

EDUCATION.

IT would have been indeed strange if communities so prosperous as the Australasian Colonies had neglected the important matter of Education, and in every province of the group it will be found that the State has taken the subject in hand—to an extent, in some instances, far beyond what has been done in most of the countries of the Old World. In each colony provision is made for primary education, and in all of them there are grammar and high schools, by means of which those who have the desire may qualify themselves for the higher studies of the University. So bountiful has been the provision made by the State that in most cases the cost of education is merely nominal, and the poverty of the parents ceases to be an excuse for the ignorance of the children. No doubt in the very early days of colonization there was but little attention paid to education; but as soon as the sharp struggle for bare existence was over, attempts were made to provide in some degree the means of instruction for the rising generation, and the foundations were laid of an educational system that is in the highest degree creditable to these young communities. The denominations were naturally the first to build schools and provide teachers, but there was always a large proportion of persons who objected to denominationalism, especially those who belonged to denominations not subsidized by the State; and hence there arose a National or non-sectarian system, which has in the course of time almost monopolized the educational field.

PRIMARY EDUCATION.

In all the Australasian Colonies the State system of education is secular, and Western Australia is the only one where denominational education is at all subsidised. The Education Acts of each colony contain compulsory clauses, but the enforcement of these is not everywhere equally strict. In Victoria, for instance, compulsory attendance at school has been insisted upon with great rigour, while in Queensland the principle of compulsion has been allowed to remain almost in

abeyance, and in the other colonies it has been enforced with varying degrees of strictness. In Victoria, Queensland, New Zealand, and South Australia the education provided by the State is entirely free of charge to the parents; in New South Wales, Western Australia, and Tasmania, small fees are charged, but are not enforced where the parents can reasonably plead poverty.

The statutory school-age of each colony is as follows :—

New South Wales	6 to 14 years.
Victoria	6 to 13 „
Queensland	6 to 12 „
South Australia ..	7 to 13 „
Western Australia ..	6 to 14 „
Tasmania	7 to 14 „
New Zealand.....	7 to 13 ,

In New South Wales there was for many years a dual system in existence. The four State-aided denominations—the Church of England, Roman Catholic, Presbyterian, and Wesleyan bodies—had schools supported by annual votes from Parliament, administered under the control of the head of each denomination for the time being. There were also National schools, equally supported by the State, but under the control of a Board appointed by the Government. This plan was found to be costly and wasteful in the extreme, for in many of the country towns there were several small and inefficient competing schools, where the total number of children was not more than sufficient for one well-conducted establishment. So strongly was this evil felt that changes in the law relating to education were made from time to time, until at length the denominational system was abolished altogether, and one general and comprehensive plan of Public Instruction adopted in its place. This was not brought about without much agitation, lasting over a considerable period. A league was formed, having for its object the establishment of education, secular, compulsory, and free, and in 1880, under the auspices of Sir Henry Parkes, the measure establishing the present system became law. In New South Wales education is non-sectarian, though facilities are afforded to clergymen to give religious instruction within specified school-hours to those children whose parents desire it. It is compulsory, and free to all who cannot afford to pay, while a merely nominal fee is charged to those who are in a position to contribute towards the cost of the teaching of their children. In New South Wales in 1892 there were 2,502 public schools, with an average attendance of 132,580 children, out of a mean quarterly enrolment of 186,207, a net enrolment of 210,641, or a gross enrolment of 239,364. For secondary education there are a number of superior and high schools entirely supported by the State, besides numerous colleges, grammar schools, and denominational schools, which obtain no assistance from the

Government, except in the case of the Sydney Grammar School, which receives an annual subsidy, amounting in 1892 to £2,800. Scholarships and bursaries have been founded in connection with many of these schools. Educational affairs are in New South Wales under the direction of the Minister for Public Instruction.

In Victoria, under an Act passed in 1872, a system of free, compulsory, and secular primary education is in force, under a Minister for Education, who is responsible to Parliament. The compulsory clause is very strictly enforced, especially in the large towns, and education is entirely free as regards the ordinary subjects of primary instruction, while the teachers are allowed to impart additional subjects, for which a small fee has to be paid. At the end of 1892, Victoria had 2,140 State schools, with an average attendance of 141,864 scholars, out of a net enrolment of 215,020, or a gross enrolment of 249,786. Religion is strictly forbidden to be taught during school-hours, and not at any time must a State teacher impart it. Secondary education is principally in the hands of private or denominational establishments. The higher education is supplied by the University, with its affiliated colleges.

The Education Department in Queensland is administered by the Secretary for Public Instruction. The Act now in force was passed in 1875, and is of a tolerably liberal character, primary education being secular and free. The compulsory clause has not been put into operation, as it would be a very difficult thing to enforce its provisions in the scattered and sparsely-populated districts of the interior. A recent departmental report, however, hints that the compulsory provision will soon have to be applied. The primary schools at the end of 1892 were 657 in number, with a gross enrolment of 77,889 pupils, a net enrolment of 67,926, a mean quarterly enrolment of 62,663, and an average daily attendance of 45,975. Secondary education is provided for by means of grammar schools, which are liberally assisted by the State. Queensland, as yet, has no University of her own, but sends a fair proportion of students to the Universities of Sydney and Melbourne.

The South Australian system of primary education, which was introduced in its present form in 1878, is very similar to those already described; it is presided over by a responsible Minister, with an Inspector-General and other officials. Education is compulsory, secular, and free. To the end of 1891 a small weekly fee had to be paid by all parents able to do so, but at the beginning of 1892 education in South Australia became entirely free. At the end of 1892 there were 579 primary schools, with a gross enrolment of 60,139 children, a net enrolment of 53,457, and an average attendance of 35,371. Children who have attained a certain standard of instruction are exempt from compulsory attendance. Religious instruction is not allowed to be given except out of ordinary school-hours. Secondary education is in the

hands of private and denominational establishments, and the University at Adelaide, though small, is efficient.

Quite a different system of education prevails in Western Australia. Under the Elementary Education Act of 1871, primary education is imparted in Government schools, which are entirely supported by the State. Private schools are also assisted from the public purse, on condition of submitting to Government inspection on secular subjects. There is a high school at Perth, and a grammar school at Freemantle, and further encouragement is given to secondary instruction by the institution of scholarships which are open for competition. At the end of 1892 there were 96 Government and 21 assisted schools in the colony, with an enrolment of 4,032 and 1,941, and an average attendance of 2,902 and 1,422 respectively. The local boards have power to enforce compulsory attendance.

In Tasmania there is no separate Minister for Education, but the department is under the control of the Treasurer, who has especial charge over matters relating to primary instruction. There are public schools in every country town throughout the colony, and several in Hobart and Launceston. At the end of 1892 they numbered 251 in all, the average attendance being 10,654, out of a gross enrolment of 20,659 children, and an average monthly number on the rolls of 14,549. The principle of compulsion is nominally in force. Secondary education is encouraged by means of superior schools and a system of scholarships; and annual examinations are held at which successful candidates may gain the degree of Associate of Arts. There is no University in Tasmania.

New Zealand has an educational system which is entirely secular and free. There is a separate department of education, presided over by one of the responsible Ministers of the Crown, as in most of the other Colonies. The whole colony has been divided into school districts, each presided over by a local board, and a capitation grant of £3 15s. per head is paid by the State for every child in average attendance, and in addition 1s. 6d. per child for the support of scholarships, with other grants for school-buildings, training of teachers, &c. At the close of 1892 there were 1,302 public schools thus supported by the State, with an average attendance of 99,070 scholars out of a total enrolment of 122,860. High schools, colleges, and grammar schools provide the means for acquiring secondary education, and there is an University, which, like those of New South Wales, Victoria, and South Australia, is empowered to confer the same degrees as the Universities of Oxford and Cambridge, except as regards Divinity.

In addition to the ordinary primary schools, the New Zealand Government maintain schools for Maori children in localities where there are few or no Europeans. The number of schools in 1892 was 67, of scholars 2,218, the average attendance 1,634, and the teaching staff numbered 88. The net expenditure for 1892 was £14,290.

The following table gives the number of State schools in each of the Colonies during 1892, together with the number of teachers and the average attendance of scholars. In addition to the number of teachers stated, there were 73 sewing-mistresses in New South Wales, 504 in Victoria, 166 in South Australia, and 160 in New Zealand :—

Colony.	Number			Scholars in average attendance.		Percentage of scholars in average attendance to mean population.
	of State Schools.	of Teachers.	of Scholars in average attendance.	To each School.	To each Teacher.	
New South Wales.....	2,502	4,563	132,580	53	29	11·2
Victoria	2,140	4,473	141,864	66	32	12·2
Queensland	657	1,498	45,975	70	31	11·1
South Australia	579	1,056	35,371	61	34	10·7
Western Australia	96	143	2,902	30	20	5·2
Tasmania	251	508	10,654	43	21	7·0
New Zealand.....	1,302	3,180	99,070	76	31	15·4
Australasia.....	7,527	15,411	468,416	62	30	11·9

The percentage to the total population of the enrolment at State schools, after deducting multiple enrolments, is shown in the following table :—

	Per cent.
New South Wales.....	17·8
Victoria	18·5
Queensland.....	16·3
South Australia.....	16·1
Western Australia ..	6·4
Tasmania.....	11·9
New Zealand	16·8
Australasia	17·2

Victoria and New South Wales occupy the first position, and are above the average for Australasia, while New Zealand, Queensland, and South Australia are slightly below the average. Western Australia stands lowest on the list, owing, no doubt, to the sparseness of its population. The comparison, however, does not mean much, as the populations of the Colonies are very variously constituted as regards ages. For instance, in New Zealand children of school-age constitute nearly 27 per cent. of the population, as against 21 per cent. in Victoria and 24 per cent. in New South Wales.

The number of children of "school-age" in all the Colonies at the census of 1891 was 890,932. As almost the whole of the children enrolled at the different schools are over 5 or under 15 years of age, that

period has been adopted as "school-age" for purposes of computation in the following table :—

New South Wales	266,195
Victoria	244,436
Queensland	86,239
South Australia	80,897
Western Australia	10,191
Tasmania	35,810
New Zealand.....	167,164
Australasia	890,932

Against the above total the gross enrolment of scholars, after deducting multiple enrolments, at both State and private schools at the same period, was :—

New South Wales	252,415
Victoria.....	265,826
Queensland	78,443
South Australia	60,184
Western Australia	5,345
Tasmania	23,825
New Zealand	133,665
Australasia	819,703

A comparison of the two tables above shows that while in Victoria the number of scholars enrolled actually exceeded the number of children from 5 to 15 years of age by 21,390, and while in Queensland there was a deficiency of only 7,796, there was room for improvement in the other colonies. In New South Wales the number of children not enrolled at any school was 13,780, in South Australia 20,713, in Western Australia 4,846, in Tasmania 11,985, and in New Zealand 33,499. For the whole of Australasia there was thus a number of 71,229 children between 5 and 15, amounting to 8.0 per cent. of the total population of that age, which were either taught at home or received no education at all. There is, however, ample evidence, as the following pages show, that a steady improvement is taking place in all the colonies.

Out of the total gross enrolment of 910,377 children in the year 1892, 774,729 were enrolled in schools under the control of the Governments of the various colonies, and 135,648 were on the rolls of private and denominational schools. Allowing, however, for multiple enrolments at State schools, the 910,377 children have to be reduced to 812,567, and the 774,729 at State schools to 676,919.

The average daily attendance at the State schools of all the colonies was 468,416, or 60.5 per cent. of the gross enrolment. Calculated on the same percentage, the average attendance at the various private schools would amount to 82,067, and that of all schools to 550,083.

Compared with the total population of each colony, the proportion of children enrolled was as follows :—

Colony.	Enrolment per cent. of population.	
	Gross.	Net.
New South Wales	24·3	21·8
Victoria.....	25·3	22·3
Queensland	21·0	18·6
South Australia	21·7	19·7
Western Australia	10·7	9·9
Tasmania	17·6	16·0
New Zealand ..	21·4	19·1
Australasia	23·1	20·6

This shows a gross school enrolment in Australasia of three to every thirteen inhabitants, and a net enrolment of more than one in every five inhabitants—a proportion as favourable as that of any European country.

The number of children attending school has increased at a far greater rate than the population, as will be seen by the following table, showing that the advantages of education have been of late years more within the reach of the masses than formerly :—

1861	130,060
1871	312,130
1881	670,776
1891	803,800
1892	812,567

Population from 1861 to 1892 trebled itself, but the number of school children in 1892 was nearly six and a half times as great as in 1861.

In the State schools of New South Wales the cost per child was until 1888 higher than in the other Australian Colonies; the figures for the last few years, however, show that that colony has now reduced its expenditure per child below that of Victoria and Queensland. The following figures, which show the net expenditure to the State, do not include cost of buildings :—

	Total cost per child in average attendance.		
	£	s.	d.
New South Wales	4	0	5
Victoria	4	10	8
Queensland	4	1	9
South Australia	3	6	4
Western Australia.....	2	16	5
Tasmania	3	8	1
New Zealand	3	17	1

Including the grant to assisted schools in Western Australia, the expenditure is reduced to £2 6s. 4d. per child in average attendance.

The cost per child in average attendance at State Schools in Australasia therefore averaged £4 1s. 6d. for the year 1892, or including the assisted schools in Western Australia, to £4 1s. 4d.

The following table shows the State expenditure on primary education for 1892, fees and rents received, and cost of buildings. In Victoria, Queensland, South Australia, and New Zealand, it will be remembered, primary education was free. In Victoria and Tasmania the fees collected by teachers were retained by them, and are, therefore, not taken into account in calculating the net expenditure. In South Australia and New Zealand the Education Departments are endowed with considerable areas of Crown lands, and the rents received therefrom have been deducted from the total expenditure by Government. A similar allowance has been made in the case of New Zealand for subscriptions collected for local school boards :—

Colony.	Administration and Maintenance of Schools.	Rent, Fees, &c., received.	Net Expenditure, exclusive of Buildings, &c.	Expenditure on Buildings, &c.
	£	£	£	£
New South Wales.....	610,716	77,524	533,192	157,679
Victoria (30 June, 1893) ...	643,301	2,216	643,301	11,474
Queensland.....	187,964	.....	187,964	11,226
South Australia.....	131,615	14,374	117,241	20,987
Western Australia.....	12,036	2,022	10,014	3,836
Tasmania.....	36,273	10,981	36,273	10,981
New Zealand	422,885	40,983	381,902	31,602
Australasia.....	2,044,790	148,100	1,909,887	247,785

The number of private schools and of scholars enrolled in them in 1892 were as follows. No particulars are to hand respecting the number of teachers in private schools in Tasmania. That colony is, therefore, excluded from the total number given :—

Colony.	Number of Schools.	Number of Teachers.	Enrolment of Scholars.	
			Number.	Percentage to Population.
New South Wales.....	729	2,762	47,343	4·0
Victoria	745	1,973	44,721	3·8
Queensland.....	135	444	9,275	2·3
South Australia.....	254	695	11,647	3·6
Western Australia	21	63	1,941	3·5
Tasmania.....	135	.....	6,265	4·1
New Zealand	274	683	14,456	2·3
Australasia	2,293	6,620	135,648	3·4

TECHNICAL EDUCATION.

Technical instruction is given in nearly all the capital cities of each of the Australian Colonies, and there is every probability that instruction in such matters will before long be very much extended. So far the expenditure on this important branch of education can only be got for the colonies enumerated below, which was in 1892 as follows. In addition to the amount stated for New South Wales, the sum of £4,389 was collected in the shape of fees from the students, and retained by the lecturers :—

	£
New South Wales	27,800
Victoria.....	17,065
Queensland	1,366
Tasmania	3,426

In New South Wales, during the year 1878, a sum of £2,000 was granted by Parliament towards the organization of a Technical College, and for five years the work of the institution was carried on in connection with the School of Arts. In 1883, however, a board was appointed by the Government to take over its management, and the Technical College became thenceforth a State institution. Towards the end of 1889 the Board was dissolved, and the Technical College came under the direct control of the Minister of Public Instruction.

The college is open to both male and female students, and of the latter the attendance in some terms has been as high as 400. In 1892 there were 3,858 individual students ; the average enrolment per term was 1,929.

Branch Technical Schools have been established in the suburbs, and in the northern, southern, and western districts of the Colony. In 1892 these suburban and country classes had a total of 4,902 students enrolled. Technical classes are also held in connection with a number of public schools. The total enrolment in these classes during 1892 was 1,329.

The Government have erected a new building for the Technical College and Technological Museum at Ultimo, in the western portion of the metropolis.

In 1892 the expenditure of the Government on Technical Education, including the Technological Museum, amounted to £34,924, and, in addition to this, the sum of £4,389 was contributed by the students as fees. The Parliamentary vote for the year was £49,800.

Technical Education in Victoria is extending rapidly, but while the Government of New South Wales has wholly borne the cost of this class of education, that of Victoria has received great assistance from private munificence, the Hon. F. Ormond, M.L.C., having given £15,500 to assist in the establishment of a Working Men's College. There were in 1892 1,961 students on the rolls of this institution. There are besides this college, the Schools of Mines and Design, wholly supported

by the Government, and other Technical Schools in the various important centres of the colony. These schools, in 1892, had a total enrolment of 7,436 students.

Technical Education has well advanced in South Australia. The School of Painting and Design had, in Adelaide, during 1892, 253 students on the roll, and branch schools, with an enrolment of 57 students during 1892, have been established at Port Adelaide and Gawler. The School of Mines and Industries, founded in 1889, and worked to some extent in connection with the School of Painting and Design, had an enrolment of 620 students in 1892. Also in Queensland technical education is active; the classes are worked in conjunction with the Metropolitan School of Arts, and with the Schools of Art at Toowamba, Gympie, Maryborough, Bundaberg, Rockhampton, and Townsville.

In Tasmania the foundations of new Technical Schools were laid in 1889 in Hobart, but there are branch schools in Launceston, Latrobe, and Devonport. The schools are under the direction of local Boards of Advice, the members of whom act directly under the Minister in charge of Education. The number of students in 1892 was 524, and the Government subsidy £3,426.

Western Australia and New Zealand have not extended their educational operations so as to embrace Technical Education.

GENERAL EDUCATION.

Striking evidence of the rapid progress made by these Colonies in regard to education is afforded by a comparison of the educational status of the people as disclosed by the four census enumerations of 1861, 1871, 1881, and 1891. In those years the numbers who could read and write, read only, and who were unable to read, were as follow :—

Degree of Education.	New South Wales.	Victoria.	Queensland.	South Australia.	Western Australia.	Tasmania.	New Zealand.	Australasia.
1861.								
Read and write	188,543	327,800	17,181	72,207	8,446	48,281	67,998	730,456
Read only	46,024	56,945	3,714	18,629	1,559	13,137	8,922	148,930
Cannot read	116,293	155,577	9,164	35,994	5,585	28,559	22,101	373,273
1871.								
Read and write	296,741	478,572	74,940	115,246	18,703	55,939	177,419	1,217,560
Read only	56,391	70,990	12,030	21,123	2,614	13,945	19,240	196,392
Cannot read	150,349	181,957	33,084	49,257	4,036	29,444	59,734	508,361
1881.								
Read and write	507,067	651,567	136,718	200,057	19,697	74,967	346,228	1,936,301
Read only	49,372	49,535	13,631	15,267	2,429	9,605	27,323	167,162
Cannot read	195,029	161,244	63,176	64,541	7,582	31,133	116,352	639,087
1891.								
Read and write	835,570	908,767	276,381	236,514	34,254	103,138	484,198	2,378,822
Read only	43,536	32,817	14,618	9,571	2,061	6,287	24,902	133,792
Cannot read	244,848	198,821	102,719	74,346	13,467	37,242	117,558	789,001

The figures in the preceding table refer to the total population, and the number of illiterates is, therefore, unduly swelled by those under school-going age. If the population over 5 years of age be considered in comparison with the total population, the following table shows the results for the whole of Australasia:—

Degree of Education.	Whole Population.				Population over 5 years of age.			
	1861.	1871.	1881.	1891.	1861.	1871.	1881.	1891.
Read and write	730,456	1,217,560	1,936,301	2,878,822	730,339	1,130,145	1,936,111	2,879,081
Read only	148,930	196,392	167,162	133,792	143,908	190,545	161,295	128,445
Cannot read	373,273	508,361	639,087	789,001	168,929	285,286	243,683	262,515
Total	1,252,659	1,922,313	2,742,550	3,801,615	1,043,176	1,605,976	2,340,989	3,270,041

The following table affords a comparison of the number of each class in every 10,000 of the population for the same periods:—

Degree of Education.	Whole Population.				Population over 5 years of age.			
	1861.	1871.	1881.	1891.	1861.	1871.	1881.	1891.
Read and write	5,831	6,334	7,060	7,573	7,001	7,038	8,270	8,804
Read only	1,189	1,022	610	352	1,380	1,186	689	393
Cannot read	2,980	2,644	2,330	2,075	1,619	1,776	1,041	803
Total	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000

It will be seen, therefore, that while in 1861 of every 10,000 people over 5 years of age there were only 7,001 who could read and write, the number in 1891 had increased to 8,804, while those who were totally illiterate had, in the same period, decreased from 1,619 to 803.

Looking at the matter still more closely with reference to age, it will be seen that the improvement in education is most marked in the case of the rising generation. The following table shows the degree of education of all children between the ages of 5 and 15 years in 1861, 1871, 1881, and 1891, numerically and per 10,000:—

Degree of Education.	Total Numbers.				Per 10,000.			
	1861.	1871.	1881.	1891.	1861.	1871.	1881.	1891.
Read and write	114,353	288,154	482,719	674,012	4,637	5,911	7,058	7,565
Read only	68,038	102,316	86,574	69,040	2,759	2,099	1,206	782
Cannot read	64,237	96,986	114,654	147,280	2,604	1,990	1,676	1,653
Total	246,628	487,456	683,947	890,932	10,000	10,000	10,000	10,000

The proportion of those able to read and write has therefore grown from 4,637 to 7,565 in every 10,000 during the 30 years which the table covers, while the number of those able to read only was not much over one-fourth of what it had been in 1861, and the wholly illiterate had decreased by more than one-third.

The Marriage Register affords further proof of the advance of education, and it has the further advantage of giving annual data, while the Census figures are only available for decennial periods. The numbers of those who signed the Marriage Register by marks were as shown herewith. The blanks indicate the cases where the information was not available :—

	1861.			1871.			1881.			1891.			1892.		
	Marriages.		Marks.	Marriages.		Marks.	Marriages.		Marks.	Marriages.		Marks.	Marriages.		Marks.
	M.	F.		M.	F.		M.	F.		M.	F.		M.	F.	
New South Wales..	3,222	590	989	3,953	573	768	6,284	347	525	8,457	273	248	8,022	263	228
Victoria	4,434	..	..	4,693	342	650	5,896	171	245	8,780	110	133	7,723	74	92
Queensland	320	..	..	970	..	..	1,703	84	169	2,905	88	109	2,774	77	88
South Australia ..	1,153	..	..	1,250	..	..	2,308	100	159	2,315	40	49	2,119	42	51
Western Australia.	149	..	..	159	..	..	197	..	..	413	..	..	412	..	..
Tasmania	717	..	..	598	..	..	856	..	..	988	..	..	995	..	..
New Zealand	878	..	..	1,864	..	..	3,279	105	190	3,805	53	64	4,002	54	68
	10,878	..	..	13,487	..	..	20,523	807	1288	27,663	558	595	26,047	..	..

The percentages for those colonies where the necessary information is available is worked out in the following table :—

Year.	Males.	Females.	Total.
1861	18·50	30·69	24·60
1871	10·58	16·40	13·49
1881	4·14	6·61	5·38
1891	2·12	2·27	2·20
1892	2·07	2·14	2·10

The percentage in 1892 was therefore less than one-tenth of that in 1861, and there is every reason to expect that in the course of another few years the proportion will be still further diminished.

LETTERS AND NEWSPAPERS.

The Post Office returns of the various colonies point indirectly to the spread of education, through showing the wonderful increase in the distribution of letters and newspapers that has taken place. The following table shows that while in 1851 only 2,165,000 letters and 2,150,000 newspapers passed through the Australasian Post Offices, these numbers had in 1892 increased to 198,202,400 and 98,102,500

respectively. Allowance has been made for intercolonial postage counted by both the receiving and the despatching colonies, and the 1890 figures have been repeated for Victoria, where more recent returns have not been compiled :—

	Letters.	Newspapers.
1851	2,165,000	2,150,000
1861	14,061,000	10,941,400
1871	30,435,300	17,252,700
1881	80,791,700	43,802,000
1891	183,694,900	95,879,760
1892	198,202,400	98,102,500

The following are the numbers of letters and newspapers per head of population in each of the years above mentioned :—

	Letters per Inhabitant.	Newspapers per Inhabitant.
1851	4·7	4·7
1861	11·3	8·8
1871	15·7	8·9
1881	29·1	15·8
1891	47·8	24·9
1892	50·3	24·9

In 1892 the number of letters per inhabitant was, therefore, fully ten times, and that of newspapers nearly five and a half times, larger than in 1851.

PUBLIC LIBRARIES.

In all the Colonies, Public Libraries have been established, those in the capital cities generally going by the name of "The Public Library," while those in the country towns are known as Schools of Art, Mechanics' Institutes, &c. The Free Public Libraries in Melbourne and Sydney are splendid institutions, the former comparing favourably with many of the libraries in European capitals. The following table shows the number of libraries which furnished returns, and the number of books belonging to them in the latest years for which returns have been furnished :—

	No. of Libraries.	No. of Books.
New South Wales.....	199	331,920
Victoria	421	894,107
Queensland.....	82	116,174
South Australia.....	140	187,333
Tasmania.....	40	65,787
New Zealand	298	330,770
Total of six Colonies.....	1,180	1,926,091

In Western Australia, Mechanics' Institutes are to be found in most places of any importance, but no numerical returns are available.

UNIVERSITIES AND COLLEGES.

The advance of education is hardly more clearly indicated by the institution and success of Colleges and Universities than is the progress of wealth or the attainment of leisure. In Australia the earliest attempts to provide for what may be termed the luxuries of education were made in New South Wales in 1852, and in Victoria in 1855, when the Universities of Sydney and Melbourne, respectively, were established. No other colony of Australasia was at that time sufficiently advanced in wealth and population to follow the example thus set, but New Zealand in 1870, and South Australia in 1874, each founded an University. In all cases the Universities are in part supported by grants from the public funds, and in part by private endowments and the fees paid by students.

The Government endowment, lecture fees, and income from other sources, received by the Sydney, Melbourne, and Adelaide Universities in 1892, were as follow :—

	Government Endowment.	Lecture Fees.	Other Sources.	Total.
Sydney.....	£18,100	£7,647	£11,843	£37,590
Melbourne	17,000	16,991	982	34,973
Adelaide	3,201	3,259	5,694	12,154

In addition to the above annual endowment, the Adelaide University has received a perpetual endowment of 50,000 acres of land from Government. The University of New Zealand has a statutory grant of £3,000 a year from Government, and an additional income of about £2,000 from degree and examination fees. Of the affiliated colleges, Auckland University College is in receipt of a statutory grant of £4,000 a year from Government.

The number of students attending lectures in 1892 is shown in the figures herewith :—

University.	Students attending Lectures.		
	Matriculated.	Not Matriculated.	Total.
Sydney	540	586	1,126
Melbourne	639	17	656
Adelaide	87	117	204
New Zealand (Affiliated Colleges).....	419	276	695
Total	1,685	996	2,681

Attached to the University there are in Sydney three colleges, connected with different religious bodies, for male students, and a fourth, undenominational in its character, for female students. In Melbourne

there are three affiliated colleges, which are also connected with different religious bodies, and one of these contains a hall for the accommodation of female students. In New Zealand there are three affiliated colleges—at Dunedin, Christchurch, and Auckland—but, except in Christchurch, which is the seat of the Senate, these are wholly undenominational in character. In Adelaide there are no affiliated colleges attached to the University; and in New Zealand the University itself is an examining and not a teaching body, founded mainly on the principles of the London University.

The Australasian Universities are empowered to grant the same degrees as the British Universities, with the exception of degrees in Divinity. In all the Universities women have now been admitted to the corporate privileges extended to male students; and at the Sydney, Melbourne, and Adelaide Universities this includes qualifying for degrees in medicine.

The number of degrees, including *ad eundem* degrees, except in the case of the Adelaide University, conferred by the four Universities as follows:—

Sydney.....	1,006
Melbourne	1,951
Adelaide	130
New Zealand	499

and there are nearly 1,700 students qualifying for degrees at the present time.