

## EDUCATION.

IT would have been strange if communities so prosperous as the Australasian States had neglected to provide for the education of the children. This duty, so vitally affecting the welfare of the people, has been recognised as one of the most important which the State could be called upon to discharge. In every province of the group, ample provision has been made for public instruction—such provision, indeed, in some cases, extending far beyond what has been done in most of the countries of the old world. In addition to a system of primary education, in all the states there are grammar and high schools, by means of which those who have the desire may qualify for the higher studies of the University. So bountiful is 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. It is true that in the very early days of colonisation but little attention was paid to education; but so soon as the sharp struggle for bare existence was over, attempts were made to provide 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 religious bodies were naturally the first to build schools and provide teachers; but there was always a large proportion of persons who objected to denominationalism, principally those who belonged to denominations which were not subsidised by the State; hence there arose a national or non-sectarian system, which has in the course of time almost monopolised the educational field.

In all the Australasian provinces the State system of education is secular. Compulsory clauses find a place in the Acts of the various states; but the enforcement of these is not everywhere equally strict. In Victoria, for example, compulsory attendance at school has been rigorously insisted upon, while in Queensland the principle of compulsion has been allowed to remain almost in abeyance, and in the other states it has been enforced with varying degrees of strictness. In Victoria, Queensland, New Zealand, Western Australia, and South Australia the primary education provided by the State is entirely free of charge to the parents; in New South Wales and Tasmania

small fees are charged, but these are not enforced where the parents can reasonably plead poverty.

The statutory school-age in each State is as follows :—

New South Wales .. .. .	over 6 and under 14 years.
Victoria .. .. .	„ 6 „ 13 „
Queensland .. .. .	„ 6 „ 12 „
South Australia .. .. .	„ 7 „ 13 „
Western Australia .. .. .	„ 6 „ 14 „
Tasmania .. .. .	„ 7 „ 13 „
New Zealand .. .. .	„ 7 „ 13 „

In New South Wales, for many years, a dual system of education was 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, likewise 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 country towns there were in existence 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 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 reform was not accomplished without much agitation, extending over a considerable period. A league was formed with the object of securing the establishment of secular, compulsory, and free education, and in 1880, under the auspices of Sir Henry Parkes, the measure establishing the present system became law. Education in the public schools is now non-sectarian, though facilities are afforded to clergymen to give religious instruction within specified school-hours to children whose parents belong to their denomination and desire that this instruction shall be given. 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. 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, excepting the Sydney Grammar School, which receives a statutory endowment of £1,500. Scholarships and bursaries have been founded in connection with many of these schools. The University of Sydney, which is liberally endowed by private individuals as well as by the State, grants degrees which rank with those of Oxford and Cambridge. Educational affairs in

the State are under the direction of a Minister for Public Instruction. In 1902 two Commissioners were appointed by the Government of New South Wales to visit Europe and America and report upon the best educational methods pursued in those countries. Special attention will be devoted by this Commission to the question of technical education.

In Victoria, under an Act passed in 1872, a system of free, compulsory, and secular primary education is in force, under a Minister of Public Instruction, 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 instruction in additional subjects, for which a small fee is payable. The teaching of religion is strictly forbidden during school-hours, and at no time must a State teacher give religious instruction. At the close of 1901 an important Bill to amend the Education Act was passed. The main provisions of this measure were designed to strengthen the compulsory clauses of the Act, and to raise the age at which children can be excused from attendance at school to 14 years. No certificates of exemption can be granted to a child below 12 years of age. A Director of Education has been appointed who will, subject, of course, to the Minister, administer all laws relating to education. Secondary education is almost entirely 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. An Amendment Act came into operation in 1898, extending the range of subjects taught in State schools and reducing the number taught in the Provisional schools. In July, 1900, seven attendance officers were appointed, and steps taken to put in operation the provisions of the Act of 1875 regarding regular attendance at school. These officers did excellent service during the year, but, with a view to economy, it is proposed to retire them in 1902, and relegate their duties to the police. The public schools are divided into two classes, termed State and Provisional schools. A State school must have an average daily attendance of not less than thirty children, and the local district must contribute one-fifth of the cost of establishing, maintaining, repairing, and making additions to the building. In 1899, Provisional schools which had previously received a subsidy not exceeding £50 for any single school, and not more than half the cost of new buildings and furniture, were placed on the same footing with regard to Government grants as the State schools. Secondary education is provided by grammar schools, which are liberally assisted by the State. The State has no University of its own, but sends a fair number of students to the Universities of Sydney and Melbourne. The system of extension lectures in connection with the University of Sydney has been extended to

Queensland; and the Government has given consideration to the question of the establishment of a University in Brisbane.

The South Australian system of primary education, which was introduced in its present form in 1878, is very similar to the systems already described. Public instruction in the State is presided over by a responsible Minister, with an Inspector-General and other officials. It is compulsory, secular, and free. Until the end of 1891 a small weekly fee was payable by all parents able to do so; but at the beginning of 1892 primary instruction was made free until the scholar reached the age of 13 years or had been educated to the compulsory standard, and in 1898 the remaining fees were abolished by the Minister for Education. Children who have attained a certain standard of education are exempt from compulsory attendance. Religious instruction is not allowed except out of ordinary school-hours. There are two secondary schools in connection with the Department—the Advanced School for Girls at Adelaide, where pupils are prepared for the University Public Examinations, and the Agricultural School, where boys are prepared for entrance to the School of Mines and Agricultural College. In addition there are numerous high-class private and denominational establishments; and the University of Adelaide, though small, is efficient.

Under the Elementary Education Act of 1871, primary education in Western Australia is imparted in Government schools, which are entirely supported by the State. An Amendment Act passed in 1893 placed educational affairs in the State under the control of a responsible Minister, and afforded facilities for special religious teaching, half-an-hour per day being allotted to clergymen for the instruction of children of the same denomination. Another Amendment Act which came into force in 1894 abolished payment by results, and gave powers for the enforcement of compulsory attendance. Until 1895, private schools were also assisted from the public purse, on condition of submitting to Government inspection in secular subjects; but towards the end of that year an Act was passed abolishing the system of annual grants to denominational schools, and providing that during the year 1896 the State should hand over, as compensation for the abolition of these subsidies, the sum of £15,000, to be divided between the schools in like proportions to those which governed the distribution of the annual vote in 1895. Under the regulations of 1895, children were entitled to free education on account of inability to pay the fees, of living more than 1 mile from school, of having made 400 half-day attendances in the previous year, or of other reasons approved by the Minister, but the Education Act which came into operation in 1899 gave free education to all children of compulsory school age. There is a high school at Perth, which is subsidised by the State; and further encouragement is given to secondary instruction by the institution of scholarships which are open to competition.

In Tasmania the Treasurer holds the portfolio of Education, and has especial charge of matters relating to primary instruction. The

permanent head of the department is styled Director of Education. There are public schools in every country town throughout the State, and several in Hobart and Launceston. The principle of compulsion is in force in these two towns, the school age being from 7 to 13 years; and special religious instruction is given by the Church of England clergy out of school-hours. Secondary education was at one time encouraged by exhibitions, but none have been granted since 1893. The University of Tasmania was established in 1890, and at first was merely an examining body, but in the beginning of the year 1893 a building was acquired and teaching provided for the purpose of enabling students to graduate in Arts, Science, and Laws. The first degree, one of B.A., was taken in 1894. The Government grants the institution an annual subsidy, the amount voted by Parliament in 1901 being £4,000.

Education at the public schools of New Zealand is free (except that at such as are also district high schools fees are charged for instruction in the higher branches) and purely secular. The attendance of all children between the ages of 6 and 13 years is compulsory, except in cases where special exemptions have been granted. There is a separate Department of Education, presided over by one of the responsible Ministers of the Crown, as in the other provinces of Australasia. 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 in support of scholarships, with other grants for school-buildings, training of teachers, etc. In districts where there are few or no Europeans, native schools are maintained for the Maori children. High schools, colleges, and grammar schools provide the means for acquiring secondary education; and the University of New Zealand, like those of the Commonwealth states, is empowered to confer the same degrees as the Universities of Oxford and Cambridge, except as regards Divinity. It is, however, only an examining body, the undergraduates keeping their terms at the affiliated colleges—the University of Otago, the Canterbury College, the Auckland University College, and the Victoria College at Wellington.

#### STATE SCHOOLS.

Exclusive of the native schools established by the New Zealand Government for the instruction of the Maori children, there were 8,689 public schools in Australasia at the close of the year 1901. The number in operation in each of the states, as well as in New Zealand, will be seen on reference to the table given below. As a rule, secondary education is provided by private institutions, and the figures quoted may be taken as representing primary schools; but in New South Wales there

are five high schools, which it is customary to include with the others. The secondary schools in New Zealand are excluded from the returns:—

State.	State Schools.	Teachers employed, exclusive of Sewing Mistresses.		
		Males.	Females.	Total.
New South Wales .....	2,818	2,829	2,244	5,073
Victoria .....	1,948	1,897	2,665	4,562
Queensland .....	960	1,102	1,208	2,310
South Australia .....	706	402	916	1,318
Western Australia .....	242	238	339	577
Tasmania .....	338	225	435	660
Commonwealth.....	7,012	6,693	7,807	14,500
New Zealand .....	1,677	1,406	2,217	3,623
Australasia .....	8,689	8,099	10,024	18,123

In all the States, with the exception of Victoria, there has been a steady increase in the number of State schools during the past few years. In Victoria the reverse has been the case, for since 1891 the number in operation has decreased from 2,233 to 1,948. This is the result of a scheme of retrenchment, initiated at that time, by which there has been an amalgamation of schools in large centres of population; and in other districts schools have been closed and the pupils conveyed to other institutions at the cost of the State. Under the first part of this scheme no fewer than 84 schools have been converted into adjuncts to others in the neighbourhood. At these adjuncts—which are not included in the number of schools set down in the table—instruction is now imparted only to young children, in junior classes. The system of conveyance, brought into operation under the second part of the scheme, has been the means of closing 270 schools, an allowance being made by the State to parents to defray the cost of conveyance of their children to schools further removed from their place of abode. Notwithstanding the reduction in the number of schools during the past five years, consequent on the above retrenchment policy, the increased proportion of average attendance shows that educational facilities are well distributed.

The 960 schools in Queensland include 441 State schools, 80 special provisional schools, 435 ordinary provisional schools, and 4 schools at benevolent establishments. In compliance with a resolution of the Legislative Assembly, the provisional schools, which had previously been receiving a subsidy not exceeding £50, and not more than half the cost of new buildings and furniture, were placed on the same footing as State schools in regard to subsidy. By this step the State assumed the responsibility for four-fifths of the cost of building and

equipment without limitation as to the amount. For Western Australia, the returns for years prior to 1896 included State-aided denominational schools. From these establishments the Government subsidy was withdrawn at the end of 1895, and thenceforth they are not included in the returns of the Education Department. The private schools are, however, examined by the Departmental inspectors in order to ascertain that sufficient instruction is given in arithmetic, writing, reading, spelling, and geography, while the various registers are supplied to the principals free of cost. This should be borne in mind when comparing the figures with those given for previous years, otherwise the extension of public instruction in that State would seem to be incommensurate with the growth of population. As a matter of fact, the progress has been rapid, and 19 new State schools were opened in 1901.

As shown in the previous table, the total number of teachers employed in the 8,689 State schools was 18,123—8,099 males and 10,024 females—exclusive of sewing-mistresses, of whom there were 74 in New South Wales, 415 in Victoria, 13 in South Australia, 48 in Western Australia, and 176 in New Zealand. New South Wales is the only State where employment is afforded to a greater number of male teachers in comparison with females; in all the other provinces there is a large preponderance of female instructors. In most of the States provision is made for the training of teachers. In New South Wales, the Fort-street Training School for male students had 28 students in training in 1901, 15 of whom held full-scholarships, 10 held half-scholarships, and 3 were non-scholarship students; while at the Hurlstone Training School for female students there were 37 students in residence, 15 of whom held full-scholarships, 10 half, and 12 non-scholarships. At the Fort Street Training College, residence and board and lodging are not provided, but full-scholarship students receive an allowance of £72 per annum, and half-scholarship £36, while no allowance is granted to non-scholarship students. The Hurlstone College is a residential institution, and scholarship students receive free board and lodging with an allowance of £1 per month, half-scholarship students pay £15 a year and receive an allowance of 10s. per month, and non-scholarship students pay £30 per annum. The Victorian Training College, which was closed for some time in accordance with the policy of retrenchment, was re-opened in 1900. On the 1st January, 1901, there were 50 students holding scholarships, while 7 others paid fees for the training received. There were 38 students in the training college in South Australia. A scheme for the more efficient training of pupil-teachers has been arranged, under which, for the first two years of their course, these young people will not be required to teach, but will receive instruction at the Pupil Teachers' School. For the third and fourth years they will engage in practical teaching, and may then be entered as students at Adelaide University for a period of two years. In New Zealand, teachers are trained at normal schools in Christchurch and Dunedin and at the Napier Training School. An interesting experiment in

connection with the training of teachers was the holding of a Summer School in Victoria at the close of 1901. About 600 teachers applied for permission to attend, and of these 120 were selected. Lectures on such subjects as Principles of Education, Kindergarten, &c., were given by experts, and the experiment proved so successful that it is intended to make the institution an annual one.

ENROLMENT AT STATE SCHOOLS.

The quarterly enrolment of pupils at the State schools of Australasia for the year 1901 and the proportion such figures bear to the total population is given in the following table :—

State.	Quarterly Enrolment.	Percentage of Population.
New South Wales.....	212,725	15·50
Victoria .....	194,125	16·13
Queensland .....	89,510	17·74
South Australia.....	57,744	15·90
Western Australia.....	20,484	10·92
Tasmania .....	19,236	11·08
Commonwealth .....	593,824	15·61
New Zealand ... ..	132,869	17·05
Australasia .....	726,693	15·86

It will be seen that the largest percentage of the population enrolled at State schools was to be found in Queensland, and the lowest in Western Australia. Such a comparison, however, is of very little value, because the proportion which the children of school age bear to the total population varies considerably in the different States, being as low as 14 per cent. in Western Australia, up to 17 per cent. in Queensland and South Australia, and 19 per cent. in New South Wales. In Western Australia, which is still at its pioneer stage, there must of necessity be a much smaller percentage of dependent children than in the more widely settled states.

More important, perhaps, than the number of children enrolled is the average attendance. This, for scholars at the State schools during the year 1901, was 558,127, representing about 64 per school and 31 per



teacher, and 12·18 per cent. of the population of Australasia. The figures for the individual states will be found appended :—

State.	Scholars in average attendance.			
	Total.	Per School.	Per Teacher.	Per-centage of popula-tion.
New South Wales .....	154,404	55	30	11·25
Victoria .....	147,020	76	32	12·22
Queensland .....	70,432	73	30	13·96
South Australia .....	43,789	62	33	12·06
Western Australia .....	16,426	68	28	8·76
Tasmania .....	14,259	42	22	8·21
Commonwealth .....	446,330	64	31	11·73
New Zealand .....	111,797	67	31	15·14
Australasia .....	558,127	64	31	12·18

According to the official returns, the proportion of the quarterly enrolment of scholars in average attendance was highest in New Zealand, the percentage for which colony was 85·1. This was followed by Western Australia with 80·2 per cent., while Queensland was third with 78·7 per cent. The percentage for Victoria was 75·8; for South Australia and Tasmania, 74·1; and for New South Wales, 72·6. The percentage of the population of New Zealand—15·14—shown as in average attendance at the State schools, it must be remarked, is rather higher than it should be, on account of a number of Maori children attending the ordinary schools in districts where there are none established for the “natives,” while the basis on which the proportion has been calculated is the population exclusive of aborigines. Still, when full allowance has been made on this score, the percentage is higher than is found in any other State. The “Native” schools in New Zealand, of which the number was 91, had a teaching-staff of 158, exclusive of 14 sewing-mistresses, in 1901, with an enrolment of 3,273 and an average attendance of 2,592 scholars, and the expenditure on the schools during the year amounted to £23,316. Of the 3,273 children enrolled at these schools, 2,632 were Maoris 303 were half-castes, and 338 were Europeans.

#### COST OF PRIMARY EDUCATION.

The official reports of the various States show that during the year 1901 the cost of administration and maintenance of the State schools of Australasia was £2,335,042, while the revenue from fees, rents, sales of books, etc., amounted to £104,730, leaving a net cost to the State of £2,230,312, excluding a sum of £232,006 expended on school premises. Assistance to private schools where primary or secondary education is

given is not included in these figures. The expenditure for each of the States will be found below. In the case of New Zealand, the amounts given in the table represent the disbursements of the Education Boards, and not the actual capitation grant received from the Government during 1901, as the former figures more accurately represent the cost of the State schools for the twelve months. From the total cost to the State in that colony, the receipts from the Education Reserves, £40,971, have not been deducted, as the capitation grant is now reduced by an amount equivalent to the rents derived from these reserves, so that practically they are paid into the Consolidated Revenue. The figures do not give the whole expense to the State, as most of the principal teachers enjoy residences for which no rent charge is made. In the case of New South Wales, the annual value of these residences is about £38,000 :—

State.	Expended on Administration and Maintenance.	Receipts from Fees, Rents, &c.	Net Cost to State, excluding Premises.	Expended on School Premises.
	£	£	£	£
New South Wales.....	694,158	76,617	617,541	57,663
Victoria* .....	665,577	11,087	654,490	36,040
Queensland .....	252,388	.....	252,388	33,820
South Australia .....	153,641	3,846	149,795	13,656
Western Australia.....	69,566	1,211	68,355	28,751
Tasmania.....	59,618	10,945	48,673	8,143
Commonwealth.....	1,894,948	103,706	1,791,242	178,073
New Zealand .....	440,094	1,024	439,070	53,933
Australasia .....	2,335,042	104,730	2,230,312	232,006

\* Year ending 30th June, 1901.

In the States of Victoria, Queensland, South Australia, Western Australia, and in the Colony of New Zealand, primary education is free; in the other States a small fee is charged, but, as will be seen from the table, the revenue derived from this source is very small in Tasmania. In New South Wales the fee charged is 3d. per week for each child, the sum payable by one family being limited to one shilling; and the receipts amount to a considerable sum annually, totalling £76,617 in 1901. Free education is, of course, given to those children whose parents cannot afford to pay for them, and the number of children so treated during last year was 28,114—equal to 11·6 per cent. of the gross enrolment of distinct pupils; the average for the last five years being 12·6. In Tasmania, at the beginning of 1901, new regulations came into force, under which school fees, which had till then constituted part of teachers' incomes, are paid into the Treasury, the teachers receiving, by way of compensation, an addition to their salaries to an extent and for a period exactly defined. Free education is

granted in cases of necessity, and for this purpose free public schools were established in Hobart and Launceston; but as it was considered that this system affixed a brand of pauperism to the children making use of them, they have now been abolished, and the pupils find free education at the ordinary schools. In 1899 an Education Act was passed in Western Australia, which had for its chief object the granting of free education to all children of compulsory school age. The work of compulsion was also systematised, and the returns for 1901 show the highest percentage of attendance for any year since 1870.

Although primary instruction is free in Victoria, Queensland, South Australia, Western Australia, and New Zealand, yet Queensland is the only State where no fees were received in 1901; but, as pointed out on a previous page, the State receives contributions from local districts towards the construction of school buildings, the amount of such contributions in 1901 being £2,901. In Victoria fees are charged for instruction in extra subjects, such as book-keeping, shorthand, algebra, Euclid, French, Latin, Science, &c. During last year extra subjects were taught in 118 schools, and the fees collected represent £2,415 of the sum of £11,087 shown above, the balance, consisting of £8,672, being made up of fines, rents, and the amount realised by the sale of publications; and although not directly applied by the State towards the reduction of departmental expenditure, has been so treated here. In South Australia the receipts during 1901 included £3,733 from sale of books and school materials, and sundry receipts amounting to £113.

It will be seen from the above table that, excluding the expenditure on school premises, the net cost of public instruction in Australasia in 1901 was £2,335,042. This is equivalent to £3 19s. 11d. for each child in average attendance during the year; while, if the expenditure on buildings is taken into account, the amount reaches £4 8s. 3d. per child. The figures for each of the six States and for the colony of New Zealand are presented below:—

State.	Net Cost to State, per scholar in average attendance.	
	Excluding School Premises.	Including School Premises.
New South Wales .....	£ s. d. 3 19 11	£ s. d. 4 7 5
Victoria .....	4 9 0	4 13 11
Queensland .....	3 11 8	4 1 3
South Australia .....	3 6 3	3 12 7
Western Australia.....	4 3 3	5 18 3
Tasmania.....	3 8 3	3 19 8
Commonwealth .....	4 0 0	4 8 0
New Zealand .....	3 18 6	4 8 2
Australasia .....	3 19 11	4 8 3

Expenditure on education in a large State like Western Australia, with a sparse but rapidly-expanding population, must of necessity be proportionately higher than in the older settled Eastern States. The figures for administration are also swollen by reason of the fact that private schools are inspected by the Departmental officers, and also receive various registers free of cost. With the exception of Western Australia, where there was a decrease amounting to 10s. 1d. per scholar, all the States show an increase in expenditure on administration and maintenance per child in average attendance as compared with the figures for 1897-98. For New South Wales the increase amounted to 6s. 10d. per scholar; for Victoria, to 6s. 11d.; for Queensland, to 4s. 10d.; for South Australia, to 5s. 2d.; for Tasmania, to 12s. 8d.; and for New Zealand, to 1s. 10d.

#### ENCOURAGEMENT OF SECONDARY EDUCATION.

Before passing to the consideration of private schools, reference may be made to the encouragement of secondary education by the State, apart from grants to the Universities. In New South Wales there are numerous private colleges of a high class, and there are four State High Schools—two for boys and two for girls—where higher education may be obtained at a moderate cost; as well as 113 Superior Schools, in the higher classes of which pupils are prepared for the public examinations. In 1901 the expenditure on the High Schools amounted to £6,596. A scheme of scholarships for the Sydney Grammar School, for High and Superior Schools, and for the University, is in existence. In 1901, 105 candidates were successful at these examinations. Fifty-one secured scholarships and 40 bursaries for High and Superior Schools; 5 bursaries at the Sydney Grammar School; and 9 University bursaries.

In Victoria, as previously pointed out, extra subjects are taught for a small fee at 118 of the public schools. For the encouragement of secondary education, 200 scholarships were granted from 1886 to 1890, but in 1891 the number was reduced to 100, and in 1892 to 75. Consequent on the retrenchment policy already alluded to, these scholarships were abolished in 1893, but the principals of private colleges offered a large number of exhibitions to children attending State schools. The Department, however, decided to introduce paid scholarships similar to those withdrawn in 1893; and under the new scheme, 60 exhibitions of the annual value of £10 are awarded, the first examination for which was held in December, 1900. There were 72 scholarships awarded in 1901 to State school pupils by principals of the various secondary schools. The Department annually bestows a number of exhibitions to the University on pupils who have gained scholarships at

secondary schools. At the examinations for these exhibitions, held in January, 1901, 19 candidates were successful. There are at present 70 exhibitions.

Steps have recently been taken in Queensland to add to the curriculum of the State schools, in order that they may be brought more into line with the superior public schools of New South Wales. Secondary education, however, has long been provided for by the liberal endowment of the private grammar schools, and by a system of scholarships for these schools, which at present number ten. Each school is subsidised to the extent of £1,000 annually; and the total amount of endowments and grants by the State to these institutions to the end of 1901 was £276,535. At the annual examinations for scholarships, 198 boys and 81 girls competed, while three exhibitions to universities were gained by grammar school pupils. In the last quarter of 1901 there were altogether 108 State scholars in attendance at the various grammar schools. Of the 72 exhibitions granted since the year 1878, when they were first instituted, 54 have been gained by students who had previously won scholarships from State schools.

In South Australia the Advanced School for Girls was attended by 133 pupils in 1901. The fees amounted to £1,218, and the expenditure to £1,338, so that there was a loss on the year's transactions of £120, against which must be set the fact that 35 bursary-holders were taught free. There are twelve bursaries for this school annually awarded to State school pupils. Six University scholarships of the value of £35 each are annually awarded to day students on the recommendation of the University Council, and 18 other scholarships of £10 each are awarded to evening students. There are also available 24 exhibitions and 24 bursaries for boys and girls, and 20 junior scholarships are also offered annually to pupils attending schools under the Minister. In Western Australia there is a high school for boys at Perth, which in 1901 received Government aid to the extent of £1,083. In 1901 the number of pupils on the roll, including boarders, was 96, and the average daily attendance was 93. Two State scholarships for this school, valued at £75 each and tenable for three years, are awarded annually. The Government also offers annually ten bursaries of the value of £10 to children attending the elementary schools of the State—five to boys, and five to girls. In Tasmania a system of exhibitions was at one time in force, but none have been granted since 1893. New Zealand has 25 incorporated or endowed secondary schools, with a regular teaching staff of 157, and a visiting staff of 54. At the end of 1901 there were 2,899 pupils on the rolls, and the average attendance for the year was 2,744. The receipts for 1901 amounted to £53,330, including £23,300 derived from interest on investments and rents of reserves, and £26,280 from fees. These schools, it should be noted, are not supported directly by the State. Some have endowments of land, and others receive aid from the rents derived from the Education Reserves administered by the School Commissioners.

PRIVATE SCHOOLS.

At the end of 1901 there were 2,763 private schools in Australasia, with a total teaching staff estimated at 9,159. The total number of pupils on the rolls was 165,499, and the average attendance, 131,679. Below will be found the figures for the individual States and for New Zealand. At the end of 1895, the Government subsidy was withdrawn from the assisted schools in Western Australia, and, thenceforward, information respecting these institutions is incorporated in the returns for private schools:—

State.	Schools.	Teachers.	Enrolment.		Average Attendance.
			Total.	Percentage of Population.	
New South Wales...	889	3,353	60,282	4·39	48,137
Victoria .....	884	2,652	48,150	4·00	35,857
Queensland .....	159	603	14,180	2·81	11,985
South Australia ...	230	709	11,310	3·11	10,263
Western Australia	77	281	5,810	3·09	4,645
Tasmania .....	215	751	10,373	5·97	7,580
Commonwealth	2,454	8,349	150,105	3·95	118,472
New Zealand .....	309	810	15,344	1·97	13,207
Australasia ...	2,763	9,159	165,499	3·61	131,679

In New South Wales there has been a large increase in private schools during the past ten years. Since 1891 the number of schools has increased from 704 to 889, and the enrolment from 45,018 to 60,282. Of the private schools in the State, 341 are Roman Catholic, as compared with 61 connected with the other Churches, while 487 are undenominational; but of the scholars enrolled, more than three-fifths—41,486—are in attendance at Roman Catholic schools, while 3,966 attend Church of England schools; 1,284, schools belonging to other denominations; and 13,546, the undenominational schools. Since 1891 the pupils of the Roman Catholic schools have increased by 35 per cent., which is about 1 per cent. higher than the general rate of increase. Many of these private schools are institutions of a high class. Only one—the Sydney Grammar School—is assisted by the State, which provides a statutory endowment of £1,500 per annum. In 1901 the staff of this school consisted of 25 teachers; the total enrolment was 683; the average enrolment, 565; and the average daily attendance, 537. The receipts for the year totalled £11,246, of which £9,611 represented fees; while the expenditure was £10,630.

From returns furnished by the principals of private schools in Victoria, it appears that the total number of institutions has increased from 872 in 1894 to 884 at the end of 1900, while the gross enrolment increased from 44,038 to 51,834 during the same period. In this State the principals of a number of the private colleges have granted scholarships at their institutions to State school pupils since the Government retrenched in this respect. These colleges are not subsidised by the State.

Of the 159 private schools in Queensland, the principal are the ten grammar schools, which are situated at Brisbane, Ipswich, Maryborough, Rockhampton, Townsville, and Toowoomba. In each of the first four towns there are two schools—one for girls and one for boys. In 1901 the teaching staff of the grammar schools consisted of 55 permanent and 20 visiting teachers; the aggregate number of pupils on the rolls was 929; and the average daily attendance, 788. As previously mentioned, each of the ten schools receives an annual grant of £1,000 from the State. During 1901 the total receipts amounted to £29,279, and the expenditure, including salaries, to £28,821.

There is no special information available with respect to the private schools in South Australia. In Western Australia the principal private institution is the Perth High School for Boys, which, in 1901, received Government aid to the extent of £1,083. The school is under the supervision of a Board of Governors. In 1901 the teaching staff numbered 5; the total number of pupils enrolled was 96, of whom 26 were boarders; and the average daily attendance was 93.

Included with the 215 private schools in Tasmania are 19 grammar schools and colleges, 6 of which are undenominational in character, 7 are connected with the Church of England, 3 with the Roman Catholic Church, 1 with the Wesleyan Church, 1 with the Presbyterian Church, and 1 with the Society of Friends. There were 119 permanent teachers at these institutions in 1900, and accommodation was provided for 2,819 students. The average attendance during the year was 2,191, of whom 467 were of the age of 15 years and upwards. As in New South Wales, the majority of the pupils at private institutions in New Zealand are enrolled at the Roman Catholic Schools. At the beginning of 1901 the number of schools belonging to this denomination was 132, at which 10,687 scholars were enrolled, with an average daily attendance of 9,228.

#### DIFFUSION OF EDUCATION.

It will be seen that the Governments of the various States have done much for the instruction of the children, and throughout Australia and New Zealand attendance at school of children of certain ages is compulsory. Unfortunately, in spite of the law and in spite of the educational facilities afforded by the states, large numbers of children are growing up in total ignorance, and a large number with very little

instruction. It must not be supposed that the officials of the public departments controlling instruction are to blame for this lamentable state of affairs; on the contrary, they have made, and continue to make, protests against the continuance of the evil, but the rescuing of children from the neglect of parents, and the effects of their own depraved inclinations, does not seem to appeal very strongly to the legislatures of these States.

As regards New South Wales the census returns for 1901 showed that there were 17,464 children of school age, that is 6 and under 14 years, who were not receiving instruction either at school or at home. If allowance be made for those who possessed certificates showing that they had been educated up to the requirements of the Education Act, and who numbered approximately 5 percent. of the number quoted, there still remain about 16,600 children presumably growing up in blank ignorance. In addition to these a large proportion of the scholars enrolled at State schools fail to attend the requisite 70 days in each half-year. With respect to private schools the State has no means of ascertaining whether the teachers are competent to impart instruction, while nothing can be said regarding regularity of attendance at these institutions as the principals are not compelled to produce returns. Legislation to cope with the truancy evil is in contemplation by the State. At present the parents of children attending public schools are liable to prosecution if their children do not attend the number of days prescribed by the Act. Private schools are not interfered with, while there is no adequate provision made for tracing and dealing with children who are not enrolled at any school.

In Victoria, the school ages are from 6 to 12 years, both inclusive, and a careful estimate shows that the number of children of school age in 1900 was 201,000. The average number of children of school ages who completed the statutory attendance was 117,251, and 2,400 others did not attend the requisite number of days, but held certificates of exemption, while 1,000 scholars who entered or left during the currency of a quarter were considered to have complied with the requirements of the Act. In addition, there were 21,640 children who were exempt from regular attendance under Section 13 of Act 1086. The total under instruction was, therefore, 142,291. Assuming that the attendance at private schools was in the same ratio as that for State schools the number regularly instructed in these institutions was 27,950, There were in addition about 8,000 children regularly instructed at home, so that the total number of school age who were receiving regular instruction was about 178,000. Of the remaining 23,000 some were receiving tuition for a small portion of the year, but the great majority were apparently growing up in ignorance.

With regard to the other States, no definite information is available but doubtless it would be found that there is great room for improvement with respect to the attendance at school of children of the compulsory ages.



## UNIVERSITY EDUCATION.

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 province of Australasia was at that time sufficiently advanced in wealth and population to follow the example thus set; but New Zealand in 1870, South Australia in 1874, and Tasmania in 1890, each founded a University. 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 income received by the Sydney, Melbourne, Adelaide, and Tasmanian Universities in 1901 was as follow :—

University.	Government Endowment.	Lecture Fees.	Other Sources.	Total.
	£	£	£	£
Sydney.....	9,800	11,619	14,347	35,766
Melbourne .....	15,750	9,000	4,750	29,500
Adelaide .....	6,556	7,238	5,230	19,024
Tasmania.....	4,000	748	969	5,717

In addition to the above annual endowment, the Adelaide University has received a perpetual endowment of 50,000 acres of land from the Government of South Australia. The University of New Zealand has a statutory grant of £3,000 a year from Government, and an additional income of about £2,500 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 University of Otago derives a sum of about £5,500 annually from rents of reserves.

The number of students attending lectures in 1901 is shown below. In New Zealand the students keep their terms principally at the University of Otago, the Canterbury College, the Victoria College, and the Auckland University College.

University.	Students attending Lectures.		
	Matriculated.	Not Matriculated.	Total.
Sydney .....	574	83	657
Melbourne .....	496	102	598
Adelaide .....	257	234	491
New Zealand .....	581	202	783
Tasmania.....	49	4	53
Total .....	1,957	625	2,582

Attached to the University of Sydney there are three denominational colleges for male students, and a fourth, undenominational in character, for female students. In Melbourne there are three affiliated denominational colleges, one of which contains a hall for the accommodation of female students. In Adelaide and Hobart there are no affiliated colleges attached to the University; and in New Zealand the University itself is an examining and not a teaching body, the students keeping their terms at three undenominational colleges at Dunedin, Christchurch, and Auckland, besides several smaller institutions which have supplied a few graduates.

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 conferred by the five Universities, including those bestowed on graduates admitted *ad eundem gradum*, is as follows:—

Sydney.....	1,977
Melbourne .....	3,320
Adelaide .....	473
New Zealand .....	895
Tasmania.....	138

and there are about 1,600 students qualifying for degrees at the present time.

#### TECHNICAL EDUCATION.

Technical instruction is given in nearly all the capital cities of Australasia, as well as in many other parts of the country, and there is every probability that instruction in such matters will before long be still further extended. The State expenditure on this important branch of education in five of the Commonwealth provinces and in New Zealand will be found below; information for South Australia is not available:—

	£
New South Wales .....	27,674
Victoria.....	26,225
Queensland .....	11,419
Western Australia .....	1,432
Tasmania .....	1,338
New Zealand .....	7,132

In New South Wales, during the year 1878, a sum of £2,000 was granted by Parliament towards the organisation of a Technical College, and for five years the work of the institution was carried on in connection with the Sydney School of Arts. In 1883, however, a Board was appointed by the Government to take over its management, and the Technical College thenceforth became a State institution. Towards the end of 1889 the Board was dissolved, and the institution came under the direct control of the Minister of Public Instruction. The College, which, with the Technological Museum, is housed in a fine building at Ultimo, Sydney, is open to both male and female students. Branch technical schools have been established in the suburbs of Sydney and in many of the country districts, and technical instruction is also given in some of the public schools. In 1901 there were 325 technical classes in operation, of which 140 were held in Sydney and suburbs, 158 in the country districts, and 27 in connection with the public schools. The enrolment at these classes was 12,548, namely, 7,646 in Sydney and suburbs, 3,424 in the country districts, and 1,478 at the public schools. The number of individual students under instruction during the year was 9,267, and the average weekly attendance 7,721. In 1896 a Technical College was opened at Newcastle, and a new College at Bathurst in June, 1898. During the year the expenditure by the Government on technical education amounted to £33,630, exclusive of expenditure on the Technical Museum and branches. Fees to the amount of £5,742 were received from the students.

Technical education in Victoria has extended rapidly, but while the Government of New South Wales has wholly borne the cost of this branch of instruction, 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. In 1901 there were 18 Schools of Mines and Technical Schools receiving aid from the State. The total State expenditure during the year was £26,225.

Technical education has well advanced in South Australia. The School of Design in Adelaide during 1900 had 504 students on the roll, and there were branch schools at Port Adelaide and Gawler with an enrolment of 28 and 37 students respectively. The School of Mines and Industries, founded in 1889, received Government aid in 1901 to the extent of £3,250, while the receipts from fees and sale of materials to students amounted to £2,532. Manual instruction is imparted in the public schools, and special instruction in agriculture is also given at various country centres. At the Adelaide Agricultural School 101 pupils were enrolled during the year, and there was an average attendance of 56.8.

In Queensland technical education has received some attention, although there is no direct State control outside of North Brisbane. There are 15 colleges attached to Schools of Art at various centres, and these are subsidised at the rate of £ for £ of fees from students. In 1901 the total payments of the State to these institutions amounted to

£11,419. The total receipts of the Colleges during the year reached a sum of £23,582; and the expenditure was £22,520, of which salaries of teachers absorbed £13,771. The number of individual students receiving instruction was 5,465, namely, 2,612 males and 2,853 females. Statutory provision was made for providing technical instruction in mining by the passing of the School for Mines Act of 1894," but up to the present its provisions have not been availed of.

In Tasmania the foundations of new Technical Schools were laid in 1889 in Hobart, and there is a branch school in Launceston. The schools are under the direction of local Boards of Advice, the members of which act directly under the Minister in charge of education. The average attendance of students in 1901, including those in the two Schools of Mines, was 689. The total receipts for the year came to £3,235. In Western Australia a Technical School was opened in Perth on the 16th May, 1900. The total number of students enrolled in 1901 was 113, of whom 99 were males, and 14 females. The receipts during the year were £221, chiefly from fees, and the expenditure amounted to £1,432.

In New Zealand there is a School of Mines in connection with the University of Otago, and two other Schools of Mines in mining districts; a School of Engineering and Technical Science, in connection with the Canterbury College; and an Agricultural College at Canterbury. Under the Manual and Technical Elementary Instruction Act of 1895, State aid is granted to classes established for the purpose of imparting instruction in such branches of science and art as are encouraged by the Science and Art Department, South Kensington, and the City and Guilds of London Institute. Workshops have been established in connection with some of the public schools, and part of the school day may be given to elementary manual instruction. For the financial year ended March, 1901, the expenditure on technical instruction was £7,132, of which £2,806 represented capitation allowances, £3,596 was absorbed in special grants, and £730 represented a £ for £ subsidy on local contributions. At the three mining schools, the number of students is about 230. There are 41 students at the Canterbury Agricultural College, and 89 at the School of Engineering and Technical Science in connection with the Canterbury College.

#### GENERAL EDUCATION.

Striking evidence of the rapid progress made by these States in regard to education is afforded by a comparison of the educational status of the people as disclosed by the five census enumerations of 1861, 1871, 1881, 1891, and 1901. In those years the numbers who could read and write, read only, and who were unable to read were as follow,

children under five being considered unable to read, no matter how returned at the census :—

Degree of Education.	New South Wales.	Victoria.	Queensland.	South Australia.	Western Australia.	Tasmania.	Commonwealth.	New Zealand.	Australasia.
1861.									
Read and write...	188,543	327,800	17,181	72,207	8,446	48,281	662,458	67,998	730,456
Read only .....	46,024	56,945	3,714	18,629	1,559	13,137	140,008	8,922	148,930
Cannot read ....	116,293	155,577	9,164	35,994	5,585	28,559	351,172	22,101	373,273
1871.									
Read and write...	296,741	478,572	74,940	115,246	18,703	55,939	1,040,141	177,419	1,217,560
Read only .....	56,391	70,959	12,080	21,123	2,614	13,945	177,152	19,240	196,392
Cannot read ....	150,849	181,957	33,084	49,257	4,036	29,444	443,627	59,734	508,361
1881.									
Read and write...	507,067	651,567	136,718	200,057	19,697	74,967	1,500,073	346,228	1,936,301
Read only .....	49,372	49,535	13,631	15,267	2,429	9,605	139,839	27,323	167,162
Cannot read ....	195,029	161,244	63,176	64,541	7,582	31,133	522,705	116,352	639,087
1891.									
Read and write...	835,570	908,767	276,381	236,514	34,254	103,138	2,394,624	484,198	2,878,822
Read only .....	43,536	32,817	14,618	9,571	2,061	6,287	108,890	24,902	133,792
Cannot read ....	244,848	198,821	102,719	74,346	13,467	37,242	671,443	117,558	789,001
1901.									
Read and write...	1,071,939	996,885	374,153	282,834	149,268	133,132	3,008,211	632,936	3,641,147
Read only .....	29,725	24,021	11,352	7,252	2,965	3,804	79,119	14,580	93,699
Cannot read ....	253,182	180,161	111,091	72,521	31,891	35,539	684,385	122,346	806,731

The figures in the preceding table refer to the total population, and the number of illiterates is therefore swollen by the inclusion of children under school-going age. If the population over 5 years of age be considered in comparison with the total population, the results for the whole of Australasia will be as follow :—

Degree of Education.	Whole Population.				
	1861.	1871.	1881.	1891.	1901.
Read and write .....	730,456	1,217,560	1,936,301	2,878,822	3,641,147
Read only .....	148,930	196,392	167,162	133,792	93,699
Cannot read .....	373,273	508,361	639,087	789,001	806,731
Total .....	1,252,659	1,922,313	2,742,550	3,801,615	4,541,577
Degree of Education.	Population over 5 years of age.				
	1861.	1871.	1881.	1891.	1901.
Read and write .....	730,339	1,130,145	1,936,111	2,878,813	3,490,130
Read only .....	143,908	190,545	161,295	128,445	90,011
Cannot read .....	168,929	285,286	243,583	262,515	426,500
Total .....	1,043,176	1,605,976	2,340,989	3,269,773	4,006,731

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.	1901.	1861.	1871.	1881.	1891.	1901.
Read and write . . . .	5,331	6,334	7,060	7,573	8,017	7,001	7,035	8,270	8,504	8,710
Read only . . . . .	1,189	1,022	610	352	206	1,380	1,186	630	393	225
Cannot read . . . . .	2,980	2,644	2,330	2,075	1,777	1,619	1,776	1,041	803	1,065
Total . . . . .	10,000	10,000	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 there were only 7,001 persons who could read and write out of every 10,000 people over 5 years of age, the number in 1901 had increased to 8,710, while those who were totally illiterate had in the same period decreased from 1,619 to 1,065. The figures show that while there has been an increase in degree of education since 1891 for the whole population, the rate for persons over 5 years of age has slightly declined.

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, 1891, and 1901, numerically and per 10,000:--

Degree of Education.	Total between 5 and 15 years.					Per 10,000 children.				
	1861.	1871.	1881.	1891.	1901.	1861.	1871.	1881.	1891.	1901.
Read and write	114,353	288,154	482,719	674,012	832,708	4,637	5,911	7,058	7,565	8,137
Read only . . . .	68,038	102,316	86,574	69,640	54,275	2,750	2,099	1,266	782	499
Cannot read . . .	64,237	96,986	114,654	147,280	147,336	2,004	1,900	1,676	1,653	1,364
Total . . . . .	246,628	487,456	683,947	890,932	1,034,319	10,000	10,000	10,000	10,000	10,000

The proportion of those able to read and write has, therefore, grown from 4,637 to 8,137 in every 10,000 children during the forty years which the table covers, while the number of those able to read only in 1901 was less than one-sixth of what it was in 1861, and the wholly illiterate had decreased by nearly one-half during the period.

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 appended. Where a blank is shown the information is not available.

State.	1861.			1871.			1881.			1891.			1901.		
	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	596	989	3,053	573	768	6,284	347	525	8,457	273	248	10,538	142	141
Victoria .....	4,434	..	..	4,613	342	650	5,896	171	245	8,780	110	133	8,406	47	42
Queensland .....	320	..	..	970	..	..	1,703	84	169	2,905	88	109	3,341	72	99
South Australia ..	1,158	..	..	1,250	..	..	2,308	100	159	2,315	40	49	2,309	31	12
Western Australia.	149	..	..	159	..	..	197	..	..	413	..	..	1,821	18	18
Tasmania .....	717	..	..	598	..	..	856	..	..	988	..	..	1,338	65	45
Commonwealth	10,000	..	..	11,623	..	..	17,244	..	..	23,858	..	..	27,753	375	357
New Zealand ....	878	..	..	1,864	..	..	3,279	105	190	3,805	53	64	6,095	28	38
Australasia ....	10,878	..	..	13,487	..	..	20,523	..	..	27,663	..	..	33,848	403	395

The percentages for those States for which the necessary information is available are 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
1901 .....	1·19	1·17	1·18

The percentage in 1901 was, therefore, less than one-twentieth that in 1861, and there is every reason to expect that in the course of another few years it will be still further diminished.

#### PUBLIC LIBRARIES.

In all the States public libraries have been established. The 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, for the latest year for which information is available:—

	No. of Libraries.	No. of Books.
New South Wales .....	340	520,000
Victoria .....	342	752,191
Queensland .....	140	166,589
South Australia .....	156	303,265
Western Australia .....	53	82,164
Tasmania .....	43	86,226
New Zealand .....	304	409,604
Australasia .....	1,378	2,320,039