

TABLE A.—SCHOOL ATTENDANCE.

EDUCATION DISTRICTS.	On School-rolls.				Average Daily Attendance.							Year's Average Attendance as Percentage of the mean of the Roll-numbers for the Four Quarters.
	Number of Scholars belonging at Beginning of Year.	Number Admitted during the Year.	Number who Left during the Year.	Number belonging at End of Year.	Strict Average.		Working Average.					
					Fourth Quarter.	Whole Year.	Fourth Quarter.			Whole Year.		
							Males.	Females.	Total.			
Auckland ...	13,337	9,995	7,502	15,830	11,962	11,946	6,457	5,818	12,275	12,158	77.4	
Taranaki ...	1,307	1,183	841	1,709	1,156	1,148	649	588	1,237	1,212	73.8	
Wanganui...	4,070	2,625	2,207	4,488	3,431	3,329	1,843	1,651	3,494	3,415	76.2	
Wellington ...	5,144	4,220	3,217	6,147	4,810	4,782	2,655	2,221	4,876	4,867	78.4	
Hawke's Bay ...	2,831	1,778	1,423	3,186	2,056	2,252	1,214	985	2,199	2,348	74.2	
Marlborough ...	1,041	815	535	1,321	975	913	549	449	998	936	75.5	
Nelson ...	3,456	2,092	1,486	4,062	3,076	2,987	1,661	1,518	3,179	3,082	76.5	
North Canterbury ...	14,858	9,229	8,040	16,047	11,322	10,984	6,269	5,491	11,760	11,501	72.0	
South Canterbury ...	3,248	1,861	1,578	3,531	2,492	2,475	1,364	1,249	2,613	2,597	72.1	
Westland ...	2,974	1,011	1,953	2,932	2,195	2,243	1,127	1,149	2,276	2,324	76.1	
Otago ...	17,581	8,948	7,255	19,274	15,918	15,327	8,382	7,679	16,061	15,589	80.3	
Southland ...	4,452	2,449	1,868	5,033	3,616	3,436	1,980	1,796	3,776	3,706	75.6	
Totals for 1881...	74,359	46,206	37,005	83,560	63,009	61,822	34,150	30,594	64,744	63,735	76.4	
Totals for 1880...	68,124	49,294	35,017	82,401	62,946	60,625	33,880	30,527	64,407	62,234	76.6	
Increase in year...	6,235	- 3,088	1,988	1,159	63	1,197	270	67	337	1,501	- .2	
Totals for 1877...	...	...	...	55,688	...	...	...	...	41,773	40,837	...
Increase in 4 years	...	...	...	27,872	...	...	...	...	22,971	22,898	...
Average yearly increase ...	...	...	...	6,968	...	...	...	...	5,743	5,725	...

It will be seen that the number of new admissions for the year was less by 3,088 than in the previous year, while the number of children leaving the schools was greater than in 1880. Very little weight attaches to these numbers, because many children are transferred from school to school during a year, and the attendance of many is so irregular that they come within the operation of the rule which requires that a child absent for a whole quarter shall, when the quarterly return is made up, be regarded as having left. In the first case the same child is counted both among those that have left and among those that have been admitted, and in the other case he is so counted if he return to school before the end of the year. The sum of the number at the beginning of the year (74,359) and the number admitted during the year (46,206) is 120,565; and as the whole population between five years and fifteen was estimated at 124,561 on the 31st December, 1880, and at 128,683 a year later, it follows that if some of the admissions and withdrawals were not attributable to the causes here assigned the number of individual children under instruction in the public schools during the year would be almost equal to the whole number of children of school-age in the colony. There is at present no means of ascertaining how many of those reported as withdrawn have been subsequently readmitted. The fair presumption is that the number is very great, that many children are grossly irregular in their attendance, and that undue advantage is taken of the unrestricted right of removal from one school to another. Of those on the rolls at the end of 1880, as many as 8,042 were struck off as not attending during the first quarter of 1881, and 37,005 (including 27 who for the purposes of this report are to be reckoned as having left, being under five years of age) have since been removed from the rolls, so that 45,047 (considerably more than half the number at any time on the rolls) have nominally left school in twelve months.

The following table is interesting as showing an increase in the number of Maori and half-caste children attending the public schools, the increase being, however, chiefly in the attendance of half-castes. The increase might easily be made much larger but for the unwillingness of many parents of both races—European and Maori—to allow their children to be taught in schools equally open to them all. In some Maori settlements that are too small, and too near to public schools, to be regarded as entitled to have Native schools established in them, the children are growing up in ignorance, being either withheld or excluded from the