

1888.  
NEW ZEALAND.

## EDUCATION.

STATEMENT RELATIVE TO AMOUNT EXPENDED UPON SCHOOL BUILDINGS SINCE THE COMING INTO OPERATION OF "THE EDUCATION ACT, 1877."

*Presented to both Houses of the General Assembly by Command of His Excellency.*

THE following tables have been prepared expressly to demonstrate the exact basis upon which our education system rests, speaking of the system only in relation to the number of children to be educated, and the future financial provision necessary to be made for providing building accommodation for all children of school-age. For this purpose, and for the present for this purpose only, I have subjected the system to a searching analysis, in order to discover (1) how far in that respect the system has met the requirements of the past; and (2) what financial provision is required to meet future building requirements.

The figures relating to the number of children of school-age, and their distribution, are furnished by the Registrar-General's Department. The figures relating to the distribution of the building grant are furnished by the Education Department.

Office of the Department of Education,  
Wellington, May, 1888.

GEO. FISHER.

### I. AS TO THE BUILDING REQUIREMENTS OF THE PAST.

The tables themselves explain the extremely satisfactory development of the education system since the coming into operation of "The Education Act, 1877." Notwithstanding the great financial strain which the general increase of population has imposed upon the building resources of the Education Department since the year 1877, it is gratifying to learn, from a perusal of the statistics bearing upon the subject, that the department has well kept pace with the steady demand for increased building accommodation, and has built up a State-school system (speaking of it purely in the building sense) which, if it has not as yet reached the point of perfect and sufficient equipment, is at least sufficiently so to justify the reasonable and natural pride with which the people of the colony regard it.

### II. WHAT FINANCIAL PROVISION IS REQUIRED TO MEET FUTURE BUILDING REQUIREMENTS.

To discuss this, the only branch of the question necessary now to be considered, must be opened out the analysis to which reference has just been made.

First had to be ascertained the proportion of natural increase, so as to determine the percentage of children of school-age for whom building accommodation must be annually provided as population increased; for it should at this point be stated, by way of explanation, that the chief complaint of some of the Education Boards, if not all, was that there was not sufficient school accommodation for the children who were "coming on." Comment upon the tables is not intended to form part of this analysis. The facts are given as they stand. As bearing upon the supposed greatly-increasing number of children who were expected to be ready annually to enter the education machine, the following table was prepared:—

Table A.

SHOWING the NUMBER of CHILDREN under FIVE YEARS of AGE as on the 31st December of the Years 1877 to 1887; also the NUMERICAL and CENTESIMAL INCREASES from Year to Year.

Years.	Number of Children under Five Years of Age on 31st Dec.	Numerical Increase.	Increase per cent.	Years.	Number of Children under Five Years of Age on 31st Dec.	Numerical Increase.	Increase per cent.
1877	70,661	..	..	1883	86,463	1,592	1·87
1878	73,095	2,434	3·44	1884	87,990	1,527	1·77
1879	78,277	5,182	7·09	1885	88,412	422	0·48
1880	81,748	3,471	4·43	1886	88,466	54	0·06
1881	84,191	2,443	2·99	1887	88,392	-74*	-0·08*
1882	84,871	680	0·81				

\* Decrease.

This table was a little surprising in its results, and regretfully so, as it showed that the natural increase had not for many years past been by any means so great as it had been generally supposed to be. It was desirable, then, to ascertain in which districts the child population had increased, and in which it had remained stationary, or nearly so, and for that purpose the figures were put into this form :—

Table B.

SHOWING the estimated NUMBERS of CHILDREN under FIVE YEARS of AGE in the different Provincial Districts of New Zealand as on the 31st December of the Years 1877 to 1887, inclusive.

Provincial Districts.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	Numeric. Increase since 1877.
Auckland .. ..	13,708	14,107	15,029	15,613	15,996	16,549	17,292	18,038	18,567	19,108	19,534	5,826
Taranaki .. ..	1,696	1,900	2,192	2,534	2,694	2,800	2,940	3,080	3,183	3,184	3,270	1,574
Wellington .. ..	8,974	9,429	10,255	10,872	11,449	11,627	11,932	12,230	12,378	12,473	12,551	3,577
Hawke's Bay .. ..	2,614	2,705	2,896	3,024	3,115	3,309	3,545	3,696	3,801	3,980	4,154	1,540
Marlborough .. ..	1,201	1,389	1,643	1,798	1,852	1,867	1,902	1,848	1,857	1,857	1,856	655
Nelson .. ..	4,169	4,093	4,149	4,087	4,043	4,073	4,150	4,223	4,244	4,246	4,244	75
Westland .. ..	2,897	2,705	2,583	2,370	2,188	2,121	1,988	1,936	1,945	1,946	1,856	-1,041*
Canterbury .. ..	16,182	16,958	18,395	19,455	20,374	20,114	20,148	20,238	19,981	19,462	19,092	2,910
Otago .. ..	19,220	19,809	21,135	21,995	22,480	22,411	22,566	22,701	22,456	22,210	21,835	2,615
Total children under 5 years .. ..	70,661	73,095	78,277	81,748	84,191	84,871	86,463	87,990	88,412	88,466	88,392	17,731

\* Decrease.

The numerical increase since 1877, the date when the Education Act came into operation, is shown in a separate column, and in some districts the increase appears to be considerable; but it should be borne constantly in mind that the object of the tables is if possible to arrive at an accurate estimate of the present school-building requirements of the colony; and if a period shorter than the whole range of the table be taken, say a five-years period, from 1883 to 1887, or a seven-years period, from 1881 to 1887, it will be observed that only in one or two districts has there been any considerable increase. It becomes clear, then, that the cause of any extensive demand for increased school-accommodation does not take its rise in this direction. The extreme urgency, however, with which the building claims of the Wellington Education District were presented led to an annual test, ranging over seven years, of the number of children of five years and under in that district. The comparison stands thus:—

Table C.

SHOWING the APPROXIMATE DISTRIBUTION of the ESTIMATED POPULATION under FIVE YEARS of AGE of the Wellington Provincial District for the Years 1881 to 1887, inclusive.

—	1881.	1882.	1883.	1884.	1885.	1886.	1887.
Patea County (part) ...	823	796	768	740	712	684	650
Waitotara ...							
Wanganui ...							
Borough of Wanganui ...	824	803	782	761	740	716	690
Rangitikei County ...	589	580	572	565	558	551	542
Borough of Marton ...	124	129	134	139	144	148	152
Oroua County ...	1,579	1,616	1,653	1,715	1,750	1,766	1,780
(Including Borough of Feilding)							
Manawatu County ...							
Horowhenua County...	285	327	369	446	455	495	532
Borough of Palmerston North...							
Hutt County ...							
Borough of Wellington ...	3,660	3,704	3,875	3,923	3,989	4,014	4,040
Wairarapa East County	1,344	1,374	1,404	1,459	1,471	1,491	1,501
Wairarapa West County							
Borough of Masterton ...	517	528	539	550	561	574	587
Borough of Greytown ...	188	184	180	176	172	169	166
Totals ...	11,449	11,627	11,932	12,230	12,378	12,473	12,551

It will thus be seen that in the Wairarapa and in the Borough of Wellington, the school districts to which the representations of the Wellington Education Board specifically referred, the increase in the number of children of five years old and under for the past seven years has been,—

Wairarapa Counties	...	...	...	157
Borough of Masterton	...	...	...	70
„ Wellington	...	...	...	380
				607
Less decrease Greytown	...	...	...	22
				585 net.

The increase is not large. Table F and Appendix B show the financial provision made to meet it.

It is desirable to remember that the foregoing tables relate solely to children five years old and under.

The tables which follow open out a wider and a much more interesting and instructive view of the whole question. The number of children of five years and under being definitely ascertained, it was next desired to ascertain the total number of children of school-age (five to fifteen years old) in the colony, and to find how many of the total number of children of that age attended school. To avoid complication—that is, as between the provincial districts and the education districts—the figures contained in the following table are taken out for the provincial districts, so that, for purposes of comparison, the figures may be carried right through the table from 1877 to 1887. This is necessary, because additional education districts were created in 1882, and to have mixed the two sets of education districts—the new and the old—in one table would have tended to introduce confusion. A subsequent table (Appendix A) gives the corresponding figures for the education districts, dating from the year 1882, the year in which the new districts were created by Act, and Appendix F describes the boundaries of the “provincial” districts and the “education” districts. The following is

**Table D.**

SHOWING the NUMBER of CHILDREN of FIVE to FIFTEEN YEARS of AGE attending SUPERIOR SCHOOLS and PUBLIC SCHOOLS in each Provincial District, and the NUMBER of ALL AGES at PRIVATE SCHOOLS, for the Years 1877 to 1887, inclusive; also the ESTIMATED POPULATION at FIVE to FIFTEEN YEARS for the same Years.

—	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.
<b>AUCKLAND.</b>											
Superior schools, 5 to 15 years	255	366	212	385	309	260	393	448	371	225	172
Public schools, 5 to 15 years	11,532	12,037	14,001	15,118	15,999	16,338	17,415	18,756	20,341	20,888	21,382
Private schools, all ages ..	3,191	2,391	2,464	2,412	2,022	2,392	2,458	2,817	2,645	2,618	3,354
Total at above schools..	14,978	14,794	16,677	17,915	18,330	18,990	20,266	22,021	23,357	23,731	24,908
Not accounted for ..	6,555	7,947	7,272	7,242	8,035	8,749	8,847	8,466	8,504	9,507	9,118
No. living at 5 to 15 years	21,533	22,741	23,945	25,157	26,365	27,739	29,113	30,487	31,861	33,238	34,206
<b>TARANAKI.</b>											
Superior schools, 5 to 15 years	..	..	..	..	..	47	41	17	35	29	26
Public schools, 5 to 15 years	1,014	1,387	1,707	2,108	2,365	2,737	2,903	3,051	3,289	3,492	3,504
Private schools, all ages ..	270	220	313	391	301	217	153	451	240	295	273
Total at above schools..	1,284	1,607	2,020	2,499	2,666	3,001	3,097	3,519	3,564	3,816	3,803
Not accounted for ..	847	919	901	817	1,046	998	1,189	1,054	1,296	1,332	1,467
No. living at 5 to 15 years	2,131	2,526	2,921	3,316	3,712	3,999	4,286	4,573	4,860	5,148	5,270
<b>WELLINGTON.</b>											
Superior schools, 5 to 15 years	63	83	95	75	87	146	253	294	277	245	260
Public schools, 5 to 15 years	4,277	6,604	8,158	9,135	9,763	10,287	11,188	11,816	12,624	13,555	14,860
Private schools, all ages ..	1,049	1,177	1,383	1,500	1,673	1,485	1,604	1,929	1,859	2,018	2,097
Total at above schools..	5,389	7,864	9,636	10,710	11,523	11,918	13,045	14,039	14,760	15,818	17,217
Not accounted for ..	6,752	5,209	4,369	4,227	4,347	4,887	4,695	4,636	4,850	4,727	3,815
No. living at 5 to 15 years	12,141	13,073	14,005	14,937	15,870	16,805	17,740	18,675	19,610	20,545	21,032
<b>HAWKE'S BAY.</b>											
Superior schools, 5 to 15 years	..	..	38	37	45	39	51	65	62	118	88
Public schools, 5 to 15 years	1,220	1,642	2,102	2,466	2,633	2,708	2,950	3,249	3,697	4,028	4,436
Private schools, all ages ..	565	637	436	365	478	430	532	254	538	589	530
Total at above schools..	1,785	2,279	2,576	2,868	3,156	3,177	3,533	3,568	4,297	4,735	5,054
Not accounted for ..	1,891	1,566	1,488	1,315	1,196	1,526	1,521	1,837	1,459	1,371	1,197
No. living at 5 to 15 years	3,676	3,845	4,014	4,183	4,352	4,703	5,054	5,405	5,756	6,106	6,251
<b>MARLBOROUGH.</b>											
Superior schools, 5 to 15 years	..	..	..	..	..	..	..	..	..	..	..
Public schools, 5 to 15 years	985	1,074	1,126	1,295	1,457	1,550	1,626	1,650	1,753	1,823	1,907
Private schools, all ages ..	209	190	244	168	224	156	198	232	287	274	308
Total at above schools..	1,194	1,264	1,370	1,463	1,681	1,706	1,824	1,882	2,040	2,097	2,215
Not accounted for ..	778	823	832	854	751	830	816	862	808	855	807
No. living at 5 to 15 years	1,972	2,087	2,202	2,317	2,432	2,536	2,640	2,744	2,848	2,952	3,022

Table D—continued.

—	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.
<b>NELSON.</b>											
Superior schools, 5 to 15 years	..	75	100	100	61	61	114	117	89	61	73
Public schools, 5 to 15 years	4,279	3,967	4,069	4,290	4,495	4,665	5,020	5,308	5,473	5,702	5,945
Private schools, all ages ..	411	470	522	450	426	525	728	656	768	961	975
Total at above schools..	4,690	4,512	4,691	4,840	4,982	5,251	5,862	6,081	6,324	6,724	6,993
Not accounted for ..	1,692	1,970	1,891	1,842	1,801	1,783	1,423	1,455	1,463	1,314	1,252
No. living at 5 to 15 years	6,382	6,482	6,582	6,682	6,783	7,034	7,285	7,536	7,787	8,038	8,245
<b>WESTLAND.</b>											
Superior schools, 5 to 15 years	..	..	..	..	..	..	..	..	..	..	..
Public schools, 5 to 15 years	2,245	2,048	2,113	2,336	2,408	2,384	2,487	2,510	2,644	2,683	2,811
Private schools, all ages ..	296	426	871	790	790	890	866	876	865	883	760
Total at above schools..	2,541	2,474	2,984	3,126	3,198	3,274	3,353	3,386	3,509	3,566	3,571
Not accounted for ..	1,304	1,371	859	715	642	629	613	643	583	592	686
No. living at 5 to 15 years	3,845	3,845	3,843	3,841	3,840	3,903	3,966	4,029	4,092	4,158	4,257
<b>CANTERBURY.</b>											
Superior schools, 5 to 15 years	..	173	184	228	336	325	352	359	381	322	350
Public schools, 5 to 15 years	14,804	15,347	17,223	18,649	19,102	20,317	21,175	21,849	22,640	23,151	23,929
Private schools, all ages ..	1,683	1,912	2,017	3,274	2,363	2,144	2,885	3,273	2,775	2,769	3,009
Total at above schools..	16,487	17,432	19,424	22,151	21,801	22,786	24,412	25,481	25,796	26,242	27,288
Not accounted for ..	6,513	7,177	6,794	5,676	7,636	7,590	6,903	6,773	7,397	7,892	7,656
No. living at 5 to 15 years	23,000	24,609	26,218	27,827	29,437	30,376	31,315	32,254	33,193	34,134	34,944
<b>OTAGO.</b>											
Superior schools, 5 to 15 years	262	224	296	276	349	354	330	330	320	274	305
Public schools, 5 to 15 years	14,203	18,465	21,088	22,975	23,776	24,546	25,902	27,209	27,950	28,816	29,704
Private schools, all ages ..	2,318	1,783	1,984	1,888	1,710	1,763	1,831	1,715	2,012	2,090	2,131
Total at above schools..	16,783	20,472	23,368	25,139	25,835	26,663	28,063	29,254	30,282	31,180	32,140
Not accounted for ..	12,353	10,179	8,798	8,542	9,361	9,549	9,165	8,970	8,978	9,097	9,074
No. living at 5 to 15 years	29,136	30,651	32,166	33,681	35,196	36,212	37,228	38,224	39,260	40,277	41,214
<b>TOTALS.</b>											
Superior schools, 5 to 15 years	580	921	925	1,101	1,187	1,232	1,534	1,630	1,529	1,274	1,274
Public schools, 5 to 15 years	54,559	62,571	71,587	78,372	81,998	85,532	90,666	95,398	100,411	104,138	108,478
Private schools, all ages ..	9,992	9,206	10,234	11,238	9,987	10,002	11,255	12,203	11,989	12,497	13,437
Total at above schools..	65,131	72,698	82,746	90,711	93,172	96,766	103,455	109,231	113,929	117,909	123,189
Not accounted for ..	38,687	37,161	33,154	31,230	34,815	36,541	35,172	34,696	35,338	36,687	35,072
No. living at 5 to 15 years	103,818	109,859	115,900	121,941	127,987	133,307	138,627	143,927	149,267	154,596	158,261

Included in the numbers not accounted for are—(1) Children at industrial schools and orphanages (831 in 1887); (2) European children attending Native village schools (416 in 1887); (3) children receiving tuition at home (7,567 at the census of 1886, and 9,706 at the census of 1881, the number decreasing gradually).

NOTE.—The returns for private schools do not state the ages of the pupils. For the purposes of this table all have been treated as between five and fifteen years of age. Denominational schools, such as Roman Catholic and Anglican, are included as private schools. A statement of the attendance at the Roman Catholic schools in December, 1887, is appended:—

STATEMENT of the NUMBER of PUPILS attending ROMAN CATHOLIC SCHOOLS in each Provincial District in December, 1887.

Auckland	..	..	..	..	..	..	1,805
Taranaki	..	..	..	..	..	..	146
Wellington	..	..	..	..	..	..	1,312
Hawke's Bay	..	..	..	..	..	..	425
Marlborough	..	..	..	..	..	..	234
Nelson	..	..	..	..	..	..	731
Westland	..	..	..	..	..	..	657
Canterbury	..	..	..	..	..	..	1,958
Otago	..	..	..	..	..	..	1,641
Total	..	..	..	..	..	..	8,909

From the totals "not accounted for" shown in the table above (Table D) it will be observed that in 1877, when the Education Act came into operation, 38,687 out of a total of 103,818 children of school-age (five to fifteen) were not attending school, or were not accounted for. In 1887, the total number of children living, of age from five to fifteen, having increased from 103,818 in 1877 to 158,261 in 1887, 35,072 only are returned as not attending school, and (as explained in the note

which follows the table) this total is still further reduced by the 7,567 who were at the end of 1886 receiving home tuition, the 831 children in the industrial schools, and the 416 European children attending Native village schools. So that the actual number of children not known to be attending any school is 26,258. But, in referring to this 26,258, care must be taken to guard against the assumption that 26,258 children remain neglected in the educational sense, or that they have never received any education. In analysing this total, two elements come into play. First has to be considered the number of children whose parents object to send them to school before they have reached the age of six or seven. It would be difficult to estimate the number of these children. The number of course is an indeterminate number, but it should be understood that, whatever the number, they are included in the 26,258. Next has to be taken into account the very large number of children who, having passed the Third, Fourth, and Fifth Standards, leave the public schools from the age of eleven and upwards, having probably received all the school education they will ever receive. The number of these can be estimated. For instance, last year (*vide* Education Report, 1887), out of a total of 12,302 children who were preparing for the Fourth Standard (12·5 being the average age at which the standard is passed), 3,523 either left the public schools finally, or continued in the class preparing for such standard. It is a fact that the great bulk of the children of the working-classes leave school at about that age, themselves to go to work. To a close observer then it will become apparent that in the Registrar-General's figures the same 3,523 children who left school at the Fourth Standard, as just stated, will be made to do duty for possibly three, but certainly for at least two, succeeding years amongst the "not accounted for;" for, leaving school at twelve and a half years, they will be classed as "not at school" at thirteen, so at fourteen, and possibly so at fifteen, the fact being that they have finished their school-days although they are still within the range of school-age (five to fifteen). And the same process will take place in regard to a number of children of other standards, who finish their education (all they will get) and leave school before they reach fifteen, and are consequently returned by the Registrar-General as being within the school-age, but are "not accounted for" because they are not in actual attendance at school. To illustrate this point, which is one of considerable importance, I am enabled, through the kindness of Mr. J. H. Richardson, Associate of the Institute of Actuaries (England), to submit a table which shows the proportion of children who leave school, presumably to go to work, but who will be returned as "not accounted for" although they have attended school. The table is as follows:—

TABLE showing the APPROXIMATE NUMBER of CHILDREN who have left SCHOOL between, say, the AGES of ELEVEN and FIFTEEN, and who are NOT YET FIFTEEN.

1884.	1885.	1886.	1887.	Assumed to have left School for Work or otherwise.
III. .. 15,083	IV. .. 11,398	V. .. 7,524	VI. .. 4,501	10,582
..	III. .. 15,887	IV. .. 12,302	V. .. 8,779	7,108
..	..	III. .. 16,467	IV. .. 13,487	2,980
				20,670
* To approximately account for deaths, emigration, immigration, and for children "plucked" at one examination who go up for the subsequent one.				* Less 3,670
				Net 17,000

NOTE.—1. The figures against the standards represent the children who are *preparing* for such standards in the respective years with which the columns are headed.

2. It has been assumed that the children go up for examination once a year; also that the ages at which they leave school are not materially different from the ages at which children pass the various standards; also that, of the children who (*e.g.*) are preparing for Standard III. in 1884, viz., 15,083, only 4,501 are left in 1887 preparing for Standard VI., and that those representing the difference have either left school or died in the interim.

Thus, of the 26,258 (35,072) returned as not accounted for in the Registrar-General's figures, we have 17,000 accounted for in Mr. Richardson's table. The principle of Mr. Richardson's table must next be applied to the 13,437 children found to be attending private schools, and, as the principle accounts for two-thirds of the "not accounted for" in the case of the public schools, it may be taken roughly to account for one-third in the case of the private schools. These two numbers, the 4,479 (one-third of 13,437) and the 17,000 shown in Mr. Richardson's table, form a total of 21,479, which, deducted from the 26,258, leaves a residuum of 4,779 children who in reality may be said to be "not accounted for." To this explanation it is only necessary to add a statement the truth of which is known to all who have travelled New Zealand extensively, that in this colony population frequently finds its way to almost inaccessible places, quite beyond the reach of schools or of the schoolmaster. Notably is this shown to be the case in the Districts of Auckland and Taranaki. There are other causes, of a minute character, which would satisfactorily account for a portion of this residuum of 4,779, although it is not disputed that the bulk of them, through parental neglect, are not attending school. Whether it be viewed favourably or unfavourably, the fact stands that, out of a total of 158,261 children of school-age, we have 4,779 not accounted for, in the absolute sense, a number which may be regarded as remarkably small, taking into account the geographical and topographical features of New Zealand; for we are not a compact, level, easily-worked colony like the Colony of Victoria. Without doubt the enforcement of the compulsory clauses and the assistance of a truant staff would be necessary to ensure the attendance at school of this residuum, speaking of it as a whole, for the experience of the world is that there will always be in every community a certain proportion of children whose attendance at school can only be ensured by compulsory measures. From all this reasoning two things appear clear—1, that we educate a larger number of children in proportion to population than any adjoining colony, except Victoria; and (it follows as a natural consequence) 2, that the colony is well provided with school-buildings.

As to school-buildings, in answer to representations that children in various parts of the colony

had been refused admittance to the public schools in consequence of an insufficiency of school accommodation, the Education Boards were asked by circular to say how many children had been refused admittance from this cause at the opening of the school term in January last (1888). To that circular the following answers were returned :—

- Auckland.*—Town and suburbs : 1886, 200 ; 1887, 390 ; 1888, 112. Thames Goldfields : 1886, 112 ; 1887, 100 ; 1888, 40. In Auckland town and suburbs the Board has been and is making provision for increased accommodation.
- Taranaki.*—None refused. Waipuku and Midhurst with 90 on the roll, only fit for 40. Schools wanted at Kura Road, Eltham Road, and Waihi.
- Wanganui.*—No information in office. Has asked Committees. Requirements mostly in respect of new schools.
- Wellington.*—Te Aro School reports 100 ; Tory Street, 45 ; Newtown, 30 (150 children in a room 30ft. by 22ft.). But no definite record has been kept.
- Hawke's Bay.*—Debit balance of £1,000 on Building Account, yet schools overcrowded, and districts where schools are wanted cannot be provided for.
- Marlborough.*—None.
- Nelson.*—None.
- Grey.*—None refused ; the securing of capitation too vitally necessary. Several schools overcrowded ; Dobson very much so.
- Westland.*—None. Has written to two schools that were at one time overcrowded.
- North Canterbury.*—At Sydenham many have been refused, and quite 100 waiting. This is the only case.
- South Canterbury.*—Several schools have only 8ft. of space per child. Residents refuse to send children to Hakateramea, where school is held in a kitchen.
- Otago.*—No definite information.
- Southland.*—Board has not been informed of any refusal to admit.

NOTE.—The following figures relate to the City of Wellington :—

Children from five to fifteen years—						1887.
At Board schools	..	..	..	..	..	4,568
At private schools, estimate about	..	..	..	..	..	1,400
At superior schools	..	..	..	..	..	159
Receiving tuition at home	..	..	..	..	..	256
						6,383
Total children living, from five to fifteen years	..	..	..	..	..	7,059
Total number not accounted for..	..	..	..	..	..	676*

From the answers furnished by the Boards, it does not appear that there is any serious deficiency of school accommodation, if we except the isolated cases which some of the Boards have brought prominently under notice. The collective answers of the Boards go to show that accommodation is urgently required for 500 more children who have presented themselves, and it is not an extravagant assumption that the £31,678 just distributed amongst the Boards (*vide* Table F) will provide building accommodation for eight times 500.

In explanation of the distribution of the building vote for the present year it should be stated that a sum of £40,000 was placed upon the Public Works estimates for building purposes. Against that vote there were outstanding liabilities amounting to £8,893, leaving £31,107 for distribution. A circular was sent to the Boards calling attention to the amount at the disposal of the Government for building purposes, and requesting them to furnish an estimate which would cover no more than the actual requirements of each for the year, it being the intention of the Government to spend the money where it was found to be most urgently needed. The estimates sent in amounted to £90,877 16s. 10d., and under these circumstances the Government had no alternative but to distribute the amount at their disposal upon the population basis. The following table shows the amount applied for by each Board and the manner in which the vote was distributed :—

Table E.

Board.				Boards' Estimates of Expenditure required.	Population.	Amount at 1s. per Head of Population.
				£ s. d.		£ s. d.
Auckland ...	...	...	...	†8,000 0 0	121,828	6,091 8 0
Taranaki ...	...	...	...	2,390 0 0	11,559	577 19 0
Wanganui ...	...	...	...	7,661 14 1	32,505	1,625 5 0
Wellington ...	...	...	...	20,984 0 0	50,841	2,542 1 0
Hawke's Bay ...	...	...	...	†5,209 0 0	29,888	1,494 8 0
Marlborough ...	...	...	...	No return.	9,587	479 7 0
Nelson ...	...	...	...	2,558 0 0	25,993	1,299 13 0
Greymouth ...	...	...	...	2,285 0 0	8,728	436 8 0
Westland ...	...	...	...	914 0 0	10,168	508 8 0
Canterbury North ...	...	...	...	12,438 0 0	100,409	5,020 9 0
Canterbury South ...	...	...	...	4,838 2 9	23,044	1,152 4 0
Otago ...	...	...	...	11,750 0 0	109,240	5,462 0 0
Southland ...	...	...	...	11,850 0 0	39,150	1,957 10 0
				£90,877 16 10		£28,647 0 0

\* Accounted for in the manner already explained (see page 5). † Also £5,000 next session. ‡ Including £2,400 overdraft.  
§ £2,460 has been distributed since this table was made.

The ordinary estimate of the amount required for the erection of a school-building (wood) is £4 per pupil. It is not difficult therefore to estimate the amount of school accommodation which £31,678 judiciously expended would provide.

It would indeed be strange if there were any serious deficiency of school accommodation, for the colony has spent no less a sum than £852,778 3s. 2d. upon the erection of school-buildings since the coming into operation of "The Education Act, 1877." Previous to the coming into operation of that Act, many of the Provincial Governments had spent very large sums in the erection of school-buildings; and it is admitted by every educational expert who visits the colony that in the matter of building equipment we have an educational system which is not surpassed in any other country. It is desirable to show in what manner the £852,778 has been distributed, and for that purpose this table is provided:—

**Table F.**  
**GRANTS TO EDUCATION BOARDS FOR SCHOOL-BUILDINGS, TEACHERS' RESIDENCES, and SITES, from 1877 to 31st March, 1888.**

Year.	Auckland.	Taranaki.	Wanganui.	Wellington.	Hawke's Bay.	Marlborough.	Nelson.	Grey.	Westland.	North Canterbury.	South Canterbury.	Otago.	Southland.	Total for Twelve Years.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1877	9,579 0 0	568 16 5	1,854 16 0	7,399 5 11	302 2 9	1,310 14 5	1,896 12 2	..	6,906 9 2	8,655 16 4	..	8,338 14 4	..	46,812 7 6
1878	19,000 0 0	1,400 0 0	5,000 0 0	8,000 0 0	7,500 0 0	2,305 16 5	5,003 12 0	..	10,100 0 0	18,194 3 1	6,805 16 11	14,656 9 6	3,291 5 0	101,257 2 11
1879	25,690 0 0	3,600 0 0	11,000 0 0	11,800 0 0	9,730 0 0	2,594 3 7	4,925 10 2	..	6,000 0 0	25,000 0 0	13,330 0 0	27,546 10 10	9,365 0 0	150,581 4 7
1880	28,825 0 0	3,800 0 0	5,500 0 0	13,200 0 0	5,770 0 0	1,250 0 0	5,470 17 10	..	6,200 0 0	14,500 0 0	3,000 0 0	12,720 18 10	4,200 0 0	104,436 16 8
1881	21,200 0 0	1,650 0 0	1,500 0 0	4,750 0 0	2,000 0 0	750 0 0	3,300 0 0	†	5,698 0 0	11,000 0 0	2,250 0 0	7,220 0 0	3,000 0 0	64,318 0 0
1882	5,540 0 0	542 0 0	3,649 0 0	2,182 0 0	1,709 0 0	1,252 0 0	1,313 0 0	..	480 0 0	9,447 10 9	2,050 0 0	14,511 0 0	2,590 0 0	45,265 10 9
1883	17,951 19 0	1,666 15 0	4,376 19 0	6,412 12 0	3,453 5 0	1,353 9 0	3,790 0 0	..	2,437 1 0	15,508 10 9	3,567 15 6	17,605 17 0	5,198 7 6	83,322 10 9
1884	9,682 0 0	1,542 0 0	2,736 0 0	5,016 0 0	2,519 0 0	846 0 0	2,307 0 0	..	..	9,439 0 0	2,230 0 0	10,828 0 0	3,330 0 0	50,475 0 0
1885	10,927 0 0	1,561 0 0	2,736 0 0	5,007 0 0	3,159 0 0	1,146 0 0	2,857 0 0	{	2,448 8 7 1,147 6 5	9,439 0 0	2,880 0 0	11,428 0 0	3,500 0 0	59,008 15 0
1886	11,150 14 0	1,145 17 9	3,259 3 3	4,808 13 0	3,493 6 6	930 10 3	2,756 18 0	{	2,761 0 0	10,542 12 0	2,452 17 0	12,161 10 0	3,661 12 9	60,170 14 6
1887	10,062 15 3	1,491 5 0	2,979 11 0	4,563 16 0	3,305 12 0	1,083 9 7	2,395 19 8	15 6	4,875 9 9	8,694 5 0	2,180 1 0	9,355 13 0	3,448 10 5	55,451 2 9
1888	6,091 8 0	577 19 0	2,085 5 0	3,542 1 0	2,494 8 0	479 7 0	1,239 13 0	436 8 0	727 5 9	5,020 9 0	1,505 4 0	5,462 0 0	1,957 10 0	31,678 17 9
	175,699 16 3	19,545 13 2	46,676 14 3	76,701 7 11	45,435 14 3	15,301 10 3	87,316 2 5	3 6	49,781 0 8	145,441 6 11	142,181 14 5	151,834 13 6	43,542 5 8	852,778 3 2

\* £1,854 16s. granted to Patea Education Board in 1877. † Old district, which included Westland and Grey.

NOTE.—This table includes payments for rebuilding schools destroyed by fire, as follows: Auckland, £305; Taranaki, £469; Hawke's Bay, £190 4s.; Nelson, £620 Westland, £5,337 2s. 11d.; North Canterbury, £505; South Canterbury, £353; Otago, £470; Southland, £468; total, £8,514 6s. 11d.

It is necessary now to combine in one table the joint results proved by Table D (which deals with the progressive increase in the number of children in attendance at the public schools from 1877, the date of the coming into operation of the Education Act, to 1887) and Table F (which shows the sums paid annually to the Education Boards for building purposes from 1877 to 1888); and it has again to be explained that, in order to bring together in one table the numerical increase and the money grants for building purposes, the education districts [provincial districts] are shown as they existed previous to the creation of the new education districts in 1882. For the purpose of this table the question of boundaries is unimportant. Whether a pupil is on one or the other side of a boundary is immaterial. It is sufficient to show that he is accounted for, and that the colony has made sufficient monetary provision for his school accommodation. The table does this in the most conclusive and convincing manner. It needs no further introduction:—

Table G.

	Greatest Number of Children (5 to 15) in Attendance at Public Schools in any Year.	Amount required to provide School-buildings erected in Wood, £4 per Pupil being taken as the Standard Amount required.	Gross Amount paid to Boards—1877 to 1888, inclusive—for School-buildings, Residences, and Sites.	Amount spent by Boards upon Erection of School-buildings exclusively.		Excess over Standard Estimate of Requirement for School-buildings in Wood.		Amount required to provide School-buildings erected in Stone or Brick, £6 per Pupil being taken as the Standard Amount required.		Excess over Standard Estimate of Requirement for School-buildings in Brick or Stone.	
				Total.	Per Pupil.	Total Excess.	Excess per Pupil.	Total Excess.	Excess per Pupil.	Total Excess.	Excess per Pupil.
				£	£ s. d.	£	£ s. d.	£	£ s. d.	£	£ s. d.
Auckland ..	1887. 21,382	85,528	175,700	151,495	7 1 8	65,967	3 1 8	128,292		23,203	1 1 8
Taranaki ..	3,504	14,016	19,546	16,079	4 11 9	2,063	0 11 9	21,024		4,945*	1 8 3*
Wellington-Wanganui ..	14,860	59,440	123,377	107,102	7 4 2	47,662	3 4 2	89,160		17,942	1 4 2
Hawke's Bay ..	4,436	17,744	45,436	38,026	8 11 5	20,282	4 11 5	26,616		11,410	2 11 5
Marlborough ..	1,907	7,628	15,301	12,855	6 14 10	5,227	2 14 10	11,442		1,413	0 14 10
Nelson ..	5,945	23,780	37,316	33,403	5 12 4	9,623	1 12 4	35,670		2,267*	0 7 8*
Westland-Grey ..	2,811	11,244	53,101	46,364	16 9 11	35,120	12 9 11	16,866		29,498	10 9 11
Canterbury, North and South..	23,929	95,716	187,624	169,273	7 1 6	73,557	3 1 6	143,574		25,699	1 1 6
Otago-Southland ..	29,704	118,816	195,377	168,000	5 13 1	49,184	1 13 1	178,224		10,224*	0 6 11*
Totals ..	108,478	£433,912	£852,778	£742,597	..	£308,685		£650,868		£91,729	

\* Deficiency.

NOTE.—1. The amount stated in the table as the standard cost of wood buildings is in excess of the amounts given by the architect of the Otago Education Board and the architect of the Auckland Education Board as the required amount of cost. The amount stated as the standard cost of brick or stone buildings is given on the authority of the architect of the Otago Education Board.  
2. It will be seen that from the total classed as expenditure upon school-buildings (£852,778—Table F) has been deducted £66,400 spent since December, 1878, upon the erection of 332 teachers' residences (average cost, £200), and £43,781 spent from the year 1878 to the end of the year 1887 upon the purchase of school sites, these two sums making a total of £110,181. (See Appendix C for information regarding expenditure upon teachers' residences and school sites.)



There stands disclosed this startling fact: THAT IF THE PROVINCIAL GOVERNMENTS, UNDER THEIR EDUCATION SYSTEMS, HAD SPENT NO MONEY WHATEVER UPON THE ERECTION OF SCHOOL-BUILDINGS, THE GOVERNMENT OF THE COLONY, SINCE THE PASSING OF THE EDUCATION ACT, HAS PROVIDED £90,000 MORE THAN WAS NECESSARY TO ERECT BUILDINGS OF A LASTING AND DURABLE CHARACTER (IN BRICK OR STONE), AND SUFFICIENT IN NUMBER AND CAPACITY, TO ACCOMMODATE THE LARGEST ATTENDANCE OF CHILDREN YET RECORDED IN THE PUBLIC-SCHOOL HISTORY OF THIS COUNTRY. It will be asked, What has been done with the money? It forms no part of this analysis to furnish an answer to that question. All that is sought to be established is that the Government of the country has provided sufficient means to meet all the educational building requirements of the colony. That it has done so is indubitable. But it is not desired to apply the deduction with undue severity, or to subject these too-evident conclusions to an unnatural strain. As has been before stated, New Zealand is a country difficult to deal with educationally, just as it is difficult to deal with in regard to roads, railways, post-offices, and telegraph-offices. In addition to the difficulties which the physical features of the country present, prices of material and labour vary in different districts. But these are not the causes which account for the excessive waste in the administration of the building grants; for that there has been excessive waste nobody will venture to deny. The causes are want of some general plan to govern the erection of school-buildings throughout the colony; want of system in the expenditure; want of general supervision over the erection of buildings by some competent and experienced person whose business it should be to see that school-buildings are placed where they are required, and only where they are required, and that they are erected upon a model plan to be furnished by the Central Department, so that the schools may be erected at a standard minimum cost. It is clear that the Central Department, which provides the finance, should possess more effective control. These figures for the past year (1887) illustrate the unsystematic manner in which schools have been erected:—

	Schools open, 1887.	Number of Pupils, 1887.
Auckland ... ..	221	17,219
Taranaki ... ..	35	1,800
Wanganui ... ..	76	5,265
Wellington ... ..	71	7,417
Hawke's Bay ... ..	45	4,453
Marlborough ... ..	31	1,311
Nelson ... ..	88	4,186
Grey ... ..	20	1,241
Westland ... ..	24	1,532
North Canterbury ... ..	154	15,935
South Canterbury ... ..	49	3,632
Otago ... ..	183	19,479
Southland ... ..	96	6,119
	<hr/> 1,093	<hr/> 89,589

Clearly, in the case of Auckland it must be a waste of money to erect so many small schools, to say nothing of the waste of teaching-power which the creation of so many schools must involve. And it must be equally clear that, loud as is the cry for more school accommodation in some districts, there is a vast amount of school space provided (taking the colony as a whole) which is not and cannot be utilised; for the square-foot measure of flooring in school- and class-rooms at the 31st December, 1887, is reported (according to the returns furnished to the department) as 1,270,614 square feet—sufficient floor-space to accommodate 127,061 children, with the liberal allowance of 10 square feet per child. Yet, according to the “working average” for the year (1887), the number to be accommodated was 89,589. Thus we have this extraordinary position: that, although there is in some districts a loud cry for increased accommodation, it is known to the department that there actually exists accommodation for 37,472 children more than there are children to be accommodated. But it is in the wrong place. It is not in the place where it is wanted. A system which permits this condition of things is seriously defective. It indicates a want of consecutive and consistent plan—a plan which means central building supervision, and central control over building expenditure.

There has to be answered, then, the question originally asked, “What financial provision is required to meet future building requirements?” To that question I answer that by the adoption, as suggested, of a model plan or design for school-buildings of various sizes—such plan or design to be prepared by the Central Department—and allowing for an increase of 5,000 children, that being the normal rate of increase shown by both the “strict average” and the “working average,” £20,000 to £30,000 a year should be sufficient to meet all ordinary building requirements. £20,000, with a building estimate of £4 per head, would provide wooden buildings for 5,000 children; and £30,000, with a building estimate of £6 per head, would provide brick and stone buildings for the same number. It is admitted that it would be impossible to apply any hard-and-fast rule of the kind to all districts; but by erecting brick buildings, where possible, upon an approved model design, and wooden buildings where wooden buildings only were possible, also upon a model design, it should be possible to keep pace with the building requirements of the education system upon an annual vote of £25,000. Of course there are districts whose educational requirements were sadly neglected in the days of Provincial Governments, and which never have reached anything like a perfect state of building equipment. In any future provision special regard must be had to the necessities of these districts.

The question as to how this £25,000 or £30,000 should be provided has involved much deep and anxious consideration. I am clear upon the point that it ought not to be provided out of borrowed money. But to decide upon the means by which it should be provided was a matter not easy of settlement. The American State-school system is maintained throughout by direct taxa-

tion upon the people for all requirements of the "school fund." (See Appendix E.) Colonel Templeton, Chairman of the Public Service Board of Victoria, who gave evidence before the Victorian Education Commission, ably advocated the payment of the bulk of the educational expenses out of local rates, because "the persons who had to bear the rate would be the very persons who would have to manage the schools, and they would take very good care in their management that there should be no extravagance." Judge Rogers, Chairman of the Commission, sent in a separate minority report, in which he says that, "by the introduction of a sounder system of local control, and by throwing some part of the expense of the system upon the local rates, greater economy would be secured, and a practical interest would be awakened in the minds of parents."

All this, in the abstract, is perfectly true; but it appears to be equally certain that, unless there were some overshadowing restriction of a stringent and unmistakable kind, there would be great risk that the adoption of the principle would lead to the imposition of school-fees by the municipal or local body, as in the case of the German communes, where fees are charged, except for children whose parents are paupers, although the Prussian Constitution declares that "in the public popular school the instruction shall be given gratuitously." The same violation of the constitutional principle by the municipalities has taken place throughout the German States. That is the risk. It is easy to say that no such risk exists in this country; but let us endeavour to think of a time when in New Zealand the municipalities or Education Committees will be compelled to provide, out of rates specially imposed, a portion of the cost of education, and it will not be difficult to imagine a time when their combined political influence will wring from the Legislature a corresponding power enabling them to impose a tax in the form of school-fees. A system of national primary education ought to be a system without fees. The primary-school curriculum should be free throughout to all. This is the true statesman's view. Prince Bismarck "considers free schooling a particularly safe and useful form of public aid to the working-classes;" and when it is considered that in New Zealand the State contributes £12 per head per annum toward the education of every pupil in attendance at the High Schools, and that it pays £7 2s. per head for the education of Maori children, surely we shall not consent to run any risk of bringing about the adoption of a system which may involve a possibility, however remote, of imposing school-fees under the public-school system upon the children of the working-classes, for whose education the State pays only £3 15s. Free education and enlightenment go together, and, as we spend only £3 15s. per head upon that "safe and useful form of public aid to the working-classes," we should, while making the free-education system economic and effective, strive to strengthen and perfect it in every possible way. How was the public-school system of France strengthened, and the very objection removed which is the blot of the German municipal system? In Germany, to receive free education is to belong to the pauper class. There are two classes of children in the schools—those who pay and those who do not pay. When M. Ferry, Minister of Public Instruction in France, passed the law of the 16th June, 1881, which removed the payment of fees in the public primary schools, a great writer said,—

"If the creators of this great gratuitous system are asked what moved them to establish it, they will reply, with entire frankness, *l'idée démocratique*—the democratic idea. In a democratic society, they will say, the distinction between the school-child who can afford to pay fees for his schooling, and who pays them, and the school-child who cannot and does not, is wounding and improper."

It is because I fear the tendency and ultimate effect of a system of local taxation that I conceive it better to charge the cost of school-buildings upon the Consolidated Fund. To the Consolidated Fund every citizen contributes, and to the erection and maintenance of the school-buildings of the country, therefore, every citizen will contribute. To the municipal revenue (in New Zealand) only about one person in six contributes, the rates falling wholly on owners of property, and, as it would be manifestly unjust to throw the whole cost of erecting school-buildings upon a section of the people, the necessary alternative, if this additional burden were cast upon the municipalities, would be to adopt the American poll-tax, the "elector" tax, or the house-tax, all of which, I take leave to think, are repugnant to English feeling. The effect or defect to which I have referred (the school-fees and the taxes) is exemplified notably in the English, American, and German systems. Besides, as already remarked, New Zealand is a country geographically and topographically peculiar. Under a system of local taxation the evils of the provincial days would be revived and perpetuated. Some districts are rich; some are poor. The children of one district would be highly educated, while the children of another would be very poorly educated; and surely that is an inequality and a disadvantage to be avoided. Our aim should be, as it now is, to educate our people as a whole. I cannot help thinking, upon mature reflection, that local taxation would be a retrogressive step.

And, as with the fees, so with the standards—I. to VI. I think they should remain untouched.

But there is still another evil to be apprehended and guarded against; and I desire to conclude all I have to say by calling attention to this danger, and by citing a passage bearing upon it from the writings of that great friend of education, Matthew Arnold, who, in his report (1886) upon the Continental systems of education, says,—

"But we must remember that there are some questions which it is peculiarly undesirable to make matters of continued public discussion, questions peculiarly lending themselves to the mischievous declamation and arts of demagogues, and that this question of gratuitous popular schooling is one of them. How often, if the question becomes a political one, will declaimers be repeating that the popular school ought to be made free, because the wealthier classes have robbed the poor of endowments intended to educate them! The assertion is not true; indeed, what we call 'popular education' is a quite modern conception; what the pious founder in general designed formerly was to catch all promising subjects and to make priests of them. But how surely will popular audiences believe that the popular school has been robbed! And how bad for them to believe it! How will the confusion of our time be yet further thickened by their believing it! I am inclined to think, therefore, that, sooner than let free popular schooling become a burning political question in a country like ours, a wise statesman would do well to adopt and organize it."

GEO. FISHER.

## APPENDICES.

In an earlier part of this paper it was stated that the table showing the number of children between the ages of five and fifteen in the provincial districts was given in that form (showing the provincial districts) because it was desirable, for purposes of comparison, to obtain a continuous and unbroken record. The education districts were remodelled in 1882, when fresh districts were created. The following table shows the number of children from five to fifteen years of age in the education districts from the year 1882. To some extent one table is a duplicate of the other, but for purposes of accuracy it was thought better to furnish both :—

## Appendix A.

SHOWING the NUMBER of CHILDREN of FIVE to FIFTEEN YEARS of AGE attending PUBLIC SCHOOLS in each Education District, and the NUMBER of ALL AGES at PRIVATE SCHOOLS, for the Years 1882 to 1887, inclusive; also the ESTIMATED POPULATION from FIVE to FIFTEEN YEARS of AGE for those Years.

Education Districts.	1882.	1883.	1884.	1885.	1886.	1887.
<b>AUCKLAND.</b>						
Public schools, 5 to 15 years .. ..	15,725	16,702	17,943	19,428	19,923	20,417
Private schools, all ages .. ..	2,382	2,413	2,781	2,627	2,602	3,341
Total at above schools .. ..	18,107	19,115	20,724	22,055	22,525	23,758
Not accounted for .. ..	8,754	9,035	8,715	8,673	9,491	9,013
Total living, 5 to 15 years .. ..	26,861	28,150	29,439	30,728	32,016	32,771
<b>TARANAKI.</b>						
Public schools, 5 to 15 years .. ..	1,962	2,029	2,078	2,217	2,321	3,338
Private schools, all ages .. ..	126	70	170	166	192	175
Total at above schools .. ..	2,088	2,099	2,248	2,383	2,513	2,513
Not accounted for .. ..	729	901	935	983	1,036	1,120
Total living, 5 to 15 years .. ..	2,817	3,000	3,183	3,366	3,549	3,633
<b>WANGANUI.</b>						
Public schools, 5 to 15 years .. ..	4,883	5,334	5,531	5,771	6,001	6,562
Private schools, all ages .. ..	353	556	683	531	569	580
Total at above schools .. ..	5,236	5,890	6,214	6,302	6,570	7,142
Not accounted for .. ..	2,317	2,114	2,241	2,604	2,788	2,440
Total living, 5 to 15 years .. ..	7,553	8,004	8,455	8,906	9,358	9,582
<b>WELLINGTON.</b>						
Public schools, 5 to 15 years .. ..	6,179	6,728	7,258	7,925	8,725*	9,464
Private schools, all ages .. ..	1,223	1,131	1,330	1,402	1,552	1,615
Total at above schools .. ..	7,402	7,859	8,588	9,327	10,277	11,079
Not accounted for .. ..	3,032	3,163	3,022	2,871	2,509	2,007
Total living, 5 to 15 years .. ..	10,434	11,022	11,610	12,198	12,786	13,086
<b>HAWKE'S BAY.</b>						
Public schools, 5 to 15 years .. ..	3,321	3,663	4,062	4,610	4,993	5,401
Private schools, all ages .. ..	440	577	487	556	605	543
Total at above schools .. ..	3,761	4,230	4,549	5,166	5,598	5,944
Not accounted for .. ..	1,820	1,787	1,904	1,723	1,730	1,553
Total living, 5 to 15 years .. ..	5,581	6,017	6,453	6,889	7,328	7,497
<b>MARLBOROUGH.</b>						
Public schools, 5 to 15 years .. ..	1,387	1,453	1,468	1,561	1,622	1,706
Private schools, all ages .. ..	156	193	232	287	274	308
Total at above schools .. ..	1,543	1,651	1,700	1,848	1,896	2,014
Not accounted for .. ..	714	688	721	655	688	629
Total living, 5 to 15 years .. ..	2,257	2,339	2,421	2,503	2,584	2,643

\* Horowhenua County made part of the Wellington District, 30th July, 1886.

## Appendix A—continued.

Education Districts.	1882.	1883.	1884.	1885.	1886.	1887.
<b>NELSON.</b>						
Public schools, 5 to 15 years .. ..	4,144	4,469	4,727	4,862	5,059	5,302
Private schools, all ages .. ..	467	658	623	720	557	864
Total at above schools .. ..	4,611	5,127	5,350	5,582	5,616	6,166
Not accounted for .. ..	1,861	1,557	1,546	1,526	1,703	1,318
Total living, 5 to 15 years .. ..	6,472	6,684	6,896	7,108	7,319	7,484
<b>GREY.</b>						
Public schools, 5 to 15 years .. ..	Public 2,875	Public 2,998	Public 3,041	1,339	1,441	1,540
Private schools, all ages .. ..	Private 948	Private 936	Private 909	405	404	383
Public schools, 5 to 15 years .. ..	3,823	3,934	3,950	1,856	1,816	1,845
Private schools, all ages .. ..	567	547	622	508	510	488
Total at above schools (Grey and Westland)	3,823	3,934	3,950	4,108	4,171	4,256
Not accounted for .. ..	567	547	622	554	583	626
Total living, 5 to 15 years .. ..	4,390	4,481	4,572	4,662	4,754	4,882
<b>WESTLAND.</b>						
Public schools, 5 to 15 years .. ..	16,712	17,536	18,069	18,762	19,118	19,703
Private schools, all ages .. ..	1,779	2,325	2,741	2,249	2,241	2,409
Total at above schools .. ..	18,491	19,861	20,810	21,011	21,359	22,112
Not accounted for .. ..	6,817	6,201	6,006	6,559	6,965	6,883
Total living, 5 to 15 years .. ..	25,308	26,062	26,816	27,570	28,324	28,995
<b>NORTH CANTERBURY.</b>						
Public schools, 5 to 15 years .. ..	3,798	3,852	4,012	4,130	4,303	4,496
Private schools, all ages .. ..	365	560	532	526	528	600
Total at above schools .. ..	4,163	4,412	4,544	4,656	4,831	5,096
Not accounted for .. ..	1,260	1,230	1,317	1,424	1,470	1,352
Total living, 5 to 15 years .. ..	5,423	5,642	5,861	6,080	6,301	6,448
<b>SOUTH CANTERBURY.</b>						
Public schools, 5 to 15 years .. ..	19,218	20,082	20,981	21,235	21,751	22,117
Private schools, all ages .. ..	1,458	1,360	1,301	1,559	1,574	1,673
Total at above schools .. ..	20,676	21,442	22,282	22,794	23,325	23,790
Not accounted for .. ..	7,724	7,422	7,023	6,998	6,931	7,199
Total living, 5 to 15 years .. ..	28,400	28,864	29,305	29,792	30,256	30,989
<b>OTAGO.</b>						
Public schools, 5 to 15 years .. ..	5,328	5,820	6,228	6,715	7,065	7,587
Private schools, all ages .. ..	305	471	414	453	516	458
Total at above schools .. ..	5,633	6,291	6,642	7,168	7,581	8,045
Not accounted for .. ..	2,178	2,071	2,274	2,297	2,440	2,206
Total living, 5 to 15 years .. ..	7,811	8,362	8,916	9,465	10,021	10,251
<b>SOUTHLAND.</b>						
Public schools, 5 to 15 years .. ..	85,532	90,666	95,398	100,411	104,138	108,478
Private schools, all ages .. ..	10,002	11,255	12,203	11,989	12,497	13,437
Total at above schools .. ..	95,534	101,921	107,601	112,400	116,635	121,915
Not accounted for .. ..	37,773	36,706	36,326	36,867	37,961	36,346
Total living, 5 to 15 years .. ..	133,307	138,627	143,927	149,267	154,596	158,261
<b>TOTALS.</b>						
Public schools, 5 to 15 years .. ..	85,532	90,666	95,398	100,411	104,138	108,478
Private schools, all ages .. ..	10,002	11,255	12,203	11,989	12,497	13,437
Total at above schools .. ..	95,534	101,921	107,601	112,400	116,635	121,915
Not accounted for .. ..	37,773	36,706	36,326	36,867	37,961	36,346
Total living, 5 to 15 years .. ..	133,307	138,627	143,927	149,267	154,596	158,261

Included in the numbers not accounted for are: (1) Boys and girls at superior schools (1,274 in 1887); (2) children at industrial schools and orphanages (831 in 1887); (3) European children attending Native village schools (416 in 1887); (4) children receiving tuition at home (7,567 at the census of 1886).

As previously stated, the demand of the Wellington Education Board for money for building purposes was pressed with more than usual urgency. It was therefore interesting to ascertain what had been the increase in the number of children attending the public schools of that district for the past five years, and how much money had been granted to the Board for building purposes during the same period. The following table answers both questions:—

## Appendix B.

TABLE showing the DISTRIBUTION of the PUBLIC-SCHOOL SCHOLARS at the AGE FIVE to FIFTEEN on the Rolls of the Wellington Education District at the End of the Years 1882, 1883, 1884, 1885, 1886, and 1887.

	1882.	1883.	1884.	1885.	1886.	1887.	Increase in Number of Children for Six Years.	Grants in Six Years to Wellington Education Board for distribution over Education District.
County of Hutt .. .. .	1,255	1,354	1,544	1,707	1,913	2,005	750	£ s. d.
Borough of Wellington .. .. .	3,238	3,606	3,763	3,932	4,254	4,568	1,330	1882—2,182 0 0
Counties of Wairarapa East and West (including Borough of Carterton) .. .. .	1,046	1,066	1,281	1,497	1,650	1,904	858	1883—6,412 12 0
Borough of Masterton .. .. .	446	498	475	586	616	672	226	1884—5,016 0 0
Borough of Greytown .. .. .	194	204	195	203	202	215	21	1885—5,007 0 0
County of Horowhenua (added to district in 1886) .. .. .	..	..	..	..	90	100	100	1886—4,808 13 0
								1887—4,583 16 0
Totals .. .. .	6,179	6,728	7,258	7,925	8,725	9,464	3,285	£28,010 1 0

As before stated, the ordinary estimate of the amount required to provide school-building accommodation is £4 per pupil. It appears, from the figures in the above table, that for the past six years the increase has been 3,285 pupils, and to provide the accommodation required for this number the Wellington Board during that period has received building grants amounting to £8 10s. 6d. per pupil.

## Appendix C.

EXPENDITURE on SITES since 1878.

	£	s.	d.
Auckland .. .. .	11,004	15	2
Taranaki .. .. .	1,066	10	6
Wanganui .. .. .	678	9	6
Wellington .. .. .	6,797	3	8
Hawke's Bay .. .. .	3,209	14	0
Marlborough .. .. .	646	2	3
Nelson .. .. .	1,513	9	0
Westland (including Grey) .. .. .	1,485	11	11
Westland (new district) .. .. .	451	14	3
Grey (new district) .. .. .	Nil		
North Canterbury .. .. .	3,522	0	2
South Canterbury .. .. .	1,428	12	7
Otago .. .. .	11,285	15	0
Southland .. .. .	691	4	9
	£43,781	2	9

Excluding Wellington and Southland for 1887 (not yet reported).

## EXPENDITURE on TEACHERS' (and CUSTODIANS') RESIDENCES.

The number of teachers' (and custodians') houses in December, 1878, was 458. There are now 790. 332, therefore, have been erected since 1878 in the following districts:—

	Erected since 1878.	At £200 per Residence.
Auckland .. .. .	66	13,200
Taranaki .. .. .	12	2,400
Wanganui .. .. .	31	6,200
Wellington .. .. .	13	2,600
Hawke's Bay .. .. .	21	4,200
Marlborough .. .. .	9	1,800
Nelson .. .. .	12	2,400
Grey } .. .. .	24	4,800
Westland } .. .. .		
North Canterbury .. .. .	44	8,800
South Canterbury .. .. .	23	4,600
Otago .. .. .	56	11,200
Southland .. .. .	21	4,200
Total .. .. .	332	£66,400

The 790 teachers' residences now existing (1887) are distributed as follows:—Auckland, 124; Taranaki, 19; Wanganui, 56; Wellington, 35; Hawke's Bay, 31; Marlborough, 20; Nelson, 39; Grey and Westland, 27; North Canterbury, 148; South Canterbury, 41; Otago, 181; Southland, 69.

## Appendix D.

SHOWING PERCENTAGE of CHILDREN EDUCATED in NEW ZEALAND, NEW SOUTH WALES, and VICTORIA.

THE estimated population of New Zealand at the end of the year 1887, aged five to fifteen, was 158,261. The number of children aged five to fifteen on the rolls of the public schools, for the fourth quarter of the same year, was 108,478. Thus, the proportion of children five to fifteen years of age in attendance at the public schools was 68·54 per cent.

In New South Wales the estimated population aged four to fifteen at the end of 1886 was 280,461. The net enrolment for the year was 186,126 of children four to fifteen at State schools, giving a proportion of 66·36 per cent. of the number living.

The estimated population of Victoria aged five to fifteen, in December, 1886, was 251,764. The number of distinct children under fifteen receiving instruction at State schools during the year, or net enrolment, was 180,835. (There may be a small number under five years included, which cannot be eliminated.) The proportion of children, five to fifteen, attending State schools, taken from the above figures, was 71·82 per cent.

## Appendix E.

AMERICAN SCHOOL TAXATION.

*New Jersey*.—State tax of \$4 per capita, supplemented by city, town, or district tax, in return for which, districts must provide and maintain schools at least nine months. State grants \$3,000, and not less than \$5,000, to any city or town raising a like sum for the establishment of industrial classes. Authorises poll-tax not exceeding \$1.

*New York* allows, in addition to State tax of 1½ mills\* per dollar of taxable property, a local tax for schools, sites, &c.

*Ohio*.—Schools supported by annual tax fixed by State Legislature; when not so fixed, it is 1 mill on \$1 of all taxable property. School-providing and maintenance and all contingent expenses raised by local tax, not exceeding 7 mills on dollar.

*California* has a State fund out of which teachers are paid; county and district taxes on amenable property, and poll-tax on every voter, not exceeding \$2 per head.

*Illinois*, besides large appropriations, authorises towns, &c., to levy a local rate on property, not exceeding 2 per cent. for educational and 3 per cent. for building purposes.

*Indiana* has a State fund *plus* a State tax of 16 cents per \$100; for building, repairs, and every charge except tuition, a local tax not exceeding 50 cents on each \$100 of property, and \$1 on each poll.

*Iowa* supplements the State fund with a local tax of not less than 1 mill nor more than 3 mills on the dollar, and for schools not exceeding 10 mills on the dollar.

*Maine* has a State fund derivable from a variety of sources, a 1-mill tax on each dollar of taxable property, and a local tax of not less than 80 cents on each inhabitant; also authorises a local tax for school-books. Penalties for failure to raise the required taxation.

In *Massachusetts* the school fund is voted out of a tax agreed to at the annual meeting specially convened. Levy peremptory; severe penalty for failure. Local tax supplemented by contribution from State fund.

*Michigan*, in addition to State fund, allows local taxation up to 1 mill on every dollar, *plus* a district vote.

*Minnesota* school fund is obtained from various sources, but has a local tax up to 8 mills on every dollar for buildings.

*Missouri* has a similar school fund. Local taxes for schools not to exceed two-fifths of 1 per cent. on the taxable property of a district.

*Pennsylvania* has a State appropriation of \$1,000,000, and allows each school district to levy an annual tax not exceeding 13 mills on the dollar for instruction, and as much more for buildings. The certified taxpayers fix the appropriations.

*Tennessee* has a permanent State fund of \$2,250,000, maintaining her schools from the interest thereof *plus* a poll-tax of \$1 on every man living in the State and a property-tax of 1 mill on each dollar. If these sources are insufficient, the people may strike an additional rate.

*Texas* supplements its State fund with a poll-tax of \$1 a year on every male from twenty-one to sixty years, and if the ratepayers of towns so decide they can tax themselves up to 50 cents on 100 dollars' value of city property.

*Virginia*, apart from a State fund and requisitions on Corporations, has a capitation-tax not exceeding \$1 on all voters, and a property-tax of not less than 1 mill nor more than 5 mills on \$1, as the State Legislature authorises. Cities are empowered to rate themselves 3 mills on a dollar for schools, and a capitation-tax of not more than 50 cents for school purposes.

*West Virginia*, in addition to a State tax, has local taxation for salaries, and for building and maintaining schools, grounds, &c.

## Appendix F.

EXPLAINS how EDUCATION DISTRICTS lie within PROVINCIAL DISTRICTS.

THE total number of children at public schools, five to fifteen, is that given in the returns of the Education Office—which, however, are given for education districts. Hence, in preparing the provincial-district table, allowance has been made for the difference of boundaries, and the numbers of scholars

\* A mill is the tenth part of a cent.

given to or taken from those for the different education districts are obtained from tables showing schooling in counties or boroughs in the census volumes for 1878, 1881, and 1886, with proportional numbers for the intervening years :—

*Auckland Provincial District* takes the scholars' for the education district *plus* allowance for Cook County, Gisborne Borough, and north part of Wairoa County, as per census.

*Hawke's Bay Provincial District* takes scholars for the education district *minus* allowance made as above given to Auckland.

*Taranaki Provincial District* takes numbers for the education district *plus* allowance for Hawera County and Borough, also northern part of Patea County and Borough.

*Wellington Provincial District* takes Wellington and Wanganui Education Districts *minus* allowance for Hawera County and Borough, also for northern part of Patea County and Borough, given to Taranaki, as above.

*Marlborough Provincial District* takes Marlborough Education District *plus* allowance for Kaikoura County taken from North Canterbury Education District.

*Nelson Provincial District* takes Nelson Education District *plus* allowance for Amuri County taken from North Canterbury Education District, and allowance for northern portion of Grey County taken from Grey Education District.

*Westland Provincial District* takes Westland Education District and Grey Education District, *minus* allowance for northern part of Grey County given to Nelson Provincial District, as above.

*Canterbury Provincial District* takes North and South Canterbury Education Districts *minus* allowance for Kaikoura County given to Marlborough Provincial District, and *minus* allowance for Amuri County given to Nelson Provincial District, as above.

*Otago Provincial District* takes Otago and Southland Education Districts.

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