

## EDUCATION.

IT would have been strange if communities so prosperous as the Australasian colonies 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 colonies 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 as 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 colonies the State system of education is secular. Compulsory clauses find a place in the Acts of the various provinces; 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 colonies 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 of each colony is as follows :—

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

In New South Wales, for many years, a dual system of education was in existence. The four State-aided denominations—the Church of England, Roman Catholic, Presbyterian, and Wesleyan bodies—had schools supported by annual votes from Parliament, administered under the control of the head of each denomination for the time being. There were also National schools, likewise supported by the State, but under the control of a Board appointed by the Government. This plan was found to be costly and wasteful in the extreme, for in many country towns there were in existence several small and inefficient competing schools where the total number of children was not more than sufficient for one well conducted establishment. So strongly was this evil felt that changes in the law were made from time to time, until at length the denominational system was abolished altogether, and one general and comprehensive plan of Public Instruction adopted in its place. This reform was not accomplished without much agitation, extending over a considerable period. A league was formed with the object of securing the establishment of secular, compulsory, and free education, and in 1880, under the auspices of Sir Henry Parkes, the measure establishing the present system became law. Education in the public schools is now non-sectarian, though facilities are afforded to clergymen to give religious instruction within specified school-hours to children whose parents belong to their denomination and desire that this instruction shall be given. It is compulsory, and free to all who cannot afford to pay, while a merely nominal fee is charged to those who are in a position to contribute towards the cost of the teaching of their children. For secondary education there are a number of superior and high schools entirely supported by the State, besides numerous colleges, grammar schools, and denominational schools which obtain no assistance from the Government, excepting the Sydney Grammar School, which receives a statutory endowment of £1,500. Scholarships and bursaries have been founded in connection with many of these schools. The University of Sydney, which is liberally endowed by private individuals as well as by the State, grants degrees which rank with those of Oxford and Cambridge. Educational affairs in the colony are under the direction of a Minister for Public Instruction.

In Victoria, under an Act passed in 1872, a system of free, compulsory, and secular primary education is in force, under a Minister 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. 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. The compulsory clause has not been put into operation, as it would be a very difficult thing to enforce its provisions in the scattered and sparsely-populated districts of the interior. 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 colony 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 is at present considering a Bill, having for its object 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 colony 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. Secondary education is in the hands of 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 colony 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 colony, and several in Hobart and Launceston. The principle of compulsion is in force in these two towns; 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 1899 being £3,200.

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 colonies. The whole colony has been divided into school districts, each presided over by a local Board, and a capitation grant of £3 15s. per head is paid by the State for every child in average attendance, and, in addition, 1s. 6d. per child 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 other colonies, is empowered to confer the same degrees as the Universities of Oxford and Cambridge, except as regards Divinity. It is, however, only an examining body, the undergraduates keeping their terms at the affiliated colleges—the University of Otago, the Canterbury College, the Auckland University College, and the Victoria College at Wellington.

## STATE SCHOOLS.

Exclusive of the native schools established by the New Zealand Government for the instruction of the Maori children, there were 8,303 public schools in Australasia at the close of the year 1899. The number in operation in each of the seven colonies will be seen on reference to the table given below. As a rule, secondary education is provided by private institutions, and the figures quoted may be taken as representing primary schools; but in New South Wales there are five high schools, which it is customary to include with the others. The secondary schools in New Zealand are excluded from the returns:—

State.	State Schools.	Teachers employed, exclusive of Sewing Mistresses.		
		Males.	Females.	Total.
New South Wales .....	2,693	2,586	2,191	4,777
Victoria .....	1,892	1,860	2,519	4,379
Queensland .....	884	928	1,033	1,961
South Australia .....	677	411	853	1,264
Western Australia .....	207	176	257	433
Tasmania .....	305	219	366	585
Commonwealth.....	6,658	6,180	7,219	13,399
New Zealand .....	1,645	1,451	2,164	3,615
Australasia .....	8,303	7,631	9,383	17,014

In all the colonies, with the exception of Victoria, there has been a steady increase in the number of State schools during the past few years. In Victoria the reverse has been the case, for since 1891 the number in operation has decreased from 2,233 to 1,892. This is the result of a scheme of retrenchment, initiated at that time, by which there has been an amalgamation of schools in large centres of population; and in other districts schools have been closed and the pupils conveyed to other institutions at the cost of the State. Under the first part of this scheme no fewer than 84 schools have been converted into

adjuncts to others in the neighbourhood. At these adjuncts—which are not included in the number of schools set down in the table—instruction is now imparted only to young children, in junior classes. The system of conveyance, brought into operation under the second part of the scheme, has been the means of closing 270 schools, an allowance being made by the State to parents to defray the cost of conveyance of their children to schools further removed from their place of abode. Notwithstanding the reduction in the number of schools during the past five years, consequent on the above retrenchment policy, the increased proportion of average attendance shows that educational facilities are well distributed.

The 884 schools in Queensland include 412 State schools, 3 special schools, and 469 “provisional” schools. In compliance with a resolution of the Legislative Assembly, the last mentioned 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 were placed outside the sphere of the operations of the Education Department. This point should be borne in mind when comparing the figures with those given for previous years, otherwise the extension of public instruction in that colony would seem to be incommensurate with the growth of population. As a matter of fact, the progress has been rapid, and 42 new State schools were opened in 1899.

As shown in the previous table, the total number of teachers employed in the 8,303 State schools was 17,014—7,631 males and 9,383 females—exclusive of sewing-mistresses, of whom there were 60 in New South Wales, 429 in Victoria, 19 in South Australia, 40 in Western Australia, and 198 in New Zealand. New South Wales is the only colony 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 colonies provision is made for the training of teachers. In New South Wales, the Fort-street Training School for male students had 23 students in training in 1899, 15 of whom held full-scholarships, and 8 half-scholarships; while at the Hurlstone Training School for female students there were 24 students in residence, 11 of whom held full-scholarships, and 13 special scholarships. There were 21 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, pupil-teachers will not be required to teach, but will receive instruction at the Training College. For the third and fourth years they will engage in practical teaching, and may then be entered as students

at Adelaide University for a period of two years. In New Zealand, the Education Boards of North Canterbury and Otago have institutions for the training of teachers.

#### ENROLMENT AT STATE SCHOOLS.

The gross enrolment of pupils at the State schools of Australasia during 1899 was 865,967; while the net enrolment, or the number of distinct children, came to 765,315, forming 17·19 per cent. of the mean population. In most of the colonies the net enrolment is obtained in an empirical manner—by deducting a certain proportion (about 12 per cent.) from the gross figures. The appended table gives the gross and net enrolment for each colony. During the last five years there has been an increase of 13·87 per cent. in the net enrolment at the State schools of Australasia. Of the individual colonies, the largest proportional increase has taken place in Western Australia, where, excluding the State-aided denominational schools, it reached 119 per cent. In Queensland the increase has been 42·40 per cent.; in New South Wales, 21·43 per cent.; and in Tasmania, 21·16 per cent. For South Australia, Victoria, and New Zealand, the respective increases were 5·62 per cent., 4·42 per cent., and 1·12 per cent.:—

State.	Gross Enrolment.	Net Enrolment.	
		Total.	Percentage of Population.
New South Wales.....	265,037	233,233	17·34
Victoria .....	239,732	214,522	18·45
Queensland .....	103,544	92,120	19·31
South Australia.....	68,329	62,316	16·94
Western Australia.....	16,053	14,127	8·33
Tasmania .....	23,272	17,682	9·84
Commonwealth .....	715,967	634,000	17·13
New Zealand .....	150,000	131,315	17·51
Australasia .....	865,967	765,315	17·19

It will be seen that the largest percentage of the population enrolled at State schools was to be found in Queensland, and the lowest in Western Australia. Such a comparison, however, is of very little value, because the proportion which the children of school age bear to the total population varies considerably in the different colonies, being as high as 25 per cent. in New Zealand, as compared with 21 per cent. in New South Wales and 19 per cent. in Victoria, while in Western Australia, which is still at its pioneer stage, there must of necessity be a much smaller percentage of dependent children than in the more widely settled colonies.

More important, perhaps, than the number of children enrolled is the average attendance. This, for scholars at the State schools during the year 1899, was 530,617, representing about 64 per school and 31 per teacher, and 11·92 per cent. of the population of Australasia. The figures for the individual colonies will be found appended:—

State.	Scholars in average attendance.			
	Total.	Per School.	Per Teacher.	Per-centage of population.
New South Wales .....	149,349	55	31	11·10
Victoria .....	143,844	76	33	12·38
Queensland .....	63,133	71	32	13·24
South Australia .....	41,655	62	33	11·32
Western Australia .....	12,465	60	29	7·35
Tasmania .....	13,105	43	22	7·29
Commonwealth .....	423,551	64	32	11·44
New Zealand .....	107,066	65	29	14·27
Australasia .....	530,617	64	31	11·92

According to the official returns, the proportion of the net enrolment of scholars in average attendance was highest in Western Australia, the percentage for which colony was 88·2. This was followed by New Zealand with 81·5 per cent., while Tasmania was third with 74·1 per cent. The percentage for Queensland was 68·5; for Victoria, 67·0; for South Australia, 66·8; and for New South Wales, 64·0. Comparing the first with the last year of the latest quinquennial period, it will be seen that all the colonies show increases in average attendance, with the exception of New Zealand, where there has been a slight decrease. The greatest increase was recorded in Western Australia, the total for 1899 being nearly three times larger than the corresponding figures for 1895. The percentage of the population of New Zealand—14·27—shown as in average attendance at the State schools, it must be remarked, is rather higher than it should be, on account of a number of Maori children attending the ordinary schools in districts where there are none established for the “natives,” while the basis on which the proportion has been calculated is the population exclusive of aborigines. Still, when full allowance has been made on this score, the percentage is higher than is found in any other colony. The “Native” schools in New Zealand, of which the number was 84, had a teaching-staff of 148, exclusive of 11 sewing-mistresses, in 1899, with an enrolment of 3,065 and an average attendance of 2,435 scholars, and the expenditure on the schools during the year amounted to £23,031. Of the children who received instruction at these institutions, 80 per cent. were Maori, 10 per cent. were half-caste, and 10 per cent. were European or between half-caste and European.

## COST OF PRIMARY EDUCATION.

The official reports of the various colonies show that during the year 1899 the cost of administration and maintenance of the State schools of Australasia was £2,147,809, while the revenue from fees, rents, sales of books, etc., amounted to £111,587, leaving a net cost to the State of £2,036,222, excluding a sum of £253,435 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 colonies 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 1899, as the former figures more accurately represent the cost of the State schools for the twelve months. From the total cost to the State in that colony, the receipts from the Education Reserves, £40,804, 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 £36,000 :—

State.	Expended on Administration and Maintenance.	Receipts from Fees, Rents, &c.	Net Cost to State, excluding Premises.	Expended on School Premises.
	£	£	£	£
New South Wales.....	646,154	78,358	567,796	90,926
Victoria* .....	629,959	11,897	618,062	44,685
Queensland .....	208,029	.....	208,029	28,390
South Australia .....	139,682	11,777	127,905	16,311
Western Australia.....	49,145	1,980	47,165	12,679
Tasmania.....	37,516	1,257	36,259	3,695
Commonwealth.....	1,710,485	105,269	1,605,216	196,686
New Zealand .....	437,324	6,318	431,006	56,749
Australasia .....	2,147,809	111,587	2,036,222	253,435

\* Year ending 30th June, 1900.

In the colonies of Victoria, Queensland, South Australia, Western Australia, and New Zealand, primary education is free; in the other two colonies 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 £78,358 in 1899. 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 34,476—equal to 14·78 per cent. of the gross enrolment of distinct pupils. In Tasmania, the teachers are allowed to retain the bulk of the fees collected, their salaries being fixed accordingly. Thus, in 1899, the fees amounted to £10,948, of which the Government took £1,257, as shown above, and the teachers retained the balance of £9,691. In the smaller schools the fees go wholly to the teacher, and in the larger the State takes a small share where the amount received is moderate, but a more substantial part where the fees amount to hundreds per annum. Free education is, as in New South Wales, 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. The average number of free scholars on the quarterly rolls for 1899 was 2,512. 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 1899 show the highest percentage of attendance for any year since 1870.

Although primary instruction is free in Victoria, South Australia, Western Australia, and New Zealand, yet Queensland is the only colony where no fees were received in 1899; 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 1899 being £5,585. In Victoria fees are charged for instruction in extra subjects, such as book-keeping, shorthand, algebra, Euclid, French, Latin, Science, &c. During last year extra subjects were taught in 117 schools, and the fees collected represent £2,286 of the sum of £11,897 shown above, the balance, consisting of £9,611, being made up of fines, rents, and the amount realised by the sale of publications; and although not directly applied by the State towards the reduction of departmental expenditure, has been so treated here. In South Australia the receipts during 1899 included £6,067 from rents, £3,898 from sale of books and school material, and the fees from the Advanced School for Girls amounted in 1899 to £1,307. The receipts of £6,318 in New Zealand were made up of fees, donations, rents, sales, etc., received by the Education Boards, and represent the whole local contributions.

It will be seen from the above table that, excluding the expenditure on school premises, the net cost of public instruction in Australasia in 1899 was £2,036,222. This is equivalent to £3 16s. 9d. for each child in average attendance during the year; while, if the expenditure on

buildings is taken into account, the amount reaches £4 6s. 4d. per child. The figures for each of the seven colonies 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 .....	3 16 0	4 8 2
Victoria .....	4 5 11	4 12 0
Queensland .....	3 5 11	3 14 11
South Australia .....	3 1 5	3 9 3
Western Australia.....	3 15 8	4 16 0
Tasmania.....	2 15 4	3 1 0
Commonwealth .....	3 15 10	4 5 1
New Zealand .....	4 0 6	4 11 1
Australasia .....	3 16 9	4 6 4

In the matter of expenditure per child in average attendance, New South Wales now occupies a medium position, although a few years ago the cost of public instruction in that colony was higher than in any of the other provinces. Careful retrenchment has been effected in the department, without impairing the efficiency of the service. With the exception of New Zealand, where a diminished average attendance caused an increase of 8s. 10d., all the colonies show a reduction in expenditure on administration and maintenance per child in average attendance as compared with the figures for 1894. For New South Wales the decrease amounted to 3s. 5d. per scholar; for Victoria, to 7s. 10d.; for Queensland, to 16s. 7d.; for South Australia, to 12s. 11d.; for Western Australia, to 13s. 1d.; and for Tasmania, to 6s. 5d.

#### 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, but the only one now receiving assistance from the Government is the Sydney Grammar School, which has a statutory endowment of £1,500 per annum. There are, however, five State High Schools in the colony—two for boys and three for girls—where higher education may be obtained at a moderate cost; as well as 102 Superior Schools, in the higher classes of which pupils are prepared for the public examinations. In 1899 the expenditure on the High Schools amounted to £5,779. Of the High School pupils, 72 secured

passes at the junior and 11 at the senior examinations, while 44 qualified for matriculation ; and 4 senior and 216 junior passes were secured by the Superior Schools. A scheme of scholarships for the Sydney Grammar School, for High and Superior Schools, and for the University, is in existence. In 1899, 105 candidates were successful at these examinations. Fifty secured scholarships and 40 bursaries for High and Superior Schools ; 5, 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 117 of the public schools. For the encouragement of secondary education, 200 scholarships were granted from 1886 to 1890, but in 1891 the number was reduced to 100, and in 1892 to 75. Consequent on the retrenchment policy already alluded to, these scholarships were abolished in 1893, but the principals of private colleges offered a large number of exhibitions to children attending State schools. The Department has, 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 will be awarded, the first examination to be held in December, 1900. There were 146 scholarships awarded in 1899 to State school pupils by principals of the various secondary schools. The Department annually bestows a number of exhibitions to the University on pupils who have gained scholarships at secondary schools. At the examinations for these exhibitions, held in January, 1900, 20 candidates were successful. There are at present 56 exhibitions.

Steps have recently been taken in Queensland to add to the curriculum of the State schools, in order that they may be brought more into line with the superior public schools of New South Wales. Secondary education, however, has long been provided for by the liberal endowment of the private grammar schools, and by a system of scholarships for these schools, which at present number ten. Each 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 1899 was £256,535. At the annual examinations for scholarships, 27 boys and 9 girls were successful, while bursaries were gained by 6 boys and 2 girls. In the last quarter of 1899 there were altogether 160 State scholars in attendance at the various grammar schools. There were 3 exhibitions granted in 1899, one of them being obtained by a girl. Of the 66 exhibitions granted since the year 1878, when they were first instituted, 49 have been gained by students who had previously won scholarships from State schools.

In South Australia the Advanced School for Girls was attended by 99 pupils in 1899. The fees amounted to £1,307, and the expenditure to £1,190, so that there was a profit on the year's transactions of £117. There are twelve bursaries for this school annually awarded to State school pupils. Scholarships to public schools, twelve in number, are also awarded annually by the State, as well as nine University scholarships,

namely, three entrance scholarships, three first-year undergraduate scholarships, and three second-year undergraduate scholarships. In Western Australia there is a high school for boys at Perth, which is subsidised by the Government to the amount of £1,250 annually. In 1899 the number of pupils on the roll, including boarders, was 83, and the average daily attendance was 69. 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 colony—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 145, and a visiting staff of 51. At the end of 1899 there were 2,723 pupils on the rolls, of whom all but 153 were over 12 years of age. For that year the receipts amounted to £50,289, including £22,559 derived from interest on investments and rents of reserves, and £24,713 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 1899 there were 3,006 private schools in Australasia, with a total teaching staff estimated at 9,316. The total number of pupils on the rolls was 164,528, and the average attendance, 130,374. Below will be found the figures for the individual colonies. 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...	1,053	3,407	60,159	4·48	47,560
Victoria .....	901	2,703	48,521	4·18	35,232
Queensland .....	176	646	14,166	2·97	12,118
South Australia ...	241	741	11,627	3·16	10,120
Western Australia	83	281	5,812	3·43	4,359
Tasmania .....	245	735	8,948	4·98	7,820
Commonwealth	2,699	8,513	149,233	4·03	117,209
New Zealand .....	307	803	15,295	2·04	13,165
Australasia ...	3,006	9,316	164,528	3·70	130,374

In New South Wales there has been a large increase in private schools during the past five years. Since 1894 the number of schools has increased from 863 to 1,053, and the enrolment from 51,016 to 60,159. Of the private schools in the colony, 318 are Roman Catholic, as compared with 69 connected with the other Churches, while 666 are undenominational; but of the scholars enrolled, more than three-fifths—39,649—are in attendance at Roman Catholic schools, while 4,245 attend Church of England schools; 1,237, schools belonging to other denominations; and 15,028, the undenominational schools. Since 1894 the pupils of the Roman Catholic schools have increased by 13 per cent., which is about 5 per cent. less than the general rate of increase. Many of these private schools are institutions of a high class. Only one—the Sydney Grammar School—is assisted by the State, which provides a statutory endowment of £1,500 per annum. In 1899 the staff of this school consisted of 21 teachers; the total enrolment was 590; the average enrolment, 508; and the average daily attendance, 484. The receipts for the year totalled £10,196, of which £8,562 represented fees; while the expenditure was £9,338.

From returns furnished by the principals of private schools in Victoria, it appears that the total number of institutions has increased from 872 in 1894 to 901 at the end of 1899, while the gross enrolment increased from 44,038 to 52,318 during the same period. In this colony the principals of a number of the private colleges have granted scholarships at their institutions to State school pupils since the Government retrenched in this respect. These colleges are not subsidised by the State.

Of the 176 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 1899 the teaching staff of the grammar schools consisted of 54 permanent and 20 visiting teachers; the aggregate number of pupils on the rolls was 879; and the average daily attendance, 729. As previously mentioned, each of the ten schools receives an annual grant of £1,000 from the State. During 1899 the total receipts amounted to £25,470, and the expenditure to £25,225, of which salaries and capitation fees absorbed £15,464.

There is no special information available with respect to the private schools in South Australia. In Western Australia the principal private institution is the Perth High School for Boys, which, in 1898, received a subsidy of £1,250 from the Government. The school is under the supervision of a Board of Governors. In 1899 the teaching staff numbered 4; the total number of pupils enrolled was 83, of whom 15 were boarders; and the average daily attendance was 69. The receipts for the year amounted to £2,582, and the expenditure to £2,486.

Included with the 245 private schools in Tasmania are 20 grammar schools and colleges, 9 of which are undenominational in character,

6 are connected with the Church of England, 3 with the Roman Catholic Church, 1 with the Wesleyan Church, and 1 with the Society of Friends. There were 123 permanent teachers at these institutions in 1898, and accommodation was provided for 2,633 students. The average attendance during the year was 2,029, of whom 469 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. In 1898 the number of schools belonging to this denomination was 124, at which 10,175 scholars were enrolled, with an average daily attendance of 8,729.

### 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 the instruction of children 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 colonies.

As regards New South Wales, it is estimated that there are 255,000 children of school age, that is 6 and under 14 years; of these 223,000 were on the roll of some school or other, and as about 13,000 children are alleged to be receiving instruction at home, the satisfactory total of 236,000 would, at first sight, appear to be under instruction. When the returns are subject to scrutiny, however, a far from satisfactory condition of affairs is revealed. There are 177,600 children of school age attending public schools, and of these only 132,600 attend school seventy days in each half year; attending private schools there are 45,300 children of school age, and of these 36,300 are believed to attend with regularity. These figures give a total of 168,900, and if to this number be added 9,000 who are being regularly educated at home, out of 13,000 nominally receiving instruction, the total number of children of school age regularly receiving instruction may be set down at 177,900. But there are, in addition, other children of school age who have received from the Department of Public Instruction certificates to the effect that they have attained the standard of education entitling them to exemption from school attendance, and most of whom no longer

attend school. Adding these to the figures just arrived at, gives a total of 187,900 children of school age who are being regularly instructed, or who have received the minimum instruction required by law. It would, therefore, appear that 67,100 children are not being properly instructed. Investigations show that of this number 35,000 are attending school, but only for a day or two a week; the number of children, therefore, who ought to be attending school, but who are not receiving any instruction whatever, may be set down at 32,000. Some of the latter are not absolutely illiterate—perhaps the majority of them; they have attended school at some period, and can read and write a little, but in respect to all of them, and to a large proportion of the 35,000 nominally receiving instruction, the intentions of the Public Instruction Act are defeated.

In Victoria, the school ages are from 6 to 12 years, both inclusive, and a careful estimate shows that the number of children of school age in 1899 was 200,000. There were 165,224 children of these ages on the roll of State schools, and 34,562 on the roll of private schools, making a total of 199,786. If these figures represented the true facts of the case, they would be eminently satisfactory, as it would appear as if every child in Victoria were being educated, but a little examination reveals a very different condition of affairs. In State schools there were 114,974 children in regular attendance, and 2,740 who, though attending school irregularly, held certificates to the effect that they were educated up to the requirements of the law, while there were also some 10,600 who, though younger than 13 years and not attending school, had obtained these certificates. These figures give a total of 128,314. It will probably be admitted that the proportion of children in attendance at private schools, compared with the number on the school rolls, is not greater than in the State schools. Assuming the proportions to be the same, of the 34,562 children 6 and under 13 years of age enrolled at private schools, 24,200 may be considered as being regularly instructed. Adding these figures to the result for the State schools, the total number of children of school age who are being regularly instructed in State or private schools, or have already reached the required standard, may be set down at 152,514, and the number not being instructed in the schools of the colony at 47,486. At the census of 1891, 5,612 children of school ages were being taught at home, and if 7,000 be taken as the present number of such children, it would appear that there are 40,486 children not being taught at home, or in regular attendance at State schools. According to the departmental report, there were 22,013 children excused from regular attendance on reasonable grounds, and possibly some of the children not accounted for (18,473) were in receipt of some sort of instruction; but when every allowance is made, it will be found that even in Victoria, where the State has offered so many inducements for the children to attend school, and spent money so liberally, there is a large number growing up in black ignorance.

The number of children of school age in South Australia is estimated at 51,800—of these 30,908 attended the State schools for at least thirty-five days per quarter, and 4,060 may be assumed to have attended regularly at private schools, making a total of 34,968 children being regularly instructed at school. To these must be added 3,600 receiving instruction at home, so that the full number of children of school age being regularly instructed is 38,568, leaving 13,232 not being properly instructed. The Education Department of South Australia accounts for 4,130 of these children as having given satisfactory reasons for not attending school, and many of the others are too far removed from schools to attend regularly, or to attend at all; but, granting the satisfactory character of the excuses offered, the fact remains that, as in New South Wales and Victoria, a large number of children of school age are not being regularly instructed.

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

The number of children attending school in various years since 1861 was as follows:—

1861 .....	130,060
1871 .....	312,130
1881 .....	670,776
1891 .....	803,800
1899 .....	929,843

From 1861 to 1899 the children of school age increased by over 300 per cent., but the number of children in attendance at school increased by no less than 615 per cent. during the same period.

#### 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 colony 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. In all cases the Universities are in part supported by grants from the public funds, and in part by private endowments and the fees paid by students.

The Government endowment, lecture fees, and income from other sources, received by the Sydney, Melbourne, Adelaide, and Tasmanian Universities in 1899, were as follow :—

University.	Government Endowment.	Lecture Fees.	Other Sources.	Total.
	£	£	£	£
Sydney.....	11,267	8,591	14,609	34,467
°Melbourne.....	12,750	15,171	728	28,649
Adelaide.....	6,539	6,597	5,360	18,496
Tasmania.....	3,200	554	65	3,819

\* Year 1898.

In addition to the above annual endowment, the Adelaide University has received a perpetual endowment of 50,000 acres of land from the Government of South Australia. The University of New Zealand has a statutory grant of £3,000 a year from Government, and an additional income of about £2,500 from degree and examination fees. Of the affiliated colleges, Auckland University College is in receipt of a statutory grant of £4,000 a year from Government. The University of Otago derives a sum of about £5,500 annually from rents of reserves.

The number of students attending lectures in 1899 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 .....	482	37	519
Melbourne .....	539	152	691
Adelaide .....	103	208	311
New Zealand .....	448	219	667
Tasmania.....	25	10	35
Total .....	1,597	626	2,223

Attached to the University of Sydney there are three denominational colleges for male students, and a fourth, undenominational in character, for female students. In Melbourne there are three affiliated denominational colleges, one of which contains a hall for the accommodation of female students. In Adelaide and Hobart there are no affiliated colleges attached to the University; and in New Zealand the University itself is an examining and not a teaching body,

the students keeping their terms at three undenominational colleges at Dunedin, Christchurch, and Auckland, besides several smaller institutions which have supplied a few graduates.

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

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

Sydney.....	1,755
Melbourne .....	2,758
Adelaide .....	456
New Zealand .....	766
Tasmania.....	149

and there are over 1,500 students qualifying for degrees at the present time.

#### TECHNICAL EDUCATION.

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

	£
New South Wales .....	27,896
Victoria.....	24,740
Queensland .....	7,684
Western Australia .....	397
*Tasmania .....	1,238
New Zealand .....	4,637

\* Year 1898.

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 1899 there were 250 technical classes in operation, of which 110 were held in Sydney and suburbs, 118 in the

country districts, and 22 in connection with the public schools. The enrolment at these classes was 10,256, namely, 5,896 in Sydney and suburbs, 2,706 in the country districts, and 1,654 at the public schools. The number of individual students under instruction during the year was 7,647. In 1896 a Technical College was opened at Newcastle, and a new College at Bathurst in June, 1898. During the year the expenditure by the Government on technical education amounted to £27,896, of which £24,073 was expended on the Technical College and branch schools, and £3,823 on account of Technological Museums. Fees to the amount of £4,856 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. At the end of 1899 there were 18 Schools of Mines and Technical Schools receiving aid from the State. The total State expenditure during the year was £24,740.

Technical education has well advanced in South Australia. The School of Design in Adelaide during 1899 had 451 students on the roll, and there were branch schools at Port Adelaide and Gawler with an enrolment of 31 and 58 students respectively. The School of Mines and Industries, founded in 1889, received Government aid in 1899 to the extent of £3,250, while the receipts from fees and sale of materials to students amounted to £2,815. Manual instruction is imparted in the public schools, and special instruction in agriculture is also given at various country centres.

In Queensland technical education has received great attention, and there are 20 technical colleges distributed amongst the chief towns. The State grants a subsidy of £ for £ of fees contributed by students. In 1899 the total payments of the State to these institutions amounted to £7,684. The total receipts of the Colleges during the year reached a sum of £16,258; and the expenditure was £15,988, of which salaries of teachers absorbed £8,995. The number of individual students receiving instruction was 3,817, namely, 2,110 males and 1,707 females. Statutory provision was made for providing technical instruction in mining by the passing of the School for Mines Act of 1894," but up to the present its provisions have not been availed of.

In Tasmania the foundations of new Technical Schools were laid in 1889 in Hobart, and there is a branch school in Launceston. The schools are under the direction of local Boards of Advice, the members of which act directly under the Minister in charge of education. The number of distinct students in 1898 was 416, of whom 124 were under tuition at Hobart, and 292 at Launceston. The State aid during the year was £1,238. In Western Australia the question of establishing a Technical College still remains in abeyance, but evening classes have been conducted with successful results. The total number of students

attending these classes in 1898 was 1,720, of whom 937 were males, and 783 females. The State expenditure during the year on technical education and manual training amounted to £397.

In New Zealand there is a School of Mines in connection with the University of Otago, and two other Schools of Mines in mining districts; a School of Engineering and Technical Science, in connection with the Canterbury College; and an Agricultural College at Canterbury. Under the Manual and Technical Elementary Instruction Act of 1895, State aid is granted to classes established for the purpose of imparting instruction in such branches of science and art as are encouraged by the Science and Art Department, South Kensington, and the City and Guilds of London Institute. Workshops have been established in connection with some of the public schools, and part of the school day may be given to elementary manual instruction. In connection with the South Kensington Museum and the City and Guilds Institute examinations, 812 passes were secured in 1898. For the financial year ended March, 1899, the expenditure on technical instruction was £4,637, of which £1,919 represented capitation allowances, while a sum of £2,718 was absorbed in special grants. At the three mining schools, the number of students is about 230. There are 41 students at the Canterbury Agricultural College, and 89 at the School of Engineering and Technical Science in connection with the Canterbury College.

#### GENERAL EDUCATION.

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

Degree of Education.	New South Wales.	Victoria.	Queensland.	South Australia.	Western Australia.	Tasmania.	New Zealand.	Australasia.
1861.								
Read and write .....	188,543	327,800	17,181	72,207	8,446	48,281	67,908	730,456
Read only .....	46,024	56,945	3,714	18,629	1,559	13,137	8,922	148,930
Cannot read .....	116,293	155,577	9,164	35,994	5,585	28,569	22,101	373,273
1871.								
Read and write .....	296,741	478,572	74,940	115,246	18,703	55,939	177,419	1,217,560
Read only .....	56,301	70,909	12,080	21,123	2,614	13,945	19,240	196,392
Cannot read .....	150,849	181,957	33,084	40,257	4,036	29,444	59,734	508,361
1881.								
Read and write .....	507,067	651,567	136,718	200,057	10,697	74,967	346,228	1,936,301
Read only .....	49,372	49,535	13,631	15,207	2,429	9,605	27,323	167,162
Cannot read .....	195,029	161,244	63,176	64,541	7,582	31,133	116,352	639,087
1891.								
Read and write .....	835,570	908,767	276,381	236,514	34,254	103,138	484,198	2,878,822
Read only .....	43,536	32,817	14,618	9,571	2,061	6,287	24,902	133,792
Cannot read .....	244,848	198,821	102,719	74,346	13,467	37,242	117,558	789,001

The figures in the preceding table refer to the total population, and the number of illiterates is therefore 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.				Population over 5 years of age.			
	1861.	1871.	1881.	1891.	1861.	1871.	1881.	1891.
Read and write .....	730,456	1,217,560	1,036,301	2,878,822	730,330	1,130,145	1,036,111	2,878,813
Read only .....	143,030	196,392	167,162	133,792	143,008	190,545	161,295	123,445
Cannot read .....	373,273	508,361	639,087	789,001	168,929	285,286	243,583	262,515
Total .....	1,252,059	1,922,313	2,742,550	3,801,615	1,043,170	1,605,976	2,340,989	3,269,773

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

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

It will be seen, therefore, that while in 1861 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 1891 had increased to 8,804, while those who were totally illiterate had in the same period decreased from 1,619 to 803.

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

Degree of Education.	Total between 5 and 15 years.				Per 10,000 children.			
	1861.	1871.	1881.	1891.	1861.	1871.	1881.	1891.
Read and write .....	114,353	258,154	482,719	674,012	4,637	5,911	7,058	7,565
Read only .....	68,038	102,316	86,574	69,640	2,759	2,099	1,266	782
Cannot read .....	64,237	96,986	114,654	147,280	2,604	1,990	1,676	1,653
Total .....	246,628	457,456	683,947	890,932	10,000	10,000	10,000	10,000

The proportion of those able to read and write has, therefore, grown from 4,637 to 7,565 in every 10,000 children during the thirty years which the table covers, while the number of those able to read only in 1891 was not much over one-fourth of what it was in 1861, and the wholly illiterate had decreased by more than one-third 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.			1899.		
	Marriages.	Marks.		Marriages.	Marks.		Marriages.	Marks.		Marriages.	Marks.		Marriages.	Marks.	
		M.	F.												
New South Wales..	3,222	596	989	3,953	573	768	6,284	347	525	8,457	273	248	9,275	150	113
Victoria .....	4,434	..	..	4,693	342	650	5,896	171	245	8,780	110	133	8,140	71	57
Queensland .....	320	..	..	970	..	..	1,703	84	109	2,005	88	109	3,449	57	74
South Australia ..	1,158	..	..	1,250	..	..	2,308	100	159	2,315	40	49	2,276	41	39
Western Australia.	149	..	..	159	..	..	197	..	..	413	..	..	1,671	15	22
Tasmania .....	717	..	..	598	..	..	856	..	..	988	..	..	1,147	39	40
New Zealand ....	878	..	..	1,864	..	..	3,279	105	190	3,805	53	64	5,461	24	35
Australasia .....	10,878	..	..	13,487	..	..	20,523	..	..	27,663	..	..	31,419	307	380

The percentages for those colonies 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
1899 .....	1·26	1·21	1·24

The percentage in 1899 was, therefore, less than one-twentieth that in 1861, and there is every reason to expect that in the course of another few years it will be still further diminished.

The wonderful increase which has taken place in the quantity of postal matter carried points indirectly to the spread of education. The following table shows that while in 1851 only 2,165,000 letters and

post-cards and 2,150,000 newspapers passed through the Australasian Post-offices, these numbers had in 1899 increased to 238,253,200 and 106,165,400 respectively :—

	Letters and Post-cards.	Newspapers.
1851 .....	2,165,000	2,150,000
1861 .....	14,061,000	10,941,400
1871 .....	30,435,300	17,252,700
1881 .....	80,791,700	43,802,000
1891 .....	183,694,900	95,879,700
1899 .....	238,253,200	106,165,400

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

	Letters per Inhabitant.	Newspapers per Inhabitant.
1851 .....	4·7	4·7
1861 .....	11·3	8·8
1871 .....	15·7	8·9
1881 .....	29·1	15·8
1891 .....	47·9	25·0
1899 .....	53·5	23·8

In 1899 the number of letters per inhabitant was over eleven times, and that of newspapers more than five times, larger than in 1851.

#### PUBLIC LIBRARIES.

In all the colonies 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 .....	342	520,000
Victoria .....	367	1,054,881
Queensland .....	115	152,589
South Australia.....	158	276,451
Western Australia .....	34	59,427
Tasmania.....	41	80,043
New Zealand .....	304	409,604
Australasia.....	1,361	2,552,995

In Western Australia there are 37 Agricultural Halls and 17 Miners' Institutes, which contain, approximately, 6,000 volumes. The Victoria Public Library in Perth, a Government institution, possesses 30,000 volumes.