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## SECTION XXII.

## PUBLIC INSTRUCTION.

## § 1. Evolution of Educational Systems in Australia.

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

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

(iii) *Medical Inspection of State School Children.* See Section XXX. Public Hygiene, § 8.

2. Recent Development in State Educational Systems.—(i) *New South Wales.* The year 1913 was an important one in New South Wales educational history, in that it was the first complete year of active operation of the principles laid down in the University Amendment Act and the Bursary Endowment Act of 1912. More extended reference to these Acts will be found later on. It was also remarkable for the reorganisation of technical education on a Trades School basis and of the Superior Schools on a vocational basis. Reference may also be made to the development of the Evening Continuation Schools established in 1911, and to the wide extension of the scheme of school medical inspection. As pointed out in a preceding Official Year Book (see No. VII., page 765), the Education Department instituted a scheme of examinations in 1911 for what were termed respectively the "qualifying," "intermediate," and "leaving" certificate. The first "qualifying" examination was held in March, 1911, the first "intermediate" in November, 1912, and the first "leaving" in November, 1913. The successful students who were awarded exhibitions at the leaving certificate examination took up University studies in the first term of 1914, thus marking the definite linking up of the State School system with the University. Amongst noteworthy features in the year 1914 were the remarkable increase in school population, the establishment of Trade Schools, the expansion of secondary education, and the extension of the scheme of school medical inspection. The travelling hospital and the travelling ophthalmic and dental clinics are rendering splendid service in the remote and sparsely settled districts. During the last few years increasing attention has been devoted to the development of infant schools on the lines of awakening a larger sense of responsibility amongst the young children by giving them a greater measure of freedom. It is recognised by modern educationists that freedom coupled with responsibility lies at the root of all true education.

A school clinic, under the direction of Lecturers in Education from the Training College, was opened in the metropolis during 1918. The object of this institution is to examine and to suggest suitable treatment for children reported by their teachers as shewing special disabilities for school work.

During 1917 and 1918 the provisions of the Public Instruction (Amendment) Act of 1916 were found to have exercised a marked influence on school attendance, and in many schools the average exceeded 90 per cent. of the effective enrolment. The average for all schools in 1920 was about 83 per cent., but abnormal conditions as to sickness were responsible for very small returns from many schools.

Arrangements were made during the year 1917 for the teaching of Japanese in selected High Schools, and in 1918, classes were begun at North Sydney and Fort-street Boys' High Schools.

In his Report for the year 1920, the Minister drew attention to the disabilities under which the Education Department was labouring owing to shortage of teachers, and shortage of funds to provide necessary new buildings, equipment, and renovations. The difficulty in regard to the supply of teachers has in part been overcome by the provision of a more liberal scale of salaries, but it will be some time before full provision can be made for the needed buildings and equipment.

It has been found that a large proportion of children leave school at the age of fourteen years or thereabouts. As in other countries, it is realized in New South Wales that this removal from educational guidance at the very time when such formative influences are so necessary is against the best interests of the children and the State, and it is intended to submit proposals to Parliament for continuous training to an extent which will give more adequate preparation for the responsibilities of adult life.

(ii) *Victoria.* Under the Amending Education Act of 1910 it is provided that every child must attend school for the full period of eight years between 6 and 14, unless he be given a certificate of education at 13. The schools are open on an average 225 days in each year, and require attendance on all these days, unless reasonable excuse is forthcoming. Provision is made for the mentally deficient. The primary curriculum divides the school life into eight grades, so that a child entering at six years of age should have completed the full course by the time he reaches his fourteenth year. After completion of the elementary school course, the pupil may go on to the Evening Continuation Schools, Higher Elementary Schools, District High Schools, or the Trade Schools. Special schools for feeble-minded children have been established in the metropolis, and an "open air" school for delicate children is in operation at Blackburn. There is also a special school for epileptics at Clayton. Highly encouraging results have been obtained at all these institutions. A Council of Public Education has been appointed to advise on educational matters generally, and particularly in regard to co-ordination. Examinations are held throughout the State for the certificate of merit and the qualifying certificate. The former is granted to pupils who, under prescribed conditions, reach a satisfactory standard in subjects prescribed for Grade VIII., while the latter is awarded to pupils who reach a satisfactory standard in Grade VI. Possession of this certificate enables the holder to enter upon the work of the Higher Elementary or the District High School. Acting on the advice of the Council of Education, the Melbourne University has established a Schools Board. The function of this body is to consider all questions relating to school studies and the inspection and examination of schools. In addition to University representation, there are also on the Board representatives of the Department of Education, the registered Secondary Schools, and the business interests of the community. Being with wide powers, this Board must of necessity be the chief guiding factor in the development of education in Victoria. During the year 1915 a considerable amount of attention was devoted to the organisation of the elementary schools, especially in connexion with the question of retardation, and in regard to the teaching of infants. It is found that the greater flexibility in organisation and system of promotions, coupled with special methods of dealing with backward pupils, tends to lower considerably the retardation percentage. The institution of the uniform school year, the greater powers conferred on the head teachers in regard to the promotion of scholars, the making of the inspector an advisory rather than an examining officer, and the better provision for the practical training of the junior teachers have all been fraught with excellent results. During recent years methods of training teachers have been considerably improved. Formerly there was only one course leading to the trained teacher's certificate. At present four courses are provided—primary, secondary, infant, and short course for teachers of rural schools.

(iii) *Queensland.* The Amending Act of 1910 introduced several new features into the educational system of Queensland, chief amongst them being—(a) employment of proceeds of sales of land and other school property for school purposes, instead of paying them into Consolidated Revenue; (b) abolition of local contributions; (c) provision of scheme of school certificates to assist in co-ordination of various branches of the system; (d) establishment of compulsory continuation classes; (e) compulsory medical and dental examination; (f) raising the compulsory age to 14 years instead of 12 years; (g) provision

for compulsory attendance on every day on which the school is open. The last-mentioned provision has already produced good results in regard to improved attendance. The organisation of the general scheme of education is being systematically developed. State High Schools were inaugurated in February, 1912, and a more liberal scheme of scholarships to secondary schools came into force in 1913, while further amendments were made in 1914, 1915, and 1918. A Teachers' Training College has been established, and greater attention is being given to the development of technical education. Methods of instruction have been brought into consonance with the latest developments under the new syllabus adopted in 1914. During this year also the medical and dental inspection of State School children were considerably extended. Reference to the new system adopted in 1920 in connection with the choice of entrants to the teaching profession will be found in § 2, 10.

(iv) *South Australia.* The chief features of the year 1920 were (a) the issue of a new course of instruction for primary schools, and (b) the inception of new methods in regard to the training, examination, and classification of teachers. With respect to (a), the course of instruction was compiled by a body consisting of about twenty selected teachers, the inspector, and the members of the Curriculum Board in conjunction with the Superintendent of Primary Education and the Director. The new syllabus shortens the time spent by an average child in the primary schools from eight to seven years, and is designed to shew the scope and nature of the studies and the character of the training for each of the seven grades. A special syllabus has been compiled for the small one-teacher schools. In regard to (b), the scheme aims at providing better trained and educated teachers, especially for the country schools. (See also § 2, 10, hereinafter.)

Methods of inspection have been revised with the idea of affording more scope and freedom to the teacher, and permitting the inspector, while not neglecting fundamentals, to give more time to advising and helping in the attainment of satisfactory results.

Attention is also being given to the establishment of separate infant schools wherever possible in order to overcome retardation and secure higher efficiency in the lowest grades.

A Correspondence School was established in the beginning of the year to meet the needs of children living beyond the reach of existing educational agencies.

All recently built schools conform to the latest approved principles in regard to orientation, lighting, and furniture, while the conversion of older buildings is being taken in hand so far as funds will permit.

(v) *Western Australia.* During 1912 the curriculum of the Primary Schools was remodelled in order to bring it into line with the most up-to-date principles. The work was lightened in directions where experience shewed there was overloading, and efforts were particularly directed toward the removal of the abstract and to the development of the imaginative and constructive throughout all grades. Greater freedom was given for experiment by the teacher, and it is recognised that considerable improvement has resulted. Montessori principles are being increasingly adopted in the teaching of the youngest children. Constructive work is receiving greater attention in all departments, and encouragement is given to original or research work of an elementary character. Four special courses—commercial, industrial, domestic, and professional—have been established at the central schools. These schools are practically day continuation schools designed to carry on the education of boys and girls beyond the primary stage. Continued efforts are being made in the direction of bringing about a closer correlation between primary and secondary education. The Modern School at Perth was opened in 1911, and in June, 1914, a Goldfields High School was opened at Kalgoorlie. District High Schools are in operation at Geraldton, Albany, Bunbury and Northam, and it is proposed to establish additional schools at the larger country centres, and in the meantime to grant scholarships at the existing High Schools to country children. Continuation classes were held at 24 centres in 1920, with an enrolment of 2,873. Certificates granted to successful students entitle the holder to advanced tuition at the Technical College. During 1917 a medical officer for schools was appointed under the Public Health Department. Legislation passed in 1919 made compulsory the education of blind, deaf and dumb children, either at home or in special institutions.

A further revision of the curriculum was made in 1920, mainly with the object of removing superfluities, and devoting greater attention to the formative side of education. Special attention is being given to the problem of dealing with feeble-minded children.

The experiment was tried in Perth during 1920 of grouping these children in classes at the central schools and giving them instruction in handwork and domestic science coupled with a modified curriculum in the ordinary school subjects. Results were so satisfactory that it is hoped to extend the system to other centres.

(vi) *Tasmania.* During the last few years educational effort in Tasmania has been directed to the development on modern lines of the primary system, the foundation of secondary schools, and the provision of a satisfactory system of training for teachers. Kindergartens, Montessori Schools, and Model Country Schools have been established as adjuncts to the training system, and the courses have been remodelled with a view to providing trained teachers for secondary as well as for primary work. At the High Schools, secondary, commercial, and industrial courses have been established. School hygiene has received especial attention, doctors and nurses have been appointed, and two dental clinics have been established. During the year 1918, regulations were framed with the object of establishing separate infant departments under a trained mistress. Several have already been established, and it is proposed to open additional schools of this type as opportunity offers. Provision has been made for an extension of the system of teaching by correspondence for children in isolated districts. Improvements effected in 1920 in the system of training teachers are alluded to later on.

(vii) *Northern Territory.* Although the number of children of school age in the Territory is small, nevertheless ample provision has been made by the Commonwealth Government for their education. State schools are in operation at Darwin, Parap, Pine Creek, Alice Springs, and Emungalan. There is also a school for aboriginal and half-caste children at Kahlin Compound, Darwin. A satisfactory standard is maintained at the schools, but progress is somewhat retarded by irregular attendance. Continuation classes are available at Darwin for cadets in Government employment and for others.

(viii) *Present Position of State Education in Australia.* Throughout Australia primary education is compulsory and free of charge, while there exists in most of the States a liberal provision of scholarships and bursaries to the Higher State Schools, to the Secondary Schools, and to the Universities. Provided that the requisite standard is reached, it is, of course, permissible for children to receive home tuition, or to attend so-called private schools. Considerable interest is taken in educational matters by the people of the Commonwealth, and within recent years several of the States have sent qualified representatives to inspect and report on the methods adopted in the chief countries of Europe and America. The reports of these Commissioners, especially those of New South Wales, have been widely studied, and various improvements have been made in accordance with their recommendations. The orientation, lighting, and ventilation of school buildings are being modernised. In all of the States periodical medical inspection of the children is in force. (A detailed statement of the work being done in this direction will be found in the chapter dealing with Public Hygiene.) Methods of training teachers are now better developed, and although the "pupil teacher" system with its effects have not been wholly eliminated, it appears to be gradually vanishing. (The methods adopted in the various States for the selection and training of teachers are described in some detail in § 2, 10, hereinafter.) There has been a wider employment of kindergarten principles in the early stages, and the more or less purely abstract teaching of the older days has been largely replaced by concrete methods. Such subjects as nature study, manual training, music, and drawing have received a general impetus. Greater attention has been given to the scientific classification of children. Moreover, as will be seen from the above, and from § 2, 7, the State Education Departments are increasing their activities in the direction of secondary education. Lastly, the system of inspection has been considerably remodelled. Under the old system, the inspector was little more than an examining officer, but, under the present régime, the primary duty of this officer consists in guiding and directing the teaching in accordance with approved methods. [See also § 6, Technical Education.]

(ix) *Co-ordination of Educational Activities.* As pointed out already, the educational system of New South Wales may now be considered as a more or less homogeneous entity, the various stages succeeding one another by logical gradation from kindergarten to university. In the other States development is proceeding on somewhat similar lines, although in varying degree. [See also § 1, para. 2 *supra*.]

(x) *Educational Conferences.* In May, 1916, the first Conference of Directors of Education in the States of the Commonwealth was held at Adelaide. Amongst important matters discussed thereat may be mentioned :—(a) *Education Reports (Departmental).* In regard to these a decision was arrived at respecting the general principles which should govern the preparation of future reports in order to ensure uniformity so far as the compilation and presentation of statistics relating to enrolment, attendance, and finance are concerned. (b) *Raising School-age Limit.* In view of the circumstance that educational expenditure has, up till now, been largely wasted owing to school attendance ceasing at the age of 14 in the case of so many children, it was resolved that legislation is desirable providing for continuous education up to the age of 16, and that attendance be made compulsory except where special exemption could be granted on the ground of educational fitness. (c) *Schools for Defectives.* At present New South Wales and Victoria have a school each of this type, but it was agreed that such schools ought to be provided where required. (d) *Other Special Schools.* Each State is making experiments in regard to the provision of new types of schools giving industrial and secondary instruction, and arrangements were made for the exchange of detailed information in regard to their working. (e) *Sex Physiology.* The Conference was opposed to the introduction of special teaching on this subject, and it was affirmed that efforts should be directed towards excluding all thought and talk about sex matters from the schools. It was agreed, however, that the Departments should prepare a special leaflet setting forth the duties of parents in this direction. The second Conference was held in Melbourne in June, 1918, and the third in Sydney in October, 1920. Amongst other important matters discussed at the third Conference were exchanges of inspectors and teachers; publication of text books; medical inspection; systems of training teachers; the special needs of small country schools; physical training; and the education of children of diseased and permanently incapacitated soldiers.

## § 2. State Schools.

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

2. *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 1920 :—

### STATE SCHOOLS, TEACHERS, AND SCHOLARS, 1920.

(COMMONWEALTH.)

State or Territory.	Schools.	Teachers.(a)	Scholars Enrolled.	Average Attendance.
New South Wales(b)	3,163	9,033	304,373	234,657
Victoria (1919)	2,406	6,679	218,761	170,402
Queensland	1,604	4,349	118,634	94,602
South Australia	980	2,716	75,681	61,649
Western Australia	675	1,676	52,565	45,145
Tasmania	470	1,097	31,027	25,498
Northern Territory(c)	6	9	364	229
Commonwealth	9,304	25,559	801,405	632,182

(a) Exclusive of sewing mistresses. (b) Including Federal Territory. (c) Year ended 30th June.

Unfortunately, the schemes of enrolment and of the computation of “average attendance” are not identical in each State, so that the comparisons are imperfect.

The enrolment and average attendance at the State Schools in the Commonwealth are given below for the years 1891, 1901, 1911, and for each year of the period 1916 to 1920 :—

### ENROLMENT AND ATTENDANCE AT STATE SCHOOLS, 1891 TO 1920.

(COMMONWEALTH.)

Year.	Total Population (a)	Enrolment.	Average Attendance.	Year.	Total Population (a)	Enrolment.	Average Attendance.
1891 ..	3,241	561,153	350,773	1917 ..	4,983	764,980	600,089
1901 ..	3,825	638,478	450,246	1918 ..	5,082	779,687	612,174
1911 ..	4,573	638,850	463,799	1919 ..	5,304	782,317	608,069
1916 ..	4,919	751,126	569,306	1920 ..	5,412	801,405	632,182

(a) At 31st December, in thousands.

3. **Schools in the Federal Capital Area.**—During the year 1920 fourteen State Schools were in operation in the Federal Territory (Yass-Canberra). The pupils enrolled numbered 373 and the average attendance 263. Cost of upkeep in 1920 amounted to £4,415. By arrangement with the Federal Government these schools are conducted by the New South Wales Education Department on the same lines as the ordinary State Schools, the Department being recouped for expenditure.

4. **Centralisation of Schools.**—The question of centralisation of schools adopted so successfully in America and Canada has received 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, and in 1920 the conveyance of pupils was authorized in the case of 820 schools at a cost of £23,000.

5. **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. (iii) In still more sparsely-peopled districts, an itinerant teacher goes from house to house within a certain radius. Thus, in Queensland during 1920 the 18 itinerant teachers covered 536,000 square miles of country and travelled 62,344 miles to visit 1,809 children. In this State also the Education Department has established what are known as Saturday Schools, in which small groups of children in outlying districts are visited by the nearest teacher on Saturdays and receive the benefit of several hours' instruction. These schools, of which there are now ten, have been warmly welcomed in the districts in which they are established, inasmuch as under this system the children "outback" receive a greater amount of instruction than is possible under the system of itinerant teachers. Provision has been made for a vocational "top" to be established at schools in important distributing centres of inland pastoral areas in Queensland, and at Longreach, Barcaldine, Charleville, Mitchell and Geham special classes receive instruction in manual work, commercial work, and domestic economy. Itinerant teachers capable of imparting instruction in domestic and manual work have also been appointed to visit parents and children at various localities in the Central District. In New South Wales, Victoria, South Australia, Western Australia and Tasmania 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. In some cases the Department also provides the building. At the close of 1920 there were 509 subsidized schools in New South Wales. (iv) An experiment

on the part of New South Wales, the result of which was awaited with some interest, was the establishment in 1908 of a "Travelling" School. A van was provided in which the teacher travelled, carrying 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. Two additional schools of this nature were established in 1914. (v) There are also railway camp schools in operation on the sites of extensive railway works. In South Australia, attractive portable schools have been designed to meet the needs of new districts and settlements of a temporary character.

Regulations were framed in Tasmania during 1912, providing for the subsidizing of private teachers at a rate not exceeding £6 per pupil in districts too remote or sparsely settled to warrant the establishment of an ordinary Provisional School. The schools of this nature operating in 1920 had an enrolment of 677 scholars. During the year the department also paid for the conveyance of a number of children to schools by boat, vehicle, or train.

New South Wales, Victoria, South Australia, Western Australia, and Tasmania provide for education, by correspondence, of children in isolated districts. In South Australia it is stated that the children of one family are 400 miles from the nearest school. Another family of four are 320 miles distant from a school, and several families live along the camel tracks in the far north. The Port Augusta School supervises the work of twelve children living along the East-West railway line. In 1920 a special Correspondence School, staffed with five teachers, was opened in Adelaide. Fifteen teachers are attached to the Correspondence branch in New South Wales. There are nine teachers attached to the Correspondence School in Hobart, and a visiting teacher toured the whole island, calling, as far as possible, at all the isolated dwellings.

**6. Evening Schools.**—Evening Public Schools have been in existence for many years in some of the States, but their progress has been uncertain. In New South Wales the 41 Evening Continuation Schools had an average attendance in 1920 of 1,950. It is pointed out by the Inspector of these schools that future extension depends on the introduction of some form of compulsory attendance. In Victoria there was only one night school in operation for elementary work during the year, the average attendance being 31. It is stated that future developments in evening instruction will be in the direction of continuation classes, of which there was at latest available date one, with an average attendance of 81. Although the Education Act in Victoria gives authority for the establishment of evening continuation classes at which the attendance of boys up to the age of seventeen years and living within a radius of two miles may be made compulsory for six hours a week, considerations of expense have prevented the exercise of this power. Western Australia has evening continuation classes in 24 centres; the enrolment in 1920 numbered 2,873. Evening Continuation Schools have been established under regulation in South Australia, and are intended principally to help the working boy to improve his general education and to add to the store of knowledge most useful in his present work.

**7. Higher State Schools.**—(i) In *New South Wales*, public schools which provided advanced courses of instruction for two years for pupils who have completed the primary course were classed as *Superior Schools*. These were reorganised in 1913 as Day Continuation Schools, and divided into Superior Commercial Schools, Superior Junior Technical Schools, and Superior Domestic Schools for Girls. During 1920 there were 88 schools of this type in operation, of which 17 were in the Commercial group, 24 in the Junior Technical, and 47 in the Domestic group, with an average attendance of 5,820 in the sixth and seventh classes. It is believed, however, that greater efficiency could be produced by reducing the number of these schools and establishing Central "Superior Public Schools" instead. Provision has also been made for the more advanced education of children in country centres by the establishment of 11 District Schools. These schools are specially staffed, and, in addition to the usual work, undertake the preparation of students for admission to the training colleges. There are also 27 *High Schools* in the State. These had an enrolment in 1920 of 8,194, with an average attendance of 6,656. To meet the wishes of representatives of the registered Secondary Schools, the syllabus of the High Schools was amended in 1913, and now offers such a wide range of choice in the selection of subjects that there is no possibility of producing a merely stereotyped uniformity of study. Four "Intermediate" High Schools were established to meet



the growing demand for High School education in the metropolis and in country centres, and in 1920 the number had increased to 23, with an average attendance of 3,230. During 1919 further provision was made for higher education by the institution of a composite course of instruction at various country schools where only a small number of pupils can be grouped. The course includes practically all secondary subjects and has been extended to about 45 schools. Hostels have been provided in connexion with the High Schools at Albury, Goulburn, Hay, East and West Maitland. In accordance with Departmental regulations liberal provision is made for scholarships and bursaries to the higher State Schools and to the University. Under the provisions of the University Amendment Act of 1912, 200 exhibitions were awarded in 1920 to successful students at the leaving certificate examinations, and 96 of these were given to pupils attending the State Schools, and 104 to students of registered secondary schools.

The Sydney Grammar School (not a "State" School in the ordinary acceptance of the term), which receives a State endowment of £1,500 a year, had, in 1920, a quarterly enrolment of 622 pupils, and an average attendance of 579.

During 1917 the State School of Aviation at Richmond was transferred to the control of the Education Department. The school served a military purpose during the war, but it is hoped that it will henceforward prove of great commercial value to the State.

(ii) In *Victoria*, action was taken in January, 1912, to give effect to the provisions of the Education Act of 1910, with regard to the decentralisation of the system of secondary education. Thirty-six Higher Elementary and 31 District High Schools have been established, and, to obviate congestion at the High Schools, Higher Elementary Classes are carried on at 15 "Central" Schools in the larger cities, and 3 in country towns. The enrolment on the 1st January, 1920, at the Higher Elementary Schools was 2,047, of whom 1,062 were girls, at the District High Schools 6,177, of whom 3,012 were girls, while 644 boys and 748 girls were receiving secondary teaching in the Central Schools. The qualifications for admission to the High Schools and Higher Elementary Schools are that pupils shall be not less than 12 years of age, shall possess the qualifying certificate or its equivalent, and that their parents shall undertake that the children will remain at school for four years. For the first two years there is a common course for all pupils, thereafter replaced by four special courses:—(1) A preparatory professional course for pupils preparing to proceed to the University, to enter the teaching profession, or to gain a sound general education; (2) an agricultural course to be taken in Agricultural High Schools; (3) a commercial course; and (4) a domestic arts course for girls. Parallel with these courses an industrial course has been developed for pupils who intend to enter upon some form of industrial occupation.

The demand for places in the metropolitan High Schools is in excess of the available accommodation, and although the "Central" Schools, already referred to, have to some extent relieved the congestion, increased provision is urgently needed.

Junior Technical Schools have been established apart from the High Schools in Melbourne, Ballarat, Bendigo, and Geelong, and there are schools also at Glenferrie, Collingwood, Sunshine, and Warrnambool.

Schools of Domestic Arts have been established—three in Melbourne, one in Ballarat, and one in Bendigo. At these institutions, in addition to continuing their general education, the girls receive special instruction in cookery, needlework, and various home duties. A modified course in domestic arts is given to senior pupils in Maryborough and Castlemaine.

Scholarships granted by the Department are as follows:—(a) One hundred junior, tenable for four years at a District High School or approved Secondary School, with allowance of £26 per annum for board where required; (b) Forty senior, tenable four to six years, with allowance of £40 towards expense of course at University; (c) Fifty junior technical, giving free tuition for two years at a Junior Technical or other approved school, and, in certain cases, board allowance of £26 per annum; (d) Fifty-five senior technical, giving free tuition for approved courses at Technical schools, with £30 allowance for day students, and £10 for night students; (e) Sixty teaching, similar in other respects to junior; (f) Twenty nominated courses, giving four to six years' free tuition in agriculture, mining, or veterinary science at the University, with allowance in certain cases of £26 per annum.

Hostels for the accommodation of students have been provided by the local School Council or in connexion with religious denominations at Ararat, Leongatha, and Sale, but it is stated that the attendance at Secondary Schools in country towns generally suffers from the lack of facilities for boarding.

(iii) Prior to the year 1912, *Queensland* did not possess any distinctly Secondary Schools under State control, but in February of that year High Schools were opened at Warwick, Gympie, Bundaberg, Mount Morgan, Mackay, and Charters Towers. Tuition at these schools is free, but students must pass a qualifying entrance examination. Three courses of study, General, Commercial, and Domestic, are provided. The General Course will lead up to the University, and students will be able to matriculate from the High Schools. In 1917 and 1920 High Schools were opened at Gatton and Roma respectively. High Schools ranking in all respects with those mentioned are also conducted at Brisbane Central Technical College and at the Technical Colleges at Toowoomba and Rockhampton, and "The Brisbane Junior High School" was opened in 1920. In smaller centres where an average of not less than 25 qualified pupils can be obtained, secondary tuition is provided at existing State Schools, and this has been arranged for at Herberton, Childers, Dalby, Pittsworth, Southport, Cairns, Wynnum Central, and Emerald. The enrolment at High Schools in 1920 was 1,936, and the daily attendance 1,270. There are, moreover, ten Grammar Schools—six for boys and four for girls—each of which was subsidised by the State to the extent of £750 per annum, and in addition received a payment of £250 per annum for providing five scholarships for State scholars. Owing to representations regarding increased cost of maintenance, the grants to the Grammar Schools for boys and girls in Brisbane were each raised to £2,000 in 1920, and in the case of the remainder of these Schools the grant was raised to £1,500 each. The Government also pays the fees of the State Scholarship holders in attendance at the Grammar Schools. The enrolment at the Grammar Schools in 1920 was 1,920, and the average attendance 1,595. Since the year 1909 these schools have been regularly examined by the Inspector-General of the Education Department.

Under the amended scheme of scholarships to Secondary Schools which came into force in 1914, all candidates who gained 50 per cent. of marks at the previous December examination were eligible for free scholarships tenable for three years at an approved Secondary School. Provision was made for board allowance of £30 per annum where necessary, and of £12 where the holder lived at home. In 1915 the tenure was altered to two years, with the proviso that, should the holder at the end of that period obtain an approved pass at the University Junior Examination, an extension scholarship of two years was granted, and, in addition, an extension at the end of the fourth year where an approved pass at the Senior University Examination was obtained. The extension scheme came into force in 1917. In 1918 the tenure was extended to two years and a half in order to afford better preparation for the work prescribed by the University for the Junior Public Examination.

As a result of the 1920 examinations, held in April, scholarships (extended to two years and six months) were awarded to 847 boys and 759 girls. Of the successful candidates 195 boys and 194 girls were granted the allowance of £12 per annum, and 95 boys and 107 girls received the allowance of £30.

Prior to the establishment of the Queensland University, three exhibitions per annum to approved Universities were granted. These have been replaced by twenty scholarships to the local University. Each scholarship is tenable for three years, and carries an allowance of £26 per annum if the holder lives at home and attends the University, or £52 per annum board allowance where necessary. In addition to these "open" scholarships, twenty "teacher" scholarships are granted to students who undertake to enter the teaching profession. These carry an allowance of £66 where the students live away from home, and £39 to those who live at home.

(iv) *South Australia*. Including the Adelaide High School, there were altogether twenty-one High Schools open in South Australia in 1920, with an enrolment of 2,360 students, and a staff of 122 teachers. In addition to giving secondary education, these institutions form a valuable source from which the Department can draw a supply of young teachers. Under existing regulations provision is made for the following

scholarships :—(i) Eight public exhibitions open to boys and girls who have been *bona fide* residents of South Australia for two years prior to the competitive examination. The exhibitions are tenable for three years at an approved school or college, carry free tuition and books, and an allowance of £22 per annum when the holder lives away from home. (ii) Forty exhibitions, tenable for three years at an approved school or college are open to competition by children under 13 years of age in attendance at State Primary Schools. (iii) Eight senior exhibitions, worth £40 per annum, and four of the value of £20, are tenable at the Adelaide High School or other approved Secondary School, and are open to pupils of any Secondary School. (iv) Twelve junior exhibitions, eight of £40 and four of £20, tenable for two years at any approved Secondary School, are reserved for pupils of Secondary Schools within a radius of 10 miles of the General Post Office, Adelaide. (v) Twelve Government bursaries, of which six are reserved for pupils of the High Schools. These are tenable at the University, and the holder receives £20 per annum and free tuition. (vi) The Government provides £180 per annum to assist students who are unable to attend the University during the day. Each studentship is limited to £10 for science students, and £7 for arts students.

(v) *Western Australia.* In 1920, there were two schools providing a course up to the leaving certificate standard—the Perth Modern School and the Eastern Goldfields High School—and four District High Schools, at Northam, Geraldton, Bunbury and Albany, providing a three years' course up to the junior certificate standard, although three of them have small upper classes working for the leaving certificate. In addition, there are "Central" Schools in which the upper classes are collected from various contributory schools in the surrounding district. These supply (a) a professional course lasting three years leading to the junior certificate of the Public Examination Board. (In the Perth Central Schools classes leading up to the Leaving Certificate and Matriculation, thus covering the High School course, have also been established). (b) A Commercial Course of three years. (c) Industrial Course lasting two years. (d) A Domestic Course of two years for girls. Altogether 2,819 pupils were taking these courses, and if to this number the 670 children enrolled in the Commercial and Professional Courses at the large country towns be added, the total enrolments amount to 3,489. The Perth Modern School and the Eastern Goldfields High School had an enrolment in 1920 of 364 and 159 students respectively. Extension of the opportunity to obtain secondary education in country districts has been greatly appreciated, and the enrolments at the four District High Schools varied from 83 at Geraldton to 157 at Bunbury. The science courses in these schools are designed to aid in the practical study of agriculture. Entrants to State secondary schools must have passed an examination identical with that for Secondary School scholarships, and boarding allowance up to £30 per annum is provided where necessary. Continuation classes were inaugurated in 1911, and were attended at 24 centres in 1920 by about 2,800 pupils. The classes are intended to provide some measure of higher education to those who leave school as soon as they reach the compulsory age of 14 years. Admission to these classes is free, but pupils must attend regularly three evenings a week. Evening Schools are held in various parts of the State, but the work carried on is mainly primary. Junior and senior exhibitions were abolished in 1914 and provision made for 10 University exhibitions, each tenable for three years at the University of Western Australia, and valued at £40 per annum for students living at home and £60 in the case of those living away from home. Fifty scholarships tenable for three years (with possibility of extension to five years) at approved Secondary Schools are annually offered for boys and girls attending Government or other efficient schools. Ten carry an allowance of £20 per annum, and the remainder entitle the holders to receive a grant for books and travelling expenses. Boarding allowance up to £30 per annum may also be granted where necessary. Thirty-three bursaries of the value of £5 each tenable for two years were also granted in 1920. Scholarships to enable children from country districts to attend at District High Schools or the Narrogin School of Agriculture were inaugurated in 1917. Only those children who must live away from home are eligible, and the tenure may in some cases be extended to five years. The scholarships carry an allowance of £30 per annum. During 1920, 40 District High School scholarships, and 7 tenable at the Narrogin School of Agriculture were awarded. Thirteen scholarships also were awarded in 1920 to children of fallen or disabled soldiers. The scholarships are tenable for three years, and, where necessary, carry an allowance of £30 per annum.

(vi) *Tasmania.* Up to the year 1912 the Department confined its efforts to the provision of primary education for the school children in Tasmania. In 1911, however, super-primary classes were formed in the larger schools, with an enrolment in 1911 of 200, and in 1912 of 400 pupils. It was recognised, however, that the previously existing scheme of scholarships and exhibitions was inadequate to meet the demands for higher education. High Schools were therefore opened in January, 1913, at Hobart and Launceston, and intermediate High Schools were opened in 1915 at West Devonport and Burnie. In 1919 the school at Devonport was given the status of a full time High School. The enrolment and average attendance at the four High Schools in 1920 were 935 and 886 respectively. These provide for five classes of pupils—(i) Those who desire to become teachers; (ii) University students; (iii) Commercial; (iv) Mechanics; (v) Home duties (girls). The enrolment in 1920 was 1,060. It is proposed to grant a leaving certificate at the end of a four years' course. The Bursaries Act of 1915 provides for 30 junior and 20 senior bursaries tenable for two years at an approved State School or registered Secondary School. They are valued at £2 per annum for a State School and £12 at a Secondary School, in addition to satisfactory boarding and travelling allowance where required. Four-fifths of the bursaries are awarded to country children. The Tasmanian Education Department scholarship is open for competition to High School pupils under the age of 19 years. The scholarship is valued at £20 per annum, with an allowance of £40 if the student lives away from home while attending the approved University course. A Veterinary Science Scholarship was established in 1918, for competition amongst boys under 19 years of age. It is tenable for one year at the University of Tasmania (value £20 or £60), and at either the University of Melbourne or Sydney for the three succeeding years (value £120 per annum). During 1920 the Board awarded 7 junior city, 29 junior country, 6 senior city, and 11 senior country bursaries.

8. *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 qualifications of a thorough acquaintance with agricultural work as well as school methods. The Education Department makes grants of seeds of various kinds to schools having gardens, and in some instances has installed windmill plants to provide an adequate water supply. Special courses in agriculture are provided at certain country centres. Under the direction of a capable head master, a college has also been opened at Hurlstone, near Sydney, at which practical lessons are given in elementary agriculture, and the institution also serves as a stepping-stone to the Hawkesbury Agricultural College. Scholarships are available to students of the Hurlstone Agricultural High School as it is now called, and these scholarships entitle the holder to a two years' free course at the Hawkesbury institution, with a grant of £1 10s. per annum for text books. The Department has also organized Rural Camp Schools for the purpose of giving teachers and scholars first-hand knowledge of country industries, and has had prepared for distribution to schools a comprehensive manual entitled "The Farm and its Industries."

In 1920 a Supervisor of Agriculture was appointed, and it was decided to revise the methods of teaching the subject with a view to the adoption of a more forward policy.

The subject of Agricultural Colleges and Experimental Farms is dealt with in the section relating to Agriculture. (See page 293.)

In *Victoria*, what are termed Agricultural High Schools have been established at Ballarat, Colac, Leongatha, Mansfield, Mildura, Sale, Shepparton, Wangaratta, Warragul, and Warrnambool. Pupils must be at least fourteen years of age, and have passed beyond the curriculum of the elementary school, or else be able to afford satisfactory proof that they are qualified to profit by the instruction offered. The schools are practically secondary schools with an agricultural bias, and form a link between the rural school and the agricultural college. They are also used as a preliminary stage in the education of boys and girls who wish to become teachers and eventually graduate in the State Training College and the University. At some of the schools short courses in agriculture have been instituted for farmers' sons who have left school. A local council is appointed for each school, and exercises a general oversight over its operations. The experimental plots at these schools have aroused much interest among the farmers from

the surrounding districts. A Supervisor of Agriculture reports and gives advice on the teaching of agriculture in the State Schools. A fair number of teachers have gained diplomas in agriculture, and are capable of giving practical instruction at the High Schools. Schools of Agriculture are conducted by the Agricultural Department at the State Research Farm, Werribee. Teachers in the wheat-growing districts are also instructed for short periods by the organizing Inspector of Agriculture at the University, and their services are utilised as leaders or group supervisors in their districts. The elementary principles of agriculture are taught in a large number of State Schools. Progress has been made in the direction of establishing agricultural clubs and home-project organizations in connexion with the schools. A Horticultural Society has been established, with a number of schools in affiliation, while practical help in school gardening is afforded by the Departmental supervisor. The Society has a nursery and distributing centre for plants and seeds at Oakleigh, and sub-nurseries have been established at various schools.

In *Queensland*, the Government provides a small grant to encourage the study of agriculture, horticulture, and kindred subjects in the State Schools, while a departmental teacher of agriculture visits the schools and gives assistance in agricultural, horticultural, and nature study work. Some excellent experimental work has been carried out at a few of the schools, while gardens have been established wherever circumstances permitted. Short courses of instruction for teachers have been instituted at the Gatton College. 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. The practical advice and help given has resulted in many instances in marked improvement in the dairy herds. At Nambour, a Rural School, the first of its type, was opened early in 1917. In addition to the ordinary subjects of the curriculum this school provides for instruction in farming, fruit growing, dairying, etc., with dressmaking, millinery and cookery for girls, and woodwork, leatherwork, and tinsmithing for boys. Training in business methods, shorthand and typewriting is also available. In view of the success of this institution schools of somewhat similar type have been established at Boonah, Marburg, Gracemere, Geham, and it is proposed to add to their number when funds permit.

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. A special instructor has been appointed to give assistance to teachers desirous of making their school gardens aid in nature study work. Aid is given by personal visits as well as by correspondence, and the holding of vacation Summer Schools. Teachers in training receive instruction in Nature knowledge and the art of conducting Nature Studies with children. A seed wheat competition amongst school children inaugurated in 1911 proved very successful, a second, which was commenced in 1916, concluded in 1920, and a third in 1921. In 1919 two of the competitors who have entered on the work of wheat breeding produced wheat of such quality that they were unable to supply the orders for seed grain received from South Australia, as well as from other States.

In *Western Australia*, an advisory teacher of nature study visits the schools and gives advice in regard to proper methods in horticulture and experimental agricultural work. The number and usefulness of the gardens and experimental crops attached to State Schools shew marked improvement each year. Special attention is being given to the needs of the Country Schools, and as far as possible the instruction is given a practical bias. In some districts definite projects are undertaken of importance to a rural community, i.e., vegetable growing, bee-keeping, and pig and poultry keeping. The boys are also trained in useful manual work, and the girls, wherever possible, are taught simple cookery, and the drying and preserving of fruit and vegetables. Early in 1914 a school was opened on the Narrogin State Farm. The students are taken directly from the primary schools, and the course of instruction lasts for two years. On its completion students are qualified to enter on the diploma course at the University. The school is to be brought under the control of the Education Department in 1921, and has so justified its existence that it cannot accommodate all the applicants for admission. Provision has been made for practical work in agriculture at the new High School at Northam.

In *Tasmania*, the organizing teacher of nature study visits and advises the teachers at the State Schools, and also gives addresses and model lessons at the schools of instruction. Considerable success has attended the establishment of classes in Hobart for instruction in apple-grading and packing. Similar classes have been formed at Huonville and Franklin.

9. **Teachers in State Schools.**—The distribution of the teaching staff in the State Schools during the year 1920, including teachers of needlework, was as follows :—

### TEACHING STAFF IN STATE SCHOOLS, 1920.

(COMMONWEALTH.)

State.	Principal Teachers.		Assistants.		Pupil or Junior Teachers.		Sewing Mis- tresses.	Total.		
	Males.	Fem.	Males.	Fem.	Males.	Fem.		Males.	Fem.	Total.
New South Wales	2,147	1,210	1,558	4,019	2	97	171	3,707	5,497	9,204
Victoria	1,749	1,322	386	1,511	234	1,477	312	2,369	4,622	6,991
Queensland	857	768	624	1,460	205	435	..	1,686	2,663	4,349
South Australia	383	581	254	835	178	485	118	815	2,019	2,834
Western Australia	332	353	135	707	26	125	58	493	1,243	1,736
Tasmania	178	288	58	271	51	251	5	287	815	1,102
Northern Territory	2	3	..	4	..	..	..	2	7	9
Commonwealth	5,648	4,525	3,015	8,807	696	2,870	664	9,359	16,866	26,225

The figures for assistants include students in training.

It will be observed that there is a fairly large number of junior teachers, or pupil teachers, as they are called in some of the States. 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 sub-section.

In New South Wales attention has been drawn to the difficulty of securing an adequate supply of teachers, particularly male teachers for small schools in out-back districts.

10. **Training Colleges.**—The development of the training systems of the various States has been alluded to at some length in earlier issues of the Year Book. The present position is as follows :—

(i) *New South Wales.* During 1920, the total number of students in training was 849, of whom 315 were taking the twelve months' course at Hereford House for rural teachers or assistants, and the balance the various courses up to five years, and the special courses arranged in accordance with departmental requirements. Practically all accessible metropolitan schools are used as practice schools for giving training college students opportunity to acquire practical skill in teaching. At the college, a complete set of Montessori apparatus has been prepared for demonstration work in the Montessori principles, and one of the College staff was a few years ago sent to Italy in order to gain first-hand knowledge of the possibilities of the scheme. Opportunities are also afforded to other members of the teaching staff to visit foreign countries on study leave. The Principal of the Training College is also Professor of Education at the Sydney University. A new Teachers' College within the University Grounds has been partly completed, and portion of the building was occupied in 1919. Up to the year 1913 the limits of accommodation at the Teachers' College were responsible for the employment of a number of untrained junior assistants, but it is now provided that no teacher enters the service without at least six months' professional training. Schools of instruction for teachers are held each year, the subjects chosen being military drill, swimming, physical training, first-aid work, manual training work, etc., and lectures are given to teachers in rural

districts by members of the Teachers' College staff. Hostels for students in training and for the accommodation of High School pupils have been established at various centres in the State.

Recently the Department sent a lady teacher to Harvard University, America, for special study of the problem of the education of sub-normal children, and on her return it is hoped to organize a definite scheme for dealing with this difficult subject.

(ii) *Victoria*. During recent years the educational and professional attainments of the general body of teachers in Victoria have steadily improved. Prior to the establishment of the High Schools, the pupil or junior teachers were recruited from the ranks of those who had obtained the Merit Certificate in the eighth grade of the elementary schools, and the acquirement of the necessary literary qualifications for promotion was greatly hindered by the circumstance that they were engaged in teaching for the greater portion of the day. Under present conditions, candidates spend three or four years in a High School exclusively in study, and consequently enter on their professional duties with a better mental and physical equipment. On receiving promotion in rural schools as sixth grade teachers, they may join the correspondence classes of the Melbourne High School and receive tuition for the higher examinations. At present about 600 rural teachers are on the correspondence class rolls, while evening and Saturday classes for junior teachers are also held at the school. A number of High School pupils after serving as junior teachers for a year are awarded studentships at the Training College, and competition has been so keen that it has been found possible to exact the standard of the Senior Public Examination for these studentships. The present Training College dates back to 1874, but during the retrenchment period, viz., from 1893 to 1900, it was closed. The institution was reopened in February, 1900, with an enrolment of fifty-seven students. During the year 1920, the students in training numbered 228, of whom 138 were women. A Training College Hostel has been established, and a Correspondence class formed for country teachers desirous of qualifying for the Infant Teacher's Certificate. The students at the Hostel receive training in domestic economy. Three city and six country practising schools are attached to the Training College, and four infant rooms with attached kindergartens have been specially equipped for the training of infant teachers. The University High School gives secondary teaching practice to both departmental and private students. A remodelled system of training came into force in 1914, providing, amongst other things, for the alteration of the name "Training College" to "Teachers' College," and for the classification of students into three groups, i.e., those training for secondary teachers' certificate, for sub-primary teachers, and for primary teachers.

Twenty teachers are nominated annually for free attendance at the University lectures for the diploma of education.

The Teachers' College conducts a Correspondence class for women teachers in the country studying for the Infant Teacher's Certificate.

(iii) *Queensland*. In connexion with the Teachers' Training College opened in Brisbane in 1914, the following scheme has been evolved :—Twenty-five special Teacher scholarships to the University, each with a currency of two years, are to be awarded annually. Living allowances at the rate of £52 per annum and £26 per annum respectively are provided, the former being paid to students living away from home. The University is to provide an Education group of subjects, including Logic, Psychology, and Education. Ten of the scholarships may be carried on for a third year, and five for a fourth year. Practical training is entrusted to a Training Master appointed by the Department. Those who attend the two years' course will be appointed to the Primary Schools, and the graduates from the three and four years' course will be available for High Schools and Secondary Schools. Short courses of training have been instituted for teachers to take charge of small schools, and arrangements have been made to allow an approved number of teachers already in charge of such small schools to obtain the benefit of the training. During 1920 there were in training 40 short course students and 29 holders of teachers' scholarships. In 1920 the method of selecting recruits to the teaching service was revised. Prior to this year the "pupil teachers" were chosen from the senior pupils in the primary schools, and appointed on probation until they had passed

an examination and obtained a certificate of aptitude in teaching. After a period of four years they were admitted as classified teachers. Under the new scheme it has been decided where Secondary Schools have been established to limit the selection to boys and girls who have obtained an approved pass at the University junior public examination. As a commencement ten male and ten female teaching scholarships have been granted for a course of eighteen months at the Teachers' Training College. The course will be extended to two and a half years in the case of selected candidates, who will be expected to pass an examination for admission to the classified ranks of the service. A second avenue of approach will be provided by admitting student teachers who have qualified by passing the approved examination, the training to be given by the head masters of the schools at which they serve. At present the method outlined above cannot be adopted throughout the State, and in the less populous districts the appointment of pupil teachers by nomination of head teachers must continue. The schools for infants at Kangaroo Point and Rockhampton have been specially staffed and equipped for training Kindergarten teachers, and Kindergarten methods have been introduced into most of the larger schools. Teachers of small schools are also greatly helped by the inspectors' practical and theoretical instruction in the various districts, while the Central Technical College gives correspondence lessons to small-school teachers desirous of passing the Class III. examination. Schools of instruction for the untrained teachers of small schools are conducted by the inspectors in their respective districts.

(iv) *South Australia.* In 1920 the scheme for the training of teachers was remodelled. The new system is based on three fundamental principles. (1) That the candidate should have completed his ordinary education—at least up to the standard of the Junior Public Examination—before entering on the professional course. (2) That he should complete his professional course before being permitted to teach. (3) That in order to secure uniformity, the various courses should be controlled by one person, instead of several, as was formerly the case. The remodelled courses came into operation in January, 1921, and are arranged to give the necessary academic and professional training as follows:—(a) Short Course (one year) for the less important positions in primary schools and for teachers of Class VII. schools. (b) Primary Course (two years) for the more important positions in primary schools. (c) Kindergarten and Sub-Primary Course (two years) for positions as infant teachers. (d) Secondary Course (three to four years) for High School teachers. (e) Commercial Course (two years) for teachers of Commercial Subjects. (f) Domestic Arts Course (two years) for teachers of Domestic Arts. (g) Woodwork Course (one year) for teachers of woodwork. The total number of students is 296. Practical work in teaching is carried out at three Practising Schools under specially selected teachers of method.

In order to provide an adequate supply of qualified students, provision is made for the award of 150 scholarships annually, tenable at a High School. These scholarships entitle the holder to one or two years' education at a High School beyond the Junior Public stage, with an allowance of £40 per annum for boys and £30 for girls, and a boarding allowance of £20 per annum if students live away from home.

The new scheme of inspection, while providing for a measure of examination to test progress in fundamentals, gives the inspector a greater opportunity to estimate the general value of the teacher's work and to give advice and assistance where needed.

Special evening or Saturday morning classes of instruction are conducted by the inspectors in their districts, while during 1920 a School of Instruction was conducted and attended by fifteen teachers, who were allowed to close their schools for a week in order to attend at the centre chosen.

(v) *Western Australia.* A Training College for teachers was opened at Claremont in 1902. The original building provided accommodation for sixty students, but extensions were opened in 1908, and the number in training in 1920 was 151. Of the long course students, 34 were in the first year, 38 in the second year, and three in the third year. The remaining 76 were taking the one year's course for teachers of country schools, except two who were taking a special course. A fair proportion of the full course students attend lectures at the University, and some remain for a third year to complete degree



work. Special practising schools have been established for the proper training in teaching and managing the smaller country schools. Three classes of students are admitted to the full course—(i) from State or private secondary schools; (ii) monitors from departmental schools; (iii) ordinary teachers from the departmental schools. The standard of education required on entering is the school-leaving or matriculation certificate, but a special examination is held for candidates possessing neither. The course is both academic and practical, the former being co-ordinated with the University. As a help in the practical work, there is an adjunct school attached to the college, and several practising schools, two of which are for infants only. An advisory teacher visits the small country schools to give practical help and advice. At the Claremont Infants' School a room has been set apart for work on Montessori lines. During 1919, in addition to short courses at the Training College, a school of instruction for teachers of small schools was held at Toodyay. Arrangements have been made for the inspectors to carry out experimental work in the direction of affording opportunities for teachers and children in rural districts to acquire useful information in connexion with nature study, agriculture, and various industrial and art subjects. Two schools of instruction for teachers in cadet training were held in 1919, and these were attended by 31 teachers.

(vi) *Tasmania.* During 1917 the schemes for the training of teachers were recast and grouped in four divisions—(1) A short course to supply the professional training required for the less important positions in the primary schools and for teachers of the smaller provisional and Sixth Class schools. The course lasts six months. (2) Training of infant teachers. (3) Training for positions in the larger primary schools. (4) Training of high school teachers. Practical training for the various classes is given in well-equipped practising schools and in model small schools. The inspectors hold schools of instruction for teachers of small schools, and teachers of moderate attainments are also helped by the Correspondence School. The enrolment at the Training College in 1920 numbered 67.

11. **School Savings Banks.**—Returns shew that these institutions are in existence in three States. In New South Wales, there were 842 banks at the end of 1920, the deposits amounting to £58,811, and withdrawals to £55,880. Since the establishment of the banks in 1887, deposits totalled £754,645, and withdrawals £736,818. Of the latter sum £152,187 was placed to the children's accounts in Government Savings Banks. In South Australia, 552 schools had 28,634 depositors, with £28,525 to their credit; and in Western Australia, there were 454 school banks, with 33,587 depositors with £47,906 to their credit.

12. **Expenditure on State Schools.**—The net expenditure on State education in all grades of schools, excepting technical schools, during 1901 and for the five years ended 1920 is shewn below. The figures do not include expenditure on buildings, which is shewn separately in a subsequent table.

#### EXPENDITURE ON MAINTENANCE, STATE SCHOOLS, 1901 AND 1916 TO 1920.

(COMMONWEALTH.)

Year.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Nor. Ter.	C'wealth.
	£	£	£	£	£	£	£	£
1901 ..	623,734	656,907	256,245	152,006	89,694	37,710	..	1,816,296
1916 ..	1,534,186	1,032,708	484,500	268,399	305,130	111,140	1,956	3,738,019
1917 ..	1,662,658	1,033,876	562,418	295,261	319,954	115,547	1,594	3,991,308
1918 ..	1,748,221	1,098,060	567,296	308,423	336,852	125,572	1,668	4,186,092
1919 ..	1,971,209	1,127,962	618,007	342,907	348,694	142,097	2,027	4,552,903
1920 ..	2,668,060	1,325,149	917,314	403,768	394,931	182,822	2,763	5,894,807

The expenditure per head of average attendance for each of the years given above will be found in the succeeding table :—

**COST PER HEAD OF AVERAGE ATTENDANCE, STATE SCHOOLS, 1901 AND 1916 TO 1920.**

(COMMONWEALTH.)

Year.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Nor. Ter.	C'wealth.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1901	4 0 10	4 7 0	3 12 9	3 9 5	5 9 3	2 12 11	..	4 0 8
1916	7 13 0	6 3 1	5 14 0	5 2 4	7 12 8	4 15 5	11 18 6	6 11 4
1917	7 9 10	6 3 5	6 7 5	5 4 0	7 15 11	4 15 1	8 11 5	6 13 0
1918	7 14 10	6 10 10	6 15 6	5 3 4	7 17 3	5 1 11	8 9 4	6 18 5
1919	9 5 2	6 9 10	6 13 6	5 14 10	7 19 2	5 13 4	10 19 2	7 9 9
1920	11 7 5	7 15 6	9 13 11	6 11 0	8 15 0	7 3 5	12 1 4	9 6 6

As the figures shew, the cost per head of average attendance in 1920 is considerably more than double that for 1901. This increase is due to the greatly enhanced cost of materials and equipment and to the higher salaries paid to the teaching staff largely to meet the increased cost of living and also to make the service more attractive. For New South Wales the expenditure on salaries rose from £1,589,000 in 1919 to £2,188,000 in 1920. In Queensland the increase is largely due to additional salaries and allowances—amounting to about £286,000—paid to teachers in consequence of awards of the Industrial Arbitration Court.

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

**EXPENDITURE ON STATE SCHOOL BUILDINGS, 1901 AND 1916 TO 1920.**

(COMMONWEALTH.)

Year.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Nor. Ter.	C'wealth.
	£	£	£	£	£	£	£	£
1901	.. 57,663	36,040	33,421	13,656	49,073	7,762	..	197,615
1916	.. 303,001	220,042	96,397	32,196	24,863	28,793	..	705,292
1917	.. 208,733	116,010	78,080	44,311	21,034	21,667	253	490,088
1918	.. 238,434	62,532	94,323	40,299	16,540	8,883	252	461,263
1919	.. 265,174	87,273	94,603	41,974	24,579	23,897	650	538,150
1920	.. 370,412	131,266	138,985	28,907	26,851	19,406	..	715,827

The net total cost during the year 1920 was as follows :—

**NET TOTAL COST, STATE SCHOOL EDUCATION, 1920.**

(COMMONWEALTH.)

Item.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	Nor. Ter.	C'wealth.
	£	£	£	£	£	£	£	£
Net cost of education, including buildings ..	3,038,472	1,456,415	1,056,299	432,675	421,782	202,228	2,763	6,610,634

The figures in this and the preceding tables refer to all grades of State schools (with the exception of technical schools), and include evening schools. Including buildings the net cost per scholar in average attendance for the whole of the State schools in the Commonwealth amounted in 1920 to £10 9s. 2d. as compared with £4 9s. 3d. in 1901.

### § 3. Private Schools.\*

1. **Schools, Teachers, etc., in 1920.**—The following table shows the number of Private Schools, together with the teachers engaged therein, and the enrolment and average attendance in 1920 :—

#### PRIVATE SCHOOLS, 1920.

(COMMONWEALTH.)

State.	Schools.	Teachers.	Enrolment.	Average Attendance.
New South Wales .. ..	679	3,810	74,339	59,495
Victoria .. ..	486	1,991	(a)56,684	(b)48,000
Queensland .. ..	167	1,038	26,175	21,601
South Australia .. ..	167	755	16,140	11,520
Western Australia .. ..	128	502	12,151	10,517
Tasmania .. ..	71	317	6,555	4,912
Northern Territory .. ..	1	2	49	38
Commonwealth .. ..	1,699	8,415	192,093	156,083

(a) Individual scholars.

(b) Estimated.

The totals for New South Wales include returns from the Sydney Grammar School, which receives a yearly State subsidy of £1,500, and which, in 1920, had an enrolment of 622, and an average attendance of 579.

The figures for Queensland include the returns from Grammar Schools, of which there are ten—six for boys and four for girls, with an enrolment of 1,131 boys and 789 girls. These schools are governed by boards of trustees, partly nominated by Government, and partly by the subscribers to the funds. The trustees make regulations regarding the fees of scholars, the salaries of teachers, and generally for the management of the schools. Owing to increased cost of maintenance the grants by the Government were raised in 1920 to £2,000 each in the case of the Boys' and Girls' Grammar Schools in Brisbane, while the remaining schools each received £1,500. The total Government aid received in 1920 was £16,000, as compared with £9,755 in 1919. The Grammar Schools are inspected annually by the departmental Inspector-General.

2. **Growth of Private Schools.**—The enrolment and average attendance at Private Schools during 1891, 1901, and in each year of the period 1911 to 1920 are as follows :—

#### ENROLMENT AND ATTENDANCE AT PRIVATE SCHOOLS, 1891 TO 1920.

(COMMONWEALTH.)

Year.	Enrolment.	Average Attendance.	Year.	Enrolment.	Average Attendance.
1891 .. ..	124,485	99,588	1915 .. ..	172,957	144,804
1901 .. ..	148,659	120,742	1916 .. ..	177,650	146,380
1911 .. ..	160,794	132,588	1917 .. ..	177,126	144,409
1912 .. ..	164,085	133,940	1918 .. ..	190,999	151,590
1913 .. ..	161,204	132,679	1919 .. ..	193,115	145,630
1914 .. ..	162,813	135,141	1920 .. ..	192,093	156,083

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

The small rate of increase in private school enrolment and attendance is due in a large measure to the development of the State educational systems, especially as regards the provision of secondary education. As compared with 1918, the figures for average attendance show a falling off in 1919 of about 6,000, the decrease being accounted for by the smaller attendance in New South Wales schools resultant on the influenza epidemic.

**3. Registration of Private Schools.**—Until recent years the various State Governments had comparatively little control over privately conducted schools. With the advance of modern educational thought the position is improving, but still leaves much to be desired. It is evident that without a thorough system of registration there will always be a difficulty in regard to enforcing the compulsory clauses of the various Education Acts. Moreover, advanced educational thought demands complete supervision, not only of curricula, but of all matters pertaining to school hygiene.

In New South Wales, under the provisions of the Bursary Endowment Act of 1912, non-State Schools are inspected by the departmental Inspector of Secondary Education for registration or renewal thereof. Under the compulsory clauses of the amending Public Instruction Act of 1916 children between the ages of 7 and 14 years must attend schools certified as efficient by the Minister. Provisional registration is granted to applicants pending inspection by Government officers. School proprietors must conform to prescribed conditions in regard to the hygiene, etc., of their buildings, and supply the requisite returns.

In Victoria, a registration scheme has been established under a special committee consisting of nine members of the Council of Education, and all Private Schools must be registered. The Minister of Education is also empowered to authorise the inspection of any school (other than a State School) in order to ascertain whether the instruction given is satisfactory. The inspector of registered schools has pointed out that the Registration Act has had the effect of improving the school buildings as well as the methods of instruction. Since 1914, the improvement of existing buildings has been enforced where necessary, while full requirements have been insisted on in the case of additions or new buildings.

In Queensland, with the exception of the Grammar Schools, which are now examined annually, there is practically no control over the private schools, beyond the fact that they may submit themselves to inspection if so desired. No provision is made under the Education Act for the furnishing of returns.

In South Australia there is no compulsory registration of schools or teachers, but all instruction must be given in the English language, and monthly and annual returns of attendance forwarded to the Department of Education.

In Western Australia, 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. Returns of attendance must be furnished monthly and quarterly.

In Tasmania all private schools must be registered with the Teachers and Schools Registration Board. Prior to registration by the Board teachers must produce evidence of fitness to teach. Annual returns of attendance are required.

**4. German Schools in Australia.**—The accompanying particulars in regard to German Schools in Australia have been extracted from information supplied by the State Education Departments.

*New South Wales.* In this State there are two private schools conducted by German teachers, and attended entirely by children of German descent. The schools are situated at Jindera, near Albury (32 pupils); and at Trungley Hall, near Temora (22 pupils). The schools are inspected by the departmental officers, and school work is conducted in English. The use of German as the language of instruction is not permitted in any school. Jindera and Trungley Hall have been gazetted "certified" schools under the provisions of the Public Instruction Amendment Act of 1916.

The scholars attending the following State schools consisted largely of children whose parents were known to be of German descent :—Burrumbuttock East, Gerogery Railway Station and Gerogery West, Hovell, Jindera, Lavington, Walkyrie, Walla Walla. Many of the scholars at these schools could speak German before they attended school.

*Victoria.* There are ten registered private Lutheran schools in Victoria, with an attendance of 355 pupils. In connexion with these schools it has been laid down by the Government that the German language is not to be employed in teaching, and books, charts, etc., in German are prohibited. Religious instruction in German is not permitted, and the syllabus generally must be on lines prescribed by the Education Department, and be such as will promote good citizenship and loyalty to the British Empire. There are no State German schools.

*Queensland.* There are now no German day schools in operation. In districts where German families form a considerable proportion of the population the children attend the State schools, and, in common with other children, are subject to the conditions imposed by the compulsory clauses of the State Education Act now in force.

*South Australia.* In the year 1916 there were 52 Lutheran schools in this State, practically all under the control of the Lutheran Church. In many of these schools the teaching was carried on in the German language, and English was hardly spoken at all. Religion as taught by the Lutheran Church formed an important part of the instruction. The Education Act of 1915 provided that teaching should be through the medium of the English language for at least four hours a day. The Education Amendment Act of 1916, however, provided that the Government should take over and carry on all Lutheran schools not earlier than 30th June, 1917, and not later than 31st December, 1917, and that no language but English should be spoken in the schools. The Act was put into force on the 1st July, 1917. With the exception of the Point Pass and Concordia Secondary Schools there are now no Lutheran schools in South Australia. Forty-nine Lutheran schools were closed on the 30th June, and 45 of these re-opened, 25 being absorbed into neighbouring public schools, while 20 were carried on in their own buildings with an English teacher.

*Western Australia and Tasmania.* There are no German schools in either of these States.

#### § 4. Free Kindergartens.

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

##### FREE KINDERGARTENS IN THE COMMONWEALTH, 1921.

State.	No. of Schools.	Average Attendance.	Permanent Instructors.	Student Teachers.	Voluntary Assistants.
New South Wales (Sydney)	11	603	18	77	19
Victoria (Melbourne) ..	26	1,473	51	39	420
(Ballarat) ..	1	31	2	..	8
Queensland (Brisbane) ..	6	173	22	16	6
South Australia (Adelaide)	8	285	10	27	..
Western Australia (Perth)	4	36	6	9	2
Tasmania (Hobart) ..	2	68	3	8	1
(Launceston) ..	2	90	1	5	11
Total ..	60	2,759	113	181	467

It must, of course, be distinctly understood that the information given above refers to institutions under private kindergarten unions or associations, and is exclusive of the kindergarten branches in the Government schools of the various States.

## § 5. Universities.

1. **Origin and Development.**—The history of the foundation and progress of the four then existing Australian Universities was traced at some length in Year Books I. and II. In the present volume space will permit of only a very brief reference to the subject.

(i) *University of Sydney.* The Act of Incorporation of the University of Sydney received Royal Assent on the 1st October, 1850, and the first Senate was appointed on the 24th December of that year. The first matriculation examination was held in October, 1852, when 24 candidates passed the required test, and the formal inauguration ceremony took place on the 11th October of the same year. A Royal Charter was granted to the University on the 27th February, 1858. Women students were admitted in 1881. The passing of the University (Amendment) Act of 1912 marks an important epoch in the development of the educational system of New South Wales. The Act aims at placing the University in a more effective position as the culminating point in a thoroughly co-ordinated system of State education, and it is claimed that the passing of this measure makes the educational system—from the Primary Schools through the Secondary Schools to the Technical Colleges or to the University—form a progressive and continuous whole. Under the new Act the Constitution of the Senate was radically changed, and this body now consists of—four Fellows appointed by the Governor, one elected by members of the Legislative Council, one elected by members of the Legislative Assembly, five representatives of the University teaching staff, ten elected by graduates of the University, and three elected by the aforesaid Fellows. The professorial representatives hold office for two years, and the other Fellows for five years. In addition it was provided that in view of their distinguished services, the late Chancellor, Sir Normand MacLaurin, and the Vice-Chancellor, Judge Backhouse, should each during his life be a Fellow in addition to the ten Fellows elected by the graduates. The second part of the Act contains a feature of outstanding importance, in that it provides for the allotment of exhibitions in the proportion of 1 for every 500 of the population of New South Wales between the ages of 17 and 20, or in such other ratio as may be determined by Parliament. These exhibitions, which carry exemption from all fees, are not restricted to any particular faculty in the University, and are principally allotted in order of merit as shewn by examinations for leaving certificates at the State schools. Pupils of registered Secondary Private Schools are also eligible for leaving certificates on the same conditions as those of the State Schools. To gain a leaving certificate a candidate must have satisfactorily completed an approved four years' course of study. Five per cent. of the total number of exhibitions allotted in any year are available for successful candidates at the written examination, even though they be ineligible for a leaving certificate. At the inception of the University there were only three professorships. The present staff consists of 26 professors, including the Director of Military Science, 6 assistant professors, and 156 lecturers and demonstrators. There are in addition, various honorary lecturers and demonstrators, as well as 82 miscellaneous assistants in laboratories, and 3 curators of museums.

(ii) *University of Melbourne.* This institution was established by Act of Parliament assented to on the 22nd January, 1853, and its first council was appointed on 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 inaugurated on the 13th April, 1855. By Royal Letters Patent, issued in 1859, its degrees are, like those of the Sydney institution, declared of equal status with those of any other University in the British Empire. Women students attended lectures for the first time in 1881. The University, which began in 1855 with schools of Arts and Laws, has now a staff of 23 professors, 76 lecturers and demonstrators, and 133 various assistants. The Conservatorium of Music has a staff number 40.

(iii) *University of Adelaide.* This University was established by Act of Parliament in 1874. Its origin and progress were largely due to the munificence of the late Sir Walter Watson Hughes and Sir Thomas Elder, G.C.M.G., the total gifts of the latter amounting to over £100,000. The academical work of the institution was commenced in March, 1876, when eight matriculated and fifty-two non-graduating students attended lectures.

The foundation stone of the University buildings was laid on the 30th July, 1879, and the buildings were opened in April, 1882. In 1881, by Royal Letters Patent, the degrees granted by the institution were recognised as of equal distinction with those of any University in the British Empire. The Elder Conservatorium of Music was opened in 1898. Power was given by Act of Parliament in 1880 to grant degrees to women. At first there were only four professorships in the University, whereas the present staff consists of 14 professors, 73 lecturers and demonstrators, and 42 miscellaneous assistants, while the staff at the Conservatorium, not included in the foregoing figures, numbers 18.

(iv) *University of Tasmania.* The Act to establish the University of Tasmania (Hobart) was assented to on the 5th of December, 1889. At the present time the institution, which is small but efficient, possesses a staff of 7 professors, 12 independent lecturers, and 4 assistant lecturers and demonstrators. Under Statute dated 13th April, 1905, the Zeehan School of Mines and Metallurgy was affiliated to the University, while the School of Mines and Industries at Mount Lyell was affiliated on the 4th November, 1915. Tutorial classes have been arranged at Hobart and Launceston, and Extension Committees have been formed in various country centres.

(v) *University of Queensland.* The Act to establish the University of Queensland was passed in 1909, and the first Senate was appointed on the 14th April, 1910. The University was opened on the 14th March, 1911, when 60 students were matriculated. Provision has been made for a Correspondence Study department in connexion with the institution, and at the request of the Brisbane branch of the Workers' Educational Association weekly lectures are given in History and Economics. At the present time there are 8 professors, with 10 independent lecturers, 10 assistant lecturers and demonstrators, and 2 miscellaneous assistants. The Correspondence department is under the control of a director and assistant. University extension lectures are delivered at important country centres.

(vi) *University of Western Australia.* The University of Western Australia was established under an Act which received Royal assent on the 16th February, 1911, and the first Senate was appointed on the 13th February, 1912. There are now 10 professors, in addition to 19 lecturers and demonstrators and 16 miscellaneous assistants. The Chair of Agriculture was endowed by Sir Winthrop Hackett. Students of the Perth Technical School and the Kalgoorlie School of Mines are admitted to the first year examinations in certain subjects provided they have matriculated. The institution was opened in March, 1913.

**2. Teachers and Students of Universities.**—The following table shews the number of professors and lecturers and the students in attendance at each of the State Universities during the year 1920 :—

**UNIVERSITIES.—TEACHERS AND STUDENTS, 1920.**

University.	Professors.	Lecturers and Demonstrators.	Students attending Lectures.		
			Matriculated.	Non-matriculated.	Total.
Sydney .. .. .	32	133	2,629	768	3,397
Melbourne .. ..	23	76	..	..	2,366(a)
Adelaide .. ..	14	73	774	526	1,300(b)
Tasmania (Hobart) ..	7	16	125	54	179
Queensland (Brisbane) ..	8	20	245	46	291
Western Australia (Perth) ..	10	19	318	14	332

(a) Exclusive of 164 music students.

(b) Exclusive of 528 music students.

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

3. **University Revenues.**—The income of the Universities from all sources during the year 1920 was as follows :—

## UNIVERSITIES.—REVENUE, 1920.

University.	Government Grants.	Fees.	Other.	Total.
	£	£	£	£
Sydney .. .. .	83,478	33,324	50,328	167,130
Melbourne .. . .	37,542	67,375	12,307	117,224
Adelaide .. . . .	24,577	18,137	6,704	49,418
Tasmania (Hobart) .. .	11,215	2,640	937	14,792
Queensland (Brisbane) .. .	16,400	6,650	20,610	43,660
Western Australia (Perth) .. .	14,248	2,294	2,847	19,389

The column "Other" includes the receipts from private foundations. The extent to which the Universities have benefited by private munificence will be apparent from the following table :—

## PRINCIPAL PRIVATE BENEFACTIONS TO AUSTRALIAN UNIVERSITIES.

University of Sydney.		University of Melbourne.		University of Adelaide.	
Donor.	Amount.	Donor.	Amount.	Donor.	Amount.
	£		£		£
J. H. Challis ..	276,750	Sir Samuel Wilson ..	30,000	Sir Thos. Elder	98,760
Sir P. N. Russell ..	100,000	James Stewart ..	25,624	R. Barr Smith	
Thos. Fisher ..	30,000	Hon. Francis Ormond	20,000	and family ..	21,150
Edwin Dalton ..	8,000	John Hastie ..	19,140	Sir W. Hughes ..	20,000
Hugh Dixon ..	8,050	Robert Dixon ..	10,837	Hon. J. H. Angus	10,000
Hon. Sir W. Macleay	6,000	John Dixon Wyse-		Other donations	29,625
Mrs. Hovell ..	6,000	laskie ..	8,400		
Thos. Walker ..	6,200	David Kay ..	5,764		
Other donations ..	60,218	Cuming, Smith & Co.			
		Ltd. ..	5,250		
		Subscribers, Ormond			
		Exhibition in Music	5,217		
		Mrs. F. Knight ..	5,000		
		Henry Dwight ..	5,000		
		Wm. Thos. Mollison	5,000		
		Other donations ..	88,973		
Total	£ 501,218	Total	£ 234,205	Total	£ 179,535

The figures quoted above for the Sydney University relate to actual cash, and are exclusive of the munificent bequest by the late Hon. Sir Samuel McCaughey, M.L.C., of property producing an annual income of £15,000 to be applied to the general purposes of the University.

In addition to the sum of £6,000 shewn above, the Hon. Sir W. Macleay also presented the Museum of Natural History to the University of Sydney. The column "Other Donations" for Melbourne University includes portion of the sum of £49,000 raised by special appeal in 1920.

The credit balances of some of the above endowments now amount to very considerable sums. For example, on the 31st December, 1920, the Challis Fund amounted to over £323,000, and the Fisher bequest to over £44,000. The cash balance at the end



of 1920 on account of all private foundations to Sydney University stood at £590,295. In the case of Melbourne University the Stewart fund on the 31st December, 1920, stood at £30,505, the Hastie at £19,262, and the Dixon fund at £15,423.

In addition to the above there were various other bequests to Sydney University—*e.g.*, collection of Egyptian antiquities, etc., by Sir Charles Nicholson, and Natural History collection by Mr. Geo. Masters, while the building for the Natural History Museum was given by Sir W. Macleay. Numerous prizes and scholarships have also been given to the various colleges. In Melbourne, the Hon. Francis Ormond's benefactions to Ormond College amounted to about £108,000. With a view to advancing the cause of education in agriculture, forestry and allied subjects, Mr. Peter Waite transferred to the Adelaide University in 1914 the whole of the valuable Urrbrae estate at Glen Osmond. The estate comprises 134 acres of land with a fine mansion. In 1915, he presented the estate of Claremont and part of Netherby, comprising 165 acres, adjoining Urrbrae, while in 1918 he transferred to the University 5,880 shares in a public company to provide funds to enable the University to utilize the land for the purposes intended. Private benefactions to the University of Tasmania and the University of Queensland amount to £4,000 and about £30,000 respectively. In connexion with the latter, the trustees of the Walter and Eliza Hall Trust have endowed fellowships in engineering, economic biology, and pure and applied chemistry. The trustees also provided a Veterinary Science Research Fellowship at Melbourne University. In Western Australia the chair of Agriculture was founded by an endowment of Sir Winthrop Hackett, first Chancellor of the University, who made available also an annual sum of £900 for the establishment of a Department of Agriculture.

Recently by bequest of the late Sir S. McCaughey a sum estimated at £400,000 accrued to the funds of Sydney University, while Queensland University will benefit to the extent of about £7,500 per annum.

4. **University Extension.**—Extension lectures were instituted at Sydney University in 1886, but under a Statute of the Senate, 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 other States. In 1920 provision was made for eleven courses of lectures at the University, and in various country districts.

Evening tutorial classes open to both matriculated and unmatriculated students have been established in various centres in accordance with the University Amendment Act of 1912. Fifty-one of these classes, attended by about 1,300 students, were in operation during 1920.

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 in such subjects as it might think fit. Interest in University extension has varied in Victoria, the attendance at the various centres being estimated at 850 in 1920. The Board has made arrangements for giving advice by correspondence to country students in cultural subjects.

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.

The University of Tasmania provides for courses of extension lectures at various centres. Tutorial classes in Economics, History, Philosophy, and Literature are conducted in Hobart, and a class in Economics has been formed at Launceston. Attendance at extension lectures in 1920 numbered 256.

As pointed out previously, a correspondence study department has been inaugurated in connexion with the University of Queensland in order to overcome, as far as possible, the difficulties of students who desire to benefit by University teaching, but who for various reasons are unable to attend the lectures. At present the work of this department is confined to the Arts course. Attendances in 1920 numbered 115.

In Western Australia provision has been made for the giving of courses of extension lectures in Perth and suburbs, and also—by arrangement with local committees—in country centres. The professor of agriculture visits the chief farming districts for the purpose of giving lectures to, and holding conferences with the primary producers. Special short courses for farmers are given at the University. Short courses of popular lectures are also given in the evening by various professors at the University.

**5. Soldiers' Scholarships at British Universities.**—A scheme was evolved under which men on active service with the military and naval forces of the Dominions might benefit by the facilities for special education afforded by British Universities and technological institutions. Funds were made available to allow selected disabled soldiers and sailors to commence work as soon as they were fit to take up their studies. The Earl of Selborne generously provided a number of scholarships, a large subscription was allotted from the Kitchener Memorial Fund, and the Rhodes' Trust set apart several scholarships, some of which were given to Australians. The scholarships were of the annual value of £150 to £250, and covered all expenses, including tuition fees and cost of living. They were granted with the proviso that those who held them would follow up in their future professions and occupations the line of study embraced in the scholarships. The South African Government offered twenty-five additional scholarships for South African soldier students.

**6. Workers' Educational Association.**—In 1913 Workers' Educational Associations were formed in all the States of the Commonwealth, and later in New Zealand. The movement has for its object the bringing of the University into closer relationship with the masses of the people and thereby providing for the higher education of the workers in civic subjects. The work of the Association is gaining in popularity year by year and the growth of the movement has been phenomenal. The Government of New South Wales at first granted the University of Sydney the sum of £1,000 to initiate a scheme for tutorial classes. There are now direct grants from all State Governments except Western Australia, and an additional University grant in New Zealand. The particulars of grants for classes are as follow :—New South Wales, £5,650, 51 classes ; Victoria, £2,250, 18 classes ; Tasmania, £2,105, 15 classes ; South Australia, £1,600, 9 classes ; Queensland, £1,000, 10 classes. The total number of students throughout Australia is approximately 4,000, the greater number of whom are taking three-year courses while working at their daily occupations. An analysis of these occupations showed that the great majority of the students were wage-earners. The principal subjects chosen in all States are Industrial History, Economics, Political Science, and Sociology, but there is an increasing number of classes in other subjects such as Modern History, Psychology, Philosophy, Literature, Physiology, and Biology. Each University co-operates with the W.E.A. in the formation of a joint committee for tutorial classes, which appoints tutors and generally supervises the work with the assistance of a University officer with the title of Director of Tutorial Classes. In addition to the longer and more serious courses, a great many preparatory classes, study circles, and summer schools are organised by the Association, numerous courses of public lectures are delivered, educational conferences promoted, and an extensive book service is spreading educational literature throughout the Commonwealth. A strong feature of the work of the Association is the organization of a number of country branches to carry facilities for higher education to districts in which these have hitherto been lacking. This work has been particularly successful in New South Wales, Victoria, and Tasmania. In New South Wales the Association organised an important representative conference on "Trade Unionism in Australia" in 1915, the report of which has been issued in book form. Another conference on the "Teaching of Sex Hygiene" was held in 1916, the report of which has passed through two large editions. A Commonwealth Conference held at Adelaide in 1918 resulted in the formation of a federal organisation now known as "The Workers' Educational Association of Australia." Its central office is in the Education Department, Melbourne. The Federal Council co-ordinates the activities of the W.E.A. in all States, and has inaugurated a series of publications on sociological and economic subjects. It also publishes "The Highway," a monthly magazine now in its fourth year, which contains notes on the movement and general discussions on educational work.

### § 6. 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 Australia is comparatively insignificant. The question of apprenticeship is referred to in the section dealing with "Manufacturing Industries."

2. **New South Wales.**—The present organization 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 were also erected in some of the chief country towns—at Maitland in 1890; Newcastle 1896; Bathurst 1898; Broken Hill 1898; Albury 1899; and Goulburn 1902. In other centres classes were established in various subjects whenever the prospects were sufficiently encouraging. Up to the year 1912 the provision for technical education is stated to have partaken more or less of the nature of successive accretions on the original humble beginnings, rather than to have aimed at development in accordance with a definite plan. With the systematisation of the other branches of education, the necessity for more effective organization of the technical side became imperative, and in 1913 a rearrangement was effected. Under the new conditions Trade Schools supersede the branch Technical Colleges, with the exception of those at Newcastle and Broken Hill. Entrance to the Trades Schools is conditional on a student being actively engaged in the trade concerned during the day and possessing a certain degree of preparatory knowledge. The latter qualification is assured by the possession of a certificate from a Commercial Superior Junior Technical School or an Evening Continuation Junior Technical School. The co-operation of both employers and employees has been sought and obtained, and while at first there was some diminution in the number attending the classes, this is counter-balanced by increased efficiency. At the beginning of 1913 a conference was held between the education authorities and leading employers and employees with a view to deciding on a scheme of organization of the system of technical education. Sub-conferences were held for each trade or group of trades. In view of the information received, the Director of Education submitted a scheme to the Minister, and the scheme was approved at the end of November. Under the new plan the instruction is given in two divisions—(1) Trade Courses; (2) Higher Technical Courses. Instruction in the trade courses will be really continuation trade instruction, i.e., supplementary to actual workshop practice under an employer. Attempts to train youths to be tradesmen in the College have been abandoned, and only those actually engaged as apprentices or journeymen are admitted to the college classes. Entrance tests are prescribed so as to ensure that students admitted to the courses will possess sufficient preparatory knowledge to benefit by them, but journeymen desirous of improvement may join at any time. Advisory committees have been appointed for each trade or group of trades. The first two or three years' course of instruction is given in the Trade Schools, of which there are ten, and the last two or three years' at the Technical Colleges, of which there are three, one at Sydney, one at Newcastle, and one at Broken Hill. The higher courses embrace instruction in advanced trades work qualifying for the position of manager or foreman, but no attempt will be made to train for the professional standing. It is hoped, however, that the scheme will develop so that part of the graduates may proceed to the University. Admission to the higher courses will eventually be restricted to those who have either graduated in the Trade Schools of the Department, or who evidence possession of a similar standard of knowledge. In addition to the courses given in the Technical Colleges and Trades Schools, elementary instruction has been provided at various centres where there has been a demand for it, and provision has been made also for special courses of instruction by correspondence. A liberal scheme of scholarships has been provided for

students passing from the day or evening Junior Technical Schools or Domestic Science Schools, to the Trades and Science Schools, as well as scholarships to the University at the close of the diploma course.

As the existing accommodation both at the Central College and the suburban Trade Schools was found to be quite inadequate, a beginning was made in 1921 with the work of providing increased facilities for technical education in the metropolis by remodelling the premises formerly used as the Darlinghurst Gaol. When the work has been completed the East Sydney Technical College, as it is proposed to name the new institution, will be the largest of its kind in Australia.

At the State Aviation School, Richmond, established during the war, a number of students secured pilots' certificates in 1918 and were sent abroad on active service. During 1919, instruction was restricted to the training of mechanics. In 1920 the buildings, exclusive of machinery, were under offer to the Commonwealth Government. No instructional work was carried out, but the plant was maintained and some private repair work done. It is proposed, however, to establish a School of Aircraft Machinery and Design at the new College at East Sydney.

The table below gives some idea of the development of technical education in New South Wales during the five years 1916-20 :—

#### TECHNICAL EDUCATION, NEW SOUTH WALES, 1916 TO 1920.

Year.	Number of Classes.	Number of Enrolments.	Average Weekly Attendance.	Individual Students.	Number of Lecturers and Teachers.	Fees Received.
						£
1916 ..	529	14,188	10,077	7,720	321	9,989
1917 ..	544	15,065	11,072	8,401	354	9,354
1918 ..	572	15,986	12,156	8,717	369	9,422
1919 ..	557	14,580	10,949	7,827	379	9,416
1920 ..	638	18,119	13,808	9,258	406	12,701

At the beginning of 1913 the Sydney Technical High School and the Hurlstone Agricultural High School were removed from the control of the technical branch and placed under the Inspector of Secondary Schools. Reference to the Agricultural Colleges will be found in the section dealing with Agriculture.

During the year 1919 large numbers of men were trained at the technical colleges at Sydney and Newcastle and in various suburban trades' schools under the vocational training scheme for returned soldiers. The total number in training at all centres was 1,488.

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. Fine work was also done at the School of Mines in Bendigo, and later on excellent courses of training were evolved at the Working Men's College in Melbourne. 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. It is hoped that the Agricultural and District High Schools will serve as an extensive connecting link between the ordinary State Schools and the Technical Schools, as also the Junior Technical Schools established in and around Melbourne, and at Ballarat, Bendigo, Beechworth, Echuca, Geelong, Sunshine, and Warrnambool. At present there are 26 Technical Schools receiving State aid. The largest technical institution in Melbourne is the Working Men's College, founded in 1887. The College, in addition to giving instruction in a large number of technical subjects, is also a School of Mines. Such institutions as the Swinburne Technical College, and the Ballarat and Bendigo Schools of Mines, have also an extensive curriculum embracing the more important industrial subjects. There are at the present time 20 Junior Technical Schools

in existence, giving a two or three years' course of instruction to boys between the ages of 12½ and 15 years. Only one of these is an independent establishment, the others being worked in conjunction with technical schools.

Over 2,000 returned soldiers have been before the Vocational Training Committee and provision made for training and placing them in employment. At latest available date, instruction was being given in 34 trades, and the number is being added to as occasion demands. The staff and councils of the various Technical Schools have taken a great interest in the work of repatriation.

#### TECHNICAL EDUCATION, VICTORIA, 1916 TO 1920.

Year.				Number of Classes.	Number of Enrolments.	Average Attendance.	Fees Received.
							£
1916	..	..	..	104	12,049	7,724	16,439
1917	..	..	..	106	12,139	8,736	18,836
1918	..	..	..	110	13,300	9,119	19,044
1919	..	..	..	110	12,785	9,102	18,351
1920	..	..	..	115	14,174	10,548	29,132

4. **Queensland.**—Up to the passing of the "Technical Instruction Act of 1908," technical education in Queensland was controlled by local committees, the State simply providing financial aid. Under the provisions of this Act, the State took over the technical colleges at Brisbane, South Brisbane and West End, and formed therefrom a Central Technical College. By an amending Act in 1918, power was taken to assume the control of other technical institutions, and in 1919 the colleges at Toowoomba and Rockhampton came under departmental control. At the end of 1920 there were fifteen technical colleges in operation, and 34 branches were located in small towns within convenient reach of the Colleges. Preparatory Day Trade Schools were established at Ipswich and Brisbane in 1916, and Domestic Science Day Schools at Brisbane and Ipswich in 1915, and at Townsville in 1918. Several Itinerant Domestic Schools have been opened to meet the needs of districts where the population is not sufficient to warrant the establishment of permanent classes, and these institutions have been very successful. Vocational training for returned soldiers has been provided in Brisbane and at various country centres. The progress of technical education since 1916 is shewn in the following table :—

#### TECHNICAL EDUCATION, QUEENSLAND, 1916 TO 1920.

Year.				Number of Classes.	Enrolments.	Average Weekly Attendance.	Number of Teachers.	Fees Received.
								£
1916	..	..	..	365	8,644	8,500	283	12,024
1917	..	..	..	388	9,632	7,800	310	15,274
1918	..	..	..	421	9,900	8,500	295	14,851
1919	..	..	..	423	9,864	(a)8,000	348	11,364
1920	..	..	..	509	11,863	(a)9,000	377	13,074

(a) Estimated.

Greater attention is being devoted to the development of trade classes, and the Technical College authorities have been assisted by the University professors in the preparation of a properly organised system of Trade instruction. Full time Commercial Day Schools are in operation at Warwick, Ipswich, Brisbane, and Townsville. Preparatory Day Trade Schools have been established in connexion with the Central and Ipswich Technical Colleges. Trade Advisory Committees have been inaugurated in connexion

with several of the subjects of instruction at the Central Technical College. Compulsory attendance at technical classes in various districts has been provided for by industrial awards, the decisions so far—with the exception of Printing—being confined to trades connected with Engineering and Metal Working. The Department now pays about £2,000 per annum to the Technical Colleges for the instruction of selected State School pupils in approved subjects. Tuition by correspondence is given by the Central Technical School. It is believed that the raising of the school age to fourteen years, coupled with the establishment of High Schools, will result in a more effective co-ordination between ordinary and technical education in the State.

5. **South Australia.**—Prior to the year 1917 the condition of affairs in regard to technical education in Australia was regarded by the Education Department as unsatisfactory. There was a School of Mines and Industries in Adelaide, and in addition Schools of Mines at Moonta, Port Pirie, Kapunda, Mount Gambier, and Gawler. While the Government bore the bulk of the cost of maintenance of these institutions, they were controlled by independent councils, and there was no regular co-ordination in regard to staffs, curriculum, etc. A Director of Technical Education was appointed in 1916, and the reorganization of the system was thereupon undertaken. The work of the existing country schools was continued in 1920, and provision was made for the building of a new school at Thebarton. Five special schools for the vocational training of returned soldiers were established at Wayville, Edwardstown, Parkside, Kintore Avenue, City, and Port Pirie. During 1920 the work at Edwardstown and Port Pirie was so far completed that the schools were closed and the remaining students accommodated elsewhere. It is stated that about 1,200 students received the advantages of training in the vocational schools.

#### TECHNICAL EDUCATION, SOUTH AUSTRALIA, 1916 TO 1920.

Year.				Number of Classes.	Enrolments.	Average Weekly Attendance.	Number of Teachers.	Fees Received.
								£
1916	..	..	..	203	5,335	4,520	119	3,221
1917	..	..	..	195	6,273	5,307	105	3,974
1918	..	..	..	169	5,927	4,760	127	4,393
1919	..	..	..	207	6,819	4,453	134	4,177
1920	..	..	..	358	11,304	8,424	200	5,161

6. **Western Australia.**—A Technical School was established at Perth in 1900, and since its opening has progressed rapidly. Extensive additions to the buildings were made in 1909, and the remodelled institution was opened in 1910. The school is affiliated to the University. There are branch institutions at Midland Junction, Fremantle, Claremont, Kalgoorlie, Boulder, Geraldton, Bunbury, Collie, Coolgardie, and Albany. In addition, Continuation Classes are held at various centres. The total number of students on the roll at the end of 1920 was 3,158, of whom about 2,000 were in the Metropolitan District. 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. Advanced work at present is taken only in Perth, Fremantle, Boulder, and in Kalgoorlie by the School of Mines, the other branches dealing almost entirely with preparatory work, chiefly in Continuation Classes. Until the establishment of the local University, the Perth Technical School was affiliated with Adelaide University.

In 1918 a vocational training committee was formed to superintend the training of returned soldiers, and some 2,000 men were interviewed and advised by the Committee before a Special Selection Officer was appointed in October, 1919. Originally it was

proposed to train disabled men only, but later it was decided to extend the privilege to all returned soldiers who were under 20 years of age at the time of enlistment. Provision was made for accommodating the classes in the Technical School and in workshops and other premises built or rented in various parts of the metropolis. At the end of 1919 the trades classes contained nearly 600 men. It was proposed to transfer the control of the work in 1920 to the Defence Department.

At present pupils leaving the State Schools at the age of 14 to take up employment may by attendance at evening classes qualify for free admission to the Technical Schools. Those with leaving certificates from the eighth standard, and others able to devote their full time to study, may obtain day instruction at the Technical Schools in subjects bearing on their intended occupations, or may qualify for a more extended course, including graduation at the University. Returns for the last five years are embodied in the table hereunder :—

#### TECHNICAL EDUCATION, WESTERN AUSTRALIA, 1916 TO 1920.

Year.	Number of Classes.	Enrolments.	Individual Students.	Number of Teachers.	Fees Received.
					£
1916 .. ..	369	3,757	2,366	103	1,058
1917 .. ..	439	5,100	2,767	120	1,083
1918 .. ..	435	5,853	3,320	127	920
1919 .. ..	463	5,713	3,337	130	842
1920 .. ..	455	5,424	3,158	151	976

7. *Tasmania*.—Provision for technical education dates from the year 1888, but in the report of the Commission appointed in 1916 to enquire into the condition of technical education in Tasmania, allusion was made to the want of co-ordination between existing institutions and the Education Department, and it was recommended that the schools should be taken over by the Government, and a trained Technologist appointed as organizing inspector. The inspector was appointed in 1917 and a Technical Education Branch was established in 1918. The scheme of technical education includes—(1) The establishment of junior technical schools; (2) Reorganization of existing technical schools; (3) Establishment of senior classes in technical schools; (4) A domestic school for girls. The co-operation of employers and employees has been obtained and certain of the more advanced courses have been co-ordinated with the courses given at the University. There are Junior Technical Schools for boys at Hobart and Launceston, and for boys and girls at Queenstown and Zeehan. Senior Technical Schools are in operation at Hobart and Launceston organized into Departments of Engineering and Applied Science, Art, and Trade; and at Queenstown and Zeehan, courses in Metallurgical and Mining Engineering are undertaken. Vocational classes for returned soldiers were established at Hobart and Launceston, and it is anticipated that by the end of 1920 the training scheme will have been completed.

#### TECHNICAL EDUCATION, TASMANIA, 1916 TO 1920.

Year.	Number of Classes.	Enrolments.	Average Weekly Attendance.	Number of Teachers.	Fees Received.
					£
1916 .. ..	69	882	433	37	992
1917 .. ..	68	829	470	38	871
1918 .. ..	68	836	472	38	878
1919 .. ..	107	752	478	56	784
1920 .. ..	135	1,152	784	63	1,338

8. Attendance at Commonwealth Technical Schools.—The table hereunder shews the enrolment and attendance at Technical Schools and classes in the Commonwealth during 1920 :—

### ENROLMENT AND ATTENDANCE AT TECHNICAL SCHOOLS, ETC., 1920.

(COMMONWEALTH.)

State.	Enrolment.	Average Attendance.
New South Wales .. .. .	18,119	13,808
Victoria .. .. .	14,174	10,548
Queensland .. .. .	11,863	9,000(a)
South Australia .. .. .	11,304	8,424
Western Australia .. .. .	5,424	3,158(b)
Tasmania .. .. .	1,152	784
Commonwealth .. .. .	62,036	45,722

(a) Estimated.

(b) Individual Students.

9. Expenditure on Technical Education.—The expenditure on technical education in each State during the period 1916 to 1920 is shewn below :

### EXPENDITURE ON TECHNICAL EDUCATION, 1916 TO 1920.

(COMMONWEALTH.)

Year.	N.S.W.	Victoria.	Q'land.	S. Aust.	W. Aust.	Tasmania.	C'wealth.
	£	£	£	£	£	£	£
1916 {a	80,658	66,636	33,307	17,614	9,951	4,438	212,604
{b	21,481	27,462	7,776	1,276	898	..	58,893
1917 {a	90,633	88,058	37,906	20,265	10,872	3,915	251,649
{b	20,163	10,603	4,599	2,637	672	..	38,674
1918 {a	99,275	102,287	41,566	24,363	13,444	4,738	285,673
{b	10,651	30,656	9,931	7,706	492	..	59,436
1919 {a	115,087	115,383	44,285	26,580	14,047	10,335	325,717
{b	6,302	8,083	10,180	3,586	569	..	28,720
1920 {a	211,987	118,168	57,219	34,538	16,326	13,557	451,915
{b	2,668	9,326	22,607	13,080	494	328	48,503

(a) Maintenance.

(b) Buildings.

The expenditure on maintenance for technical education in 1920 amounted to 1s. 8d. per head of the population of the Commonwealth, as compared with 21s. 3d. per head expended on maintenance for primary education, and apparently shews that technical education has not attained its proper place in the educational organization of Australia.

## § 7. Business Colleges and Shorthand Schools.

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

### BUSINESS COLLEGES, SHORTHAND SCHOOLS, ETC., 1920.

State.	Schools.	Teachers.	Students Enrolled.		Average Attendances.		Fees Received.
			Males.	Females.	Males.	Females.	
New South Wales ..	17	125	2,375	4,655	839	1,588	£ 42,929
Victoria ..	18	193	4,168	2,610	2,914	2,063	(b)
Queensland(a) ..	..	..	..	..	..	..	..
South Australia ..	5	46	964	743	662	508	11,114
Western Australia	14	62	1,377	1,036	(b)	(b)	15,976
Tasmania ..	3	14	215	257	144	140	3,408

(a) Included in private schools.

(b) Not available.



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

In Victoria it is explained that the preponderance of male students is due to the larger enrolment of males in the correspondence classes.

### § 8. Diffusion of Education.

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

#### EDUCATION AT CENSUS PERIODS, 1861 TO 1911.

(COMMONWEALTH.)

State or Territory.		1861.	1871.	1881.	1891.	1901.	1911.
N.S.W.	Read & write	188,543	296,741	507,067	835,562	1,071,935	1,379,631
	Read only ..	46,024	56,391	49,372	43,539	29,728	6,442
	Cannot read	116,293	149,866	193,386	244,853	253,183	260,661
Victoria	Read & write	328,362	478,464	653,346	908,490	998,010	1,136,289
	Read only ..	57,351	70,953	47,950	32,794	21,852	4,630
	Cannot read	152,915	180,781	160,270	198,556	181,208	174,632
Q'land	Read & write	17,152	74,940	136,436	276,381	376,294	508,703
	Read only ..	3,680	12,080	13,657	14,618	11,737	3,416
	Cannot read	9,227	33,084	63,432	102,719	110,098	93,694
S. Aust.	Read & write	72,190	117,349	200,057	236,514	290,748	344,095
	Read only ..	18,535	21,509	15,267	9,571	8,283	1,785
	Cannot read	36,105	46,768	64,541	74,346	64,126	62,678
W. Aust.	Read & write	7,683	14,166	19,684	34,254	150,099	237,629
	Read only ..	1,301	2,717	2,430	2,061	3,107	917
	Cannot read	5,853	7,902	7,594	13,467	30,918	43,568
Tasm'nia	Read & write	48,282	55,941	74,966	103,138	133,579	155,295
	Read only ..	13,136	13,946	9,606	6,287	3,907	918
	Cannot read	28,559	29,441	31,133	37,242	34,989	34,998
Northern Ter. (c)	Read & write	..	..	..	..	..	2,397
	Read only ..	..	..	..	..	..	34
	Cannot read	..	..	..	..	..	879
Federal Ter. (d)	Read & write	..	..	..	..	..	1,424
	Read only ..	..	..	..	..	..	14
	Cannot read	..	..	..	..	..	276
C'wealth	Read & write	662,212	1,037,601	1,591,556	2,394,339	3,020,665	3,765,463
	Read only ..	140,027	177,596	138,282	108,870	78,614	18,156
	Cannot read	348,952	447,842	520,356	671,183	674,522	671,386

(a) Including Federal Territory prior to 1911.

(b) Including Northern Territory prior to 1911.

(c) Included in South Australia prior to 1911.

(d) Included in New South Wales prior to 1911.

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 1911.

(COMMONWEALTH.)

Division.	1861.	1871.	1881.	1891.	1901.	1911.
Read and write	5,752	6,239	7,073	7,543	8,004	8,452
Read only ..	1,217	1,068	615	343	208	41
Cannot read ..	3,031	2,693	2,312	2,114	1,788	1,507

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 1911.

(COMMONWEALTH.)

State or Territory.		1861.	1871.	1881.	1891.	1901.	1911.
N.S.W. <sup>a</sup>	{ Read & write	34,040	68,776	121,735	196,240	251,187	291,450
	{ Read only..	20,345	26,886	25,100	21,375	15,934	993
	{ Cannot read	25,472	32,924	41,663	48,580	60,734	34,793
Victoria	{ Read & write	42,268	122,739	170,713	201,199	236,515	237,028
	{ Read only..	25,518	39,636	25,249	15,656	13,128	410
	{ Cannot read	19,341	29,490	21,421	27,441	27,765	19,621
Q'land	{ Read & write	2,156	12,698	33,317	62,402	95,635	117,347
	{ Read only..	1,534	6,104	7,019	7,580	5,955	616
	{ Cannot read	1,629	6,015	9,615	16,257	18,827	8,633
S. Aust. <sup>b</sup>	{ Read & write	15,485	30,608	46,630	58,291	69,451	69,878
	{ Read only..	8,748	12,432	7,926	4,618	4,229	248
	{ Cannot read	6,907	10,074	12,483	17,988	15,480	9,638
W. Aust.	{ Read & write	1,333	3,218	4,418	6,910	25,326	47,568
	{ Read only..	226	617	1,260	933	1,815	159
	{ Cannot read	1,015	1,795	1,593	2,348	5,431	5,234
Tasm'nia	{ Read & write	11,919	17,335	17,188	24,007	32,890	36,351
	{ Read only..	2,848	4,143	4,108	2,974	1,795	186
	{ Cannot read	4,581	6,663	6,606	8,829	8,475	5,575
Northern Ter. <sup>c</sup>	{ Read & write	..	..	..	..	..	195
	{ Read only..	..	..	..	..	..	..
	{ Cannot read	..	..	..	..	..	118
Federal Ter. <sup>d</sup>	{ Read & write	..	..	..	..	..	322
	{ Read only..	..	..	..	..	..	2
	{ Cannot read	..	..	..	..	..	47
C'wealth							
{	Read & write	107,201	255,374	394,001	549,049	711,004	800,139
	Read only..	59,219	89,818	70,662	53,136	42,856	2,614
	Cannot read	58,945	86,961	93,381	121,443	136,712	83,659

(a) Including Federal Territory prior to 1911.

(c) Included in South Australia prior to 1911.

(b) Including Northern Territory prior to 1911.

(d) Included in New South Wales prior to 1911.

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 may 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 47 per cent. of the children of school age could read and write, while 26 per cent. were illiterate. The returns for 1911 shew that the proportion of those who could read and write had increased to over 90 per cent., while the totally ignorant had declined by nearly two-thirds.

# EDUCATION OF CHILDREN (AGES 5 TO 14) PER 10,000 AT CENSUS PERIODS. 1861 TO 1911.

(COMMONWEALTH.)

State or Territory.		1861.	1871.	1881.	1891.	1901.	1911.
N.S.W. <sup>a</sup>	Read & write	4,263	5,349	6,458	7,372	7,662	8,907
	Read only...	2,547	2,091	1,332	803	486	30
	Cannot read	3,190	2,560	2,210	1,825	1,852	1,063
Victoria	Read & write	4,851	6,397	7,853	8,236	8,526	9,221
	Read only...	2,929	2,066	1,162	641	473	16
	Cannot read	2,220	1,537	985	1,123	1,001	763
Q'land	Read & write	4,053	5,116	6,670	7,236	7,942	9,269
	Read only...	2,884	2,460	1,405	879	495	49
	Cannot read	3,063	2,424	1,925	1,885	1,563	682
S. Aust. <sup>b</sup>	Read & write	4,973	5,763	6,956	7,206	7,790	8,761
	Read only...	2,809	2,341	1,182	571	474	31
	Cannot read	2,218	1,896	1,862	2,223	1,736	1,208
W. Aust.	Read & write	5,179	5,716	6,076	6,780	7,775	8,982
	Read only...	878	1,096	1,733	916	557	30
	Cannot read	3,943	3,188	2,191	2,304	1,668	988
Tasm'nia	Read & write	6,160	6,160	6,160	6,704	7,620	8,632
	Read only...	1,472	1,472	1,472	830	416	44
	Cannot read	2,368	2,368	2,368	2,466	1,964	1,324
Northern Ter. <sup>c</sup>	Read & write	..	..	..	..	..	6,230
	Read only...	..	..	..	..	..	..
	Cannot read	..	..	..	..	..	3,770
Federal Ter. <sup>d</sup>	Read & write	..	..	..	..	..	9,868
	Read only...	..	..	..	..	..	5
	Cannot read	..	..	..	..	..	127
C <sup>e</sup> wealth	Read & write	4,757	5,910	7,061	7,588	7,984	9,027
	Read only...	2,628	2,078	1,266	734	481	29
	Cannot read	2,615	2,012	1,673	1,678	1,535	944

(a) Including Federal Territory prior to 1911.

(b) Included in South Australia prior to 1911.

(c) Including Northern Territory prior to 1911.

(d) Included in New South Wales prior to 1911.

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 nine years, was as follows. The figures refer to marriages in the Commonwealth in respect of which information was obtainable.

## ILLITERACY SHEWN BY MARRIAGE SIGNATURES, 1861 TO 1920.

(COMMONWEALTH.)

Year.	Proportion Signing with Marks of Total Persons Married.			Year.	Proportion Signing with Marks of Total Persons Married.		
	Males.	Females.	Total.		Males.	Females.	Total.
1861	Per cent. 18.50	Per cent. 30.69	Per cent. 24.60	1911	Per cent. 0.56	Per cent. 0.54	Per cent. 0.55
1871	10.58	16.40	13.49	1915	0.27	0.27	0.27
1881	4.34	6.78	5.56	1916	0.37	0.32	0.35
1891	2.27	2.40	2.34	1917	0.37	0.31	0.34
1901	1.35	1.29	1.32	1918	0.33	0.29	0.31
1909	0.65	0.62	0.64	1919	0.27	0.27	0.27
1910	0.56	0.59	0.58	1920	0.18	0.14	0.16

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 during the later years the rates have been very even.

## § 9. 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 were not lost sight of. Thus the origin of the Royal Society dates as far back as 1821, when it was founded under the name of the Philosophical Society of Australasia, Sir Thomas Brisbane being its first president. Scientific work was fitfully carried on by means of a Society whose name varied as the years rolled on. It was called the Australian Philosophic Society in 1850. In 1856 the old Australian Society merged into a resuscitated Philosophical Society of New South Wales, and its papers were published up to 1859 in the Sydney Magazine of Science and Art (2 vols., 1858–9). 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” (Barron Field), and contain much that is interesting in regard to the early history of Australia. One volume containing the Transactions of the Philosophical Society of New South Wales (1862–65) was published in 1866. The journal of the Society did not begin to bear a serial number, however (vol. 1), until the year 1867. “Transactions of the Royal Society of New South Wales” were issued in 1867, the title of the series being altered to “Journal” in 1878. Up to the end of 1921, 55 volumes had been published. The exchange list comprises the names of 332 kindred societies. At the present time the library contains over 30,000 volumes and pamphlets, valued at about £8,600. Income and expenditure for the year ended 31st March, 1922, were £1,658 and £1,584 respectively, and the Society had on the same date 375 members.

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, whilst the Society received its present title in 1860. The first volume of its publications dates from 1855. Up to 1921, 67 volumes of proceedings had been issued. The Society exchanges with 277 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. The library contains over 12,500 volumes, valued approximately at £3,325. Income for the year 1921 amounted to £382, and expenditure to £447. There are 210 members on the roll.

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 addition 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. At the end of 1920 the members numbered 101; publications issued, 33 volumes; library, 6,600 volumes; societies on exchange list, 170. Income and expenditure in 1920 amounted to £333 and £300 respectively.

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 society became purely scientific. 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. In 1921 the number of members was 95. The income for the year 1921 was £535, and expenditure £541. Up to 1921 the Society had issued 45 volumes of proceedings and 8 parts

of memoirs, exclusive of several individual papers published in earlier years. The exchange list numbers about 220, while the library contains 3,900 volumes and over 1,800 pamphlets.

Permission to assume the title of Royal Society was granted to the Natural History and Science Society of Western Australia in March, 1914. This Society has grown out of the Mueller Botanic Society, founded in July, 1897. The objects of the society are the study of natural history and pure science, promoted by periodical meetings and field excursions, the maintenance of a library, and issue of reports of proceedings. It numbers at present 128 members, whose subscriptions form its main source of revenue, the income and expenditure in 1921–22 being each £112. Five volumes of proceedings were issued as *Journal of the Natural History and Science Society of Western Australia*, and eight as of the Royal Society. Its publications are exchanged with 122 institutions at home and abroad. The library contains 200 volumes, besides 350 unbound journals, pamphlets, etc.

The Royal Society of Tasmania (the first Royal Society outside the United Kingdom) was inaugurated by Sir Eardley Wilmot, Lieutenant-Governor of Van Diemen's Land, on the 14th October 1843. It may be mentioned, however, that a scientific society had been formed as far back as 1838 under the presidency of Sir John Franklin, then Governor of the colony, and in 1841 the number of resident members was 31, and corresponding members, 38. The meetings of this parent society were held at Government House, and three volumes of proceedings were issued. A large portion of the Colonial Gardens, together with a grant of £400, was given to the Society. A library and museum were established in 1848. In 1885 the museum and gardens were given back to the State, the Society being granted room in the museum for its library and meetings. 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, since 1844, has published 61 annual volumes of proceedings, possesses 217 members, 11 corresponding members, 9 life members, exchanges with 223 kindred bodies, and has a library containing 13,000 volumes, in addition to manuscripts, etc., valued at over £10,000. Income for the year 1921 was £425, and expenditure £445.

(b) *Other Scientific Societies.* The Australasian Association for the Advancement of Science, founded in 1888, has its head-quarters in Sydney. It meets usually in each State biennially in turn. Its receipts at latest available date were about £14,000, including Government aid to the amount of £4,000. The library contains 4,000 volumes and parts valued at £400. Up to 1921, 14 volumes of proceedings have been issued. The exchange list numbers about 140. The Linnean Society of New South Wales, with head-quarters in Sydney, was founded in 1875, and possesses a library of 11,000 volumes, valued at £6,000. Up to date 45 volumes of proceedings have been issued. This Society maintains five investigators engaged in research work, and owes its development almost entirely to the benefactions of Sir William Macleay. The number of ordinary members at the end of 1920 was 159. Income for the year came to £4,454, and expenditure to £4,705, including £1,996 for research purposes. The British Astronomical Society has a branch in Sydney, and in some of the States the British Medical Association has branches.

The Chemical Society of Western Australia was founded in 1915, for the promotion of the study of Chemistry and the furtherance of the interests of professional chemists. Meetings are held monthly. There is a council consisting of seven members.

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

2. *Libraries.*—As far as can be ascertained the total number of libraries in the Commonwealth at the latest available date was about 1,800, and the number of books contained therein is estimated at about five millions. In each of the capital cities there is a well-equipped Public Library, the institutions in Melbourne and Sydney especially comparing very favourably with similar institutions elsewhere. The reading room at the Melbourne Library ranks amongst the finest in the world. It was opened in November, 1913, and has a diameter of 114 feet, with a similar height, and is capable

of seating 320 readers at a time, all of whom are under efficient supervision from the centre of the room. The following statement gives the number of volumes in the Public Library of each capital city:—

### METROPOLITAN PUBLIC LIBRARIES, 1920.

City.	Number of Volumes in—			Total.
	Reference Branch.	Ordinary Lending Branch.	Country Lending Branch.	
Sydney .. .. .	(a)320,277	(b)	27,714	347,991
Melbourne .. .. .	274,856	38,101	..	312,957
Brisbane .. .. .	42,230	..	..	42,230
Adelaide .. .. .	111,522	37,283	..	148,805
Perth .. .. .	112,442	14,830	..	127,272
Hobart .. .. .	22,702	..	..	22,702

(a) Including 103,992 volumes in the Mitchell Library.

(b) The maintenance and control of the ordinary lending branch of the Public Library at Sydney were transferred in 1908 to the Municipal Council. At the end of December, 1920, the books numbered 36,656.

Mention may be made here of the free library attached to the Commonwealth Patents Office, which contains over 10,000 volumes, including literature dealing with patents in the principal countries of the world.

The Mitchell Library in Sydney consisted of over 60,000 volumes and pamphlets, and 300 paintings, principally relating to Australasia, valued at £100,000, and bequeathed in 1907 by Mr. D. S. Mitchell, together with an endowment of £70,000. The testator stipulated that the regulations of the British Museum were to be adopted as far as practicable, hence the library is the resort of specialists. There are now about 104,000 volumes in the library. During 1917 the Mitchell Library was further enriched by a donation of 3,676 printed volumes, 117 volumes of manuscript, and 235 pamphlets from the working library of the late John Tebbutt, of Windsor, the well-known astronomer. A very fine collection of New South Wales postage and fiscal stamps, estimated by philatelists to be worth at least £20,000, was presented to the trustees by Mr. H. L. White, of Belltrees, near Scone, in June of the same year. In 1921 this gift was supplemented by the presentation of a very fine collection of Queensland and Western Australian stamps, also valued by experts at about £20,000. The Fisher Library at the Sydney University contains 117,000 volumes, and the library attached to the Australian Museum, 23,000 volumes.

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

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

The library at Launceston, in Tasmania, contains 30,000 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 :—

#### SUBSIDISED LIBRARIES AND BOOKS THEREIN.

Particulars.	N.S.W.	Vic.	Q'land.	S. Aust.	W. Aust.	Tas.	N. Ter.
Number of libraries	(a)	456	215	221	263	22	3
Estimated number of books ..	1,460,000	1,208,000	394,000	631,000	274,000	107,000	4,000

(a) Not available.

The figures in the above table can be taken only as approximations, as in many instances returns were not received from various institutions. For New South Wales returns are not available for municipal libraries other than that in Sydney, or for libraries attached to Schools of Arts, Mechanics' Institutes, and similar institutions. The Parliamentary Library in Sydney possesses over 52,000 books.

**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 £79,000. The number of visitors to the institution in 1920 was 217,000, and the average attendance on week-days 588, and on Sundays 256. The expenditure for 1920 amounted to £13,332. A valuable library containing about 23,000 volumes is 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, the "Macleay" Museum of Natural History, and the Museum of Normal and Morbid Anatomy, connected with the University, and the National Herbarium and Botanical Museum at the Sydney Botanic Gardens, are all accessible to the public. There is a fine Technological Museum in Sydney, with branches in six country centres, the combined institutions containing over 120,000 specimens. Valuable research work has been undertaken by the scientific staff in connexion with oil and other products of the eucalyptus. The number of visitors at the Technological Museums during 1920 was about 244,000.

The National Museum at Melbourne, devoted to Natural History, Geology, and Ethnology, is located in the Public Library Building. The National Art Gallery is also situated in the same building. The Industrial and Technological Museum, opened in 1870, contains over 9,000 exhibits. There is a fine Museum of Botany and Plant Products in the Melbourne Botanic Gardens. In addition to the large collection in the geological museum attached to the Mines Department in Melbourne, well-equipped museums of mining and geological specimens are established in connexion with the 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 £100,095, of which buildings absorbed £20,180, purchases £29,562, and salaries £50,353. The number of visitors during the year was 90,397, of whom 36,000 visited the institution on Sundays. The Queensland Geological Survey Museum has branches in Townsville, opened in 1886, and in Brisbane, opened in 1892.

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 88,000 visitors in 1920.

The latest available returns shew that the Western Australian Museum contains altogether 93,000 specimens, of an estimated value of £79,500. The Museum is housed in the same building as the Art Gallery, and the visitors to the combined institutions

during the year reached 86,000. Cost of construction of the building amounted to £45,800. The expenditure for the year 1920-21 was £6,025, and the Government grants for the year amounted to £5,500, the figures in each case including returns for the Public Library.

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 1920 to the extent of £1,000. The Hobart institution cost £9,500 to construct, and that at Launceston £6,000.

**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 National Art Gallery of New South Wales originated in the Academy of Art founded in 1871. Cost of construction is returned at £94,000. The contents, which are valued at £159,000, comprise 485 oil paintings, 461 water colours, 712 black and white, 175 statuary and bronzes, and 466 ceramics, works in metal and miscellaneous. During 1920 the average attendance on week days was 483, and on Sundays 1,548.

The National Gallery at Melbourne, at the end of 1920, contained 613 oil paintings, 4,722 objects of statuary, bronzes and ceramics, and 14,382 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 £327,000. Several munificent bequests have been made to the institution. That of Mr. Alfred Felton, given in 1904, amounts to about £8,000 per annum. In 1913, Mr. John Connell presented his collection of art furniture, silver, pictures, etc., the whole being valued at £10,000. The Art Gallery at Ballarat contains 222 oil paintings and 171 water colours, etc., while there are some valuable works of art in the smaller galleries at Bendigo, Castlemaine, Geelong, and Warrnambool.

The Queensland National Art Gallery, situated in the Executive Buildings, Brisbane, was founded in 1895, and contains a small, but well chosen, collection of pictures. At the end of 1920 there were on view 101 oil paintings, 25 water colours, 133 black and white, and 30 pieces of statuary, together with various prints, mosaics, and miniatures. Exclusive of exhibits on loan, the contents are valued at about £11,000. Visitors during the year averaged 139 on Sundays and 110 on week days.

The Art Gallery at Adelaide dates from 1880, when the Government expended £2,000 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 bequests of £16,500 in 1903 from the estate of Dr. Morgan Thomas, and of £3,000 in 1907 from Mr. David Murray. At the 30th June, 1920, there were in the Gallery 239 oil paintings, 76 water colours, and 24 statuary. Building and site are valued at upwards of £31,000. Visitors during the year 1920 numbered 76,000.

The foundation stone of the present Art Gallery at Perth in Western Australia was laid in 1901, the building and site being valued at £92,000. As is the case in Melbourne the Public Library, Museum, and Art Gallery are all situated in the one structure. The collection comprises 113 oil paintings, 55 water colours, 561 black and white, and 800 ceramics and miscellaneous. It is estimated that the collections in the gallery possess a value of £14,000.

In Tasmania, the Art Gallery at Hobart was opened in 1887. Its present contents consist of 70 oil paintings, 93 water colours, 11 black and white, and 175 etchings, engravings, etc., the value of the contents being estimated at £6,500.

The Art Gallery at Launceston was erected in 1888 at a cost of £6,000, and opened on the 2nd April, 1891. Only a small proportion of the contents belong to the gallery, the bulk of the pictures being obtained on loan. At latest date there were on view 95 oil paintings, 20 water colours, and miscellaneous exhibits, the whole being valued at £10,000.



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

**EXPENDITURE ON EDUCATION, SCIENCE, AND ART, 1916-17 TO 1920-21.**

State or Territory.		1916-17.	1917-18.	1918-19.	1919-20.	1920-21.
New South Wales ..	{ Total £	1,870,043	1,968,366	2,139,541	2,359,900	3,737,960
	{ Per head	19/11	20/6	21/9	23/1	35/8
Victoria ..	{ Total £	1,171,757	1,227,629	1,248,994	1,474,877	1,847,184
	{ Per head	16/8	17/4	17/5	19/7	24/2
Queensland ..	{ Total £	763,591	827,332	892,992	1,103,334	1,350,399
	{ Per head	22/6	24/1	25/4	29/11	35/11
South Australia ..	{ Total £	376,730	397,210	428,519	487,609	607,160
	{ Per head	17/0	17/9	18/9	20/3	24/9
Western Australia ..	{ Total £	368,603	397,661	407,822	460,384	543,356
	{ Per head	24/0	25/11	26/4	28/1	32/10
Tasmania ..	{ Total £	132,590	140,766	158,501	179,871	263,524
	{ Per head	13/7	14/3	15/7	17/1	24/9
Northern Territory ..	{ Total £	2,257	2,479	2,676	2,467	4,291
	{ Per head	9/8	10/3	11/6	10/10	21/6
Commonwealth ..						
	{ Total "£	4,685,571	4,961,443	5,279,045	6,068,442	8,353,874
	{ Per head	19/1	19/11	20/9	22/11	30/10

The comparatively heavy increases during the last five years are largely due to the greater cost of building, equipment, and maintenance, and, in the last two years especially, to increases in teachers' salaries and allowances.