort-street Training College for males and the Hurlstone College for females were closed in 1905, and pending the erection of a properly-equipped institution in the University grounds the teachers are being trained at the Blackfriars Public School, Redfern. During 1907 there were 299 students in the institution.

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

The Melbourne Continuation School had in May, 1907, an enrolment of 221 first-year students, and 204 in their second year of training. Continuation schools were

opened in 1907 at Ballarat and Bendigo, and it is anticipated that there will shortly be a sufficient number of students in the continuation schools alone to meet the demands of the teaching service. The present junior-teaching system will then be modified to the extent that all candidates for the teaching profession will be required to graduate in one of the continuation schools.

The present Training College dates back to 1874, but during the retrenchment period it was closed, viz., from 1893 to 1900. The institution was reopened in February, 1900, with an enrolment of fifty-seven students. By the 31st August, 1907, the number had increased to 123. Since its reopening the college has also given attention to the training of kindergarten teachers, and the course of study prescribed for infant teachers has received the sanction of the Education Department and also of the Kindergarten Association. Of the students in 1907, 106 were working for the trained teachers' certificate, 19 senior and 26 junior women students and 12 senior men students were working for first year infant teachers' certificate, and 17 students were working for first year diploma of education.

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

(iv.) *South Australia.* In this State young persons of both sexes who shew aptitude for teaching are required to demonstrate their fitness by serving as "monitors" for one year. After signing an agreement for service they are then admitted to the pupil-teachers' schools for two years' study, during which time they receive a small maintenance allowance. The next two years are spent in teaching in the schools. At the expiration of this time they are admitted to the University Training College, where the course of study is for two years. As the college is not a residential institution the State grants maintenance allowance of £30 to £50 per annum. On the conclusion of this period of training, which includes lectures in pedagogy and method, as well as a certain amount of practical teaching, the students are appointed as assistants. Salaries for males begin at £100 per annum, rising in six years to £150. Female assistants receive £72, rising to £124. The whole work of training teachers is undertaken by the University free of cost to the State.

(v.) *Western Australia.* A training college for teachers was opened at Claremont in 1902. The building provides accommodation for over sixty students, the number in training during 1907 being sixty-two, including forty-one women. Central classes for "monitors" (i.e., pupil-teachers) were established at Perth in 1903, and monitors outside the metropolitan area are instructed by correspondence. A normal school was established in Perth in 1907 for the purpose of providing a two years' course of higher instruction for a limited number of children who had completed the State school course and intended to become teachers. The pupils in attendance during 1907 numbered sixty-four, of whom thirty-seven were girls. At the close of the year the bulk of the senior students were appointed as monitors at schools in and around Perth. It may be observed here that the normal school does not aim at giving instruction in the principles and practice of pedagogy, this being left to the teachers to whose schools the students are drafted. To assist teachers of small schools to gain some experience of the best method of school management, a model school has been established at Gosnell's, and arrangements have been made for intending teachers, as well as those actually in charge of small schools, to spend a portion of their time at this institution. The course in the training college lasts two years.

(vi.) *Tasmania.* The system of training adopted in Tasmania is as follows:—(a) The candidate is selected at fourteen years of age by a head teacher, and assists as a "monitor" for about a year, during which period he must give proof of suitability for training. (b) At the end of this period there is a two years' course of training in the training college. (c) The candidate then returns to his own school and teaches there for two years, the head teacher being responsible for his training in practical work, while

the training college authorities give lessons by correspondence. (d) The last stage is a final year in the training college as a senior student. Some of the more advanced are granted a second year's training, and it is proposed to allow at least one each year to proceed to the Diploma of Education at the Melbourne Training College.

At present there is room in the Tasmanian Training College for about sixty students, the number in attendance in 1907 being fifty-three.

9. Expenditure on State Schools.—The net expenditure in each State on primary education during each year of the period 1901 to 1907 is shewn below. The figures do not include expenditure on buildings, which is shewn separately in a later table.

EXPENDITURE ON MAINTENANCE, STATE SCHOOLS, 1901 to 1907.

State.	1901.	1902.	1903.	1904.	1905.	1906.	1907.
	£	£	£	£	£	£	£
N.S.W.	623,734	652,860	677,683	693,954	699,789	727,471	818,947
Victoria	656,907	681,282	669,376	670,182	663,580	663,302	677,701
Q'land	256,245	261,317	256,325	261,583	278,972	286,629	297,210
S.A. ...	152,006	151,462	147,297	147,842	151,242	152,713	152,400
W.A. ...	89,694	103,898	122,016	134,064	139,043	153,010	160,823
Tas. ...	37,710	48,161	48,300	50,018	44,974	45,683	52,830
Cwlth.	1,816,296	1,898,980	1,920,997	1,957,643	1,977,600	2,028,808	2,159,911

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

COST PER HEAD OF AVERAGE ATTENDANCE, STATE SCHOOLS, 1901 to 1907.

State.	1901.	1902.	1903.	1904.	1905.	1906.	1907.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
N.S.W.	4 0 10	4 3 9	4 7 10	4 10 7	4 12 8	4 16 2	5 7 4
Victoria	4 7 0	4 10 8	4 12 0	4 12 4	4 12 7	4 13 3	4 12 0
Q'land	3 12 9	3 11 9	3 13 6	3 16 2	4 1 2	4 2 2	4 8 11
S.A. ...	3 9 5	3 9 8	3 8 11	3 10 0	3 12 4	3 15 5	4 0 6
W.A. ...	5 9 3	5 12 8	6 0 4	6 1 3	5 17 3	6 2 6	6 8 11
Tas. ...	2 12 11	3 6 3	3 9 8	3 9 10	3 3 8	3 6 6	3 12 9
Cwlth.	4 0 8	4 3 5	4 6 0	4 7 10	4 9 4	4 11 8	4 17 4

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

EXPENDITURE ON STATE SCHOOL BUILDINGS, 1901 to 1907.

State.	1901.	1902.	1903.	1904.	1905.	1906.	1907.
	£	£	£	£	£	£	£
N.S.W.	57,663	76,793	100,955	72,051	58,820	89,975	103,348
Victoria	36,040	81,946	39,369	19,502	32,041	39,184	68,416
Q'land ...	33,421	9,443	9,006	14,489	14,187	24,896	30,840
S.A. ...	13,656	11,250	11,805	9,056	9,094	13,340	15,839
W.A. ...	49,073	32,660	35,953	32,892	35,925	39,390	39,927
Tas. ...	7,762	11,931	6,710	4,427	4,809	3,456	7,216
Cwlth....	197,615	224,032	203,798	152,417	154,876	210,241	265,586

The total net cost and the net cost per scholar in average attendance during the year 1907 were as follows:—

NET TOTAL COST PRIMARY EDUCATION, 1907.

Item.	N.S.W.	Vic.	Q'land.	S. Aust.	W. A.	Tas.	C'wlth.	N.Z.
Net cost of primary education, including buildings ...	£ 922,295	£ 746,117	£ 328,050	£ 168,239	£ 200,750	£ 60,046	£ 2,425,497	£ 686,090
Per scholar in average attendance ...	£6 8/11	£5 1/4	£4 18/2	£4 8/10	£8 0/11	£4 3/-	£5 9/3	£5 16/-

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

§ 3. Private Schools.

1. **School Teachers, etc., in 1907.**—The following table shews the number of private schools, together with the teachers engaged therein, and the enrolment and average attendance in 1907 for each State except Tasmania, where 1906 returns were the latest available:—

PRIVATE SCHOOLS, 1907.

State.	Schools.	Teachers.	Scholars Enrolled.	Average Attendance
New South Wales ...	806	3,524	†57,440	46,697
Victoria ...	751	2,313	53,371	*42,000
Queensland ...	173	753	15,385	12,897
South Australia ...	190	580	9,369	7,860
Western Australia ...	112	389	7,639	6,358
Tasmania, 1906 ...	204	612	8,833	7,066
Commonwealth ...	2,236	8,171	152,037	122,878

* Estimated. † December quarter.

2. **Growth of Private Schools.**—The enrolment and average attendance at private schools during 1891 and in each year of the period 1897 to 1907 is shewn below:—

ENROLMENT AND ATTENDANCE AT PRIVATE SCHOOLS, 1891 to 1907.

Year.	Enrolment.	Average Attendance.	Year.	Enrolment.	Average Attendance.
1891 ...	124,485	99,588	1902 ...	144,437	117,293
1897 ...	139,175	112,813	1903 ...	147,135	120,193
1898 ...	145,434	116,341	1904 ...	146,339	119,915
1899 ...	151,803	122,188	1905 ...	145,143	118,627
1900 ...	153,433	124,313	1906 ...	152,058	124,510
1901 ...	148,659	120,742	1907 ...	152,037	122,878

* Tasmanian figures not available.

As the table shews, there was a continued increase in enrolment and average attendance up to the end of the year 1900, while from the latter year onwards there was

a more or less persistent decline, although an upward movement is manifested in 1906. This falling-off was principally due to the decrease in the birth-rate during the period 1889 to 1900, a matter to which more extended reference has been made in previous pages.

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

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

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

In Victoria up to the year 1906 no attempt had been made to bring private schools under general administrative control; but the Registration of Teachers and Schools Act of 1906 established a registration scheme under a special Board. This Board has now registered the private schools and teachers in the State, excepting, however, teachers of special subjects. The prime object of the Act is that after a lapse of a definite period there shall be no school of any kind in the State which does not comply with reasonable demands and requirements concerning the nature of its building, its equipment, and the qualifications of its teachers. The teachers who have registered belong to the following classes:—Sub-primary, 2357; primary, 4815; secondary, 1657; and 3280 teachers of special subjects. Some teachers have registered under two or three grades, and the number of individual teachers is given as about 8200. The teaching staff of the Department of Public Instruction itself is not subject to the Registration Board. Registered private schools of all kinds number 773. The only control which the Government has on the scholars in private schools is provided by the law as to compulsory attendance, "efficient and regular instruction" in a private school being counted as adequate excuse for not attending the requisite number of days at a State school.

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

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

In Tasmania the Education Act requires the teachers of other than State schools "to furnish during January of each year returns shewing attendances at such schools." Despite the fact that penalties are prescribed for non-compliance with the law, nevertheless many teachers neglect to return the forms sent out. Provision has been made for registration of private teachers and schools very much on the lines adopted in Victoria. The Act declares that all persons who were employed in a *bonâ fide* manner for at least three months before 25th October, 1903, are entitled to be registered as teachers without submitting proof of professional qualifications. No person can be registered as a private teacher after July, 1907, unless the Board has been satisfied as to his fitness for the work.

§ 4. Universities.

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

In its original form the Bill met with considerable opposition, particularly in regard to the proposed absence of religious formularies. It was reintroduced to the Legislative Council in August, 1850, and the second reading was carried on the 11th September. The nomination of the first Senate was left to the Executive Council, and the number of Senators was raised to sixteen. The Act of Incorporation received the assent of the Governor on the 1st October, 1850, and the first Senate was appointed on the 24th December of that year. Mr. Edward Hamilton, M.A., was elected Provost, and Sir Charles Nicholson, M.D., Vice-Provost. Professorships were soon instituted in classics, mathematics, and chemistry and experimental philosophy, and the gentlemen selected to fill these posts arrived in Sydney in 1852. The first matriculation examination was held in October of this year, and twenty-four candidates succeeded in passing the test. The formal inauguration ceremony was held on the 11th October in the large hall of the Sydney College building. Originally it was intended to purchase this college from the trustees, but later on it was deemed essential to secure a larger area of ground, and to erect more commodious premises, and the Government in 1855 granted 128 acres at Grose Farm, where the existing University and Colleges are situated. A sum of £50,000 was also granted for the erection of buildings, on consideration that not more than £10,000 should be spent in any one year. Chiefly through the exertions of Sir Charles Nicholson a Royal Charter was granted to the University on the 27th February, 1858. This document, amongst other things, declared that "the degrees of Bachelor of Arts, etc., already granted or conferred, or hereafter to be granted or conferred by the Senate of the said University of Sydney, shall be recognised as academic distinctions and rewards of merit,

and be entitled to rank, precedence, and consideration in the United Kingdom and in our colonies and possessions throughout the world as fully as if the said Degrees had been granted by the University of the said United Kingdom."

The present main University building was commenced in 1854 and finished in 1860, at a cost of £80,000. The Great Hall, which has a length of 135 feet, by a breadth of 45 feet, is considered by competent judges to be a masterpiece of architectural art. Classes were first held in the completed portion of the building in 1857. Under the original deed of grant of lands for University purposes provision was made for sub-grants for the erection of colleges in connection with the Church of England, Roman Catholic, Presbyterian, and Wesleyan Methodist Churches. St. Paul's College was incorporated by an Act passed in December, 1854, and the building in an incomplete form was opened in 1858. The Act of Incorporation of St. John's was dated 15th September, 1857, while St. Andrew's was incorporated under Act 31 Vic. The right of the Wesleyan body to a grant lapsed in 1860, and efforts to revive it have not been successful. The Women's College was opened in 1892, women being admitted as students of the University in 1881. Prince Alfred Hospital, incorporated in 1873, and erected at a cost of upwards of £180,000, is also situated in the University grounds.

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

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

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

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

The School of Mines was established in 1892.

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

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

At the present time there are altogether ninety-four teachers engaged in the Sydney University, of whom fifteen are professors, seventy-four lecturers and demonstrators, and five honorary teachers.

2. University of Melbourne.—The University of Melbourne was established by an Act of the Parliament of Victoria, which received the Royal assent on the 22nd January, 1853, and its first Council was appointed by proclamation dated the 11th April of that

year. The foundation stone of the main building was laid on the 3rd July, 1854, and the University was formally opened on the 13th April, 1855. Letters Patent recognising its degrees as entitled to rank with those of any University in the United Kingdom were granted in 1859.

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

At present the University grants degrees in Arts, Law, Science, Medicine, Surgery, Dental Surgery, Civil, Mining, and Mechanical Engineering, Agriculture and Music. Diplomas are granted for shorter courses in Education, Public Health, Architecture, Mining, Metallurgy, and Analytical Chemistry. Including that of Music, there are altogether sixteen professorships in the University, twenty-eight lecturers, six lecturers and demonstrators, thirteen demonstrators, and seventeen assistant demonstrators.

There are three Colleges affiliated to the University, and built in adjoining grounds, which provide residence and tuition for University students. They have been founded by, and are under the administration of different religious denominations, but are open to all students without distinction of creed.

Trinity College, opened in 1872, was the first University College established in Victoria, and was founded under the auspices of the Church of England. Attached to the College is a hostel for women students, which was opened in 1886. The College staff consists of a warden, vice-warden, and nine lecturers.

Ormond College, founded by the Presbyterian body, was opened in March, 1881. The lectures of the Theological Hall of the Presbyterian Church of Victoria are delivered by a special staff. The general staff consists of a master, five resident tutors, and ten lecturers and visiting tutors. The college is named after Mr. Francis Ormond, whose benefactions to it amounted to over £100,000.

Queen's College, founded by the Wesleyan Church, was opened in 1898. Its teaching staff consists of a master and six tutors.

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

The University Conservatorium of Music was founded in 1892 to provide practical training in connection with the Chair of Music endowed by Mr. Francis Ormond. It has a staff of 18 teachers, and was attended in 1907 by 94 students.

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

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

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

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

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

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

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

4. **University of Tasmania.**—The University of Tasmania was established by Act of Parliament assented to on the 5th December, 1889, the preamble stating that it was intended to supply to all classes without distinction encouragement for pursuing a regular and liberal course of education. A Council and Senate were provided for, to form, when duly constituted, a body politic and corporate, with perpetual succession and a Common Seal, and having the usual powers and privileges attached to such bodies. The Senate was to consist of male graduates of the University with the degree of Master or Doctor, and of all other male graduates of three years' standing, together with certain other persons, but until the number of Senators reached fifty the Council was to administer the affairs of the University. Provision was made for the granting of degrees in Arts, Science, Law, Medicine, Music and any other specified subjects excepting Theology and Divinity, and also for the conferring of "*ad eundem*" degrees. The Council was empowered to make statutes for the affiliation or connection with the University of technical colleges and schools. It was expressly stated that no religious test was to be applied to persons desirous of joining the University. Appropriations from the Consolidated Fund of sums of £3000 in each of the years 1890 and 1891 were authorised for the endowment of the University. For 1892 and subsequent years the appropriation was fixed at £4000.

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

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

5. **Teachers and Students at Universities.**—The following table shews the number of professors and lecturers and the students in attendance at each of the Commonwealth Universities during the year 1907 :—

University.	Professors.	Lecturers.	Students attending Lectures.		
			Matriculated.	Non-matriculated.	Total.
Sydney	15	74	871	307	1178*
Melbourne	15	64	636	258	894†
Adelaide	10	26	378	266	644‡
Tasmania (Hobart) ...	3	5	...	...	101

* Including 136 females. † Including females, but excluding 36 attending postgraduate courses and 94 music students. ‡ Exclusive of 10 matriculated and 336 non-matriculated music students.

6. **University Revenues.**—The income of the Universities from all sources during the year 1907 was as follows :—

University.	Government Grants.	Fees.	Other.	Total.
	£	£	£	£
Sydney	13,750	17,220	16,713	47,683
Melbourne	21,000	*18,839	3,914	43,753
Adelaide	6,990	9,075	7,352	23,417
Tasmania (Hobart) ...	4,000	869	151	5,020

* Exclusive of Conservatorium of Music, £2282; Music Examination Board, £1055; Bacteriological Laboratory, £1087.

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

7. University Extension.—Under a statute of the Senate of Sydney University, approved of in 1892, a Board was appointed, which was empowered from time to time to recommend to the Senate the names of suitable persons for giving courses of lectures, and to hold examinations in the subjects of the lectures. The Board receives and considers applications from country centres, and makes provision for engaging lecturers and managing the entire business connected with the various courses. The project has only met with fair success, no lectures having been given in some years, but lately there appears to be an awakening of interest in the matter. The Board also arranges for courses of lectures in Queensland. In 1907 there were eleven courses of lectures given in New South Wales, and attended by 819 students.

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

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

§ 5. Technical Education.

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

2. New South Wales.—The present organisation of technical education in this State dates from the year 1883, when a Technical Education Board was appointed as a result of suggestions made at the Technological Conference held in 1879. This Board continued its functions till November, 1889, when it was dissolved, and the work has thenceforward been carried on as a branch of the Public Instruction Department. The chief centre of activity is, of course, in Sydney, where the Technical College and Technological Museum are situated, the college having been opened for the reception of students early in 1892. Colleges have also been erected in some of the chief country towns, and classes in various subjects are held at a large number of public schools. As mentioned elsewhere, higher technical training is afforded at the Schools of Mines and Engineering in connection with the University. References to the agricultural colleges will be found in the section dealing with Agriculture.

3. Victoria.—Technical instruction in mining has for many years received considerable attention in Victoria, the Ballarat School of Mines, which was established as far back as 1870, having achieved an Australasian reputation. The general scheme of instruction, however, lacked cohesion, and it was not until after the publication of the Report of the Royal Commission on Technical Education, which was appointed in 1899, that many defects were remedied. Science and Art classes have also been established at some of the larger State schools.

4. Queensland.—Previous to 1902 technical colleges were carried on in connection with Schools of Art in many of the towns, under the control of local committees, by whom regulations were framed and the colleges administered. The aid granted by the

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

5. **South Australia.**—A considerable amount of attention has been given to technical education in South Australia, particularly in connection with the mining industry. The School of Mines and Industries in Adelaide was founded in 1889. There are also Schools of Mines at Moonta, Port Pirie, Kapunda, and Gawler. There is also a School of Design Painting and Technical Arts in Adelaide, with branches at Port Adelaide and Gawler.

6. **Western Australia.**—A technical school was established at Perth in 1900, and since its opening has progressed rapidly. The institution is affiliated with the Adelaide University, and it is hoped that the students will shortly be allowed to take the degree of B.Sc. without leaving the school. Branches have been established at Fremantle and Midland Junction. There are also successful schools at Boulder and Coolgardie, and classes are held at Kalgoorlie and Menzies. The schools are all under the control of the Education Department, the officer entrusted with their supervision being styled Director of Technical Education. The Director also supervises the School of Mines at Kalgoorlie, which is controlled by the Mines Department.

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

The table hereunder shews the enrolment and attendance at technical schools and classes in the Commonwealth during 1907:—

ATTENDANCE AT TECHNICAL SCHOOLS, 1907.

State.	No. of Technical Schools.	Enrolment	Average Attendance	Other Technical Classes.			
				At State Schools.		Schools of Arts, etc.	
				Enrolment	Av. Attend.	Enrolment	Av. Attend.
N.S.W. ...	92	13,404	8,616	4,258	2,644	360	310
Victoria ...	13	*12,500	7,916	†	†	*139	93
Queensland ...	19	11,376	2,634	...	...	...	...
S. Australia ...	6	2,585	2,112	...	...	...	...
W. Australia...	9	1,225	†	...	...	...	...
Tasmania ...	†	†	†	...	...	...	...

* Estimated. † Not available.

8. **Expenditure on Technical Education.**—The expenditure on technical education in each State during the period 1901 to 1907 is shewn below :—

EXPENDITURE ON TECHNICAL EDUCATION IN AUSTRALIA, 1901 to 1907.

State.	1901.	1902.	1903.	1904.	1905.	1906.	1907.
	£	£	£	£	£	£	£
N.S.W.	23,154	25,540	26,459	25,762	25,262	26,764	33,568
Victoria	26,225	22,958	16,430	16,278	17,117	21,444	22,322
Q'land...	10,397	11,728	7,294	6,395	5,055	6,803	9,610
S. Aust.	15,815	17,525	17,978	7,756	7,481	7,663	8,006
W. Aust.	1,432	3,231	4,052	5,528	7,205	7,931	7,940
Tas. ...	2,288	2,488	2,465	1,359	2,650	2,650	2,418
C'wealth	79,311	83,470	74,678	63,078	64,770	73,255	83,864

The figures in the preceding table represent an expenditure of a little over 4d. per head of the population of the Commonwealth, as compared with 11s. 3d. per head spent on primary education, and clearly shew that technical education has not attained its proper place in the educational organisation of Australia.

§ 6. Diffusion of Education.

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

EDUCATION AT CENSUS PERIODS, 1861 to 1901.

State.		1861.	1871.	1881.	1891.	1901.
N.S. Wales ...	(Read & write	188,543	296,741	507,067	835,562	1,071,935
	Read only...	46,024	56,391	49,372	43,539	29,728
	(Cannot read	116,293	149,866	193,386	244,853	253,183
Victoria ...	(Read & write	328,362	478,464	653,346	908,490	998,010
	Read only...	57,351	70,953	47,950	32,794	21,852
	(Cannot read	152,915	180,781	160,270	198,556	181,208
Queensland ...	(Read & write	17,152	74,940	136,436	276,381	376,294
	Read only...	3,680	12,080	13,657	14,618	11,737
	(Cannot read	9,227	33,084	63,432	102,719	110,098
South Australia	(Read & write	72,190	117,349	200,057	236,514	290,748
	Read only...	18,535	21,509	15,267	9,571	8,283
	(Cannot read	36,105	46,768	64,541	74,346	64,126
West. Australia	(Read & write	7,683	14,166	19,684	34,254	150,099
	Read only...	1,301	2,717	2,430	2,061	3,107
	(Cannot read	5,853	7,902	7,594	13,467	30,918
Tasmania ...	(Read & write	48,282	55,941	74,966	103,138	133,579
	Read only...	13,136	13,946	9,606	6,287	3,907
	(Cannot read	28,559	29,441	31,133	37,242	34,989
Commonwealth	(Read & write	662,212	1,037,601	1,591,556	2,394,339	3,020,665
	Read only...	140,027	177,596	138,282	108,870	78,614
	(Cannot read	348,952	447,842	520,356	671,183	674,522

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

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

Division.			1861.	1871.	1881.	1891.	1901.
Read and write	...	...	5,752	6,239	7,073	7,543	8,004
Read only ...	...	...	1,217	1,068	615	343	208
Cannot read	...	...	3,031	2,693	2,312	2,114	1,788

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

EDUCATION OF CHILDREN AT CENSUS PERIODS, 1861 to 1901.

State.		1861.	1871.	1881.	1891.	1901.
N.S. Wales	{ Read & write	34,040	68,776	121,735	196,240	251,187
	{ Read only ...	20,345	26,886	25,100	21,375	15,934
	{ Cannot read	25,472	32,924	41,663	48,580	60,734
Victoria	{ Read & write	42,268	122,739	170,713	201,199	236,515
	{ Read only ...	25,518	39,636	25,249	15,656	13,128
	{ Cannot read	19,341	29,490	21,421	27,441	27,765
Queensland	{ Read & write	2,156	12,698	33,317	62,402	95,635
	{ Read only ...	1,534	6,104	7,019	7,580	5,955
	{ Cannot read	1,629	6,015	9,615	16,257	18,827
South Australia	{ Read & write	15,485	30,608	46,630	58,291	69,451
	{ Read only ...	8,748	12,432	7,926	4,618	4,229
	{ Cannot read	6,907	10,074	12,483	17,988	15,480
West. Australia	{ Read & write	1,333	3,218	4,418	6,910	25,326
	{ Read only ...	226	617	1,260	933	1,815
	{ Cannot read	1,015	1,795	1,593	2,348	5,431
Tasmania	{ Read & write	11,919	17,335	17,188	24,007	32,890
	{ Read only ...	2,848	4,143	4,108	2,974	1,795
	{ Cannot read	4,581	6,663	6,606	8,829	8,475
Commonwealth		107,201	255,374	394,001	549,049	711,004
		59,219	89,818	70,662	53,136	42,856
		58,945	86,961	93,381	121,443	136,712

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

that the proportion of those who could read and write had increased to over 80 per cent., while the totally ignorant had declined by fully one-half:—

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

1861 TO 1901.

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

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

ILLITERACY AS SHEWN BY MARRIAGE SIGNATURES, 1861 to 1907.

Year.	Proportion Signing with Marks of Total Persons Married.						
	Males.	Females.	Total.	Year.	Males.	Females.	Total.
	per cent.	per cent.	per cent.		per cent.	per cent.	per cent.
1861 ...	18.50	30.69	24.60	1903 ...	1.17	1.02	1.10
1871 ...	10.55	16.40	13.49	1904 ...	0.95	0.91	0.93
1881 ...	4.34	6.78	5.56	1905 ...	0.91	0.93	0.92
1891 ...	2.27	2.40	2.34	1906 ...	0.92	0.86	0.89
1901 ...	1.35	1.29	1.32	1907 ...	0.81	0.70	0.76
1902 ...	1.21	1.11	1.16				

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

§ 7. Miscellaneous.

1. **Scientific Societies.**—(a) *Royal Societies.* Despite the trials and struggles incidental to the earlier years of the history of Australia, higher education and scientific advancement was not lost sight of. Thus the origin of the Royal Society of New South Wales dates as far back as 1821, when it was founded under the name of the Australian Philosophical Society, Sir Thomas Brisbane being its first president. In 1856 it was known as the Philosophical Society of New South Wales. Its present title dates from 1866. Some of the papers of the old Philosophical Society were published in 1825 under the title of "Geographical Memoirs of New South Wales," and contain much that is interesting in regard to the early history of Australia. The first volume of the Transactions of the Royal Society of New South Wales was issued in 1867, the title of the series being altered to Journal in 1876. Up to the end of 1907 forty-one volumes had been published. The exchange list comprises 432 kindred societies. At the present time the library contains about 20,000 volumes and pamphlets, valued at £500. Since 1874 the receipts from subscriptions reached nearly £20,000. Government grants since 1877 totalled about £12,000. In 1907 the receipts were £912, including Government endowment of £400.

The Royal Society of Victoria dates from 1854, in which year the Victorian Institute for the Advancement of Science and the Philosophical Society of Victoria were founded. These were amalgamated in the following year under the title of the Philosophical Institute of Victoria, while the society received its present title in 1860. The first volume of its publications dates from 1855. The earlier publications dealt largely with Physics, later on Biology became prominent, while at present the greater number of papers deal with Geology. Up to 1907 forty-three volumes of publications had been issued. The society exchanges with 318 kindred bodies. The constitution of the society states that it was founded for the promotion of art, literature, and science, but for many years past science has monopolised its energies. Since its inception the society has received about £11,000 in annual subscriptions, while Government aid has been given to the amount of about £9500.

The inaugural meeting of the Royal Society of Queensland was held on the 8th January, 1884, under the presidency of the late Sir A. C. Gregory. The society was formed "for the furtherance of the natural and applied sciences, especially by means of original research." Shortly after its formation it received an accession to its ranks by the amalgamation with it of the Queensland Philosophical Society, which was started at the time when Queensland became a separate colony. Up to 1908 total subscriptions reached about £1600. In 1903 the Government grant was 100, but thereafter was discontinued. The society has issued thirty-five publications and exchanges with 120 societies.

The present Royal Society of South Australia grew out of the Adelaide Philosophical Society, which was founded in 1853, its object being the discussion of all subjects connected with science, literature, and art. Despite this programme, the tendency of the papers was distinctly scientific, or of a practical or industrial nature. With the advent of the late Professor Tate the sphere of activity of the society was considerably enlarged. Permission to assume the title of "Royal" was obtained in 1879, the society thenceforward being known as "The Royal Society of South Australia." In 1903 the society was incorporated. Receipts in 1907 were £374, the Government endowment being £234. Up to 1907 the society had issued thirty-one volumes of proceedings and two volumes of memoirs. The exchange list numbers about 170.

The Royal Society of Tasmania, for horticulture, botany, and the advancement of science, dates from 14th October, 1843, although Sir John Franklin had started a scientific society as early as 1838. The names of Captains Ross and Crozier, of H.M.S. *Erebus* and *Terror*, appear in the list of the first corresponding members. The society,

which up to the present has published thirty volumes of proceeding, exchanges with seventy kindred bodies.

(b) *Other Scientific Societies.* The Australasian Association for the Advancement of Science, founded in 1888, has its headquarters in Sydney. Its receipts to date were about £10,000, including Government aid to the amount of £3500. The library contains 4000 volumes valued at £400. Up to date ten volumes of proceedings have been issued. The exchange list numbers 285. The Linnean Society of New South Wales, with headquarters in Sydney, founded in 1875, possesses a library of 9000 volumes valued at £5000. Up to date thirty-two volumes of proceedings have been issued. Exchanges number 175. This society maintains four investigators engaged in research work, and owes its development almost entirely to the benefactions of Sir William Macleay. The British Astronomical Association has a branch in Sydney, and in some of the States the British Medical Association has branches.

The principal scientific society in Western Australia is the West Australian Natural History Society, with which is incorporated the Mueller Botanic Society, founded in July, 1897. The objects of this association are the study of natural history, promoted by periodical meetings, field excursions, and the issue of reports of proceedings. Government aid in 1906 amounted to £75, and in 1907 to £15. Since its establishment the society has issued sixteen journals of proceedings. The exchange list numbers forty-one.

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

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

METROPOLITAN PUBLIC LIBRARIES.

City.	Number of Volumes in—			Total.
	Reference Branch.	Ordinary Lending Branch.	Country Lending Branch.	
Sydney ...	148,259	29,612	8,195	186,066
Melbourne ...	174,647	24,651	*	199,298
Brisbane ...	33,631	*	*	33,631
Adelaide ...	60,655	23,776	*	84,431
Perth ...	68,652	*	4,214	72,866
Hobart ...	11,839	*	*	11,839

* Information not available, 19/3/09.

The Launceston Institute in Tasmania possesses a library of 24,640 volumes.

The number of libraries in receipt of State or municipal aid, together with the estimated number of books contained therein, is given below for each State.

	State.					
	N.S.W.	Vic.	Q'land.	S. Aust.	W. Aust.	Tas.
Number of suburban and country libraries ...	304	463	183	176	208	39
Estimated number of books	427,256	941,176	266,026	405,505	90,224	104,221

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

3. Museums.—The Australian Museum in Sydney, founded in 1836, is the oldest institution of its kind in Australia. In addition to possessing a fine collection of the usual objects to be met with in kindred institutions, the Museum contains a very valuable and complete set of specimens of Australian fauna. The cost of construction of the building was £59,000. The number of visitors to the institution last year was 172,450, and the average attendance on week-days 528, and on Sundays 638. The expenditure for 1907 amounted to £8337, of which £5560 was absorbed by salaries and allowances, and £2777 by purchases and miscellaneous. There is a valuable library attached to the Museum. Representative collections, illustrative of the natural wealth of the country, are to be found in the Agricultural and Forestry Museum, and the Mining and Geological Museum. The latter institution prepares collections of specimens to be used as teaching aids in country schools. The "Nicholson" Museum of Antiquities, and the "Macleay" Museum of Natural History, connected with the University, are also accessible to the public. There is a fine Technological Museum in Sydney, with branches in five country centres, the metropolitan institution containing over 99,000 specimens. Valuable research work has been undertaken by the scientific staff in connection with oil and other products of the eucalyptus. The average attendance of the public at the Technological Museums during the last five years was well over 200,000.

The National Museum at Melbourne, devoted to Natural History, Geology, and Ethnology, is located in the Public Library building. The expenditure for specimens, furniture, etc., in 1907 was £1550, and salaries and wages £2320. The Industrial and Technological Museum, opened in 1870, contains upwards of 55,000 specimens. There is a fine Museum of Botany and Plant Products in the Melbourne Botanic Gardens. Well equipped museums of mining and geological specimens are established in connection with the Schools of Mines in the chief mining districts.

The Queensland Museum dates from the year 1871, but the present building was opened in January, 1901. Since its inauguration the Government has expended on the institution a sum of £67,443, of which buildings absorbed £16,566, purchases £21,429, and salaries £29,448. The number of visitors during the year was 60,027, of whom 21,598 visited the institution on Sundays. The Queensland Geological Survey Museum has branches in Townsville, opened in 1886, and Brisbane, opened in 1892. The visitors during the year numbered 17,516. The total expenditure on the institution up to the end of 1907 was £5548, of which £2830 was absorbed by buildings.

Under the Public Library Act of 1884 the South Australian Institute ceased to exist, and the books contained therein were divided amongst the Museum, Public Library, and Art Gallery of South Australia, and the Adelaide Circulating Library. The Museum was attended by 80,230 visitors in 1907.

The latest available returns shew that the Western Australian Museum contains altogether 51,000 specimens of an estimated value of £50,000. The Museum is housed in the same building as the Art Gallery, and the visitors to the combined institutions during the year numbered 142,000. The expenditure totalled £4358, of which salaries absorbed £1785.

There are two museums in Tasmania—The Tasmanian Museum at Hobart, and the Victoria Museum and Art Gallery at Launceston, both of which contain valuable collections of botanical and mineral products. The Tasmanian Museum received aid from the Government during last year to the extent of £650.

4. Art Galleries.—Information regarding the State collections of objects of art in the various capitals is in some cases very meagre, while the method of presentation does not admit of any detailed comparisons being made. The Art Gallery of New South Wales originated in the Academy of Art founded in 1871. Up to July, 1908, the cost of construction of the present building was £86,000. The contents, which are valued at

£130,000, comprise 356 oil paintings, 365 water colours, 509 black and white, 150 statuary and bronzes, and 309 ceramics, works in metal and miscellaneous. During 1907 the average attendance on week days was 532, and on Sundays 1830. The expenditure in 1907 amounted to £6800.

The National Gallery at Melbourne at the end of 1907 contained 505 oil paintings, 3530 objects of statuary, and 13,729 water-colour drawings, engravings, and photographs. The Gallery is situated in the same building as the Museum and Public Library, the total cost of construction being £229,000.

The Art Gallery at Adelaide dates from 1880, when the Government expended £2000 in the purchase of pictures, which were exhibited in the Public Library building in 1882. The liberality of private citizens caused the Gallery to rapidly outgrow the accommodation provided for it in 1889, at the Exhibition Building, and on the receipt of a bequest of £25,000 from the late Sir T. Elder, the Government erected the present building, which was opened in April, 1900. The Gallery also received a bequest of £16,500 in 1903 from the estate of Dr. Morgan Thomas. At the latest available date there were in the Gallery 195 oil paintings, 108 water colours, 157 black and white, 74 etchings, 23 statuary and numerous miscellaneous works in metal, etc., the whole being valued at £47,000. Building and site are valued at £31,000. Average attendance was 260 on week days and 270 on Sundays.

The foundation stone of the present Art Gallery at Perth in Western Australia was laid in 1901, the building and site being valued at £60,000. The collection comprises 80 oil paintings, 32 water colours, 117 engravings and black and white, 227 statuary, and miscellaneous metal works, etc., of a total value of £12,000. During last year the visitors averaged 137 on week days and 329 on Sundays.

In Tasmania the Art Gallery at Hobart was opened in 1887. Its present contents consist of 96 paintings and 81 etchings and black and white drawings. Buildings and site are valued at £30,000. The number of visitors during the year on week days averages 62,000, and on Sundays 30,000.

The Art Gallery at Launceston was erected in 1888 at a cost of £5000, and opened on the 2nd April, 1901. Only a small proportion of the contents belongs to the Gallery, the bulk of the pictures being obtained on loan. At latest date there were on view 80 oil paintings and 44 water colours valued at £5000. The total value of buildings and site is estimated at £12,100. The average annual attendance is 36,000, and for Sundays 10,000.

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

EXPENDITURE ON EDUCATION, SCIENCE, AND ART, 1901 to 1907.

State.	1901-2.	1902-3.	1903-4.	1904-5.	1905-6.	1906-7.	1907-8.
	£	£	£	£	£	£	£
N.S.W.	874,977	905,439	908,229	916,046	934,634	941,654	1,055,197
Victoria	864,295	782,049	764,967	787,836	810,850	842,071	872,655
Q'land...	343,870	317,916	319,799	324,502	338,426	366,635	399,291
S. Aust.	210,441	203,305	191,929	195,648	199,628	193,346	210,712
W. Aust.	168,770	200,204	209,573	214,733	230,573	217,036	219,176
Tas. ...	60,759	73,300	72,129	72,435	68,163	68,777	73,242
C'wealth	2,523,112	2,482,213	2,466,626	2,511,200	2,582,274	2,629,519	2,830,273

The expenditure for 1906-7 is equivalent to about 13s. 7d. per head of population in the Commonwealth.

§ 8. Free Kindergarten Movement in Australia.¹

1. *First Kindergarten in Australasia.*—The first free kindergarten south of the equator was opened in Dunedin, New Zealand, some twenty years ago, under the charge of a teacher from the "Golden Gate Free Kindergarten Association" of California. No organised attempt was, however, made either then or later to extend the movement into other parts of the Dominion, although one or two schools have since been opened by private promoters.

2. *History of Kindergarten in New South Wales.*—The inception of free kindergartens in New South Wales dates from 1895, when, as the result of a private meeting, followed by a public meeting at the Town Hall, Sydney, the Kindergarten Union of New South Wales was formed. Its original enrolment of fourteen members has since increased to upwards of 1200.

(i.) *Opening of First Free Kindergarten.* In January, 1896, with the sum of £50 in hand, collected from private sources, the first free kindergarten was opened in a hall in Sussex-street, Sydney. Within a month a fresh trial had to be made in a small terrace house in Charles-street, Woolloomooloo. At the end of a year there were seventy-six children from two to six years of age under the care of one teacher and two trained assistants. Lack of accommodation led to the removal of the school in February, 1897, to its present quarters in Dowling-street.

(ii.) *Opening of Second Metropolitan Free Kindergarten.* A second free kindergarten was opened in Newtown in 1898, and a branch committee, the first of many now in existence, was formed to care for its maintenance. This branch was instrumental in erecting the first building in Australia designed and constructed purely for kindergarten purposes. The institution cost £793, and was officially opened in March, 1907, by Her Excellency Lady Northcote. This kindergarten will be the centre of similar work to that carried on by the Social Settlements in the large cities of England and America.

(iii.) *Present Position of Free Kindergarten in Sydney.* At the latest available date there were eight free kindergartens in the metropolis, situated in the poorest localities and attended by about 500 children.

(iv.) *Extension of Movement beyond the Metropolis.* A free kindergarten was established in 1902 at Newcastle, where there are now two successful institutions. The unions at Newcastle and North Sydney were originally independent bodies, but the difficulty of securing effective staffs led them to place themselves under the direction of the Sydney union.

(v.) *Basis and Aims of the Kindergarten Union.* The Kindergarten Union of New South Wales, founded on a strictly non-political and unsectarian basis, aims at :—(a) The promotion of knowledge of kindergarten principles in New South Wales. (b) The training of teachers in the theory and practice of the kindergarten system. (c) The establishment of free kindergartens in poor neighbourhoods.

(vi.) *Sources of Maintenance.* The kindergartens are dependent for support upon funds raised by the branch committees, and upon government grants. State aid was first received in 1899 to the extent of £100. In each succeeding year an increased grant was given, according as the work grew, until in 1902 the amount had reached £500. For the year 1908 the grant was £1000, of which 150 was paid into the funds of the Newcastle Free Kindergarten Association, this particular association having been the recipient of State aid prior to its affiliation with the parent union. It is gratifying to note, moreover,

1. This article has been condensed from a very full contribution by Mrs. Jeanie Grahame Dane.

that although the schools are free, the parents of the children attending them contribute in many practical ways towards their support. Aid is frequently given by the men in carpentering and gardening, while, besides assisting in various other directions, the united efforts of the women at times result in substantial sums of money being added to the funds.

(vii.) *Kindergarten Training College.* The necessity for a supply of adequately-trained teachers to meet the growing demands of the free kindergarten led to the establishment of the Sydney Kindergarten Training College. In 1897 the union entered into a three years' contract with a graduate of the Normal Training School of Chicago, who at once systematised the teaching and instituted a course of training for teachers and one for children's nurses. The latter section was, however, discontinued after two years. Classes were regularly held in the kindergarten room at Woolloomooloo, and during the first year eight students were admitted for training. Owing to the development of the work additional accommodation became necessary, and in May, 1900, a residential training centre was established at Roslyn Gardens, Darlinghurst. For two years teachers were boarded at a nominal cost and received free training in return for services in the kindergarten. This centre proved the germinating ground for several educational and philanthropic schemes, including the Child Study Association (later known as the Parents' and Teachers' Union), the Kindergarten Club, and the movement to establish day nurseries in connection with kindergarten. In 1902 the scope of the work was enlarged and the training course revised.

The system of training pursued resolves itself into three courses—(a) A regular professional course, covering a period of two years; (b) a sub-primary—also a two years' course—consisting of one year of kindergarten and one year of primary work, and designed for those intending to teach children beyond the kindergarten stage; (c) a post-graduate course for those who wish to become training teachers. In addition to these there is a preparatory course of one year for students who are not quite up to the standard required for admission to the regular kindergarten course.

All teachers in training are required to spend a certain proportion of their mornings in the different free kindergartens for the purposes of observation and practice, and to attend afternoon classes at the college. At present there are fifty students, of whom eleven are resident.

Educational matters in connection with the college are controlled by a council composed of representatives of the Sydney University, Department of Public Instruction, Teachers' Association, the Women's College, and the Kindergarten Union. The college and the private kindergarten and primary school are entirely self-supporting, the money being obtained from the fees charged for the training classes and the tuition of the children attending the kindergarten.

3. Extension of Free Kindergarten in other States.—South Australia was the first of the other Commonwealth States to develop free kindergarten, an association being formed in Adelaide in 1905. At present there are two free schools in operation. A Kindergarten Union was opened in Brisbane, Queensland, in 1906, and a school established. A kindergarten union was formed in Melbourne in 1909. The council includes representatives of the existing kindergarten committees, children's charities, educational bodies—including the State Education Department, the Medical Society, and the Board of Health. In addition to equipping a central kindergarten, the union proposes to establish schools in the more densely populated suburbs. At the present time there are four privately supported kindergartens in Melbourne.

4. Adoption of Kindergarten in State Schools.—No very great attention appears to have been devoted to kindergarten methods in the State schools of New South Wales prior to 1899. In that year instructions issued regarding the qualifications of infant schoolmistresses led to a large number of teachers visiting the free kindergarten, where the union instituted a course of free Saturday morning lectures combined with practical demonstrations. The

Education Department has also considerably enlarged the scope of its own kindergarten at Fort-street, Sydney.

Prior to the report of the first Royal Commission on Education in Victoria some of the chief metropolitan schools possessed kindergarten classes, but comparatively little systematic training had been accomplished. The publication of this report, however, led to an entire remodelling of the plan of infant teaching. At the present time there are fifteen well-equipped schools with kindergarten methods in use, and the kindergarten at Brunswick serves as a training school for students of this system. The course of training extends over two years, one of which is devoted to kindergarten, and one to sub-primary work. Teachers from South Australia and Tasmania visit this institution.

In Western Australia some progress has been made in kindergarten teaching based on English methods.

5. Practical Results of Kindergarten Teaching.—The establishment of the free kindergartens has had a very wholesome effect on both children and parents in the localities where the schools have been placed. Habits of industry, alertness, and self-respect spread from children to parents. The teachers who work in the kindergarten acquire an insight into the psychology of the child mind, and the tolerance, kindness, and self-restraint which they must necessarily possess react for good on the surrounding community. Children from the kindergartens are said to possess greater mental keenness, and to be more responsive to ordinary primary teaching than those who have not attended these institutions.