

## 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 „

Exemption certificates are granted to pupils below the maximum school age, provided they can pass an examination of a prescribed standard.

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 to

visit Europe and America and report upon the best educational methods pursued in those countries. Special attention was 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 Amending Bill 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, they were retired in 1902, and their duties relegated 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 1903 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.

Interest in educational matters has undoubtedly undergone a marked revival in the course of the last few years throughout the whole of Australasia. In New South Wales it has been considered that the prevailing system of state education is capable of expansion and modernisation, and a commission was appointed in 1902 to inquire into and report upon the methods employed in the chief continental countries and in America and Great Britain. This Commission presented its report in 1903, and several drastic changes in present methods were advocated. The reforms aimed at which are briefly alluded to in the succeeding paragraph cannot, of course, be introduced immediately in their entirety, but the system is being moulded gradually in accordance with them. In Victoria the system has been to a large extent remodelled ; Queensland and Western Australia have recently revised their standards ; South Australia has introduced some valuable improvements, and reform is foreshadowed in New Zealand.

As regards actual school work, Kindergarten methods are more freely employed in the early stages, while throughout greater efforts are being made to avoid the purely abstract and to correlate with the concrete. More attention is being devoted to the cultivation of the powers of observation by the introduction of courses of lessons in nature study in which the pupils are encouraged to observe and where possible handle the objects under discussion. The importance of developing the physical as well as the mental powers of the scholar is also receiving increased recognition in various directions.

## STATE SCHOOLS.

Exclusive of the native schools established by the New Zealand Government for the instruction of the Maori children, there were 9,034 public schools in Australasia at the close of the year 1903. 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 four 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 .....	2,862	3,068	2,386	5,454
Victoria .....	2,094	1,969	2,615	4,584
Queensland .....	1,006	1,137	1,241	2,378
South Australia .....	715	403	908	1,311
Western Australia .....	270	271	404	675
Tasmania .....	346	249	354	603
Commonwealth.....	7,293	7,097	7,908	15,005
New Zealand .....	1,741	1,417	2,278	3,695
Australasia .....	9,034	8,514	10,186	18,700

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 2,094. 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. The latest official returns give the number of schools converted into adjuncts as 84, while 270 others were closed and the children conveyed to central institutions in the various districts. Expenditure on conveyance for the year ended 30th June, 1903, amounted to £2,536.

The 1,006 schools in Queensland include 450 State schools, 108 special provisional schools, 445 ordinary provisional schools, and 3 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 1903.

As shown in the previous table, the total number of teachers employed in the 9,034 state schools was 18,700—8,514 males and 10,186 females—exclusive of sewing-mistresses, of whom there were 86 in New South Wales, 423 in Victoria, 9 in South Australia, 64 in Western Australia, 88 in Tasmania, 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 32 students in training in 1903, 15 of whom held full-scholarships, 10 held half-scholarships, and 5 were non-scholarship students; while at the

Hurlstone Training School for female students there were 42 students in residence, 15 of whom held full-scholarships, 11 half, and 16 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 30th June, 1903, there were 68 students attending the College of whom 29 were in their first year. 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 addition to the 79 pupil teachers of the first and second grade who attended daily at the institution, 53 others received tuition on Saturday mornings, and 7 were taught by correspondence, while 14 boys were also in attendance who had gained exhibitions entitling them to free tuition for three years, in accordance with the Education Regulations of 1900. In 1902 a Training College was opened in Western Australia. The building is situated at Claremont, about half-way between Perth and Fremantle, and is open for both day and resident students of both sexes. There is accommodation for 60 students and the first session opened with a total of 41, of whom 30 were females. In March 1904 there were 15 male and 37 female students, or a total of 52, of whom 37 were in residence. 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, etc., were given by experts, and the experiment proved so successful that the institution has now become an annual one, and the idea has been taken up with enthusiasm in some of the other states.

Within recent years it has come to be more or less clearly recognised that the pupil teacher system, as prevailing in these states, is not conducive to the acquirement of a satisfactory degree of professional ability, while the Training Colleges are hampered in their operations from the fact that they are dependent on the pupil teachers for their main supply



of students. Instead of allowing these young people to teach with varying degrees of success for a certain period and then admitting them to a Training College, it is proposed to give a course of training antecedent to appointment in the schools. It will be seen from a preceding page that this idea has received practical application in the state of South Australia. In New South Wales it is proposed to establish normal schools at various centres for the purpose of training teachers, and to enlarge the scope of the present training schools.

#### ENROLMENT AT STATE SCHOOLS.

The average enrolment of pupils at the State schools of Australasia for the year 1903 and the proportion such figures bear to the total population is given in the following table :—

State.	Average Enrolment.	Percentage of Population.
New South Wales.....	213,318	14·99
Victoria .....	207,040	17·10
Queensland .....	93,025	17·37
South Australia.....	57,145	15·56
Western Australia.....	24,532	11·14
Tasmania.....	18,596	10·42
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Commonwealth.....	610,656	15·59
New Zealand.....	133,748	16·31
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Australasia .....	744,404	15·71

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 Tasmania. 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 in 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 1903, was 563,765, representing about 62 per school and 30 per

teacher, and 11·90 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 .....	154,382	54	28	10·85
Victoria .....	149,841	71	32	12·38
Queensland .....	69,759	69	29	13·46
South Australia .....	42,587	59	32	11·60
Western Australia .....	20,283	75	30	9·21
Tasmania .....	13,866	40	23	7·77
Commonwealth.....	450,718	62	30	11·51
New Zealand.....	113,047	65	31	13·78
Australasia .....	563,765	62	30	11·90

It will be seen from the above table that the highest percentage was shown by New Zealand with 13·78 per 100 of the population, closely followed by Queensland with 13·46 per cent. The percentage of the population of New Zealand—13·78—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. The “Native” schools in New Zealand, of which the number was 101, had a teaching-staff of 176, exclusive of 12 sewing-mistresses, in 1903, with an enrolment of 3,693 and an average attendance of 3,012 scholars, and the expenditure on the schools during the year amounted to £28,719. Of the 3,693 children enrolled at these schools, 81·3 per cent. were Maoris, or between Maori and half-caste, 9 per cent. were half-castes, and 9·7 per cent. were Europeans, or between half-caste and European.

#### COST OF PRIMARY EDUCATION.

The official reports of the various states show that during the year 1903 the cost of administration and maintenance of the State schools of Australasia was £2,530,618, while the revenue from fees, rents, sales of books, etc., amounted to £125,399, leaving a net cost to the state of £2,405,219, excluding a sum of £287,458 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 1903, 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, £44,506, 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.....	760,589	82,906	677,683	100,955
Victoria* .....	678,698	9,321	669,377	39,369
Queensland .....	277,786	.....	277,786	2,866
South Australia .....	147,951	11,404	136,547	11,805
Western Australia.....	108,658	1,919	106,739	36,805
Tasmania.....	64,612	12,472	52,140	667
Commonwealth .....	2,038,294	118,022	1,920,272	192,467
New Zealand .....	492,324	7,377	484,947	94,991
Australasia .....	2,530,618	125,399	2,405,219	287,458

\* Year ending 30th June, 1903.

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 £82,906 in 1903. 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 30,251—equal to 12·4 per cent. of the gross enrolment of distinct pupils; the average for the last five years being 12·1. 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 1903 show the highest percentage of attendance for any year since 1872.

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 1903; 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 1903 being £2,036. In Victoria fees are charged for instruction in extra subjects, such as book-keeping, shorthand, algebra, Euclid, French, Latin, Science, &c., but the instruction is given by visiting teachers as well as the regular staff teachers outside of statutory school hours. During last year the number of pupils paying for extra subjects was returned as 6,571; but these figures do not indicate the actual number of individuals, as some pupils take more than one subject. The fees received amounted to £2,805; but this sum has not been included in the receipts, which totalled £9,321, and were 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, have been so treated here. In South Australia the receipts during 1903 included £4,442 from sale of books and school materials, £6,714 from rent of dedicated land, and sundry receipts amounting to £248.

It will be seen from the previous table that, excluding the expenditure on school premises, the net cost of public instruction in Australasia in 1903 was £2,405,219. This is equivalent to £4 5s. 3d. for each child in average attendance during the year; while, if the expenditure on buildings is taken into account, the amount reaches £4 15s. 6d. 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.
	£ s. d.	£ s. d.
New South Wales .....	4 7 9	5 0 10
Victoria .....	4 9 4	4 14 7
Queensland .....	3 19 8	4 0 6
South Australia .....	3 4 1	3 9 7
Western Australia .....	5 5 3	7 1 6
Tasmania .....	3 15 2	3 16 2
Commonwealth .....	4 5 2	4 13 9
New Zealand .....	4 5 9	5 2 7
Australasia .....	4 5 3	4 15 6

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. For the half-time schools, the cost per scholar in average attendance during 1903 was as high as £11 5s. 11d., while for the special schools in the North-west the expenditure was as much as £10 0s. 3d. per head of the average attendance. 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. The figures for Victoria show a considerable decrease on the average for the preceding year, the falling off being chiefly due to a smaller expenditure on buildings, the disbursements in this respect amounting to £39,369 in 1903 as compared with £81,946 in the preceding year. All the states show increases 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 14s. 8d. per scholar; for Victoria, to 7s. 3d.; for Queensland, to 12s. 10d.; for South Australia, to 3s.; for Western Australia, to 10s. 11d.; for Tasmania, to 19s. 7d.; and for New Zealand, to 9s. 1d.

#### 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 129 Superior Schools, in the higher classes of which pupils are prepared for the public examinations. In 1903 the expenditure on the High Schools amounted to £6,580. A scheme of scholarships for the Sydney Grammar School, for High and Superior Schools, and for the University, is in existence. In 1903, 107 candidates were successful at these examinations. Fifty-one secured scholarships and 43 bursaries for High and Superior Schools; 3, bursaries at the Sydney Grammar School; and 10, University bursaries.

In Victoria, as previously pointed out, extra subjects are taught for a small fee at 133 of the public schools. The pupils paying for this extra instruction in 1903 numbered 6,571, and the fees received by teachers £2,805. 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. For the year 1902-3 the expenditure on scholarships and exhibitions amounted to £4,286.

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 1903 was £273,035. At the annual examinations for scholarships, 186 boys and 97 girls competed, and scholarships were gained by 27 boys and 9 girls, while 6 boys and 2 girls were awarded bursaries. Three pupils of secondary schools also qualified for exhibitions to Universities. In the last quarter of 1903 there were altogether 100 state scholars in attendance at the various grammar schools, while there were in addition 14 attending other approved secondary schools. Of the 78 exhibitions granted since the year 1878, when they were first instituted, 59 have been gained by students who had previously won scholarships from state schools.

In South Australia the Advanced School for Girls was attended by 113 pupils in 1903. The fees amounted to £853, to which should be added an allowance of £506 on account of bursary holders, while the expenditure was £1,228. 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 offered annually to pupils attending schools under the Minister. In Western Australia there is a high school for boys at Perth, which in 1902 received Government aid to the extent of £1,000. 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 173, and a visiting staff of 62. At the end of 1903 there were 3,722 pupils on the rolls, and the average attendance for the year was 3,455. The receipts for 1903 amounted to £61,767, including £26,577 derived from interest on investments and rents of

reserves, and £31,204 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 1903 there were 2,582 private schools in Australasia, with a total teaching staff estimated at 8,600. The total number of pupils on the rolls was 160,698, and the average attendance, 132,294. 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..	841	3,368	58,258	4.09	46,982
Victoria.....	798	2,369	45,650	3.77	36,794
Queensland .....	181	721	15,721	3.03	13,359
South Australia ...	205	654	10,269	2.79	9,330
Western Australia	92	346	6,757	3.06	5,618
Tasmania .....	177	302	8,943	4.95	6,800
Commonwealth	2,294	7,760	145,498	3.71	118,883
New Zealand .....	288	840	15,200	1.85	13,411
Australasia ...	2,582	8,600	160,698	3.39	132,294

In New South Wales during the ten years 1894–1903 the number of private schools reached its highest point in 1899, when there were

no less than 1,053 schools, with 47,560 scholars in average attendance. Since that year, however, the numbers steadily declined, until in 1903 the returns showed 841 schools, with an average attendance of 46,982. The decrease is partly attributable to the extension of the public school system. Of the private schools in the state, 350 are Roman Catholic, as compared with 70 connected with the other Churches, while 421 are undenominational; but of the scholars enrolled, 40,989, or over 70 per cent., are in attendance at Roman Catholic schools, while 4,466 attend Church of England schools; 1,447, schools belonging to other denominations; and 11,356, the undenominational schools. Since 1894 the pupils of the Roman Catholic schools have increased by 16·6 per cent., which is over 2 per cent. higher than the general rate of increase. Many of the 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 1903 the staff of this school consisted of 25 teachers; the total enrolment was 649; the average enrolment, 545; and the average daily attendance, 519. The receipts for the year totalled £10,914, of which £9,225 represented fees; while the expenditure was £11,108.

From returns furnished by the principals of private schools in Victoria, it appears that the total number of institutions has decreased from 867 in 1894 to 798 at the 30th June, 1903, while the gross enrolment increased from 44,038 to 45,650 during the same period. These colleges are not subsidised by the state.

Of the 181 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 1903 the teaching staff of the grammar schools consisted of 55 permanent and 20 visiting teachers; the aggregate number of pupils on the rolls was 1,027; and the average daily attendance, 865. As previously mentioned, each of the ten schools receives an annual grant of £1,000 from the state, the Townsville school received also a loan of £2,000 during 1903. The total receipts for the year amounted to £30,371, and the expenditure, including salaries, to £30,355.

There is no special information available with respect to the private schools in South Australia. Of the 92 private schools open in Western Australia at the end of 1903, 43 were Roman Catholic institutions, with an enrolment of 4,921 pupils, or 78·6 per cent. of the total. The principal private institution is the Perth High School for Boys, which, in 1903, received Government aid to the extent of £1,000. The school is under the supervision of a Board of Governors. According to the latest returns 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 177 private schools in Tasmania are 21 grammar schools and colleges, 8 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 112 permanent teachers at these institutions in 1903, and accommodation was provided for 3,384 students. The average attendance during the year was 2,383, of whom 996 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 end of 1903 the number of schools belonging to this denomination was 139, at which 10,812 scholars were enrolled, with an average daily attendance of 9,207.

#### 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 census returns for 1901 showed that the total number of children of school age, that is 6 to 13 years, was 197,704,

and of these the number receiving instruction either at school or at home was 184,200, so that apparently there were 13,504 children growing up in ignorance. Deducting a small percentage on account of those who while not at school were yet in possession of certificates of exemption there will be left upwards of 12,000 uneducated.

In Queensland there were at the census of 1901, 75,179 children of school age, that is over 6 and under 12 years of age, and of these 71,830 were receiving instruction at school or being taught at home, so that there were 3,349 uneducated. Of these it appears that in the majority of instances the degree of education was not stated on the schedule, but there is every probability that the greater number were uninstructed. With respect to the 3,100 children who were presumably taught at home, there is of course no guarantee that the instruction received was up to standard requirements.

In South Australia the children of school age, that is 7 to 13 years, numbered 62,720 at the census of 1901. Of these the total number under instruction at school or at home was returned as 54,471, leaving 8,249 not attending school, and presumably growing up in ignorance. In Western Australia the children of school age, that is 6 and under 14 years, numbered 26,335 at the census of 1901. The total under instruction was returned as 24,333, and the remaining 2,002 were therefore uneducated.

The Tasmanian census returns for 1901 showed a total of 26,122 children of the school ages 7 to 13 years, of whom 23,676 received instruction at school or at home, the remaining 2,446 apparently being illiterate. The New Zealand census returns for 1901 record a total of 170,961 children between 5 and 15, of whom 157,803 were receiving education, leaving the apparently illiterate as 13,158.

In addition to the numbers recorded as not receiving instruction in the various states there is also to be reckoned the percentage of children who while attending school do not comply with the standard requirements respecting the yearly attendances. To what extent irregularity prevails in regard to private schools there is no means of ascertaining, the returns from the public schools, however, indicate a greater or less degree of laxity in this respect.

#### 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 1903 was as follows :—

University.	Government Endowment.	Lecture Fees.	Other Sources.	Total.
	£	£	£	£
Sydney.....	15,533	13,338	16,502	45,373
Melbourne .....	13,500	9,811	6,787	30,098
Adelaide .....	6,611	9,554	4,800	20,965
Tasmania.....	4,000	449	608	5,057

The item "Other Sources" includes, in the case of New South Wales, receipts from various benefactions, the most important of these, the Challis bequest, being valued at over £268,000.

In addition to the 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 1903 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 .....	724	53	777
Melbourne .....	509	119	628
Adelaide .....	343	299	642
New Zealand .....	646	216	862
Tasmania.....	51	11	62
Total .....	2,273	698	2,971

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, in the case of Sydney, Melbourne, and New Zealand, those bestowed on graduates admitted *ad eundem gradum*, is as follows:—

Sydney.....	2,261
Melbourne .....	3,618
Adelaide .....	286
New Zealand .....	1,071
Tasmania .....	64

#### 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 the question of extending the scope of the teaching in the various subjects is at present occupying the attention of the authorities in several of the states. 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 .....	26,459
Victoria.....	16,430
Queensland .....	7,168
Western Australia .....	5,712
Tasmania .....	2,464
New Zealand .....	21,024

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 1903 there were 477 technical classes in operation, of which 243 were held in Sydney and suburbs, and 234 in the country districts, while there were in addition 86 classes held in connection with the public schools. The enrolment at these classes was 16,561, namely, 9,556 in Sydney and suburbs, 4,200 in the country districts, and 2,805 at the public schools. The number of individual students under instruction during the year was 13,232, and the average weekly attendance 8,671. In 1896 a Technical College was opened at Newcastle, and a new College at Bathurst in June, 1898. In 1902 a Technical School was built at Lithgow, and Mechanical Engineering Shops were provided at Newcastle. During the year the expenditure by the Government on technical education amounted to £26,459, exclusive of expenditure on the Technical Museum and branches. Fees to the amount of £8,707 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 1903 there were 18 Schools of Mines and Technical Schools receiving aid from the state. The total state expenditure during the year was £16,430, and the fees received from students amounted to £11,741. The average number of students enrolled was 3,173. In addition classes in manual training and in cookery and domestic economy are held at various centres, the net expenditure on these branches amounting in 1902-3 to £3,437. The question of more closely relating the work of the schools to the industrial conditions of the districts wherein they are situated is under consideration, and it is intended to withdraw the subsidy from those schools which fail to attract a sufficient number of students, or which do not supply a real need in local industrial requirements.

Technical education has well advanced in South Australia. The School of Design in Adelaide during 1903 had 577 students on the roll, and there were branch schools at Port Adelaide and Gawler with an enrolment of 35 and 17 students respectively. The School of Mines and Industries, founded in 1889, received Government aid in 1903 to the extent of £3,658, while the receipts from fees and sale of materials to students amounted to £3,691. 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 117 pupils were enrolled during the year, and there was an average attendance of 77·3.

In Queensland technical education has received some attention, and a Board of Technical Instruction was appointed in 1902, its functions being to report concerning existing colleges and advise with respect to the establishment of new institutions. The Board conducted its first examination at the close of 1903, when 960 students were examined, of whom 664 gained certificates of competency. There were 20 technical schools distributed in various centres in 1903, and the number of individual students was given as 2,600. The receipts of the various colleges amounted in 1903 to £13,385, and the expenditure to £14,280.

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 1902, including those in the two Schools of Mines, was 540. The expenditure for the year came to £2,886.

In Western Australia a Technical School was opened in Perth during 1900. The number of individual students on the roll during the last quarter of 1903 was 223, of whom 38 were females, and the average attendance for the year was 190. The expenditure amounted to £5,712. Classes for manual training and domestic economy have been established in various centres, the average daily attendance for the year being 455.

In New Zealand the Manual and Technical Instruction Acts of 1900 and 1902 provide for instruction in manual and technical subjects in accordance with specified regulations, and the recognised classes are entitled to receive capitation allowances in addition to grants in aid of buildings, furniture, and apparatus. The subjects taught in the school classes include woodwork, cottage gardening, swimming and life-saving, ambulance work, dressmaking, laundry work, and cookery. During 1903 there were 2,227 classes in operation. Of these, 1,659 were classes in handwork at the primary or secondary schools, while 568 were special, associated, or college classes, providing instruction in pure and applied art, engineering, science, plumbing, carpentry, domestic economy, and commercial subjects. The expenditure for the year was £21,024. In addition to the classes enumerated above there are several Schools of Mines in the chief mining districts, and the Government makes an annual grant of £500 towards the endowment of the chair of mining and metallurgy at the Otago University.

#### 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 follows, 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..	183,543	327,800	17,181	72,207	8,446	48,281	662,458	67,908	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	6,885	23,559	351,172	22,101	373,273
1871.									
Read and write..	296,741	478,572	74,940	115,240	18,703	55,939	1,040,141	177,419	1,217,560
Read only .....	56,391	70,999	12,030	21,123	2,614	13,945	177,152	19,240	196,392
Cannot read ....	156,849	181,057	33,084	49,257	4,030	20,444	448,627	59,734	508,361
1881.									
Read and write..	507,067	651,567	136,718	200,057	10,697	74,967	1,590,073	346,228	1,936,301
Read only .....	49,372	49,535	13,631	15,267	2,420	9,005	139,839	27,323	167,162
Cannot read ....	195,029	161,244	63,176	64,541	7,582	31,133	622,705	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	999,620	375,374	290,748	150,194	133,579	3,021,454	638,889	3,660,343
Read only .....	29,725	21,402	11,357	8,222	2,932	3,825	77,543	14,762	92,295
Cannot read ....	253,182	180,045	109,835	63,634	30,948	35,071	672,718	119,078	791,796

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	3,660,343
Read only .....	148,930	196,392	167,162	133,792	92,295
Cannot read .....	373,273	508,361	639,087	789,001	791,796
Total .....	1,252,659	1,922,313	2,742,550	3,801,615	4,544,434
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	3,660,343
Read only .....	143,908	190,545	161,295	128,445	92,295
Cannot read .....	163,920	285,286	243,583	262,515	270,552
Total .....	1,043,176	1,605,976	2,340,989	3,269,773	4,023,190

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 .....	5,831	6,334	7,060	7,573	8,054	7,001	7,038	8,270	8,804	9,099
Read only .....	1,189	1,022	610	352	204	1,380	1,186	689	393	229
Cannot read .....	2,980	2,644	2,330	2,075	1,742	1,619	1,776	1,041	803	672
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 9,099, while those who were totally illiterate had in the same period decreased from 1,619 to 672.

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	238,154	482,719	674,012	850,188	4,637	5,911	7,058	7,565	8,009
Read only ....	68,038	102,316	86,574	69,640	52,428	2,750	2,009	1,266	782	494
Cannot read ..	64,237	96,986	114,054	147,280	158,984	2,604	1,990	1,676	1,653	1,497
Total ..	246,628	437,456	683,947	890,932	1,061,600	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 8,009 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 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.			1903.		
	Marriages.	Marks.		Marriages.	Marks.		Marriages.	Marks.		Marriages.	Marks.		Marriages.	Marks.	
		M.	F.		M.	F.		M.	F.		M.	F.		M.	F.
New South Wales.	8,222	596	080	3,053	573	768	8,284	347	525	8,457	273	248	9,750	113	101
Victoria .....	4,434	..	..	4,693	342	650	5,896	171	245	8,780	110	133	7,605	53	38
Queensland .....	320	..	..	970	..	..	1,703	84	109	2,905	88	100	2,933	50	50
South Australia .....	1,168	..	..	1,250	..	..	2,308	100	159	2,315	40	49	2,272	34	21
Western Australia .....	149	..	..	159	..	..	197	..	..	413	..	..	2,064	10	21
Tasmania .....	717	..	..	598	..	..	850	..	..	988	..	..	1,344	43	21
Commonwealth .....	10,000	..	..	11,623	..	..	17,244	..	..	23,858	..	..	25,977	303	261
New Zealand .....	878	..	..	1,364	..	..	3,279	105	190	3,805	53	64	6,748	26	42
Australasia .....	10,878	..	..	13,487	..	..	20,523	..	..	27,663	..	..	32,725	329	303

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
1902 .....	1·03	0·98	1·01
1903 .....	1·01	0·93	0·97

The percentage in 1903 was, therefore, only about one twenty-fifth of 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 .....	414	848,000
Queensland .....	163	203,680
South Australia .....	166	275,000
Western Australia .....	154	97,500
Tasmania .....	48	95,800
New Zealand .....	364	516,300
<b>Australasia .....</b>	<b>1,649</b>	<b>2,556,280</b>