

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 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.

Progress of Education.

Denominational Schools.

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. Education is compulsory in all the colonies, except Queensland. It is entirely free in

Primary Education.

Victoria, Queensland, and New Zealand, while small fees are charged in the other colonies, but 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 "

New South
Wales.

State aid to
Denominational
Schools.

Present system
of Public
Instruction.

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. 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 1889 there were 2,373 public schools, with an average attendance of 114,569 children out of 191,215 enrolled. 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 1889 to £2,350. 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.

Schools in New South Wales.

In Victoria 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 1889 Victoria had 2,063 State schools, with an average attendance of 130,859 scholars, out of 202,822 enrolled. Religion is strictly forbidden to be taught during school hours, and not at any time must a 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.

Victoria.

The office of Minister for Education in the Government of Queensland is associated with some other office, usually that of the Postmaster-General. The Act now in force is of a tolerably liberal character, primary education being secular and free. The compulsory clause has not been adopted, as it would be a very difficult thing to enforce its provisions in the scattered and sparsely populated districts of the interior. The primary schools at the

Queensland.

end of 1889 were 584 in number, with an enrolment of 62,347 pupils, out of whom 40,472 were in average daily attendance. 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.

South Australia. The South Australian system of primary education 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 all those who are unable to pay the small fees charged. There were 540 primary schools at the end of 1889, with 44,576 children on the rolls, and an average daily attendance of 28,216. 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.

**Western
Australia.**

Quite a different system of education prevails in Western Australia. The public primary education is imparted in what are called elementary schools, which are entirely supported by the State, and provisional schools, which are subsidised to a less extent. 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 Fremantle, and further encouragement is given to secondary instruction by the institution of scholarships which are open for competition. At the end of 1889 there were seventy-three elementary and provisional schools, exclusive of assisted schools, in the colony, with 3,310 scholars on the roll, and an average attendance of 2,517. The local boards have power to enforce compulsory attendance.

In Tasmania there is no separate Minister for Education, but ^{Tasmania.} 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. They now number 229 in all, the average attendance being 8,973, out of an enrolment of 17,948 children. 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 ^{New Zealand.} secular and free. There is no separate department of education, but matters of this kind are looked after by one of the members of the Cabinet. 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 1889 there were 1,155 public schools thus supported by the State, with an average attendance of 94,308 scholars out of a total enrolment of 117,603. High schools, colleges, and grammar schools provides 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.

In addition to the ordinary primary schools the New Zealand ^{Maori Schools.} Government maintained schools for native children in localities where there are few or no Europeans. The number of scholars altogether in 1889 was 2,426, and the teaching staff numbered 94. The expenditure for 1889 was £16,057.

Number of
State Schools.

The following table gives the number of State schools in each of the colonies, together with the number of teachers and the average attendance of scholars :—

Colony.	Number of Schools.	Number of Teachers.	Number of Scholars to each School.	Average Attendance of Scholars.	
				Number.	Proportion to population
New South Wales	2,373	4,002	48	114,569	10·37
Victoria	2,063	4,586	63	130,859	11·85
Queensland	584	1,497	69	40,472	10·19
South Australia	540	1,076	52	28,216	8·78
Western Australia	73	122	34	2,517	5·86
Tasmania	229	459	39	8,973	6·03
New Zealand.....	1,155	2,894	81	94,308	15·36
Australasia.....	7,017	14,636	59	419,914	11·25

Attendance at
State Schools.

In proportion to population the average attendance at State schools is highest in New Zealand, Victoria being second, and New South Wales third. New Zealand occupies a very creditable position with regard to education, for even taking private schools into account as well as the State Schools, there are 17·55 per cent. of the whole population attending school, against 16·35 per cent. in Victoria, and 14·14 per cent. in New South Wales. Western Australia stands lowest on the list, owing, no doubt, to the sparseness of its population.

Children of
School age.

The number of children of "school age" in all the colonies for 1889 was 955,000. 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 :—

Number of children of school age :—

New South Wales	286,000
Victoria	286,000
Queensland	95,000
South Australia	78,000
Western Australia	11,000
Tasmania	36,000
New Zealand	163,000
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Australasia	955,000

Against the above total the gross enrolment of scholars, at ^{Enrolment of} both State and private schools, and the percentage of children of ^{Scholars.} school-going ages to the entire population, were :—

Colony.	Gross Enrolment.	Percentage to population of school-going age.
New South Wales	232,840	81·40
Victoria	252,568	88·45
Queensland	81,723	85·88
South Australia	58,403	75·15
Western Australia	4,744	44·35
Tasmania	22,787	62·37
New Zealand	131,061	80·55
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Australasia	784,126	82·14

Out of the total gross enrolment of 784,126 children, as just ^{Private and} given, 650,083 were enrolled in schools under the control of the ^{Denominational} Governments of the various colonies, and 134,043 were on the ^{Schools.} rolls of private and denominational schools. The difference between the number of children of school age and the number

Average daily attendance.

enrolled, amounting to 170,874, or 17·86 per cent. of the “school age” population, are either taught at home, or receive no education at all. The average daily attendance at the State schools of all the colonies was 419,914, or 64·59 per cent. of the gross enrolment. Calculated on the same percentage the average attendance at the various private schools would amount to 86,578, and that of all schools to 506,492. Compared with the total population of each Colony the proportion of children enrolled was as follows :—

Colony.	Enrolment per cent. of population.
New South Wales	20·75
Victoria	22·59
Queensland	20·10
South Australia	18·00
Western Australia	10·86
Tasmania	15·04
New Zealand ..	21·13
Australasia	20·71

This shows a school enrolment in Australasia of about one to every five inhabitants—a proportion as favourable as that of any European country.

Cost per child in the colonies.

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 last year, however, show that that Colony has now reduced its expenditure per child below that of Victoria, though it is still a little over that of Queensland. The following figures do not include cost of buildings :—

	Total cost per child of the average attendance.
New South Wales	£4 11 10
Victoria	5 1 11
Queensland	4 2 4
South Australia	3 15 3
Western Australia.....	3 17 1
Tasmania	3 13 10
New Zealand	4 8 11

The cost per child in average attendance at State Schools in Australasia therefore averaged £4 8s. 9d. for the year 1889.

The following is the State expenditure on primary education for 1889, exclusive of cost of buildings:—

	£
New South Wales	525,933
Victoria	666,862
Queensland	166,564
South Australia	106,240
Western Australia	9,698
Tasmania	39,737
New Zealand	348,114

Australasia £1,863,148

The number of schools, and of scholars enrolled in private schools, in 1889, was as follows:—

Private Schools.

Colony.	Number of Schools.	Number of Teachers.	Gross Enrolment of Scholars.	
			Number.	Percentage to Population.
New South Wales	1,884	700	41,625	3·77
Victoria	787	*	49,746	4·50
Queensland	130	457	9,294	2·34
South Australia	302	742	13,647	4·24
Western Australia	16	*	1,434	3·34
Tasmania	88	*	4,839	3·25
New Zealand	293	686	13,458	2·19
Australasia	3,500	134,043	3·59

* Information not available.

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 1889:—

	£
New South Wales	19,488
Victoria	33,804
Tasmania	1,434

The amount credited to Victoria includes a grant of £15,000 to the "Working Men's College," founded by the late Hon. F. Ormond, M.L.C.

Technical college.

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.

Number of students.

The college is open to students of each sex and, during 1889, about 446 female students attended for at least one term. The number of individual students in 1889 averaged 2,719 persons. The average daily attendance was 1,194.

Country classes

Branch technical schools have also been established in the suburbs, and in the northern, southern, and western districts of the Colony. In 1889 these country classes had an average of 840 students enrolled, with an average attendance of 371.

New building for technical college.

The Government are erecting a new building for the technical college and technological museum at Ultimo, in the western portion of the metropolis.

Cost of technical education.

In 1889 the expenditure of the Board of Technical Education amounted to £17,500 received from the State, and £1,988 from pupils, in all £19,488.

Technical education in Victoria.

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. In 1888 there were nearly 1,800 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.

Technical Education has well advanced in South Australia. The School of Mines and Industries has, in Adelaide, about 100 students on the roll. It is proposed shortly to extend the benefit of this class of education to the country districts. Also in Queensland Technical Education is active, the classes being worked in conjunction with the Metropolitan School of Arts, the number of students on the rolls being nearly 600.

South Australia
and Queensland.

In Tasmania the foundations of new Technical Schools were laid in 1889 in Hobart, but there are branch schools in Launceston. The schools are under the direction of local Boards of Advice, the members of whom act directly under the Minister of Education. The number of students in 1889 was 153.

Technical
schools in
Tasmania.

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 census of 1861 and of 1881. In these years the numbers who could read and write, read only, and who were unable to read, were as follow :—

Progress of
Education.

Educational pro-
gress since 1861.

Australasia.—Education of the People.

	1861.				1881.			
	Read and Write.	Read only.	Cannot Read.	Total.	Read and Write.	Read only.	Cannot Read.	Total.
New South Wales	188,543	46,024	110,293	350,860	507,007	49,372	195,029	751,408
Victoria	327,800	56,945	155,577	540,322	651,567	49,535	161,244	862,346
Queensland....	17,181	3,714	9,164	30,059	136,718	13,631	63,176	213,525
South Australia..	72,207	18,029	35,994	126,230	200,057	15,267	64,541	279,865
Western Australia	8,446	1,559	5,585	15,590	19,697	2,429	7,582	29,708
Tasmania.....	48,281	13,137	28,559	89,977	74,967	9,605	31,133	115,705
New Zealand	67,998	8,922	22,101	99,021	346,228	27,323	116,382	489,933
Total.....	730,456	148,930	373,273	1,252,659	1,936,301	167,162	639,087	2,742,550

DEGREE OF EDUCATION.

Educational
status of the
people.

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 :—

Degrees of Education of total Population, and of Population over 5 years for 1861 and 1881.

Degree of Education.	Population who could read and write, read only, and could not read.			
	Whole Community.		Community over 5 years of age.	
	1861.	1881.	1861.	1881.
	No.	No.	No.	No.
Read and write	730,456	1,936,301	730,339	1,936,111
Read only	148,930	167,162	143,908	161,295
Cannot read	373,273	639,087	168,929	243,583
Total	1,252,659	2,742,550	1,043,176	2,340,989

Percentage of
Education.

The same particulars expressed centesimally are :—

Degree of Education.	Whole Community.		Community over 5 years.	
	1861.	1881.	1861.	1881.
	per cent.	per cent.	per cent.	per cent.
Read and write	58·31	70·60	70·00	82·70
Read only	11·89	6·10	13·80	6·89
Cannot read	29·80	23·30	16·20	10·41
Total	100·00	100·00	100·00	100·00

It will be seen, therefore, that while, in 1861, of every 100 people over 5 years of age, there were only 70 who could read and write, this percentage, in 1881, had increased to nearly 83, while the number of those who were totally illiterate had, in the same period, decreased from 16 to 10 per cent. Decrease of illiteracy.

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 10 years in the years of 1861 and 1881, numerically and centesimally :— Improved education of the young.

Children between the ages of 5 and 10 years.

Degree of Education.	Total Numbers.		Percentage.	
	1861.	1881.	1861.	1881.
	No.	No.	per cent.	per cent.
Read and write	37,322	175,921	26·63	49·41
Read only	51,337	75,583	36·63	21·23
Cannot read	51,503	104,507	36·74	29·36
Total	140,162	356,011	100·00	100·00

The percentage of those able to read and write has therefore nearly doubled itself in 20 years, while the percentage of those able to read only has decreased in a marked degree, and the percentage of those wholly illiterate in 1881 was only about four-fifths of what it had been in 1861.

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 :— Marriage Register signed with marks.

Marriages, Australasia.												
	1861.			1871.			1881.			1889.		
	Marriages.	Marks.		Marriages.	Marks.		Marriages.	Marks.		Marriages.	Marks.	
		M.	F.		M.	F.		M.	F.		M.	F.
New South Wales	3,222	596	989	3,953	573	768	6,284	347	525	7,530	261	243
Victoria	4,434	*	*	4,693	342	650	5,896	171	245	9,194	139	127
Queensland	320	*	*	970	*	*	1,703	84	169	3,123	90	115
South Australia ..	1,158	*	*	1,250	*	*	2,308	100	159	2,062	49	45
Western Australia	149	*	*	159	*	*	197	*	*	300	*	*
Tasmania	717	*	*	598	*	*	856	*	*	967	*	*
New Zealand	878	*	*	1,864	*	*	3,279	105	190	3,632	73	94
	10,878			13,487			20,523	807	1288	26,808	612	624

* Information not available.

Percentages of
mark signatures.

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

Percentages of Mark Signatures.

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
1889	2·49	2·54	2·52

The percentage in 1889 was therefore only about 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.

Increase of
school attend-
ance.

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

Number of Children attending Public and Private Schools.

1861	130,060
1871	312,130
1881	670,776
1889	784,126

Population from 1861 to 1889 nearly trebled itself, but the number of school children in 1889 was about six times as great as in 1861.

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 Post Offices, these numbers had in 1889 increased to 161,154,000 and 92,395,000 respectively :—

Spread of education shown by Postal Returns.

Australasia.		
	Letters.	Newspapers.
1851	2,165,000	2,150,000
1861	14,801,000	11,640,000
1871	32,122,000	18,354,000
1881	85,483,000	47,611,000
1889	161,154,000	92,395,000

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	4·74	4·70
1861	11·80	9·26
1871	16·61	9·48
1881	30·87	17·19
1889	43·18	24·75

In 1889 the number of letters per inhabitant was, therefore, nine times, and that of newspapers five 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

Public Libraries.

libraries which furnished returns, and the number of books belonging to them, in 1889:—

	No. of Libraries.	No. of Books.
New South Wales.....	199	320,856
Victoria (1888)	352	670,152
Queensland.....	74	98,140
South Australia.....	136	141,289
Tasmania	37	54,206
New Zealand (1886).....	303	292,108
Total of six Colonies	1,101	1,576,751

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.

Endowments
and Fees.

The Government Endowment and Lecture Fees received by the Sydney and Adelaide Universities in 1889, and by the Melbourne University in 1888, were as follows:—

	Government Endowment.	Lecture Fees.
Sydney	£18,800	£5,667
Melbourne	15,500	13,282
Adelaide	3,201	3,382

In addition to the above annual endowment the Adelaide University has received a perpetual endowment of 50,000 acres of land from Government.

The number of students attending lectures in 1889 (Melbourne in 1888) is shown in the figures herewith :—

University.	Students attending Lectures.		
	Matriculated.	Not Matriculated.	Total.
Sydney	275	327	602
Melbourne	538	1	539
Adelaide	118	198	316
New Zealand (Affiliated Colleges)	332	256	588
Total	1,263	782	2,045

Attached to the University there are in Sydney three Colleges, while a fourth is in course of establishment for female students. In Melbourne there are also three Affiliated Colleges, and in both capitals these are connected with different religious bodies. In New Zealand there are four Affiliated Colleges—at Dunedin, Christchurch, Wellington, 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 conferred by those Universities of which returns have been made are as follows :—

Sydney	789
Melbourne (to 1888).....	1,430
New Zealand.....	249

and there are upwards of 1,300 students qualifying for degrees at the present time.