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University; E.-6, University of Otago; E.-7, Canterbury College; E.-8, Auckland University College; E.-9, Secondary Schools.

## Public Schools.

The number of pupils on the school-rolls at the end of 1893 was 124,686, the increase for the year being 2,066. The average annual increase in the sixteen years since the date at which the Education Act came into force has been 4,312, and there has been an increase every year. Until last year there was always an increase in the average attendance as well, and accordingly an increase of 2,430 was estimated for 1893. Owing, however, to a wide-spread epidemic of measles, the average attendance for the year fell short of that of the year 1892 by 455. In consideration of the derangement in the finances of the Boards that was a necessary consequence of this unforeseen diminution, the method of computing the attendance on what is known as the "working average" has been temporarily revived, and this method was applied to the last three quarters of the year, with the result of a mean addition of 2,274 attendances (2½ per cent.) to the average attendances of the three quarters, the greatest addition being 3,345 for the quarter ending on the 30th of September. The "strict" average for the year was 98,615, and with the additions made for three quarters by reverting to the "working" average the number on which the capitation payment was made becomes 100,321, while the estimate for the year was a "strict" average of 101,500.

TABLE A.—School Attendance and Yearly Increase from 1877 to 1893.

Year.	School Attendance.					Yearly Increase on			
	Number belonging at Beginning of Year.	Number belonging at End of Year.	Average Attendance.		ttend- essed tage of nber.	er ng at ng of	er at End ur.	Average Attendance.	
			Fourth Quarter.	Whole Year.	Average Attendance expressed as Percentage of Roll-Number.	Number belonging a Beginning c Year.	Number belonging at I	Fourth Quarter.	Whole Year.
1877		55,688							·
1878	50,849	65,040	49,435	45,521	1		9,352		
1879	59,707	75,566	57,301	53,067	73.8	8,858	10,526	7,866	7,546
1880	68,124	82,401	62,946	60,625	74.6	8,417	6,835	5,645	7,558
1881	74,359	83,560	63,009	61,822	74.2	6,235	1,159	63	1,197
1882	76,309	87,179	66,426	63,709	73.6	1,950	3,619	3,417	1,887
1883	79,416	92,476	70,077	67,373	74.0	3,107	5,297	3,651	3,664
1884	84,883	97,238	74,650	72,657	75.1	5,467	4,762	4,573	5,284
1885	90,670	102,407	80,183	78,327	76.6	5,787	5,169	5,533	5,670
1886	95,377	106,328	83,361	80,737	76.1	4,707	3,921	3,178	2,410
1887	99,206	110,919	87,386	85,637	77.0	3,829	4,591	4,025	4,900
1888 1889	103,534 104,919	112,685	90,849	90,108	79.3	4,328	1,766	3,463	4,471
1890	104,919	115,456 117,912	94,308	93,374	80·3 79·9	1,385	2,771	3,459	3,266
1891	110,665	117,912	96,670 $96,264$	94,632 $97,058$	80.3	$\frac{3,239}{2,507}$	$2,456 \\ 1,611$	2,362	1,258
1892	112,279	122,620	100,917	99,070	80.6	1,614	3,097	4,653	$2,426 \\ 2,012$
1893	114,305	124,686	99,872	98,615	78.5	2,026	2,066	[-1,045]	[-455]

The only districts in which the strict average attendance of 1893 was not less than that of 1892 are Wanganui and Hawke's Bay. The particulars of attendance in the several districts are given in Table B. The effects of the epidemic can be readily traced here by the diminution (from 80.6 to 78.5) in the percentage ratio between the school-rolls and the daily attendance. Two other features of this table call for notice. The first is the great differences with respect to regularity of school attendance: the highest percentage being 82.4, and the lowest 71.5. The second is the very unequal areas of operation of the several Boards: three Boards are responsible for the daily instruction (on an average) of more than 18,000 pupils each; six others for about 6,000 each—the range being from 9,416 to 4,115; and the remaining four for less than 1,700 each, with range from 2,415 to 1,364. This disparity appears to be the main cause for the contrasts between salaries in cases of approximately equal responsibilities, which contrasts again are the main incitement to the movement in favour of a "colonial scale" of payment of teachers.