

CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

SUPERINTENDENT-GENERAL

OF

EDUCATION

FOR THE YEAR ENDING 30TH SEPTEMBER,

1913.



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CAPE TOWN :

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Superintendent.

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DEPARTMENT OF PUBLIC EDUCATION.

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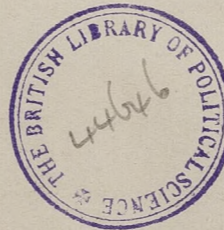
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CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

Report of the Superintendent - General of Education for the Year ending 30th September, 1913.

Department of Public Education,
Cape Town, 4th July, 1914.

TO THE HONOURABLE THE ADMINISTRATOR.

SIR,—I have the honour to submit to you this my Annual Report on the work of the Education Department for the year ending 30th September, 1913.

The plan and arrangement of the Report are essentially the same as in recent years. It has not been found feasible, unfortunately, to revert to the practice, followed till 1905, of printing along with the main Report the annual reports of the Circuit Inspectors nor the detailed inspection and attendance statistics for each school under the Department. The absence of these reports and detailed statistics is much to be regretted, as they naturally afforded a more complete review of the position in school board areas than can possibly be obtained from the general Report now furnished, and, further, they were of value to educationists in other parts of the Empire. Any student of the subject, either in South Africa or elsewhere, who takes the trouble to compare the full reports issued until 1905 with the meagre sketches that one has been forced to be content with since that date, will realise at once the loss which has been sustained by giving so inadequate a survey of the working of the system. This has happened, too, at a time of development, when, if anything, a fuller treatment of the subject was called for in the Report, so that those concerned in educational administration might have at least as good an opportunity as in the past to review the position. Another aspect of the matter, and one of some importance, is that through the omissions referred to there has in this sense been a break in the continuity of the Reports, which is well-nigh irretrievable. For these reasons it is very naturally felt that any saving effected in the cost of publication has been false economy. The enlargement of the Report to its former compass is consequently looked forward to with much interest, and it is earnestly hoped that before many years are over this defect in our administration will be rectified. The importance of our educational system demands that the subject should be adequately dealt with in this respect.

It is well to point out, however, that educationists in the Province are not dependent solely on the publication of the Report for information in regard to school affairs. The publication fortnightly of the *Education Gazette* affords an opportunity of keeping those directly concerned in the management of schools fully advised in regard to all subjects affecting educational progress. The detailed statistics of school attendance published quarterly in the *Gazette* show school boards and school managers exactly the position which has been reached in their areas, thus acting as a permanent record of growth or decline; next, the publication of the quarterly returns of school fees in the *Gazette* gives an opportunity of reviewing the position and directing attention to weak points; and, further, the appearance of the School Board Accounts at the close of each half-year is made use of for testing the changes there brought to light in expenditure. In many other ways, also, the *Gazette* has proved an invaluable means of keeping school managers and teachers in touch with matters affecting the welfare of the schools under their control, and of regulating all new and important points that arise from time to time. To a certain extent, therefore, the regular appearance of the *Gazette* has detracted somewhat from the freshness of the Report, but this has not tended in any way to decrease interest in education, nor has it lessened the value of the Report as a sure means of estimating the result of the year's operations in the Province.

[C.P. 5—'14.]

Two annexures accompany the Report. The first gives statistical information in regard to Schools, Attendance, Inspection, Teachers, Libraries, Buildings, and Industrial Schools and Departments; and the second annexure is wholly concerned with Finance.

I.—ADMINISTRATION.

LEGISLATION, 1913.—Two Ordinances relating to education, Nos. 16 and 18 of 1913, were passed during the year by the Provincial Council.

Ordinance No. 16 deals with a variety of matters, chief among these being the establishment and control of Training Schools (the lines followed being mainly those laid down in the memoranda appended to last Report), and the establishment and control of Industrial Schools and other special institutions. These provisions to a great extent serve to crystallise the practice followed in recent years and at the same time indicate clearly the lines which future development must follow. The remainder of the Ordinance amends previous educational legislation in points of detail, where experience has shown a better method of working. One provision, however, is likely to be of considerable importance in the future, viz., section 30, which makes it possible, under certain conditions, to raise the standard of exemption, age of exemption, and distance of exemption, in the case of any district where the compulsory clauses of previous Acts have been satisfactorily carried out.

Ordinance No. 18 deals with the question of religious instruction in schools under School Boards.

INSPECTORATE.—I have to record the retirement of Mr. David Craib, M.A., on the 31st July, 1913. Mr. Craib had been for thirteen years an Inspector, eleven of which had been spent in charge of the Capetown circuit. He had rendered efficient and loyal service to the Department, and he carried with him into his retirement the best wishes of both officials and teachers.

On Mr. Craib's retirement Inspector Noaks, of the Cape Suburbs circuit, assumed control of the Capetown area as well as his own. Mr. Noaks will be assisted from 1st January, 1914, by Mr. G. Siddle, M.A., of the Stellenbosch Boys' High School.

Three new Inspectors were appointed during the year under review, namely, Mr. C. Hofmeyr, B.A., of the George Boys' School, Mr. S. G. E. Rosenow, B.A., Principal of the Hopetown Public School, and Mr. C. H. Stokes of the Montagu Public School. Mr. Hofmeyr commenced work on 1st July, the others assuming duty on 1st January, 1914. The appointment in 1913 of Dr. H. R. D. Anders, B.A., as an acting Inspector in the Transkei, in the place of Mr. J. McLaren, resigned, has also to be recorded.

The appointment of these three additional Inspectors brings up the number of circuit-inspectors to thirty-four, which, however, is still far short of the provision of one inspector for every hundred schools, the proportion which has been previously put forward as a reasonable standard for efficient work. It is necessary sometimes to give a reminder that an Inspector's duties are not confined merely to inspecting and examining: his work in the general oversight and organisation of school affairs in his circuit should be of at least equal value to his function as an examiner; but, if these duties are to be adequately discharged, the circuits, both in respect of the number of schools and the total area, must be kept within reasonable limits.

SCHOOL BOARDS.—The school boards of the Province, whose reconstitution on 1st October, 1912, was referred to in the last annual report, now number 119. There are twenty boards controlling municipal areas and ninety-nine which have charge of divisional districts. During the year one additional board has been constituted, viz., that for Port St. John in the Transkei. There remain now only a few centres in the Transkei that still require to adopt the provisions of the School Board Act; but it has to be borne in mind that any area in which there is a school for European children is at a disadvantage, both educationally and financially, where the School Board Act is not in force.

In addition to their main duty of establishing and maintaining schools in their areas, school boards are entrusted with the enforcement of school attendance in terms of the 1905 Act. Particulars of the work of the boards in this connection will be found in Section III.

As was explained in the *Gazette* of 9th October, 1913 (p. 375), the passing of the Financial Relations Act has given greater importance to the collection of fees by school boards. It was pointed out that under the fifth section of that Act due account will be taken of school fees in calculating the subsidy payable to this Province by the Union Government. This subsidy is based on one-half of the normal or recurrent expenditure of the Province; and in arriving at the amount of such expenditure, moneys expended by school boards out of revenue raised by them in the shape of school fees (other than fees and charges in respect of boarding houses), are to be taken into account. The same measure removed all liability from the Province or from any school board for the payment of interest or repayment of capital on any loans made from public funds prior to 1st April, 1913, for school buildings. In the case of loans issued since 1st April the ordinary interest and redemption charges are payable as before.

Another financial matter to which attention may rightly be directed is the control of school board expenditure under the Education Ordinance, 1913. Section 33 deals specifically with this question, and in view of its importance it may be well to quote here the reference made to it at the time in the *Gazette* of 25th September (p. 339):—

“In order to view in its true light Section 33, which throws the full liability for unauthorised expenditure on those school board members who may have voted for the appointment or service involving such unapproved expenditure, it is necessary to consider the position as it stood before this provision became law. It may be recalled that the education rate is now limited to one-eighth of a penny in the pound, with the result that in the case of nearly every board there is a considerable deficit borne by the Department after ordinary aid on the £ for £ principle has been taken into account. For this reason it had become clear that responsibility for unauthorised expenditure must be fixed on those who incur such expenditure. Sub-sections 1 and 2 of the section referred to, merely serve to emphasise the fact that the appointment and salary of every teacher must be approved by the Department, and the remuneration of all school board officers must in the same way be sanctioned by Government. No new principle is involved here, and in carrying out the provisions of the Ordinance no hardship need ensue.

“In regard to the third sub-section, which deals with expenditure on services other than the salaries of teachers or school board officers, it may be pointed out that the board's powers are in no way adversely affected. The practice already in vogue is for a board to submit its estimates of expenditure (under specified headings) at the beginning of each financial year, and, after these have been duly considered and approved by the Department, the board in administering the schools of its district is able to exercise its discretion in regard to incurring expenditure, so long as the total amount for any particular service is kept within the amount laid down in its approved estimates. To those who apprehend difficulty in regard to these matters, it may be well to point out that a similar principle is applied in the case of Divisional Councils, and, indeed, also in the case of the Provincial Administration. Neither a board's power for useful and efficient service, nor its discretion in directing educational development in its district, is impaired by the new legislation; and further elasticity may possibly be introduced by the placing of a small sum for contingencies at the complete disposal of a board when the next yearly estimates are being drawn up. In any case the desire of the Department is to make the working of these clauses of the Ordinance as little onerous on school board members as it is at all possible to do.”

II.—SUPPLY OF SCHOOLS.

The general position in regard to school-supply is much the same as at the close of the previous year. Such movement as has taken place is reflected in the following statement:—

<i>Schools in operation at—</i>	No.	Increase for Quarter.
31st December, 1912	4,293	—41
31st March, 1913	4,299	6
30th June, 1913	4,306	7
30th September, 1913	4,335	29.

The net gain for the year was one school, while the net gain in the enrolment was 6,208 pupils. The absence of further development in the number of schools is to be attributed largely to a shortage in the supply of teachers for rural schools, the dearth in this respect becoming more manifest as the year advanced.

Before examining in detail the changes in the school-supply as brought to light in the different classes of schools, it may be pointed out that the broad division of the schools aided by the Department is as follows:—

School Board Schools	...	...	...	2,445
Railway Schools	...	...	...	37
Labour Colony Schools	...	...	...	7
				2,489
Mission Schools and Aborigines' Schools	...	...	...	1,728
Other Schools	...	...	...	118
				4,335.

If the position be viewed in another light it may be said that the education of European children is the chief duty of school boards, and that the schooling of non-European children is chiefly attended to by missionary churches on a voluntary basis. There are in all 2,578 white schools and 1,757 coloured schools.

SCHOOLS FOR EUROPEAN CHILDREN.—The subjoined table gives, duly arranged according to grade, the number of State-aided schools for European children at 30th September, 1913; the number for 1912 is also given for the purpose of comparison:—

WHITE SCHOOLS.		1912.	1913.	Increase.
<i>Special Schools:</i>				
Training Colleges and Schools	...	4	6	2
Art Schools	...	4	4	—
Schools of Music	...	1	1	—
Schools for the Blind, Deaf and Dumb	...	3	3	—
Industrial Schools	...	10	10	—
Domestic Schools	...	4	4	—
Technical Schools	...	1	1	—
<i>First-Class Public Schools:</i>				
High Schools	...	45	46	1
Other First-Class Schools	...	50	47	—3
<i>Second-Class Public Schools:</i>				
		102	97	—5
<i>Third-Class Public Schools:</i>				
Third-Class Public Undenominational Schools	...	1,248	1,374	126
Third-Class Church Schools	...	36	36	—
<i>District Boarding Schools</i>	...	1	1	—
<i>Private Farm Schools</i>	...	853	750	—103
<i>Poor Schools</i>	...	236	177	—59
<i>Evening Schools:</i>				
Technical Schools	...	5	6	1
Commercial Classes	...	2	1	—1
Elementary Evening Schools	...	14	14	—

The opportunity may be taken here of remarking that the system of classification which appears in the foregoing table has grown into its present shape under the pressure of two main causes, first, the great extent of the country with a thinly scattered white population, and, second, the peculiar social structure of the European population, who form an upper governing class. From the first cause there are of necessity a very large number of small country schools. From the second cause it has been found advantageous to have secondary education given in the higher departments of the larger country town elementary schools. The advantages of having secondary school and elementary school in one building are the following:—It is more economical to provide one good building with competent staff, suitable equipment and playground, than to provide two separate schools for elementary and secondary work. In the latter case there would have to be a good deal of duplication both of classroom accommodation and equipment, as for example, in manual training work and other subjects common to elementary and secondary education. Another important point has to be noted. Experience has shown that a very much larger proportion of the pupils go on to the High

School course when the elementary school and the secondary school are housed together and are under the same Principal. In such schools proceeding to high school work now means no more than being moved from Standard V. to Standard VI. A third advantage is that bringing all the children together in school helps to prevent the growth of deep social divisions between the different classes of our white population.

The following changes have been made during the year in the grading of individual schools. Two second-class schools have been raised to the first-class, and one third-class school has been promoted to the second-class grade, while four preparatory departments of first-class schools, which are being conducted as separate institutions, so far as disciplinary conditions are concerned, have been removed from the first-class grade and classified as junior schools. For statistical purposes these schools are now reckoned as third-class schools. The most noticeable change due to re-classification is shown in the increased number of the small rural third-class schools. No fewer than 70 private farm schools, 40 poor schools, and 6 second-class schools were re-graded during the year as third-class public schools; on the other hand, 15 third-class were re-classified as private farm schools. Other minor changes due to re-grading were the transfer of one private farm school to the poor-school grade; and two poor schools have become private farm schools.

GRADING OF SCHOOLS.—It may be well to give here the revised recommendations of the Public Schools Grading Committee in regard to the requirements which High Schools, other First-Class Schools, and Second-Class Public Schools should be expected to fulfil. They are as follows:—

“The main consideration in determining the grade of a school should be the length and completeness of the curriculum provided, and the sufficiency of the teaching staff.

“**HIGH SCHOOLS.**—A High School should be organised and equipped for work up to High School Standard E.

As regards the number of pupils in the several High School Standards it is recommended that there be required a minimum average of 10 pupils in Standards D and E together, of 25 in C, D and E together, and of 70 in the five High School Standards.

As regards the number and qualifications of the staff it is recommended that teachers engaged in the work of Standards E, D and C should, as a rule, possess a University degree in the subjects they teach, and also a suitable professional certificate; teachers engaged in work with Standards B and A should possess at least the T.2 certificate or its equivalent and hold an academic qualification higher than matriculation. At least three members of the staff should be graduates.

It should be made an essential requirement that there be adequate laboratory accommodation and equipment for the teaching of Science in an experimental and observational manner.

“**OTHER FIRST-CLASS PUBLIC SCHOOLS.**—In centres where there is a certain sufficient demand for a complete course of secondary education, but where it is not found practicable to comply with the full departmental requirements for a High School, the school may be graded as a First-Class School.

There must be at least an average attendance of 12 pupils above Standard VII., pursuing a High School course of study.

As regards staffing, at least the Principal should have a University degree and a suitable professional certificate, and the other teachers engaged in the work of instructing classes above Standard V. should hold at least the T.2 certificate, or its equivalent, and an academic qualification higher than matriculation.

There must be satisfactory provision for the teaching of Science.

“**SECOND-CLASS PUBLIC SCHOOLS.**—A Second-Class School should be organised and equipped for work at least up to Standard VII. and should also provide in its curriculum at least two approved special subjects suited to the requirements of the locality.

There must at least be an average attendance of 15 pupils above Standard IV.

The teachers engaged in the work of classes above Standard V should hold the T.2 Certificate or its equivalent.

In this connection the recommendations are made that in urban areas the pupils of A.2 schools, who intend proceeding to matriculation, should be transferred to High Schools as soon as they have passed Standard V., and that the additional subjects provided in the curriculum should be such as have a practical bearing. Woodwork (for boys), Domestic Economy (for girls), and Elementary Mathematics are the subjects generally recommended.

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In rural areas, where no school of higher grade is readily accessible, the curriculum should not, as a rule, go beyond the range corresponding to High School Standard C, and then only provided the teacher responsible for the higher work possesses an academic qualification higher than matriculation. In such schools pupils who are intended to proceed to matriculation should be transferred for the last two years of their course to a school of higher grade.

The view, however, is expressed that in the case of A.2 schools in the more remote areas it would be more in the public interest if such schools were to undertake the training of their Ex-Standard pupils in the pupil teachers' course, as far as the second-year requirements, preparatory to the transference of such pupil-teachers in their third year to an institution of higher grade.

In the lower Standards (I. to V.) in all these grades of schools, the teachers should possess at least a T.3 certificate or its equivalent, and in the Sub-standards, in addition, a suitable Kindergarten qualification.

THIRD-CLASS PUBLIC SCHOOLS.—A Third-Class Public School must have an average attendance of at least 10 pupils. The curriculum follows the lines of the Elementary School Course up to such standard as may be determined by local considerations, subject to the approval of the Department. In the larger schools, it is desirable, where there are pupils above Standard V., that the teacher responsible for the teaching of these pupils should have a T.2 certificate; whilst in the Sub-Standard classes at least one of the teachers should have a Kindergarten certificate."

THIRD-CLASS CHURCH SCHOOLS.—These schools do not fall under the control of School Boards; they form a class by themselves, being the outcome of the 1893 regulations, whereby existing mission schools containing a large proportion of European children were given special treatment, with a view to separating the European from the non-European element. Since the passing of the School Board Act in 1905, the number of these schools has been very much reduced, some having been transferred to School Boards and others having been merged in existing A.3 schools.

DISTRICT BOARDING SCHOOLS.—Zonnebloem (Cape Town) and Pella (Namaqualand) are the only surviving institutions of this class, and it must be admitted that the name as applied to these schools is now a misnomer. The function of these schools is fulfilled much more satisfactorily by Boarding Departments attached to the district town schools.

POOR SCHOOLS.—A school doing the same work as a Third-Class Public School, but charging very low fees and drawing almost the total amount required for its maintenance from Government, was formerly graded as a Poor School.

These schools came into existence in 1893 to supply a want then seriously felt, namely, the provision of elementary education for the children of "poor whites" who were unable to comply with the requirements for the founding of public schools. Since the passing of the School Board Amendment Act of 1909—whereby School Board expenditure, save for an $\frac{1}{8}$ d. rate and the revenue derived from school fees, falls on the Government—the distinction between Public and Poor Schools has become largely one of name only, and the Department has consequently determined that all applications for the re-grading of Poor Schools as Third-Class Public Schools be granted. It will be observed that there has been a considerable reduction in the number of these schools during the past year. The Department aims at the complete elimination of this class of school.

PRIVATE FARM SCHOOLS.—Wherever on isolated farms from five to ten children of school-going age can be gathered for instruction, the Department is prepared to inspect the school and to contribute a capitation grant towards the payment of the teacher's salary, the amount of which is approved by the Department and paid under agreement with the farmer by the Board. It is the farmer's duty to provide a suitable schoolroom and board and lodging for the teacher.

INDUSTRIAL SCHOOLS.—The need for taking action to ameliorate the condition of the "poor whites" of the country was strongly felt in the years 1892-5, and the matter was referred to a Select Committee of the House of Assembly. The Poor Schools referred to above represented one effort of the Department to afford a means of solving the difficulty; but it was also felt that for older

indigent children, and especially for those who were likely otherwise to lapse into evil ways, some additional provision should be made, and a new type of school—the Industrial School—was instituted.

There are now ten of these schools—six for boys and four for girls—the former being situated at Uitenhage, Cape Town, Stellenbosch, Adelaide, Worcester and Oudtshoorn; the latter at Graaff-Reinet, Wellington, Grahamstown and Tulbagh. The course of instruction extends over three or four years. The trades taught are, *for boys*, waggon-making, carpentry, black-smithing, tailoring, shoe-making, printing, book-binding and gardening; and *for girls*, laundry work, cookery and dress-making.

EVENING TECHNICAL SCHOOLS.—These schools are chiefly for the purpose of giving apprentices and learners technical instruction of a rudimentary grade.

Three of these schools are in connection with the Railway Workshops at Salt River, Uitenhage and East London, and give instruction in geometrical drawing, machine construction and carriage building.

A fourth at Kimberley gives instruction to the apprentices in De Beers Mines in those technical subjects that are of utility in mining.

A fifth school has been started at Port Elizabeth which provides instruction in commercial subjects, and in elementary science, and has also classes in boot- and shoe-making, and in the manufacture of furniture.

The Cape School Board, in conjunction with the South African College, has also organised classes in Cape Town which provide technical instruction for artisans already engaged in work, with the purpose of improving their skill and efficiency.

SCHOOL OF MUSIC.—This new institution was started in Cape Town at the beginning of 1912. The staff consists of a Principal and 23 teachers; the number of students on the roll is 280. The development which has already taken place has sufficiently proved the wisdom of a project first suggested many years ago, and there is every reason to think that further growth may be looked for in the near future.

SCHOOLS CLOSED AND SCHOOLS OPENED.—The above record gives a very inadequate idea of the activity displayed during the year in establishing schools at new centres, or of the loss occasioned annually by the closing of schools. An insight into this aspect of the school system is afforded in the tables published under this heading in the annexure, where the facts are given for each Division and for each class of school. In the European section it is shown that 566 schools were closed, as against 462 in the previous year; and 531 new schools were opened as against 553 in 1912.

There is no doubt that the closing in 1913 of 104 more schools than in the previous year, and the opening of 22 fewer, is directly due to the shortage in the supply of teachers. This question, however, is fully dealt with in Section VIII. of this Report.

These tables also throw light on the average length of life of farm schools and third-class schools. The existence of a farm school usually extends over rather more than two years; while in the case of small rural A.3 schools, the average life is approximately seven years.

SCHOOLS FOR NON-EUROPEAN CHILDREN.—The following table shows the number of schools for non-European children, classified and graded as at 30th September, 1913.

NON-EUROPEAN SCHOOLS.

	1912.	1913.	Increase.
Training Schools	12	13	1
First-Class Schools	1	1	—
Second-Class Schools	2	2	—
Third-Class Schools	14	18	4
District Boarding Schools	1	1	—
Elementary Evening Schools	5	6	1
Mission Schools	764	776	12
Aborigines' Schools	916	940	24

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The significant feature of this table is the fact that there are now twenty A.2 and A.3 schools for non-Europeans. They are under the control of School Boards, and are to be found chiefly in the large urban centres—Cape Town, Kimberley and Port Elizabeth. The A.1 school is at Lovedale, and is organised on High School lines.

The great bulk of non-European pupils, however, attend B and C schools (Mission and Aborigines). The distinction between these two types is geographical, and, to some extent, ethnological, the schools in the Transkei, which provide for the aboriginal natives being classified as C schools, while in the Province proper, the mission schools, which are chiefly attended by coloured pupils, are known as B schools. The great majority of these schools do not prepare pupils beyond the fourth standard. Where the work proceeds beyond this stage the pupils in the upper standards are mainly being prepared for admission to the Junior Pupil-Teacher Course, for which a pass in the requirements of Standard VI. is necessary.

III.—ENROLMENT AND ATTENDANCE.

At the close of the year under review the total school enrolment stood at 223,011, viz., European pupils, 96,699; non-European, 126,312. These totals are the highest so far reached, and for the year they show an increase of 6,208 pupils. While in previous years larger total increases have been recorded, the advance of the year must be viewed as wholly satisfactory. The greater the number of children gathered into school, the greater becomes the difficulty of gathering in the remainder.

Before dealing with the school enrolment in its ordinary twofold aspect, white and coloured, it may be well to show what proportion of the school population is found in schools under the control of the School Board system. The figures are as follows:—

	White.	Coloured.	Total.
In School Board Schools	85,751	2,087	87,838
In other Schools	10,948	124,225	135,173
Total	96,699	126,312	223,011.

The eleven thousand European pupils, not enrolled in schools under Boards, will be found in Church Third-Class Schools, Railway Schools, Labour-Colony Schools, and Special Schools.

EUROPEAN ENROLMENT.—The year's increase in the European enrolment was 3,770, as shown in the following table:—

Quarter ending—	European Enrolment.	Increase for Quarter.
31st December, 1912	91,043	—1,886
31st March, 1913	93,142	2,099
30th June, 1913	94,880	1,738
30th September, 1913	96,699	1,819.

The distribution of the pupils among the different classes of schools is shown in the appended table, where there is also given information in regard to the daily attendance of pupils.

Class of School.	Enrolment.	Average attendance. Percentage.
Special Schools	1,942	92.6
First-Class Public Schools	22,127	92.8
Second-Class Public Schools	17,458	91.7
Third-Class Public Schools	42,385	89.6
District Boarding Schools	48	93.3
Poor Schools	5,307	87.0
Private Farm Schools	5,816	92.6
Evening Schools	1,444	75.0
B, C.1, and C	172	—
Total	96,699	90.7

If we except Poor Schools and Evening Schools the regularity of attendance on the part of the pupils is very satisfactory.

COMPULSORY ATTENDANCE.—Evidence is not wanting that many School Boards are making good use of their powers to enforce attendance, but reference to the quarterly reviews of the statistics in the *Gazette* will show that it is necessary to keep constantly before those responsible the need for steady and persistent action if the schooling of children is not to be neglected by thoughtless and indifferent parents. Last year it was reported that the principle of compulsory attendance had been adopted in 114 out of 118 areas. Since then regulations for enforcing school attendance have been framed by the School Boards of Garies and Herschel. The Mossel Bay Divisional area, the district of Port Nolloth, and the new school district of Port St. John are now the only school districts in which the principle of compulsion has not yet been adopted.

In the Education Ordinance of 1913, provision has been made whereby the existing three-mile radius of compulsion may be extended, and the age and standard of exemption from school attendance may be raised; but such changes can be considered only in the case of areas in which the regulations of the 1905 Act are being effectively carried out. For some little time to come most School Boards should rest satisfied if they are successfully securing the regular attendance of all European children between the ages of 7 and 14 within the three-mile radius of any existing school. It is only in compact areas, where school organisation is in a thoroughly efficient state, that the higher standards permitted by the Education Ordinance of 1913, could be successfully introduced.

ENROLMENT IN NON-EUROPEAN SCHOOLS.—The enrolment of coloured and native pupils at 30th September, 1913, had reached 126,312, an increase of 2,438 for the year. It is noteworthy that the year began badly, owing to poor harvests in the Transkei, with decreases of 2,699 and 3,975 in the October-December and January-March quarters; but in the following six months there was a remarkable recovery of over nine thousand pupils.

The distribution of the non-European pupils among the different classes of schools is given in the appended table, where there is also shown the daily average attendance.

Class of School.	Enrolment.	Average attendance. Percentage.
Special Schools	34	92.6
First-Class Schools	80	92.8
Second-Class Schools	584	91.7
Third-Class Schools	1,826	89.6
Evening Schools	230	75.0
District Boarding Schools	341	93.3
Mission Schools (B)	61,845	80.5
Native Training Schools (C.1)	1,090	96.4
Aborigines' Schools (C)	60,451	83.2
Other Schools	3	...
	126,312	82.8.

When it is borne in mind that, except in the case of the few Public Schools included in the above table, the organisation and maintenance of the schools for non-European pupils depend on voluntary effort, the position attained reflects great credit on the churches and missionary bodies concerned. The position in this respect was dealt with in the *Gazette* of 24th April, 1913 (p. 970), where the work of the nineteen denominations engaged in school work was analysed. Recent years have witnessed great changes in Mission Schools, the chief characteristics of the advance being (a) the decrease in the size of classes, (b) improvement in teachers' qualifications, and (c) the increase in Government support. Constant effort, however, is still called for to secure greater efficiency.

IV.—INSPECTION OF SCHOOLS.

DETAILED INSPECTIONS.—During the greater portion of the year the number of circuit inspectors stood at thirty-one, the resignation of Inspector D. Craib reducing the number to thirty for a few months before the close of the year. A Relieving Inspector was appointed early in the year, and it was also found necessary to engage the services of two acting Inspectors for some time.

The number of schools inspected was 4,188 as against 4,044 last year; of the 4,188 schools 64 were inspected a second time within the year, the total number of detailed inspections thus amounting to 4,252.

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INFORMAL VISITS.—For several years there has been a gradual decrease in the number of informal visits paid by the Circuit Inspectors; this year 2,093 visits were paid as compared with 2,119 last year. The diminution in the number of these informal visits is greatly to be regretted, for on such occasions the Inspector has a better opportunity of seeing the school at work than he has at the annual inspection. It must also be said that in the case of certain schools, particularly native schools, a more frequent visit from the Circuit Inspector would do much to check irregularities.

The Inspector of Training Colleges, besides inspecting the Training Colleges and Departments along with the respective Circuit Inspectors, paid 35 visits to schools where pupil-teacher classes have been formed.

The Inspector of High Schools inspected the work in the upper standards of the forty-six schools graded as High Schools, and, as in former years, gave special attention to their organisation and to the methods of instruction followed.

SUPERVISION IN SPECIAL SUBJECTS.—Twelve Departmental Instructors charged with the supervision of special subjects have been at work during the year. In Drawing, Singing and Woodwork there are two Instructors in each subject, one of whom is assigned to the Eastern Districts and Transkei and one to the Western Districts; for Needlework there are three, the Transkeian Territories occupying the full time of one lady. The subjects of Cookery and Nature Study are each under the care of one Instructor who supervises the organisation of the instruction throughout the whole Province, and at present there is one Kindergarten Instructress who visits schools in the Eastern Districts. The number of visits paid by these officers during the year was 2,851.

V. AND VI.—ATTAINMENTS AND PROGRESS OF PUPILS.

With respect to the Elementary School Course, that is the school course as planned for the average normal child from its seventh to its twelfth or thirteenth year, though there may be differences of opinion as regards methods of instruction and discipline, there is amongst educationists a fairly general agreement as to the secular subjects the course should embrace. A certain degree of proficiency in Reading, Writing and Arithmetic is indispensable. Physical exercises, Singing, Drawing, Sewing and Cookery for girls and manual work for boys, Nature Study and the elements of Geography and History, each have their place in the syllabus and their educational value in the course of training.

With regard to the High School Course, there is not nearly so much unanimity. In the Cape Province the Department is opposed to early specialisation; the majority of the pupils pursuing the full five-year secondary course take the following subjects:—English, Dutch, Latin, History, Mathematics, and (in the case of boys) Physics and Chemistry, and (in the case of girls) Botany. A small number take Greek in place of History, and French or German instead of Dutch. In Girls' High Schools courses in Drawing, Dressmaking, Domestic Economy and Cookery have been instituted as alternatives to Latin and Mathematics. In all Secondary Schools manual training—Woodwork for boys and Needlework for girls—is compulsory, as are also classes for Physical Training.

The following paragraphs give information regarding the attainments and progress of the pupils for the year under review.

EUROPEAN CHILDREN: PRIMARY EDUCATION.—Every school on the Government-aided list, is, as a rule, inspected by the Circuit Inspector once a year. At this annual inspection, not only is there an inquiry into such matters as the adequacy and nature of the accommodation provided, the state of the attendance and methods of instruction, but every pupil from Standard I. to Standard VII., is examined individually as to his fitness to proceed to the next Standard, the subjects of the examination being Reading, Writing, Arithmetic, Grammar, Composition, History and Geography.

Much criticism has been aimed at the system of the individual examination of pupils as the test of a school's efficiency, but no really satisfactory alternative has yet been found. It must be borne in mind that the examination at inspection, is not simply a written examination but is also oral, and it is the practice of the Inspector to discuss doubtful cases with the Principal. One particular advantage of the examination should be mentioned: it has been found that the Inspector's decision is the only effectual safeguard of the teacher against outside interference in the classification of the pupils.

In all 2,578 white schools were inspected during the year; the number of pupils on the roll of these schools amounted to 92,318 of whom 89,426 or 97 per cent. were present at inspection. The following table shows the standards in which these pupils were classified after inspection; the pupil-teachers and the unclassified pupils, numbering 1,313 and 467 respectively, are omitted.

	1913.	1912.	1911.	1910.
Sub-Standards A, B	28,743	29,152	26,982	23,315
Standard I.	10,984	10,731	9,962	9,053
Standard II.	11,312	11,295	10,494	10,513
Standard III.	10,982	10,297	10,006	10,065
Standard IV.	8,716	9,000	9,121	9,610
Standard V.	6,747	6,545	6,260	6,074
Standard VI.	4,569	4,671	4,578	4,155
Standard VII.	2,486	2,379	2,194	2,089
Ex-Standard	3,107	3,237	2,940	2,754.

A point of special interest is the proportion of pupils proceeding beyond Standard IV., a matter in regard to which there is not a little misapprehension. An examination of the figures shows that the percentage proceeding to Standard V. is over 70, and the following notes on the statistical table will make the position clear in this respect.

It may be premised that the Infant Department as a rule includes four classes, viz., Standard I., Sub-standard B and two classes of still younger children; and also that a considerable number of parents prefer to have their children taught privately until they are fit for entering Standard II.; this is the reason why the number of pupils in Standard II. is larger than in Standard I.

If all the pupils without losses or gains went right on through the school course, it is clear that the number in any Standard would be the same as the number in the Standard immediately below in the previous year. There is, however, a considerable number of losses from failure to pass the examination and from deaths, illness, removals from the Province, etc. There are also gains from the failures in the class immediately above, and also from new arrivals in the Province, but the losses preponderate. Now in 1910, 10,513 pupils passed Standard II. As representing these, 6,747 pupils passed Standard V. three years later in 1913. The inevitable losses from the causes specified above would in all probability amount in three years to considerably over 3 per cent. It may reasonably be claimed, therefore, that at least 67 per cent. of the available pupils proceeded successfully to Standard V.

Nor, it must be added, do these pupils, amounting to 67 per cent., represent all those that proceed beyond Standard IV. A little over ten per cent. of the pupils who enter for the Standard V. examination fail to pass. The proportion of Europeans who go on with their studies beyond Standard IV. is therefore about 73 per cent. of the enrolment.

Similarly, if the figures in Standard II. for 1909 and 1908 respectively be investigated, it will be found that the proportion proceeding to Standard VI. was approximately 50 per cent., and the proportion proceeding to Standard VII. was over 25 per cent.

The percentage of pupils in the various classes of schools who passed the standard for which they were presented, is shown in the following table:—

First-Class Schools	87.88
Second-Class Schools	87.51
Third-Class Schools	85.57
Poor Schools	83.80
Private Farm Schools	81.04
Evening Schools	59.20.

A school's efficiency, however, is to be gauged not so much by the total number of pupils who passed their standard as by the number who reached a higher Standard than they did at the previous inspection of the same school. The following table shows this progress percentage:—

First-Class Schools	86.3
Second-Class Schools	88.6
Third-Class Schools	86.8
Poor Schools	85.0
Private Farm Schools	83.2
Evening Schools	50.8.

The low percentage in Evening Schools is not surprising, for not only are the hours of instruction short, but it has been found that pupils do not continue to attend for any great length of time; it may be noted that in these schools more than one-fourth of the pupils have passed Standard IV. or a higher standard.

EUROPEAN PUPILS: SECONDARY EDUCATION.—As has been already pointed out, Secondary and Primary education are very closely connected in the Cape. The High School Course covers five years, and begins after Standard V. During the year, 5,643 pupils were pursuing organised courses of secondary education in the High School Standards. The subjoined table shows the number in each of the five High School Standards on the 30th of September, 1913; for the purpose of comparison the figures for 1912 are also given:—

	1913.	1912.	Increase.
Standard A	1,731	1,601	130
Standard B	1,507	1,473	34
Standard C	1,190	1,130	60
Standard D	669	995	—326
Standard E	546	202	344
Total	5,643	5,401	242.

The decrease in Standard D, and the increase in Standard E, simply mean that last year a Standard E class had not yet been organised in many High Schools.

In certain First- and Second-Class Schools a number of pupils, in all about 858, were also pursuing an advanced course of study beyond the seventh standard stage.

Most of the pupils who complete the High School course are candidates for the matriculation examination of the Cape University; in addition many other First-Class Schools throughout the country send in pupils for this examination. At the examination held in December, 1913, the number of entries for the whole of South Africa showed a great decrease on 1912;— 1,317 as compared with 1,680. One reason for this fall was that the Cape High Schools had the previous year extended their secondary course of study from a four-year course to one of five years; and 1913 was a transition period. The total number of passes was 574; the distribution among the four Provinces of the Union is shown in the following table, where, for purposes of comparison, the figures for 1912 are also given:—

	1913.	1912.
Cape Province	388	623
Transvaal	92	141
Orange Free State	55	92
Natal	31	56
Rhodesia	8	11
Total	574	923.

The relative distribution among the different classes of schools of the passes for the Cape Province works out as follows:—

	1913	1912.
Government-aided High Schools	265	407
Other Government-aided Schools	53	116
Private and Denominational Schools	63	78
Private Study	7	22.

It may be observed that the percentage of passes among candidates entering from Cape High Schools was 55, while the average percentage for the whole of South Africa was 43·5.

COLOURED AND NATIVE CHILDREN: PRIMARY EDUCATION.—At the inspection of coloured schools 104,936 pupils were present out of a total roll of 114,178, a percentage of 91·9. The classification of these pupils after inspection is shown in the following table, pupil teachers (166) and unclassified pupils (121) being again omitted:—

	1913.	1912.
Sub-Standards	67,888	61,396
Standard I.	12,767	11,928
Standard II.	10,538	9,950
Standard III.	7,422	6,705
Standard IV.	3,439	3,769
Standard V.	1,833	1,844
Standard VI.	743	785
Standard VII.	18	6
Ex-Standard	1	—

In Mission Schools 72·8 per cent. of the pupils passed the Standards for which they were presented, and in Aborigines' Schools 60·2 per cent.

The percentages showing the progress of pupils present at two successive inspections is slightly higher in each case, being respectively, 73·2 and 62·9.

SECONDARY EDUCATION: (NATIVE).—At the end of September there were 86 pupils on the roll of the Lovedale First-Class School, an increase of 24 for the year; two pupils were successful in passing the Matriculation examination.

MATRICULATION EXAMINATION.—The Inspector of High Schools makes the following remarks on the results of this year's Matriculation Examination:—

"The Reports of the University Examiners in the Matriculation Examination contained this year, and almost invariably contain, many severe strictures on the work done in our secondary schools. Indeed the general tone of these reports is often so condemnatory, that anyone who took them as the deliberate judgment of a competent educational tribunal would be forced to conclude that the schools were in a weak condition and that the majority of the teachers either neglected their work or were inefficient, while the pupils on their side fell below the average normal boy or girl in diligence and intelligence.

"This conclusion would be incorrect.

"Our High School teachers as a rule are well qualified academically, and bring earnestness and conscientiousness to the discharge of their duty. Many of the pupils in the higher Standards work, if anything, too hard, and intercourse with them both in school and out of school shows that they are not deficient in intelligence. Who then is at fault, for something must be wrong?

"There are, it must be said, a considerable number of pupils every year who enter for the examination, though in the judgment of their teachers they are not sufficiently prepared. This section ought to be eliminated by requiring from candidates a certificate of ripeness from the authorities of the school in which they have pursued their studies. This fact, however, answers only in part the question under consideration.

"In my judgment the fault lies mainly with the Examiners and the nature of the examination papers, not their range so much as, first, the standard and character of the questions set, and second, the length of the papers. The questions, in most cases, are considerably too difficult, and imply a greater maturity and activity of mind than can be legitimately expected in a boy or girl of 17 years of age or thereabout.

"It must be observed in extenuation that it is somewhat of an established tradition in the educational world for examiners of secondary school work both to set rather ambitious and showy questions, and also to expose somewhat mercilessly the weaknesses of youthful examinees. In the examination reports of all countries there occur frequently such expressions as "inaccuracy of work", "lack of thoroughness", and "incapacity to think", even in countries with secondary school systems of acknowledged excellence. The truth is that though people can easily see when a material load is too heavy for a child's muscular strength, they do not perceive so readily when they are asking more of a youth's mental strength than it is able to give. In other words the proper standard of question in secondary school examinations for the average pupil has not yet been adequately ascertained.

"To apply these general remarks more particularly to the Cape Matriculation examination:—

"The Mathematical papers are usually well constructed so far as the subject is concerned, but the questions are too difficult, more difficult than in corresponding examinations in England. If the responsible authorities for these papers were asked on what basis they had been drawn up—how many hours per week they had reckoned for the study of mathematics and whether they had allowed sufficient time for the teaching of the other five subjects required, and also time for bodily exercise and recreation, they would not be able to give a satisfactory answer.

"In the Science examinations the standard of difficulty varies far too widely from year to year. Sometimes the average marks per candidate stand as high as 50 per cent., sometimes they fall as low as 34 per cent.

"In the History paper questions are generally asked that require for satisfactory treatment a certain degree of ripeness of political thought and some experience of life, such as are not to be found in school-boys and school-girls; and then, when the pupils give their answers in the words of their text-book, or of their teachers' notes, there is passed on their work the condemnatory criticism of "parrot-like" reproduction.

"In consequence of the style of question in the Language paper, especially the Dutch paper, it has become a custom in school to make pupils commit to memory an immense number of proverbs

and so-called idiomatic expressions—at once an intolerably heavy burden for the memory and a vicious method of learning a language. Instead of being "crammed", matters like these should be learned naturally as they are met with in the course of reading.

"Indeed let any man of good education and of sound judgment turn over the pages of the pamphlet containing the papers set at the Matriculation examination, and let him give some minutes' thought to each paper and try to sketch roughly satisfactory answers to two or three of the questions. He will be surprised at the amount of knowledge of Language, History, Science and Mathematics that is required, and he will realize that if even a fairly high standard of answers is expected, the University is making unconscionable demands on boys and girls of 17 years of age.

"Then again the length of the papers presses unfairly on youthful candidates. They have not yet gained the experience which enables older students to distribute their time judiciously among the different questions. Generally the better candidates are writing as hard as they can from the beginning of the examination to the end. Examiners comment in caustic terms on gross errors in spelling and in grammatical construction, and on bad handwriting, and attribute these things to ignorance and carelessness. They are frequently due to haste and excitement—the candidates are writing against time—and, towards the end of the examination, to mental fatigue. The frequent complaint also concerning lack of thought and of originality in essays is equally unjust. How can there be thought or originality if insufficient time is given for reflection?

"So long as the University authorities allowed candidates to pass on a low percentage of marks, no great injustice was done, though it would have been better educationally to have had simpler papers and a higher standard for pass. Last year, however, the standard was raised very considerably, with the result that there was a very large percentage of failures. The seriousness of the position may be estimated by the fact that at the recent examination there were, for the whole of South Africa, only 574 successful candidates, as compared with 923 and 1,117 in 1912 and 1911 respectively, *i.e.*, we have only a little more than one-half of the usual supply of matriculated students to fulfil all the demands that are made on this class of student. Owing to the causes specified above some injustice has, in my opinion, been done, and a higher percentage of candidates than actually passed were fit to proceed to the next stage of their professional studies.

The Matriculation examination is of such practical importance in this country, being as it is the gateway to so many pursuits, that great care should be taken to place it on as satisfactory a basis as possible. The following reforms are needful, in my opinion: Shortening of the examination papers, simplification of the questions, better standardisation of the papers, and, if a practicable way of doing it can be found, a check on the results of the examination by a reference to the school record of each candidate."

VII.—SPECIAL SUBJECTS OF INSTRUCTION.

Special attention has been given for many years to the teaching of Singing, Needlework, Woodwork, Drawing, Cookery, Nature Study, and Physical Drill. In all but the last of these subjects, Departmental Instructors are employed whose sole duty is the extension and improvement of the instruction. In view of the wide territory to be covered by these officers, the increase in the number of children receiving instruction and the quality of the work done are exceedingly creditable. The progress for the past year is shown in the following paragraphs.

SINGING.—There are now comparatively few schools where singing from notes is not taught. The following table shows the number of pupils receiving instruction:—

	1913.	1912.	Increase.
Schools	3,391	3,087	304
Pupils	150,043	142,168	7,875.

During the year thirty-four choir competitions were arranged, twenty-one for white schools, five for coloured schools and eight for native schools. These competitions serve to stimulate interest in the subject, and they help materially in raising the standard of the instruction given.

NEEDLEWORK.—Instruction in this subject continues to make satisfactory progress. In native areas, where the schools are small and scattered, much good has been effected by the Instructress gathering the teachers at the Central Mission Station and spending a day in advising and teaching.

The figures relating to Needlework instruction for this year and last year are:

	1913.	1912.	Increase.
Schools	2,910	2,751	159
Pupils	75,034	71,825	3,209.

WOODWORK.—During the year under review there were 215 schools in which systematic instruction in woodwork was given, an increase of 13 schools on last year, while the number of boys under instruction has increased by 755.

The woodwork course covers three years, *viz.*, Standards V., VI., and VII., or, in the High Schools, Standards V. and A and B. In the lower Standards, manual training is given in many schools by means of Cardboard modelling, a detailed scheme for Standards II., III. and IV. having been published in the *Education Gazette* of 5th October, 1911 (p. 389).

The following two-line table shows the number of schools and pupils participating in instruction in Woodwork:—

	1913.	1912.	Increase.
Schools	215	202	13
Pupils	8,970	8,215	755.

DRAWING.—This subject is chiefly confined to white schools, since the expense, small though it is, for books, crayons, etc., cannot in many cases be met by mission schools. Steady progress is being maintained, as is shown by a comparison of the figures for this year and last. The facts are:—

	1913.	1912.	Increase.
Schools	2,484	2,383	101
Pupils	92,586	90,325	2,261.

COOKERY.—The difficulty in introducing this subject has been touched upon in previous reports. It involves heavy initial expenditure, and a special teacher has to be engaged. In smaller schools it is impossible to provide enough work to occupy the whole time of a Cookery teacher, and the subject is therefore restricted to the larger centres. This difficulty may eventually be overcome by getting one of the ordinary members of the staff to qualify specially for the work. Cookery teaching, however, has advanced during the year, two more schools having taken up the subject. The general position is indicated by the following figures:—

	1913.	1912.	Increase.
Schools	72	70	2
Pupils	2,810	2,483	327.

NATURE STUDY.—As a subject of instruction Nature Study has now its definite place in the curriculum. In the junior classes it takes the form of an object lesson or nature talk, while in the upper classes more definite instruction is given and observation of natural phenomena is specially encouraged. Nature Study is also exercising influence on the teaching of Geography and Drawing. The use of the *Rural Reader* has become more extensive during the year, and some 1,500 free copies have been distributed by the Department. The formation of school gardens still goes on, there being now some 80 gardens attached to various schools.

PHYSICAL CULTURE.—The Cadet Corps movement is making most vigorous progress in connection with our Public Schools. In it satisfactory provision is made for the suitable training of the boys' physique. The Department encourages the movement in every legitimate manner. Not only is it beneficial as regards bodily health and development, but it can be made to exercise a valuable formative influence on character. In this respect the Boy Scout movement has also proved a useful aid.

In 18 of the largest Girls' Schools there are now trained and certificated mistresses of Physical Culture, whose sole duty it is to conduct classes for the physical development and training of the girls, and to supervise their out-of-door games.

In every school there might and should be some simple form of physical training, and it is gratifying to observe the steady diminution in the number of schools without provision for such training. The following table shows the comparative position for 1913 and 1912:—

	1913.	1912.	Increase.
Schools	3,618	3,336	282
Pupils	158,096	149,847	8,249.

VIII.—TEACHERS' QUALIFICATIONS AND THE TRAINING OF TEACHERS.

A.—TEACHERS' QUALIFICATIONS.

According to the returns received for the quarter ending 30th June, 1913, the number of teachers employed in schools under the Department was 8,446, as against 8,153 at 30th June, 1912, an increase of 293. Of the total number, 4,869 were engaged in white schools and 3,577 in coloured schools. These numbers do not, however, represent respectively the number of white and coloured teachers employed, since in all the Native Training Schools most of the staff are white

teachers, and white teachers also serve in a considerable number of mission schools. An analysis of the qualifications of teachers is given in the following table:—

No. of Teachers holding:	1913.	1912.	Increase.
A Professional Certificate and University Degree	302	259	43
A Professional Certificate and an Intermediate Certificate in Arts	156	128	28
A Professional Certificate and a Matriculation Certificate	697	663	34
A Professional Certificate and a recognised University Diploma (not included in the above)	24	25	—1
A Professional Certificate but no Academic Qualification	4,305	4,231	74
No Professional Certificate but University Degree	40	46	—6
No Professional Certificate but Intermediate Certificate in Arts	9	19	—10
No Professional Certificate but Matriculation Certificate	68	60	8
No Professional Certificate but a recognised University Diploma (not included in the above)	2	2	—
No Professional or Academic Certificate	2,843	2,720	123.

Of the total number of teachers 64.93 per cent. are professionally qualified, as against 65.08 last year; there were, however, 178 more certificated teachers in the schools than was the case last year, though there were also 115 more uncertificated. It is noteworthy that while the number of teachers holding the T.2 certificate has risen by 54, the number holding the Third-Class Certificate has increased only by 29. The holders of the 'Privy Council' Certificate are 21 more, and the number with miscellaneous certificates has risen by 80. These last chiefly comprise teachers of special subjects such as Music, Domestic Science and Drill. The following table shows the percentage of professionally qualified teachers in the different classes of schools:—

First-Class Schools	93.18
Second-Class Schools	97.02
Third-Class Schools	79.86
Private Farm Schools	52.43
Poor Schools	70.92
Mission Schools	51.67
Aborigines' Schools	34.12.

Since last year there has been a marked improvement in the percentage of qualified teachers employed in Mission and Aborigines' Schools, amounting to 2.18 and 1.86 respectively.

It should be stated that of the 2,843 teachers shown as holding neither professional nor academic certificates a large number have had some training and possess a Pupil-Teachers' Certificate of the First or Second Year; these certificates, however, do not entitle the holders to rank as "certificated." The Third-Class Teachers' Certificate is the lowest professional qualification recognised by the Department.

SCHOOL BOARDS AND TEACHERS' APPOINTMENTS.—During the past year on an average nine* teaching appointments were approved on each working day by the Department, and it is a striking fact that of this daily number more than three were filled by the appointment of *uncertificated* teachers. A summary of the position for all school board areas shows that of the total number of appointments made in schools under the control of School Boards (viz., 2,970), 1,160, or 39.06 per cent., were *uncertificated* teachers. This must be viewed as far from satisfactory, especially when it is borne in mind that taking the teaching staff as it stood at the end of 1912 the percentage of uncertificated teachers was 19.5. The appointments made since that date, instead of improving the general position, have reduced the percentage of certificated teachers in School Board schools from 80.5

* This includes temporary and permanent appointments.

to 78.7. Special attention was directed to this matter in the *Gazette* of 5th March, 1914, and this action has led School Boards to concern themselves more closely in the selection of candidates. A survey of the relevant facts showed that some boards undoubtedly exercised more careful control in this respect than others, which, from their position, enjoyed greater advantages in securing properly qualified teachers.

SEX OF TEACHERS.—No material change has taken place during the twelve-month period in the proportion of men and women teachers. The percentage of men remains the same as last year, viz., 35.8. The figures, based on returns for the Third Quarter, are men, 3,055, women, 5,464. The proportion of male teachers in Native Schools is much higher than in European Schools, the percentage being above fifty. A full analysis of the position in this respect will be found in the statistical annexure.

B.—THE TRAINING OF TEACHERS.

TRAINING INSTITUTIONS FOR EUROPEAN TEACHERS.—There are now seven training schools and colleges in operation, viz.:—

Cape Town Training College,
Cape Town Normal College,
Wellington Training College,
Grahamstown Training College,
Stellenbosch Training Department (Victoria College),
Robertson Training School,
Paarl Training School.

Robertson and Paarl prepare only for the Third-Class Teachers' Certificate (Senior), and Stellenbosch for the Second-Class Teachers' Certificate, while the other institutions mentioned prepare for both.

Scarcely inferior to these in organisation are some of the training departments of the girls' high schools. Several of the existing training schools have been developed from such training departments; and other developments of the same kind are under consideration. Cradock, Kimberley, Graaff-Reinet, Stellenbosch, King William's Town, Oudtshoorn and other centres have for years done very efficient training work; and in the near future training schools at several of these centres will no doubt be established on the basis of the existing organisation.* Other public schools have smaller organised classes of student-teachers (or "pupil-teachers," as they are still popularly called); and in many districts individual "pupil-teachers" are still to be found.

THIRD-CLASS CERTIFICATED TEACHERS.—A revised course of training has this year for the first time been in full operation; and accordingly the present is a suitable time for a general review of the advance which has been made during the past twenty years.

Before the year 1894 there were only two examinations for teachers—the Third-Class Teachers' Certificate Examination and the Second- or Middle-Class Teachers' Examination. For the Middle-Class Certificate a previous or simultaneous pass in Matriculation was required; but the Third-Class or Elementary Teachers' Certificate was obtainable by anyone who had reached the age of seventeen, and was frequently taken as a school-leaving certificate by girls who had no intention of teaching. For some years, however, those who had that examination in view had been regarded as "pupil-teachers" in whose progress the Department had some interest; and in 1894 a definite three-year course was introduced. It was not considered safe to venture on a higher admission standard than Standard IV.; and even at that low level the number of candidates who came forward after full and early announcement of the proposed course was only 314 for the first year, 178 for the second, and 297 for the third. The last was below the number of candidates in the previous year; it seemed that candidates who formerly would have attempted the certificate examination had found something more appropriate in one of the preliminary examinations. It should be remembered, too, that these numbers included a fair proportion of native and coloured candidates.

* The probable lines of development were outlined in the memoranda published at the end of the last Annual Report.

In such circumstances it was impossible to contemplate any rapid raising of the admission standard, deplorably low though it was; and it was only in 1899 that Standard V. was demanded. In 1901 a pass in Standard VI. was required; but at that time very few natives passed Standard VI., and an alternative was therefore provided in the shape of an admission examination conducted by the Department at the various native training schools. This was not an examination intermediate between Standard V. and Standard VI.; it was a very elementary examination intended to find out whether candidates had or had not a sufficiently accurate knowledge of common English words and of the "simple and compound rules" in Arithmetic to provide a trustworthy basis for further instruction. This test in the rudiments of knowledge proved very useful; and there were some regrets on the part of native-training-school teachers when from pupil-teachers beginning their course in 1904 the Department found itself able to exact Standard VI. in all cases and therefore abolished the admission examination.

Standard VI. remained the admission standard until 1909, and is so still as regards coloured and native candidates. Since that date, however, Standard VII. has been required in the case of European candidates. In previous years a fair number of candidates had passed Standard VII., and such candidates had been excused from the first year of their course and so were able to become certificated teachers in two years. The change which was announced was, therefore, more than a raising of the entrance standard; in the case of a large number of candidates it meant their beginning where they would in any case have begun and their being required to take an additional year.

Along with this steady raising of the admission standard, and so of the quality of work possible during the course of training, there has been a constant effort in the direction of systematic organisation. When the training course was established in 1894, it was begun on the old "pupil-teacher" lines; that is to say, the candidates taught during a large part of the day in schools and were prepared for their annual examination in their headmasters' spare time. This was at the time the only practicable plan; but it was from the first recognised to be capable of improvement, and, as opportunity offered, training schools were organised and the formation of "pupil-teachers' classes" in the larger public schools was encouraged. Accordingly the "pupil-teacher" has to a large extent been replaced by the "student teacher." There is perhaps no very sharp distinction between them, but there has been a constant tendency in the direction of more tuition and less unsupervised practice in teaching.

The introduction of the new third year of training for Europeans has given a fresh impetus to the centralising tendency. In the course of study laid down, a systematic effort is made to give the students a wide range of intellectual interests; and the full benefit to be derived from a year's work on these lines can be obtained only from a teacher with literary and scientific enthusiasm and at a centre where a good library and apparatus of other kinds are available. It is necessary, in view of the need for teachers in outlying districts, to allow, and indeed to encourage, the principal schools of these districts to train "pupil-teachers"; but the Department is endeavouring not only to have the pupil-teachers in such schools taught in classes but also to arrange that they go for their final year of their course to some large training centre in order that their view of life and of its various interests may become broader and fuller. The additional year—the "third year senior"—has now been taken by two sets of students, and this year (1913) considerable modifications have been introduced into the work of the first and second years so as to produce a more harmonious three-year course.

It is perhaps too soon to pronounce on the success of the scheme, but some of its results are already sufficiently well marked to justify their being mentioned. There is no doubt that the course is having the desired effect as regards the widening of the students' outlook and the deepening of their interest in literature. A practical difficulty, however, is the co-ordination of such a course with an examination at the end of the year, and the cultivation of a proper view of the relation between the two. For example, the suggestions that have been made in regard to the study of literature and of general history during the third-year senior course should not be regarded as syllabuses in these subjects on the lines of which a strict examination is to be conducted. The course is intended rather to be an opening of vistas which may be explored in future years—in short, an introduction to methods of historical and literary study. The papers in history and literature set for the final examination afford opportunities for the display of whatever interests have been cultivated during the year, and the marks given for them contribute towards the candidates' aggregate; but the essential examination subjects

continue to be, as in the earlier examinations, arithmetic, the writing of the language, and, of course, the practical part of the examination which tests their knowledge of school work.

SUPPLY OF TEACHERS.*—The raising of the admission standard has caused a serious diminution of the supply of certificated teachers for the last two years. When a year's work is added to any course, it is scarcely possible to avoid a net loss of one year's output; but in the present case the loss has been considerably greater. The matter is fully discussed in the *Education Gazette* of 2nd April, 1914 (p. 1014); and the situation need only be briefly summed up here. The output of European certificated teachers had been steadily increasing until in 1910 it was more than 700; then came a transition period during which 344 passed under the old regulations in 1911 and 169 under the new regulations in 1912; and for 1913, though the transition period ought by this time to have been passed, the number is only 313. The small number is partly due to a diminution in the number of candidates taking the course—a consequence of the raising of the entrance standard; but it is also largely attributable to a leakage at the end of the second year. Many students seemed to think that the equivalent of the old course was still sufficient, and so went out to teach as uncertificated teachers. As against 501 passes in the second-year examinations in 1912, there were only 416 third-year candidates in 1913. Fortunately this leakage seems to be practically at an end: the first quarterly returns for 1914 show a substantial increase in the number of third-year pupil-teachers, though the second-year passes in 1913 were fewer than in 1912. As regards the future, therefore, the outlook is brighter.

SECOND-CLASS CERTIFICATED TEACHERS.—At a time when the supply of teachers holding the third-class certificate is so inadequate, it is satisfactory to be able to report that the higher qualification, open to matriculated candidates, is being taken by a rapidly increasing number of students.

Though the changes in the T.2 course which are the logical consequence of the introduction of the new T.3 do not take effect until 1914, it is convenient to give here a brief sketch of the development of the course during the past twenty years, to be read along with the sketch given above of the course for the lower certificate.

When the three-year course for the Third-Class Teachers' Certificate was inaugurated in 1894, and for some years afterwards, no separate course of professional training was popularly supposed to be needful in connection with the higher certificate. The course for the Matriculation Examination was pursued, and candidates were thought to have done all that was necessary if during their Matriculation course they devoted a little attention to teaching and took the Second-Class Teachers' Certificate Examination a week after Matriculation.

After some years the Department made an effort to have the professional side of the course taken more seriously. There was great opposition. In order to gain acceptance for the idea, the Department had in the first place to continue the old two years' grants for Matriculation although the teachers' course was now omitted, and to give a further six-months' grant to cover a period of separate study for the teachers' certificate. Some years were required for the recognition of the advantages of this plan, and there was a renewal of the trouble when the teachers' course was lengthened from six months to a year.

Recently three further changes have been made, the last of which is to come into force in 1914. First, the T.3 certificate has been made a condition of admission to the T.2 course, exception being made only in favour of those who had passed a higher examination than Matriculation; secondly, the Department no longer assists students with grants during the Matriculation course, but gives instead higher grants for the actual teachers' course; and, thirdly, the course of study has been recast to suit the altered conditions of admission.

It will be seen that there has been a very great advance in the standard of the Second-Class Certificate—even greater than in the case of the lower qualification. Each change led to the expression of a fear that the Department was killing the supply of teachers by the increased stringency of its regulations, and for a good number of years the number of candidates remained at a very low level. During

* Throughout this section account is taken of the examinations held at the end of 1913, although they were held after 30th September. This arrangement is the most convenient, since the years of training are calendar years.

the past few years, however, there has been a remarkable increase, the result of which has been a great improvement in the percentage of better qualified teachers in the schools. It is worth while to tabulate the figures for the past twenty years:

Year.	Candidates.	Passes.
1894	45	33
1895	33	20
1896	44	36
1897	26	19
1898	34	22
1899	41	26
1900	35	26
1901	39	29
1902	34	25
1903	24	22
1904	19	16
1905	47	38
1906	62	43
1907	61	51
1908	102	81
1909	124	96
1910	142	109
1911	165	140
1912	210	157
1913	226	174.

INFANT-SCHOOL TEACHERS.—The general situation as regards the provision for a supply of infant-school teachers was discussed in last year's report, and has not materially altered. During the year now under review the western districts were still without an Instructress; and during a good part of the year the Instructress for the Eastern Districts was on leave. A new appointment for the West, however, has now been made; and the work of organisation and supervision will once more be thoroughly carried out. The number of candidates for the Kindergarten Examinations naturally shows a decrease for the past two years—due partly to the causes just mentioned, and partly to the fact that acting teachers are now very rarely admitted to the Elementary Examination:—

Year.	Elementary Candidates.	Passes.	Higher Candidates.	Passes.
1911	103	78	47	36
1912	51	41	39	35
1913	59	49	24	22.

Teachers who possess the Elementary Kindergarten Certificate are allowed and encouraged to study privately for the Higher if they are unable to take the course at a Training College; but this year, doubtless for want of the stimulating presence of the Instructress, no such candidates appeared, the whole of the 24 candidates mentioned being from the three training colleges (Cape Town, Grahamstown and Wellington).

SUPPLY OF TEACHERS OF SPECIAL SUBJECTS.—The arrangements in regard to the obtaining of qualifications in special subjects remain as formerly. There are five "courses" of needlework (plain sewing, mending, cutting-out, knitting and dress-cutting), two "branches" of woodwork (practice and theory), four of drawing (freehand, model, geometrical and blackboard, the last being really an all-round examination on the drawing course for the standards and on the methods of teaching it). Each examination may be taken separately, and many teachers take up one or more subjects and qualify at the end of the year. The great majority of the candidates, however, are student-teachers, and the increased emphasis now laid on drawing during the course of training for teachers' certificates has resulted, as will be seen from the figures given below, in the appearance of a much larger number of candidates for the Drawing Examinations. The Department does not conduct a special examination in connection with the teaching of vocal music, but encourages the taking of the School Teachers' Music Certificate of the Tonic Sol-fa College—a certificate whose practical value is everywhere recognised. Along with these special qualifications may be mentioned the cookery course established in 1911; this, however, is a course of a

different kind from those already referred to, being one which demands the whole time of the student during the year. In 1913 a Grahamstown student of laundry-work was allowed to take an examination partly identical with the Cookery Examination; and laundry work has been added to the list of regular examination subjects for 1914. The demand for teachers of cookery and laundry work is of course small, but it is well that we should be able to train our own teachers in such subjects, and the work done at the Cape Town Training Centre for Cookery Teachers during the past three years deserves cordial recognition.

The following are the numbers of passes in the various special subjects:—

	1911.	1912.	1913.
Needlework	157	168	180
Woodwork	124	124	131
Drawing	460	592	892
Cookery	6	7	4
Laundry Work	—	—	1.

NATIVE AND COLOURED TEACHERS.—Except as regards very recent changes, the story of the development of the course of training for native and coloured teachers during the past twenty years is included in the historical sketch given above in regard to the training course for European teachers. When the standard of the three-year course for Europeans was raised in 1910-1912, no change was made in the course for native and coloured candidates. The new third-year senior course, however, as has already been remarked, did not harmonise very well with the course for the previous years, and when in 1913 a modified course was introduced the opportunity was taken to differentiate slightly between the work for Europeans and the work for non-Europeans so as to suit the course to the two classes of candidates.

It will be seen from the following figures that the output of native and coloured teachers (successful candidates in the third-year junior examination) has been well maintained during the past two years, and that the figures for the lower years indicate the probability of a considerable increase in the output next year:—

	1911.	1912.	1913.
First Year	390	510	529
Second Year	237	251	369
Third Year	191	178	204.

OBLIGATION OF NEWLY-TRAINED TEACHERS.—The attention of those responsible for the training of teachers has been specially directed during the year to the fulfilment by candidates of the obligation to teach for two years in schools aided by grants from the Department. This, of course, refers to students whose training has been aided by grants from the Department. The efforts made in this direction have undoubtedly brought home to newly-trained teachers their responsibilities to the State, and in this way, too, school boards have been assisted in obtaining teachers, where otherwise there might have been difficulty in filling vacant positions. In other respects, also, the result of the pressure that has been brought to bear on students has awakened a sense of responsibility that should bear fruit in their future work. (The position in this respect was reviewed in the *Gazette* of 9th October, 1913, p. 377).

TEACHERS' VACATION COURSE.—The plan of giving teachers on the staff of schools an opportunity of improving their qualifications at Vacation Courses of Training has been steadily pursued since 1894. In latter years this work of supplementary training has been confined to individual subjects, and a holiday course on these lines was held at Grahamstown in the Winter vacation, the subjects dealt with being Dutch, Nature Study, Woodwork and Elocution. Altogether 125 teachers availed themselves of the training offered in these subjects, and from the report of the Supervising Inspectors it is clear that much good accrued from the course of lectures.

IX.—SCHOOL LIBRARIES.

For some years past all first-class and second-class schools and all training colleges and training schools have been in possession of good libraries. During the course of the year under review there has been an encouraging increase of 273 in

the number of other schools to which a library is attached. In the case of third-class schools the increase has been 274. Private Farm Schools also shew progress, there being an increase of 14 libraries in this class, but as against these advances there have been decreases in other classes of schools, due to re-classification. In coloured and native schools there has also been some development during the year.

The present position will be best shewn by the following table:—

	Total No. of Schools.	Schools with Libraries.	Schools without Libraries.
First-Class Schools	94	94	—
Second-Class Schools	99	99	—
Third-Class Schools	1,428	1,254	174
Private Farm Schools	750	405	345
Poor Schools	177	164	13
Totals	2,548	2,016	532
Mission Schools	776	88	688
Aborigines' Schools	940	19	921
Totals	1,716	107	1,609

From the above it will be seen that in the European section more than 500 schools still need to be provided with libraries.

While the development recorded for the year is fairly general throughout the Province, special mention may be made of the supplementary library scheme which was introduced by Inspector Scott in the districts forming his circuit. The supplementary library in question includes 113 small books suitable for younger children, the cost being 16s., one half of which is defrayed locally. The plan has been carried through with great success. Schools in many other districts have taken advantage of the list of suitable books which was published at the time in the *Gazette*.*

A pleasing feature in the development of the school library system has been the time and labour teachers have given voluntarily to the organisation of entertainments for raising funds for the purchase of books. Such efforts are deserving of every encouragement at the hands of School Boards and School Committees.

X.—SCHOOL BUILDINGS.

PERMANENT BUILDINGS.—Considerable progress has been made during the year in the provision of new school buildings; over 100 new schemes have been dealt with, involving a total cost of £360,000. Of this sum £193,995 was paid out, representing practically the whole of the money provided by the Provincial Administration for the twelve-month period in question.

Every part of the Province has received attention. Among the larger schools erected were the following:—Aberdeen, Bredasdorp, Calvinia, East Park Public School (Cape Town), Kimberley Boys', Hopetown, Calitzdorp, Sydenham, Richmond, Tarkastad, and Willowmore.

The difficulty of obtaining reliable estimates from School Boards and Architects has, notwithstanding special efforts on the part of this Office, again made itself felt, and has led to much unnecessary delay and correspondence, as well as to additional expense. The consequence is that in many cases only parts of the schemes could be carried out with the funds available. The remaining portion has had to await completion till the following year; this involves an additional loan, fresh tenders, and indeed double work for everybody concerned.

TRANSPORTABLE BUILDINGS.—The scheme for the supply of so-called portable buildings has been carried out during the year with increased efficiency, considerable experience having been gained from the previous year on the two difficult points connected with it, namely, cost of transport from Cape Town and cost of erection by the local board. The Building Branch of the Office has had very considerable trouble in keeping these two items down to a reasonable figure, for,

* *Education Gazette*, Vol. XII, No. 3, 8th August, 1912, p. 58.

although some Boards have been most careful and thoughtful in obtaining free of charge what local assistance they could, and have tried in other ways to supplement the efforts of the Department, other Boards have shown great indifference in the matter so long as the Government could be got to pay. During the year under review as many as 53 of these neat and comfortable buildings have been erected throughout the Province, the places to which they were sent being intimated from time to time in the *Education Gazette* (see, for example, the issues of 27th February and 24th April, 1913). As provided by the Department the buildings are identical; their appearance after erection, however, varies to some extent by reason of the difference in situation, the skill of the workmen employed, and the interest taken in their erection by the School Boards. A very satisfactory example—in the Worcester Divisional School Board's area—was referred to in the *Gazette* of 9th October, 1913, two photographic views of it being given. It is earnestly hoped that all School-Board Secretaries who have charge of the erection of such buildings will do all in their power to make them models of neatness and comfort, so that the parents of the children may also take the interest in them which is deserved.

Although there has been only one year's experience from which to judge, there seems to be not the slightest doubt that the scheme, whether improved in the future to any considerable extent or not, will be productive of immense good to the outlying districts of the Province; and this being the case, it is all the more satisfactory to know that the outlay has been so exceedingly small. Speaking roughly, we find that on an average each complete building costs the Department about £300, and it is thus seen that the 53 buildings in question could not possibly exceed £16,000. And when we take into consideration the fact that—in addition to providing in many cases quarters for the teacher—each building is capable of accommodating 30 pupils, thus giving a total accommodation for some 1,600 pupils, the economical side of the scheme becomes all the more striking. Many a town school providing for only 400 pupils has cost approximately the same total sum.

SCHOOL SITES.—It is satisfactory to find that the duty of providing school sites free of charge is fast becoming more widely recognised. During the year under review a large number of free gifts of land for educational purposes have been recorded in the *Gazette*, some being grants by municipal authorities and others gifts by private individuals. As a consequence it has been possible to bring home to school boards the unwisdom of expending money on school sites, the right policy being to reserve all funds available for the building to be erected, and to obtain the necessary land without cost to the Government.

In the case of portable buildings, where the responsible board has not been able to secure a free site, the Department requires that a guarantee of tenure should be given by the proprietor so long as a school is wanted in the vicinity.

BUILDING LOANS.—An important change has been made under the provisions of the Financial Relations Act in regard to building loans issued prior to 1st April, 1913. Liability for the payment of interest and the repayment of capital ceased at that date, the relevant sub-sections of section 9 of the Act providing as follows:—

- (3) From and after the first day of April, 1913, no liability shall rest upon the Province of the Cape of Good Hope or upon any school board therein for the payment of interest or repayment of capital on any loan made prior to that date from public funds for school buildings in that Province: Provided that nothing in this sub-section contained shall relieve the said Province or any such school board of liability for the payments of interest and repayments of capital which accrue to the thirty-first day of March, 1913, in respect of the loans aforesaid.
- (4) For the purposes of this section, the Council of the South African College and the Council of the Stellenbosch Undenominational College and Public Schools shall in respect of loans from public funds for buildings for the public schools managed by such councils respectively be regarded as a school board.

The annual interest charges here surrendered by the Treasury amounted approximately to £64,000, and the outstanding loans totalled £1,122,374, from which it will be seen that the relief afforded financially is not inconsiderable.

[C.P. 5—'14.]

In the case of school building loans issued since 1st April the ordinary interest and redemption charges are payable by School Boards as before.

XI.—FINANCE.

The following table shows the apportionment of the public expenditure on Education for the period commencing 1st April, 1912, and ending 31st March, 1913:—

	1911-12.	1912-13.	Increase.
Office (Administration)	10,584	10,451	—133
Inspection (including Transport)	28,943	30,937	1,994
Training of Teachers	43,255	47,589	4,334
Schools	543,260	652,315	109,055
Good Service Allowance	34,619	39,420	4,801
Grants to Supplement Teachers' Pension Fund	3,000	4,000	1,000
Total	£663,662	£784,714	£121,052.

(Shillings and pence have been neglected.)

The above table shows very clearly the directions in which there has been growth in expenditure, but the increase should not be considered apart from the corresponding rise in the school enrolment. Proceeding on these lines we have to note that as against the advance of £121,052 in expenditure there was in the same period a gain of 5,831 pupils—3,683 European and 2,148 Coloured. But notwithstanding this development the total cost per pupil to the Government has risen appreciably in the period. The facts are as follows:—

Financial Year.	Total Govt. Expenditure.	School Enrolment.	Cost per Pupil.
1911-12	£663,662	204,511	£3 4s. 1 $\frac{3}{4}$ d.
1912-13	£784,714	210,342	£3 14s. 7 $\frac{1}{4}$ d.

Possibly a more accurate view of the general position is obtained when the expenditure under the main headings is expressed as a percentage of the total. Such an analysis is given in the appended table, where for purposes of comparison the percentages for 1908 are also shown:—

Expenditure on—	Percentage	
	1908.	1913.
Schools	79.50	88.66
Training of Teachers	8.68	6.06
Inspection	4.91	3.94
Higher Education	3.96	—
Office Administration	2.94	1.33.

The significant increase here brought to light is in the expenditure on *Schools*, due to the development of the school board system. The decreases in the three remaining services indicate, what is indeed well known, namely, that the expenditure on the training of teachers, the work of inspection, and headquarters' administration has not kept pace with the general advance of the school system. This serves merely to confirm the statements made in recent years on these points.

TOTAL COST PER PUPIL.—If we leave out of account those schools—chiefly non-European—which do not fall under the control of School Boards, it will be found that the School Board accounts* afford the best means we have for calculating the *total* cost per pupil under instruction; but in arriving at the figure it is necessary to omit from the total expenditure for the year the sum spent on School Board elections and the charges for boarding departments. This gives for the year ending 30th June, 1913, a net total of £761,144, and the cost per pupil is found to be £8 16s. 8d. In this respect there is a steady upward tendency, which is fully brought out in the following short table:—

Year ending—	Enrolment.	Expenditure.	Cost per Pupil.
30th June, 1910	70,659	£540,624	£7 13s. 0d.
30th June, 1911	77,379	£604,613	£7 16s. 3d.
30th June, 1912	81,857	£689,889	£8 8s. 6d.
30th June, 1913	86,164	£761,144	£8 16s. 8d.

* A full analysis of the School Board Accounts will be found in the *Education Gazette* of 30th April, 1914—(p. 1165).

Several causes will suggest themselves for the steady increase in cost which is here noticeable. Teachers' salaries have been improved in the period; next, there has been larger expenditure on buildings, equipment and repairs. Further, the extended application of compulsory school attendance has involved a higher rate of expenditure; and, finally, School Board administration has tended to widen the scope of official expenditure. There is now much less local effort and self-help than formerly; and the cumulative effect of these causes makes it more than ever necessary to keep a watchful eye on expenditure.

SCHOOL BOARD FINANCE.—In the following tables is given a summary of the financial statement for the working of the School Boards for the years 1911-1912 and 1912-1913.

I.—INCOME.

	1911-12.	1912-13.	Increase.
<i>Government Contributions:</i> —	£	£	£
Grants	328,196	353,311	25,115
Deficit	80,051	114,613	34,562
<i>Local:</i> —			
School fees, etc.	197,949	208,062	10,113
Receipts from other sources	6,825	7,910	1,085
Rates (Deficit)	49,610	37,864	11,746
Boarding Departments	56,876	68,330	11,454
	<u>£719,507</u>	<u>£790,090</u>	<u>£70,583.</u>

II.—EXPENDITURE.

	1911-12.	1912-13.	Increase.
<i>Administration:</i> —	£	£	£
Elections	160	2,751	2,591
Salaries of School Board Officers	24,243	24,957	714
Other expenses	12,866	14,154	1,288
<i>Schools:</i> —			
Salaries of Teachers	494,370	539,930	45,560
Other expenses	158,380	182,101	23,721
Boarding Departments	59,559	71,713	12,154
	<u>£749,578</u>	<u>£835,606</u>	<u>£86,028.</u>

Before the passing of the School Board Act of 1905, Government grants except in the case of Poor and Farm Schools, were given on the £ for £ principle, one pound of Government aid for every pound locally contributed, and the local contributions were made up almost wholly of school fees. In the School Board Act the £ for £ principle was retained, but, as it was seen that school fees in many districts would not suffice to make up the required local contribution, it was enacted that the deficit arising from the increased expenditure should be borne one-half by Government and one-half locally. In 1908 it was enacted that the whole of the deficit should be borne locally. In 1909 there was another change, and the existing system came into force. It provides that an education rate, which may not exceed one-eighth of a penny in the pound on the registered value of property rateable for School Board purposes, may be levied to cover any deficiency that may arise through the operations of the Board, and when this is not sufficient, any excess deficit will be made good by the Government.

The deficit payments received from Government and Local Rates, as given in the above tables, are principally on account of previous years. The actual deficit for the year under review will be allocated, approximately, £151,000 to Government and £47,000 to Local Rates.

[C.P. 5—'14.]

During the last four years there has been a very considerable departure from the pound-for-pound principle. After deducting the amount accruing from boarding departments, which does not strictly fall under the heading of revenue, the relative percentages of the amounts drawn from different sources work out for 1912 and 1913 as follows:—

	1912.	1913.	
Central Government	61.6	64.83	
Local Rates	7.5	5.24	} 35.17
Parents (Fees)	29.9	28.83	
Other sources	1.0	1.10	
	38.4		

Government now gives more than £3 for every £2 contributed locally, and this disparity tends to increase rapidly. In the year under review there is a total increase of £73,874 in the expenditure, and a decrease in the local revenue of £548.

This great growth in the expenditure of public money calls for the most careful attention. Two unsatisfactory features in connection with School Board Finance must be remarked upon, first, the large amount of outstanding fees and local rates, second, the freedom with which some School Boards grant exemption from fees. On the other hand during the year the cost of advertisements for teachers, which in 1912 amounted to £3,055* has been greatly reduced, and will fall to a very small sum in time. For the purpose of advertising vacancies it has been demonstrated beyond doubt that the *Education Gazette* as a medium of publication satisfies all ordinary requirements, and school boards now recognise this fact. Steps have been taken also whereby the expenditure on repairs to school buildings will be kept under better control.

SCHOOL FEES.—Reference has been made under *Administration* to the greater importance now attached to the collection of School Fees by reason of the passing of the Financial Relations Act, and it is thought well therefore to show here a summary of the statements furnished by School Boards for the past year. The facts are as follows:—

Quarter ending —	School Fees Due.			Total Received.	Fees Written off.	Balance Outstanding.
	Arrears.	Current.	Total.			
	£	£	£	£	£	£
31st December, 1912	28,439	57,264	85,703	57,746	1,147	26,809
31st March, 1913 ...	27,062	59,044	86,107	55,328	1,940	28,838
30th June, 1913 ...	28,780	61,686	90,466	63,327	1,593	25,545
30th Sept., 1913 ...	26,098	61,544	87,643	58,465	1,169	28,008.

An examination of this statement, which includes boarding fees, will at once convince those interested in school board administration of the need for adopting more effective methods of collection. In this respect some boards are most successful, but in other areas there is evidence of want of system and also of laxity, to which the poor results are largely attributable. This matter has been referred to again and again in the *Gazette*, where the quarterly fee statement is regularly brought under review. The personal interest of school board members in this matter should help materially to check present weaknesses; and that the matter is one of first-class importance is borne out by the fact that the total fee revenue for the year amounted to £234,866.

XII.—SUMMARY AND CONCLUSION.

A brief survey of the foregoing pages will readily bring to light the main lines of advance for the year.

In the new educational legislation we find that the provisions of Ordinance No. 16 clearly establish the system under which institutions for the *training of teachers* will be developed in future; and in respect of *compulsory attendance* and *school board finance* the same Ordinance also marks important changes. The additions reported in the *Inspectorate* encourage one to believe that the extra help in organisation and supervision required in some districts will in a measure be available; and school boards will doubtless welcome the more effective co-operation which may thus be expected, although much is still called for in this direction. In the supply of *schools* there is not the noteworthy advance that was reported in 1912. At the end of the inspection year there were 2,578 European schools and 1,757 schools for non-European pupils—a total of 4,335. The school *enrolment*

* See *Education Gazette*, Vol. XIII., p. 38.

reached 223,011, and of these pupils 87,838 were accommodated in school-board schools. The division between white and coloured pupils was: European, 96,699; non-European, 126,312. These totals are the highest so far reached, and for the year they show an increase of 6,208 pupils, the European increase being 3,770 and the coloured 2,438. The daily attendance in European schools now reaches the satisfactory average of 90.7 per cent. of the enrolment, and the corresponding figure for coloured schools is 82.8 per cent. The principle of *compulsory attendance* for white pupils between the ages of 7 and 14 remains to be adopted in only three of the 119 school districts; and there is evidence that in many areas boards are making effective use of their powers to enforce attendance. The number of detailed *inspections* carried out during the year was 4,252—an advance of 144 on the previous twelve-month period; but this advance has been achieved at the expense of informal visits by Inspectors. In the *attainments* of white pupils there is this year little progress to record in the number of those continuing their education beyond the compulsory limit, namely, Standard IV., but reference to the fifth section of the Report will show that the proportion of European children who go on with their studies beyond Standard IV. is about seventy-three per cent. There is noticeable in the statistics, however, a curious falling-off in the number of pupils who pass the fourth standard, the drop in three years amounting to nearly one thousand pupils. This is a point which deserves the special attention of Inspectors and teachers. Here it is worth noting, too, that the percentage of pupils who passed the standard for which they were presented at inspection was in first-class schools, 87.88; in second-class schools, 87.51; and in third-class schools, 85.57. In native and coloured schools the percentage of pupils above the fourth standard is, of course, relatively very small. Nearly all of those who proceed beyond this stage and pass Standard VI. become entrants to the junior pupil-teacher course. The bulk of the coloured children are classified in the Sub-Standards and in Standard I., and probably the main advantage derived from their attendance at school is disciplinary. Even in this respect, however, much useful work can be performed by the intelligent native teacher. There is evidence of steady progress and development in the *Special Subjects of Instruction* (Drawing, Needlework, Woodwork, Vocal Music, Domestic Science, Nature Study and Physical Drill), which is specially gratifying as showing that teachers are now better able to deal with these so-called "extra" subjects. In regard to *teachers* there is no advance to record in the percentage of those professionally qualified, the proportion for all schools being 64.93 per cent. as against 65.08 in 1912. In the different classes of schools the percentage of trained teachers ranges from 93.18 in first-class schools to 34.12 in aborigines' schools. The state of affairs revealed here merely accentuates the need that exists for exerting every effort to secure a larger supply of trained teachers; and to this need, it is confidently believed, the Province is now awaking. In the results for 1913 there is evidence of development in the training of teachers, but this growth must be accelerated if the wants of our schools are to be adequately met. The number of teachers trained in the three main courses has risen from 504 in 1912 to 691 in 1913, the figures for the latter year being: T.2, 174; T.3 (Senior), 313; T.3 (Junior), 204. The movement during recent years has been treated fully in the relevant section of the Report. *School Libraries* are coming to be more widely recognised as an essential part of the equipment of all well-ordered schools, and the increase of 273 in the number of schools so equipped is satisfactory evidence of a forward movement. It remains with the teachers to see that full benefit is derived from the books thus placed within the pupil's reach, and in this respect many teachers are doing valuable work, both in building up libraries and in guiding pupils in their use.

In the building programme for the year every part of the Province has received attention, the new schemes dealt with involving a total cost of £360,000, of which sum £193,995 was paid out on loan account. Besides these schemes for permanent buildings, much has been done in supplying smaller centres with transportable buildings. Fifty-three of these thoroughly useful structures have been erected during the year, and the experience gained by boards in acquiring sites, in the cost of transport and erection, will be of value in dealing with future cases. In the provision of *school sites* there has during the year been most gratifying evidence of a desire on the part of municipal authorities and private individuals to grant land free of charge for educational purposes. It would be difficult to suggest to local communities a better way than this for helping forward the education of the children of the locality. In *finance*, it will be found that there has been a total expenditure of £784,714—an increase of £121,052 on the outlay in the previous

financial year. The rise in the rate of expenditure is undoubtedly a question of first importance, but manifestly it was impossible to expect that the education of the children of the Province could be seriously tackled under a school board system without a large advance in cost, as compared with the expenditure under the old voluntary system. There has been substantial advance all along the line since the introduction of the School Board Act in 1905, and for this very considerable growth—amounting in the aggregate to 1,335 schools and 57,266* pupils—the State has naturally had to increase largely its annual grants. The important point is that efficiency has accompanied development, and while this is the case there is little cause for uneasiness.

In closing this brief review of the position, we find that although there is abundant evidence of progress in many directions, the characteristic of the year is consolidation of past gains rather than specially noteworthy advances such as have been recorded more than once in the past.

I have the honour to be,

Sir,

Your obedient servant,

THOS. MUIR,
Superintendent-General of Education.

*Since June, 1905, the European enrolment has increased by 30,014 pupils, and the non-European by 27,252.

REPORT OF SUPERINTENDENT-GENERAL OF EDUCATION
FOR YEAR ENDING 30TH SEPTEMBER, 1913.

ANNEXURE I.
SCHOOL STATISTICS.

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1. ADMINISTRATION.

A. DIVISIONS INCLUDED IN INSPECTORS' CIRCUITS.

Table listing inspectors and their circuits. Includes names like Inspector H. Anders, Inspector T. Logie, Inspector O. J. S. Satchel, Inspector J. Anders, Inspector W. Milne, Inspector A. Scott, Inspector A. Bain, Inspector J. Mitchell, Inspector E. Noaks, Inspector W. G. Bennie, Inspector W. P. Bond, Inspector J. Craib, Inspector W. Freeman, Inspector T. S. Golightly, Inspector W. H. H. Green, Inspector A. E. Hill, Inspector J. H. Hofmeyr, Inspector J. A. Kelly, Inspector J. Robertson, Inspector T. W. Rein, Inspector J. Young, Inspector E. J. Spurway, Inspector N. Porter, Inspector G. P. Theron, Inspector J. G. Tooke, Inspector H. Z. Van der Merwe, Inspector C. E. Z. Watermeyer, Inspector J. S. Pressly, Inspector J. S. Pressly, Inspector J. S. Pressly, Inspector J. S. Pressly.

† Indicates an Eastern Circuit. * Indicates a Western Circuit.

Table listing roles and names: Inspector of High Schools (W. A. Russell, M.A.), Inspector of Training Colleges (H. J. Anderson, M.A.), Relieving Inspector and Inspector in Dutch (B. J. Haarhoff, M.A., Ph.D.).

B. DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

Table listing departmental instructors and instructresses under categories: Domestic Economy, Drawing, Kindergarten, Nature Study and Science, Needlework, Vocal Music, Woodwork.

2.—SUPPLY OF SCHOOLS.

A.—CLASSIFICATION OF SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1913.

ARRANGED ACCORDING TO DIVISIONS.

Large table with columns: DIVISION, Sp., A1, A2, A3, D., E., P.F., Poor, B., Cl., C., Total 1913, Total 1912, In-crease. Includes a SUMMARY section and a list of divisions like Aberdeen, Albany, Albert, Alexandria, etc.

B.—(cont.)—COMPARISON OF ENROLMENT AND ATTENDANCE, 1912 AND 1913.

II.—ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

CIRCUIT IN CHARGE OF INSPECTOR.	Pupils on Roll.			Average Attendance.			Percentage of Attendance.		
	3rd Qr. 1913.	3rd Qr. 1912.	Increase.	3rd Qr. 1913.	3rd Qr. 1912.	Increase.	3rd Qr. 1913.	3rd Qr. 1912.	Increase.
Anders, H.	9101	8695	406	7647	7256	391	84.02	83.45	.57
Anders, J.	4594	4576	18	4164	4202	-38	90.64	91.83	-.19
Bain ...	8456	8807	-351	6648	6951	-303	78.62	78.92	-.30
Bennie ...	5851	5960	-109	4783	4978	-195	81.75	83.52	-1.77
Bond ...	9502	9564	-62	7683	7757	-74	80.86	81.11	-.25
Craib, J. ...	3723	3652	71	3364	3320	44	90.36	90.91	-.55
Freeman ...	3991	4041	-50	3510	3647	-137	87.95	90.25	-2.30
Golightly ...	8999	8813	186	8174	7944	230	90.83	90.14	.69
Green ...	7853	7992	-139	6550	6717	-167	83.41	84.05	-.64
Hill ...	11202	10807	395	9720	9423	297	86.77	87.19	-.42
Hofmeyr ...	4649	4398	251	4287	4078	209	92.21	92.72	-.51
Kelly ...	4933	4311	622	4334	3780	554	87.86	87.68	.18
Logie ...	5184	5008	176	4484	4338	146	86.50	86.62	-.12
Milne ...	9704	8951	753	8331	7866	465	85.85	87.88	-2.03
Mitchell ...	6522	6267	255	5806	5577	229	89.02	88.99	.03
Noaks ...	31114	29804	1310	26933	25615	1318	86.56	85.94	.62
Porter ...	10059	9331	728	8793	8102	691	87.41	86.83	.58
Pressly ...	5570	5220	350	4991	4609	382	89.61	88.30	1.31
Rein, R. ...	9609	8828	781	7810	7188	622	81.28	81.42	-.14
Rein, T. W.	5805	5912	-107	4933	5151	-218	84.98	87.13	-2.15
Robertson...	6521	6499	22	5845	5873	-28	89.63	90.37	-.74
Satchel ...	8269	7984	285	7337	6978	359	88.73	87.40	1.33
Scott ...	5306	5101	205	4493	4416	77	84.68	86.57	-1.89
Sinton ...	2478	2415	63	2316	2224	92	93.46	92.09	1.37
Spurway ...	3736	3707	29	3432	3399	33	91.86	91.69	.17
Theron ...	5415	5353	62	4849	4860	-11	89.55	90.79	-1.24
Tooke ...	9919	10531	-612	7957	8491	-534	80.22	80.63	-.41
Van der Merwe	4277	3972	305	3787	3512	275	88.54	88.42	.12
Watermeyer	4166	4014	152	3786	3639	147	90.88	90.66	.22
Young ...	6503	6290	213	5607	5498	109	86.22	87.41	-.19
Total ...	223011	216803	6208	192354	187389	4965	86.25	86.43	-.18

III.—ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

CLASS OF SCHOOL.	No. of Pupils on Roll.			Average Attendance.			Percentage of Attendance.		Percentage of Pupils on Roll at the various Classes of Schools.	
	3rd Qr. 1913.	3rd Qr. 1912.	Increase.	3rd Qr. 1913.	3rd Qr. 1912.	Increase.	3rd Qr. 1913.	3rd Qr. 1912.	3rd Qr. 1913.	3rd Qr. 1912.
Sp. ...	1976	1462	514	1830	1377	453	92.6	94.2	0.9	0.7
A 1 ...	22207	20927	1280	20617	19332	1285	92.8	93.3	9.9	9.7
A 2 ...	18042	17264	778	16544	15696	848	91.7	90.9	8.1	8.0
A 3 ...	44211	40087	4124	39616	36172	3444	89.6	90.2	19.8	18.5
D. ...	389	383	6	363	358	5	93.3	93.5	0.2	0.2
E. ...	1674	1825	-151	1256	1370	-114	75.0	75.1	0.8	0.8
P.F. ...	5817	6474	-157	5387	6153	-766	92.6	95.0	2.6	3.0
Poor ...	5309	7099	-1790	4621	6263	-1642	87.0	88.2	2.4	3.3
B. ...	61845	61236	609	50766	50533	233	80.5	82.5	27.7	28.2
C 1 ...	1090	1063	27	1051	1025	26	96.4	96.4	0.4	0.5
C ...	60451	58983	1468	50303	49110	1193	83.2	83.3	27.1	27.3
Total ...	223011	216803	6208	192354	187389	4965	86.3	86.4	...	...

B.—(cont.) COMPARISON OF ENROLMENT AND ATTENDANCE, 1912 AND 1913.

IV. WHITE AND COLOURED PUPILS ON ROLL AT 30TH SEPTEMBER, 1912, AND AT 30TH SEPTEMBER, 1913.

DIVISION.	White Pupils.			Coloured Pupils.		
	3rd Qr. 1913.	3rd Qr. 1912.	Increase.	3rd Qr. 1913.	3rd Qr. 1912.	Increase.
SUMMARY.						
Province excluding Territories ...	94227	90381	3846	65891	64866	1025
Territories ...	2472	2548	-76	60421	59008	1413
TOTAL ...	96699	92929	3770	126312	123874	2438
Aberdeen ...	514	558	-44	88	101	-13
Albany ...	1932	1816	116	971	1001	-30
Albert ...	980	958	22	330	246	84
Alexandria ...	417	414	3	204	167	37
Alwal North ...	1288	1189	99	322	336	-14
Barkly East ...	629	666	-37	130	96	34
Barkly West ...	788	755	33	1142	838	304
Bathurst ...	327	334	-7	250	304	-54
Beaufort West ...	764	728	36	278	263	15
Bedford ...	351	357	-6	229	270	-41
Bredasorp ...	805	784	21	429	490	-61
Britstown ...	436	430	6	254	256	-2
Caledon ...	1648	1637	11	891	840	51
Calvinia ...	868	691	177	133	120	13
Cape Suburbs and District ...	9716	9285	431	6983	6859	124
Cape Town, Green & Sea Point	6755	6267	488	4640	4389	251
Carnarvon ...	421	429	-8	150	146	4
Cathcart ...	364	348	-16	173	150	23
Ceres ...	538	497	41	307	306	1
Clanwilliam ...	690	638	52	326	300	26
Colesberg ...	573	595	-22	186	239	-53
Cradock ...	1029	999	30	404	403	1
East London ...	3098	2895	203	1011	937	74
Fort Beaufort ...	776	748	28	1374	1521	-147
Fraserburg ...	351	267	84	66	72	-6
George ...	1391	1363	28	494	504	-10
Glen Grey ...	108	114	-6	3198	3321	-123
Gordonia ...	452	430	22	192	209	-17
Graaff-Reinet ...	1334	1406	-72	612	584	28
Hanover ...	258	243	15	58	55	3
Hay ...	432	415	17	49	63	-14
Herbert ...	387	460	-73	104	60	44
Herschel ...	17	15	2	3184	2918	266
Hopetown ...	534	512	22	94	89	5
Humansdorp ...	1040	966	74	828	779	49
Jansenville ...	836	860	-24	166	168	-2
Kenhardt ...	753	732	21	...	...	...
Kimberley ...	3662	3419	243	2179	2169	10
King William's Town ...	1951	1896	55	7551	7668	-117
Knysna ...	1106	1084	22	447	405	42
Komgha ...	250	275	-25	191	182	9
Kuruman ...	397	231	166	169	171	-2
Ladismith... ..	1038	1025	13	359	384	-25
Laingsburg ...	378	439	-61	107	99	8
Mafeking ...	291	310	-19	304	363	-59
Malmesbury ...	2616	2446	170	1195	1190	5
Maraisburg ...	250	237	13	22	29	-7
Middelburg ...	776	719	57	245	253	-8
Molteno ...	441	473	-32	89	100	-11
Montagu ...	736	769	-33	115	136	-21
Mossel Bay ...	1009	949	60	535	479	56
Murraysburg ...	233	239	-6	89	108	-19
Namaqualand ...	546	496	50	1333	1294	39
Oudtshoorn ...	3567	3446	121	747	750	-3
Paarl ...	3155	3089	66	2033	2088	-55
Pearston ...	342	357	-15	0	31	-31
Peddie ...	284	318	-34	1507	1560	-53
Phillipstown ...	406	371	35	53	79	-26
Piquetberg ...	1822	1730	92	543	519	24
Port Elizabeth ...	3574	3191	383	2269	2103	166
Prieska ...	532	518	14	87	71	16
Prince Albert ...	496	483	13	168	160	8
Queenstown ...	1304	1171	133	2141	2125	16
Richmond ...	284	284	...	60	59	1

B.—(cont.)—COMPARISON OF ENROLMENT AND ATTENDANCE, 1912 AND 1913.

II.—ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

CIRCUIT IN CHARGE OF INSPECTOR.	Pupils on Roll.			Average Attendance.			Percentage of Attendance.		
	3rd Qr. 1913.	3rd Qr. 1912.	Increase.	3rd Qr. 1913.	3rd Qr. 1912.	Increase	3rd Qr. 1913.	3rd Qr. 1912.	Increase
Anders, H.	9101	8695	406	7647	7256	391	84.02	83.45	.57
Anders, J.	4594	4576	18	4164	4202	-38	90.64	91.83	-.19
Bain ...	8456	8807	-351	6648	6951	-303	78.62	78.92	-.30
Bennie ...	5851	5960	-109	4783	4978	-195	81.75	83.52	-1.77
Bond ...	9502	9564	-62	7683	7757	-74	80.86	81.11	-.25
Craib, J. ...	3723	3652	71	3361	3320	44	90.36	90.91	-.55
Freeman ...	3991	4041	-50	3510	3647	-137	87.95	90.25	-2.30
Golightly ...	8999	8813	186	8174	7944	230	90.83	90.14	.69
Green ...	7853	7992	-139	6550	6717	-167	83.41	84.05	-.64
Hill ...	11202	10807	395	9720	9423	297	86.77	87.19	-.42
Hofmeyr ...	4649	4398	251	4287	4078	209	92.21	92.72	-.51
Kelly ...	4933	4311	622	4334	3780	554	87.86	87.68	.18
Logie ...	5184	5008	176	4484	4338	146	86.50	86.62	-.12
Milne ...	9704	8951	753	8331	7866	465	85.85	87.88	-2.03
Mitchell ...	6522	6267	255	5806	5577	229	89.02	88.99	.03
Noaks ...	31114	29804	1310	26933	25615	1318	86.56	85.94	.62
Porter ...	10059	9331	728	8793	8102	691	87.41	86.83	.58
Pressly ...	5570	5220	350	4991	4609	382	89.61	88.30	1.31
Rein, R. ...	9609	8828	781	7810	7188	622	81.28	81.42	-.14
Rein, T. W.	5805	5912	-107	4933	5151	-218	84.98	87.13	-2.15
Robertson...	6521	6499	22	5845	5873	-28	89.63	90.37	-.74
Satchel ...	8269	7984	285	7337	6978	359	88.73	87.40	1.33
Scott ...	5306	5101	205	4493	4416	77	84.68	86.57	-1.89
Sinton ...	2478	2415	63	2316	2224	92	93.46	92.09	1.37
Spurway ...	3736	3707	29	3432	3399	33	91.86	91.69	.17
Theron ...	5415	5353	62	4849	4860	-11	89.55	90.79	-1.24
Tooke ...	9919	10531	-612	7957	8491	-534	80.22	80.63	-.41
Van der Merwe	4277	3972	305	3787	3512	275	88.54	88.42	.12
Watermeyer	4166	4014	152	3786	3639	147	90.88	90.66	.22
Young ...	6503	6290	213	5607	5498	109	86.22	87.41	-.19
Total ...	223011	216803	6208	192354	187389	4965	86.25	86.43	-.18

III.—ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

CLASS OF SCHOOL.	No. of Pupils on Roll.			Average Attendance.			Percentage of Attendance.			Percentage of Pupils on Roll at the various Classes of Schools.
	3rd Qr. 1913.	3rd Qr. 1912.	Increase.	3rd Qr. 1913.	3rd Qr. 1912.	Increase.	3rd Qr. 1913.	3rd Qr. 1912.	3rd Qr. 1913.		3rd Qr. 1912.
Sp. ...	1976	1462	514	1830	1377	453	92.6	94.2	0.9	0.7
A 1 ...	22207	20927	1280	20617	19332	1285	92.8	93.3	9.9	9.7
A 2 ...	18042	17264	778	16544	15696	848	91.7	90.9	8.1	8.0
A 3 ...	44211	40087	4124	39616	36172	3444	89.6	90.2	19.8	18.5
D. ...	389	383	6	363	358	5	93.3	93.5	0.2	0.2
E. ...	1674	1825	-151	1256	1370	-114	75.0	75.1	0.8	0.8
P.F. ...	5817	6474	-157	5387	6153	-766	92.6	95.0	2.6	3.0
Poor ...	5309	7099	-1790	4621	6263	-1642	87.0	88.2	2.4	3.3
B. ...	61845	61236	609	50766	50533	233	80.5	82.5	27.7	28.2
C 1 ...	1090	1063	27	1051	1025	26	96.4	96.4	0.4	0.5
C ...	60451	58983	1468	50303	49110	1193	83.2	83.3	27.1	27.3
Total ...	223011	216803	6208	192354	187389	4965	86.3	86.4	...	...

B.—(cont.) COMPARISON OF ENROLMENT AND ATTENDANCE, 1912 AND 1913.

IV. WHITE AND COLOURED PUPILS ON ROLL AT 30TH SEPTEMBER, 1912, AND AT 30TH SEPTEMBER, 1913.

DIVISION.	White Pupils.			Coloured Pupils.		
	3rd Qr. 1913.	3rd Qr. 1912.	Increase.	3rd Qr. 1913.	3rd Qr. 1912.	Increase.
SUMMARY.						
Province excluding Territories ...	94227	90381	3846	65891	64866	1025
Territories ...	2472	2548	-76	60421	59008	1413
TOTAL ...	96699	92929	3770	126312	123874	2438
Aberdeen ...	514	558	-44	88	101	-13
Albany ...	1932	1816	116	971	1001	-30
Albert ...	980	958	22	330	246	84
Alexandria ...	417	414	3	204	167	37
Aliwal North ...	1288	1189	99	322	336	-14
Barkly East ...	629	666	-37	130	96	34
Barkly West ...	788	755	33	1142	838	304
Bathurst ...	327	334	-7	250	304	-54
Beaufort West ...	764	728	36	278	263	15
Bedford ...	351	357	-6	229	270	-41
Bredasorp ...	805	784	21	429	490	-61
Britstown ...	436	430	6	254	256	-2
Caledon ...	1648	1637	11	891	840	51
Calvinia ...	868	691	177	133	120	13
Cape Suburbs and District ...	9716	9285	431	6983	6859	124
Cape Town, Green & Sea Point	6755	6267	488	4640	4389	251
Carnarvon ...	421	429	-8	150	146	4
Cathcart ...	364	348	-16	173	150	23
Ceres ...	538	497	41	307	306	1
Clanwilliam ...	690	638	52	326	300	26
Colesberg ...	573	595	-22	186	239	-53
Cradoek ...	1029	999	30	404	403	1
East London ...	3098	2895	203	1011	937	74
Fort Beaufort ...	776	748	28	1374	1521	-147
Fraserburg ...	351	267	84	66	72	-6
George ...	1391	1363	28	494	504	-10
Glen Grey ...	108	114	-6	3198	3321	-123
Gordonia ...	452	430	22	192	209	-17
Graaff-Reinet ...	1334	1406	-72	612	584	28
Hanover ...	258	243	15	58	55	3
Hay ...	432	415	17	49	63	-14
Herbert ...	387	460	-73	104	60	44
Herschel ...	17	15	2	3184	2918	266
Hopetown ...	534	512	22	94	89	5
Humansdorp ...	1040	966	74	828	779	49
Jansenville ...	836	860	-24	166	-168	-2
Kenhardt ...	753	732	21	...	...	...
Kimberley ...	3662	3419	243	2179	2169	10
King William's Town ...	1951	1896	55	7551	7668	-117
Knysna ...	1106	1084	22	447	405	42
Komgha ...	250	275	-25	191	182	9
Kuruman ...	397	231	166	169	171	-2
Ladismith... ..	1038	1025	13	359	384	-25
Laingsburg ...	378	439	-61	107	99	8
Mafeking ...	291	310	-19	304	363	-59
Malmesbury ...	2616	2446	170	1195	1190	5
Maraisburg ...	250	237	13	22	29	-7
Middelburg ...	776	719	57	245	253	-8
Molteno ...	441	473	-32	89	100	-11
Montagu ...	736	769	-33	115	136	-21
Mossel Bay ...	1009	949	60	535	479	56
Murraysburg ...	233	239	-6	89	108	-19
Namaqualand ...	546	496	50	1333	1294	39
Oudtshoorn ...	3567	3446	121	747	750	-3
Paarl ...	3155	3089	66	2033	2088	-55
Pearston ...	342	357	-15	0	31	-31
Peddie ...	284	318	-34	1507	1560	-53
Philipstown ...	406	371	35	53	79	-26
Piquetberg ...	1822	1730	92	543	519	24
Port Elizabeth ...	3574	3191	383	2269	2103	166
Prieska ...	532	518	14	87	71	16
Prince Albert ...	496	483	13	168	160	8
Queenstown ...	1304	1171	133	2141	2125	16
Richmond ...	284	284	...	60	59	1

IV.—(cont.)—WHITE AND COLOURED PUPILS ON ROLL AT 30TH SEPTEMBER, 1912,
AND AT 30TH SEPTEMBER, 1913.

DIVISION.	White Pupils.			Coloured Pupils.		
	3rd Qr. 1913.	3rd Qr. 1912.	Increase.	3rd Qr. 1913.	3rd Qr. 1912.	Increase.
Riversdale	1599	1540	59	498	514	-16
Robertson	1344	1308	36	298	294	4
Somerset East	1103	1130	-27	573	466	107
Stellenbosch	1736	1626	110	1284	1378	-94
Steynsburg	326	316	10	36	32	-4
Steytlerville	574	551	23	51	35	16
Stockenstrom	392	392	...	363	410	-47
Stutterheim	370	376	-6	1046	1127	-81
Sutherland	168	139	29	19	...	19
Swellendam	1428	1354	74	641	606	35
Tarka	409	394	15	241	256	-15
Tulbagh	498	473	25	665	668	-3
Uitenhage... ..	2345	2289	56	895	787	108
Uniondale... ..	1193	1192	1	218	266	-48
Van Rhynsdorp	306	319	-13	117	89	28
Victoria East	279	283	-4	1971	1908	63
Victoria West	548	587	-39	89	85	4
Vryburg	724	586	138	637	579	58
Willowmore	801	775	26	135	158	-23
Wodehouse	1276	1296	-20	463	416	47
Worcester	1762	1689	73	863	817	46
TERRITORIES.						
<i>Magistracy.</i>						
Bizana	16	19	-3	600	548	52
Butterworth	134	149	-15	2407	2523	-116
Elliot	686	675	11	85	133	-48
Elliotdale... ..	0	7	-7	308	282	26
Engcobo	47	59	-12	3733	3539	194
Flagstaff	29	22	7	1040	974	66
Idutywa	84	77	7	1813	1708	105
Kentani	18	10	8	2218	2004	214
Libode	15	13	2	804	580	224
Lusikisiki... ..	29	31	-2	1028	751	277
Maclear	311	360	-49	94	108	-14
Matatiele	191	170	21	3986	3667	319
Mount Ayliff	26	39	-13	1517	1497	20
Mount Currie	267	274	-7	741	636	105
Mount Fletcher	26	35	-9	2442	2437	5
Mount Frere	26	6	20	4531	4492	39
Mqanduli	32	32	...	1920	1855	65
Ngqeleni	11	9	2	1316	1027	289
Nqamakwe	27	28	-1	3879	5031	-1152
Ntabankulu	15	2	13	1179	1042	137
Port St. John	21	35	-14	264	186	78
Qumbu	38	35	3	3464	3762	-298
St. Mark's... ..	34	50	-16	2728	2777	-49
Tsolo	32	34	-2	3095	3100	-5
Tsomo	22	18	4	3450	2782	668
Umtata	231	235	-4	3193	3077	116
Umzimkulu	5	11	-6	3567	3485	82
Willowvale	21	26	-5	3480	3355	125
Xalanga	78	87	-9	1539	1650	-111

V.—SEX AND COLOUR OF PUPILS.

Year.	White Pupils.			Coloured Pupils.			Total Enrolment.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
3rd Qr., 1912 ...	47686	45243	92929	60176	63698	123874	216803
Percentage ...	22·0	20·86	42·86	27·76	29·38	57·14	...
3rd Qr., 1913 ...	49613	47086	96699	62726	63586	126312	223011
Percentage ...	22·25	21·11	43·36	28·13	28·51	56·64	...

4.—INSPECTION OF SCHOOLS.

A.—SCHOOLS INSPECTED AND INFORMALLY VISITED DURING THE YEAR
ENDING 30TH SEPTEMBER, 1913.

I. ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

INSPECTOR.	Inspections made by each Inspector.	SCHOOLS INSPECTED IN EACH CIRCUIT.		Informal visits made by Inspectors.
		1913.	1912	
Anders H.	131	141	113	22
Anders J.	138	161	129	41
Bain	161	161	144	78
Bennie	155	153	157	66
Bond	141	141	140	120
Craib, J.	123	142	129	91
Freeman	129	144	132	90
Golightly	129	129	128	35
Green	159	154	147	51
Hill	187	164	96	47
Hofmeyr J. H.	143	146	146	47
Kelly	145	136	101	23
Logie	158	149	145	109
Milne	118	140	137	55
Mitchell	65	133	144	17
Noaks	120	168	202	204
Porter	182	182	155	53
Pressly	136	135	149	104
Rein, R.	120	121	147	34
Rein, T. W.	66	120	126	63
Robertson	126	151	147	35
Satchel	116	139	154	50
Scott	130	143	130	106
Sinton	106	106	113	64
Spurway	141	141	151	75
Theron	137	142	143	38
Tooke	82	68	97	92
Van der Merwe	122	119	81	23
Watermeyer	104	135	138	26
Young	125	124	123	72
Relieving and Acting Inspectors ...	357*	...	...	162†
Total 1913 ...	4,252	4,188	...	2,093
Do. 1912 ...	4,151	...	4,044	2,119

Mr. W. A. Russell, M.A., Inspector of High Schools, visited 44 Schools, inspecting the work in the upper standards, and giving attention generally to the organisation of the schools and to the methods of instruction followed.

Mr. H. J. Anderson, M.A., Inspector of Training Colleges, visited the Training Schools and Departments in conjunction with the Circuit Inspector, inspecting the students in training; in addition he made 35 informal visits.

Sixty-four Schools were inspected twice during the year.

*Mr. D. Craib, 43; Mr. W. Fraser, 129; Dr. B. J. Haarhoff, 67; Mr. C. Hofmeyr, 24; Mr. J. McLaren, 94.

†Mr. D. Craib, 55; Mr. W. Fraser, 16; Dr. B. J. Haarhoff, 21; Mr. C. Hofmeyr, 13; Mr. J. McLaren, 22.

5. PUPILS' ATTAINMENTS AT INSPECTION.

A. TABLE SHOWING CLASSIFICATION OF PUPILS IN STANDARDS ATTAINED AT INSPECTION.

FOR THE STATISTICAL YEAR ENDING 30TH SEPTEMBER, 1913.

The information in the last five columns is as follows :—

“Higher”—the number of pupils presented for Standards this year who were also presented at the previous inspection, and who this year passed a higher Standard.

“Same”—the number of pupils who passed the same Standard as at previous Inspection.

“Lower”—the number of pupils who passed lower Standard than at the previous inspection.

“Presented”—the number of pupils presented for Standards in the School.

“Passed”—the number of pupils who passed the Standard for which they were presented.

NOTE.—Pupils are classified in the Standards which they passed at Inspection.

ABBREVIATIONS.

Sp.	...	...	...	...	Special Institution.
A 1	...	...	...	...	First Class Undenominational Public School
A 2	...	...	...	...	Second do. do. do.
A 3	...	...	...	...	Third do. do. do.
D	...	...	...	...	District Boarding School.
E	...	...	...	...	Evening School.
P.F.	...	...	...	...	Private Farm School.
B.	...	...	...	...	Mission School.
C 1	...	...	...	...	Aborigines' Training School.
C	...	...	...	..	Aborigines' School.
D.C	...	...	...	...	District Council Area.

A.—CLASSIFICATION OF PUPILS IN STANDARDS ATTAINED AT INSPECTION.

I.—ARRANGED ACCORDING TO CLASSES OF SCHOOLS IN EACH DIVISION.

TABLE FOR THE STATISTICAL YEAR ENDING 30TH SEPTEMBER, 1913.

(When a School has been inspected twice during the year the figures of the later Inspection only are included.)

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.					Unclassified	Higher.	Same.	Lower.	Presented.	Passed.	
			On Roll.	Pre-sent.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	II Yr. Jr. or I Yr. Sr.	III Yr. Jr. or II Yr. Sr.	III Yr. Sr.								
ABERDEEN	Freeman ...	A 2	228	224	19	14	28	20	27	34	34	21	7	17	...	...	3	...	...	105	15	...	172	153
		A 3	69	69	16	22	8	10	6	3	2	2	...	...	...	...	...	...	...	28	2	...	33	31
		P.F.	121	117	45	5	13	17	7	16	11	1	2	...	...	...	...	...	...	42	3	...	68	56
		Poor	135	134	48	15	24	32	7	8	64	2	...	72	69	
		B.	103	100	52	18	15	10	3	2	24	6	...	35	27	
Total ...	...	1913	656	644	180	74	88	89	50	63	47	24	9	17	...	...	3	...	...	263	28	...	380	336
" ...	...	1912	607	586	175	67	69	50	65	59	38	24	23	5	...	...	9	...	...	197	35	...	345	264
ALBANY	Bennie ...	Sp.	268	259	...	...	...	5	14	8	12	...	...	...	...	29	45	37	109	13	11	...	36	18
		A 1	408	395	44	12	24	31	44	48	48	46	27	66	5	192	16	...	336	305	
		A 2	232	222	42	30	20	31	27	29	24	10	6	3	99	27	...	154	117	
		A 3	865	786	173	130	101	120	98	63	49	30	22	322	81	...	493	407	
		E.	96	69	17	4	12	8	4	1	23	6	4	...	26	21
		P.F.	146	138	25	12	20	24	18	17	16	6	67	12	...	103	84
		B.	922	856	346	108	126	126	69	39	23	21	263	86	...	422	320
		C.	54	54	2	...	4	5	17	9	17	18	7	...	40	25
Total ...	...	1913	2991	2779	649	296	307	350	291	212	189	113	55	69	...	29	45	37	137	980	244	...	1610	1297	
" ...	...	1912	3006	2854	789	266	334	300	284	259	156	109	72	88	...	37	59	...	101	948	210	1	1588	1286	
ALBERT	Spurway ...	A 1	188	179	29	23	9	20	19	22	20	16	8	9	...	2	2	...	...	56	13	...	115	96
		A 2	122	112	16	10	17	10	9	16	15	5	6	5	...	2	1	57	12	...	79	66	
		A 3	355	349	106	73	44	38	43	27	12	3	3	74	12	...	185	144	
		P.F.	249	246	45	43	34	37	26	28	18	13	2	89	18	...	159	121	
		Poor	135	135	53.	29	17	14	17	5	31	7	...	58	46
		B.	302	288	184	37	27	19	16	5	43	21	...	81	51
		Total	1913	1351	1309	433	215	148	138	130	103	65	37	19	14	...	4	2	...	1	350	83	...	677	524
" ...	...	1912	1176	1118	367	120	137	110	161	94	55	34	20	15	...	3	2	...	...	338	90	...	628	474

[C.P. 5-14.]

CLASSIFICATION OF PUPILS AFTER INSPECTION.

21a

Table with columns: DIVISION, Inspector, Class of School, Pupils (On Roll, Present, A, B), Sub-Standards (I, II, III, IV, V, VI, VII, Ex. Std.), Pupil Teachers (I Yr. Jr., II Yr. Jr., III Yr. Sr., IV Yr. Sr., V Yr. Sr.), Unclassified, Higher, Same, Lower, Presented, Passed. Rows include FORT BEAUFORT, FRASER-BURG, GEORGE, GLEN GREY, GORDONIA, GRAAFF-REINET, HANOVER, HAY, HERBERT, HERSCHEL, HOPETOWN.

[C.P. 5-14.]

Table with columns: DIVISION, Inspector, Class of School, Pupils (On Roll, Present, A, B), Sub-Standards (I, II, III, IV, V, VI, VII, Ex. Std.), Pupil Teachers (I Yr. Jr., II Yr. Jr., III Yr. Sr., IV Yr. Sr., V Yr. Sr.), Unclassified, Higher, Same, Lower, Presented, Passed. Rows include GRAAFF-REINET, HANOVER, HAY, HERBERT, HERSCHEL, HOPETOWN.

PUPILS' ATTAINMENTS AT INSPECTION.

43a

A.—(cont.)—CLASSIFICATION OF PUPILS AT INSPECTION.

II.—SUMMARY ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total, 1913.	Total, 1912.
Schools Inspected	16	93	98	1358	1	19	820	197	747	12	827	4188	4044
Pupils on Roll ...	1275	21071	17505	41492	76	984	6256	6028	59642	1088	52167	207584	197422
Pupils present ...	1258	20297	16953	40177	76	860	6158	5846	55712	1073	47025	195435	186613
Percentage present	98·66	96·33	96·85	96·83	100·00	87·40	98·43	98·43	93·41	98·62	90·14	94·15	94·52
Pupils—													
Sub-standards ...	198	3379	5300	16488	55	119	1956	2588	36148	...	30400	96631	90548
Standard I ...	74	1439	1949	5881	7	59	875	962	6940	...	5565	23751	22659
Do. II. ...	100	1619	2086	5800	7	98	919	918	5579	...	4724	21850	21245
Do. III. ...	98	2025	2097	5195	5	107	861	740	3883	...	3393	18404	17002
Do. IV. ...	90	2081	1856	3456	1	144	773	419	1826	...	1509	12155	12769
Do. V. ...	52	2468	1479	2061	1	121	479	147	838	...	934	8580	8389
Do. VI. ...	16	2308	1053	882	...	58	226	53	369	...	347	5312	5459
Do. VII. ...	8	1536	576	284	...	15	65	13	4	...	3	2504	2385
Ex-standard ...	11	2807	263	14	...	11	1	1	...	...	...	3108	3237
Pupil Teachers—													
1st year Junior ...	11	...	2	...	...	...	...	...	37	510	25	585	687
2nd year Junior or													
1st year Senior	166	222	123	49	...	...	...	...	48	353	6	967	767
3rd year Junior or													
2nd year Senior	159	232	98	23	...	...	...	...	32	200	3	747	778
3rd year Senior ...	97	88	42	13	...	...	...	...	3	...	...	243	48
Unclassified Pupils	178	93	29	31	...	128	3	5	5	10	116	598	643
Percentage—													
Sub-standards ...	15·74	16·65	31·26	41·04	72·37	13·84	31·76	44·27	64·88	...	64·65	49·44	48·52
Standard I. ...	5·88	7·09	11·50	14·64	9·21	6·86	14·21	16·46	12·46	...	11·81	12·15	12·14
Do. II. ...	7·95	7·98	12·30	14·44	9·21	11·40	14·92	15·70	10·01	...	10·05	11·18	11·38
Do. III. ...	7·79	9·98	12·37	12·93	6·58	12·44	13·98	12·66	6·97	...	7·22	9·42	9·11
Do. IV. ...	7·15	10·25	10·95	8·60	1·31	16·74	12·55	7·15	3·28	...	3·21	6·22	6·84
Do. V. ...	4·13	12·16	8·72	5·13	1·31	14·07	7·78	2·52	1·50	...	1·99	4·39	4·50
Do. VI. ...	1·27	11·37	6·21	2·20	...	6·74	3·67	·91	·66	...	·74	2·72	2·92
Do. VII. ...	·64	7·57	3·40	·71	...	1·74	1·06	·22	·01	...	·01	1·29	1·28
Ex-standard ...	·87	13·83	1·55	·04	...	1·28	·02	·02	...	...	...	1·59	1·73
1st year (J.) P.Ts.	·87	...	·01	...	...	...	...	...	·07	47·53	·05	·30	·37
2nd year (J.) or													
1st year (S)													
P.Ts. ...	13·20	1·09	·73	·12	...	...	...	...	·08	32·90	·01	·49	·41
3rd year (J.) or													
2nd year (S.)													
P.Ts. ...	12·64	1·14	·58	·06	...	...	...	...	·06	18·64	·01	·38	·42
3rd year (S.) P.Ts.	7·71	·43	·25	·03	...	...	...	...	·01	...	...	·12	·03
Unclassified ...	14·15	·46	·17	·08	...	14·89	·05	·09	·01	·93	·25	·31	·34

III.—CLASSIFICATION OF PUPILS IN STANDARD V AND ABOVE.

(Omitting Unclassified Pupils).

	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total, 1913.	Total, 1912.
Number present at Inspection ...	1080	20204	16924	40146	76	732	6155	5841	55707	1063	46909	194837	185970
Number classified in Standard V and above ...	520	9661	3636	3326	1	205	771	214	1331	1063	1318	22046	21741
Percentage ...	48·15	47·82	21·48	8·29	1·32	28·01	12·53	3·66	2·39	100	2·81	11·32	11·69

6. ANNUAL PROGRESS OF PUPILS.

[C.P. 5-14.]

	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Pocr.	B.	C 1	C.	Total, 1913.	Total, 1912.
<i>Success of Pupils at Annual Inspection in all Schools inspected.</i>													
Total No. of Pupils presented for Standards ...	442	15667	11219	24068	24	621	4293	3322	21136	...	18646	99438	96464
No. of Pupils who passed the Standard for which they were presented ...	356	13768	9818	20555	13	364	3479	2784	15389	...	11227	77753	75523
Percentage ...	80.54	87.88	87.51	85.40	54.17	58.62	81.04	83.80	72.81	...	60.21	78.19	78.29
<i>Comparative Progress.</i>													
No. Presented for Standards this year who were also present at previous inspection ...	316	11232	8746	19068	24	211	2972	2806	17834	...	14647	77856	74623
Of these, No. who passed a <i>higher</i> Standard this year ...	247	9697	7755	16526	15	104	2472	2386	13071	...	9226	61499	58851
Percentage ...	78.16	86.33	88.67	86.67	62.50	49.29	83.18	85.03	73.29	...	62.99	78.99	78.86
Of these, No. who passed the <i>same</i> Standard this year ...	69	1530	991	2528	7	104	497	420	4744	...	5403	16293	15728
Percentage ...	21.84	13.62	11.33	13.26	29.17	49.29	16.72	14.97	26.60	...	36.89	20.93	21.08
Of these, No. who passed a <i>lower</i> Standard this year ...	...	5	...	14	2	3	3	...	19	...	18	64	44
Percentage ...	...	.05	...	.07	8.33	1.42	.10	...	.11	...	.12	.08	.06
No. of Schools where such a comparison is possible	10	93	98	1212	1	13	596	188	719	...	746	3676	3475
No. of Pupils present at Inspection in these Schools	614	20297	16953	37843	76	681	4540	5724	54662	...	43657	185047	186613
No. presented for Standards in these Schools	407	15667	11219	22948	24	583	3398	3269	20941	...	17859	96315	92721
No. of Pupils present at Inspection in these Schools who were also present at last Inspection.	399	13620	11150	25866	45	229	3498	4007	34909	...	26496	120219	111893
No. of Schools where comparison is not possible owing to :													
(a) first inspection ...	1	...	...	119	...	2	205	6	19	...	45	397	460
(b) other reasons* ...	5	...	...	27	...	4	19	3	9	12	36	115	109

ANNUAL PROGRESS OF PUPILS.

* Comparison impossible because

- (1) 12 Training Schools, 5 Special Schools and 3 Evening Schools are not dealt with on Standard lines.
- (2) Record of previous inspection was missing in 53 cases.
- (3) School was in abeyance last year in 30 cases, and
- (4) There was no inspection in 1912 in 12 cases.

8. TEACHERS.

A.—TEACHERS' QUALIFICATIONS.

(Based on information given in the Attendance Returns for the Quarter ending 30th June, 1913.)

I. ARRANGED ACCORDING TO CERTIFICATES AND CLASSES OF SCHOOLS.

Summary.	Certificated.	Uncertificated.	Total.	Percentage Certificated.		Percentage Increase.
				1913.	1912.	
Province excluding Territories	4,771	1,727	6,498	73·42	73·88	·46
Territories	713	1,235	1,948	36·60	35·17	1·43
Total, 1913	5,484	2,962	8,446	64·93	65·08	·15

TEACHERS HOLDING

	Privy Council Certificate.					Other British Government Certificates.					Other European Government Certificates.			T2 Certificate.					T3 Certificate.					Miscellaneous Certificate.					Total No. of Certificated Teachers.	Uncertificated Teachers.					Total No. of Teachers.							
	Degree.	Intermediate.	Matic.	Other Higher University Diplomas.	No Academical qualification.	Total.	Degree.	Intermediate.	Matic.	Other Higher University Diplomas.	No Academical qualification.	Total.	Other Higher University Diplomas.	No Academical qualification.	Total.	Degree.	Intermediate.	Matic.	Other Higher University Diplomas.	No Academical qualification.	Total.	Degree.	Intermediate.	Matic.	Other Higher University Diplomas.	No Academical qualification.	Total.	Degree.		Intermediate.	Matic.	Other Higher University Diplomas.	No Academical qualification.	Total.								
Sp.	8	4	12	3	3	4	3	15	...	1	23	2	...	24	26	4	...	1	2	46	53	117	1	...	29	30	147
A 1	59	6	4	5	40	114	1	1	...	2	4	1	7	8	21	111	49	144	3	5	312	26	14	102	1	226	369	16	3	6	1	144	170	998	33	5	3	1	31	73	1071	
A 2	6	3	7	12	38	56	1	...	1	3	5	1	1	1	13	34	103	...	2	152	7	14	71	...	293	385	3	1	15	19	619	3	1	5	...	10	19	638		
A 3	4	...	6	1	38	49	7	7	...	2	2	1	11	58	2	6	77	3	8	119	1	1339	1470	...	1	27	28	1634	1	2	42	...	367	412	2046		
D.	1	1	2	2	2	4	4	1	1	8	...	1	1	2	...	4	12		
E.	(5)	(15)	(20)	(2)	(2)	(1)	(8)	(2)	...	(17)	(19)	(3)	(30)	(33)	(83)	(1)	(13)	(14)	(97)	
P.F.	1	...	...	...	1	...	...	...	...	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	23	26	28	1	...	...	10	11	39	
Poor	2	5	1	1	399	112	...	349	362	761		
B.	1	2	8	11	5	7	7	833	1	...	1	...	777	779	1612		
C 1	4	3	1	...	16	24	1	1	...	2	2	1	1	1	4	...	1	7	1	...	8	10	1	5	6	51	1	3	...	4	55		
C.	1	7	8	1	1	2	13	13	619	1195	1195	1814		
Total	85	14	18	8	154	279	1	1	1	15	19	1	17	18	24	131	99	341	6	15	592	37	38	327	4	3822	4228	24	4	10	4	282	324	5484	40	9	68	2	28+3	2962	8446	
Do. 1912	69	11	10	8	160	258	4	1	...	13	19	...	29	29	19	116	81	311	8	22	538	34	34	335	5	3791	4199	17	1	7	3	216	244	5306	46	19	60	2	2720	2847	8153	
Increase	16	3	8	...	-6	21	-3	...	1	...	2	...	1	-12	-11	5	15	18	30	-2	-7	54	3	4	-8	-1	31	29	7	3	3	1	66	80	178	-6	-10	8	...	123	115	293
Percent.	3·30	23	21	28	7·01	50·06	3·84	64·93	35·07	

NOTE.—Included with the Teachers classified above there are 39 teachers who receive no grant from the Department. Of these 5 are certificated and 34 uncertificated; none are academically qualified; 5 are male and 34 female.

EVENING SCHOOLS.—The difference between the bracketed and unbracketed figures represents the number of teachers employed also at Day Schools. To avoid duplication teachers are reckoned in the Day School totals.

TEACHERS.

49a

A.—(continued.)—TEACHERS' QUALIFICATIONS.

II.—SUMMARY OF PROFESSIONAL AND ACADEMIC CERTIFICATES.

	Teachers holding Certificates.			No Certificate.	Percentage holding Academic Certificate.
	Professional and Academic.	Professional only.	Academic only.		
Degree	302	...	40	...	4.05
Intermediate	156	...	9	...	1.95
Matriculation	697	...	68	...	9.06
Other Recognised University Diplomas	24	...	2	...	.31
Total, 1913	1179	4305	119	2843	15.37
Do., 1912	1075	4231	127	2720	14.74
Increase	104	74	-8	123	.63
Percentage 1913	13.96	50.97	1.41	33.36	
Do., 1912... ..	13.18	51.89	1.56	33.36	

III.—PERCENTAGE OF PROFESSIONALLY QUALIFIED TEACHERS IN THE VARIOUS CLASSES OF SCHOOLS.

Percentage of Teachers.	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	C 1.	C.	Total.
Certificated, 1913	79.59	93.18	97.02	79.86	66.67	85.57	52.43	70.92	51.67	92.73	34.12	64.93
Do., 1912	80.15	92.34	96.92	83.18	72.73	82.35	58.61	74.47	49.49	97.96	32.26	65.08
Increase	-56	.84	.10	-3.32	-6.06	3.22	-6.18	-3.55	2.18	-5.23	1.86	-1.15

IV. ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Circuit in charge of Inspector.	Number of Teachers.			Percentage of Teachers Certificated.		Circuit in charge of Inspector.	Number of Teachers.			Percentage of Teachers Certificated.	
	Certificated.	Un-certificated.	Total.	1913.	1912.		Certificated.	Un-certificated.	Total.	1913.	1912.
Anders, H. ...	116	161	277	41.88	41.26	Rein, R. ...	63	213	276	22.83	18.53
Anders, J. ...	187	62	249	75.10	79.17	Rein, T. W. ...	172	74	246	69.92	68.83
Bain ...	109	171	280	38.93	33.21	Robertson ...	202	75	277	72.92	75.74
Bennie ...	208	75	283	73.50	75.27	Satchel ...	271	62	333	81.38	76.80
Bond ...	180	123	303	59.41	57.09	Scott ...	154	62	216	71.30	72.95
Craib, J. ...	152	57	209	72.73	70.70	Sinton ...	99	59	158	62.66	66.45
Freeman ...	138	58	196	70.41	77.84	Spurway ...	143	49	192	74.48	76.65
Golightly ...	274	81	355	77.18	80.94	Theron ...	186	65	251	74.10	73.93
Green ...	98	163	261	37.55	37.59	Tooke ...	164	167	331	49.55	45.71
Hill ...	129	211	340	37.94	38.22	Van der Merwe ...	116	73	189	61.38	63.91
Hofmeyr ...	140	77	217	64.52	67.92	Watermeyer ...	141	62	203	69.46	67.66
Kelly ...	140	76	216	64.81	70.43	Young ...	203	45	248	81.85	83.33
Logie ...	152	77	229	66.38	62.22						
Milne ...	278	89	367	75.75	76.64						
Mitchell ...	208	46	254	81.89	84.05						
Noaks ...	865	118	983	88.00	88.49						
Porter ...	73	215	288	25.35	24.81						
Pressly ...	123	96	219	56.16	51.3						
						Total ...	5484	2962	8446	64.93	65.08

TEACHERS.

B.—SEX OF TEACHERS.

(The two following tables are based on information given in the Attendance Returns for the Quarter ending 30 September, 1913.)

I. ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Table with columns: Circuit in charge of Inspector, Male, Female, Total, Percentage Male Teachers, and a list of inspectors with their respective counts.

SUMMARY.

Summary table with columns: Province, excluding Territories, Territories, Male, Female, Total, Percentage Male Teachers.

II.—ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

Table with columns: Sex of Teachers, Sp., A 1., A 2., A 3., D., E., P.F., Poor., B., C 1., C., Total (1913, 1912), and Increase.

*Teachers employed at more than one school are reckoned once in the total.

TEACHERS.

C.—NUMBER OF PUPIL TEACHERS IN TRAINING AT 30TH SEPTEMBER, 1913.

I. ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

[N.B.—These figures include those given in the succeeding Table.]

Table with columns: Circuit in Charge of Inspector, First Year Junior, Second Year Junior or First Year Senior, Third Year Junior or Second Year Senior, Total (1913, 1912), and a list of inspectors with their respective counts.

II.—NUMBER OF STUDENTS IN TRAINING COLLEGES AND SCHOOLS AT 30TH SEPTEMBER, 1913.

Table with columns: Name of Training School, P.T. 1. Jr., P.T. 2 Jr. or P.T. 1 Sr., P.T. 3 Jr. or P.T. 2 Sr., P.T. 3 Sr., T. 2, Kindergarten, Total, 3rd Qr., 1913, Total, 3rd Qr., 1912, Increase.

SCHOOL LIBRARIES.

A.—ARRANGED ACCORDING TO DIVISIONS—(continued).

Table with columns: MAGISTRACY, Sp., A 1, A 2, A 3, D, E, P.F., Poor, B, C 1, C, Total. Rows list various magistries like Bizana, Butterworth, Elliot, etc., with their respective counts across different school classes.

B.—SCHOOL LIBRARIES ARRANGED ACCORDING TO INSPECTION CIRCUITS AND CLASSES OF SCHOOLS.

Table with columns: INSPECTOR, Sp., A 1, A 2, A 3, D, E, P.F., Poor, B, C 1, C, Total (1913, 1912), Increase. Rows list inspectors like Anders, H., Anders, J., Bain, etc., and their school counts for 1913 and 1912.

10. SCHOOL BUILDINGS.

A.—LOANS ISSUED (IN WHOLE OR PART) DURING THE YEAR ENDED 30TH SEPTEMBER, 1913.

Table with columns: Division, School, Class, Total Loans, Payments during year. Rows list divisions like Aberdeen, Albany, Albert, etc., and schools like Aberdeen, Grahamstown Girls' and Elementary, etc., with loan amounts and payment details.

Division.	School.	Class.	Total.	Payments during year.		
			£	£	s.	d.
	Brought Forward	...	189,388	112,589	16	3
Kimberley	Ritchie	A 3	800	800	0	0
Do.	Warrenton	A 2	1,300	1,300	0	0
King Williamstown	Kingwilliamstown Girls'	A 1	2,000	1,650	0	0
Do.	Kei Road	A 3	630	630	0	0
Do.	Elandskraal	A 3	1,700	1,200	0	0
Do.	Leeuwbosch	A 3	1,000	1,000	0	0
Do.	Wittedrift	A 2	1,100	450	0	0
Komgha	Komgha	A 2	600	540	0	0
Kuruman	Kuruman	A 3	1,250	557	0	0
Ladismith	Van Wyk's Dorp	A 3	2,700	2,200	0	0
Laingsburg	Laingsburg	A 2	4,000	2,825	0	0
Malmesbury	Darling	A 2	1,700	299	0	0
Do.	Malmesbury Boys'	A 1	10,000	2,040	1	1
Do.	Middelburg	A 1	800	630	0	0
Maclear	Maclear	A 3	4,000	1,948	0	0
Oudtshoorn	Calitzdorp	A 2	6,166	1,325	10	0
Do.	De Hoop	A 3	750	700	0	0
Do.	De Rust	A 2	3,080	1,977	14	7
Do.	Juta	A 3	1,000	941	0	0
Do.	Oudtshoorn Boys'	A 1	4,000	1,856	0	0
Do.	Do. Girls'	A 1	4,525	3,847	0	0
Do.	South End	A 3	800	160	0	0
Do.	Van Wyk's Kraal	A 3	700	433	0	0
Paarl	North End	A 2	600	100	0	0
Do.	Upper Paarl Boys' H.S.	A 1	17,500	204	0	0
Do.	Do. do.	A 1	400	400	0	0
Do.	Wellington Training	Sp.	11,300	7,925	0	0
Prince Albert	Prince Albert	A 1	1,500	355	0	0
Port Elizabeth	Grey Institute	...	20,000	6,950	0	0
Do.	Sydenham	A 2	7,000	7,000	0	0
Port St. John	Port St. John	A 3	1,000	748	0	0
Queenstown	Queenstown Boys' H.S.	A 1	3,500	3,098	0	0
Do.	Queenstown Girls'	A 1	600	60	0	0
Richmond	Richmond	A 1	7,000	3,385	0	0
Riversdale	Riversdale Girls'	A 1	800	800	0	0
Do.	Vermakelykheid	A 3	700	700	0	0
Robertson	Robertson G.H.S.	A 1	15,000	5,603	10	0
St. Marks	St. Mark's	A 3	500	300	0	0
Stellenbosch	Somerset West	A 1	1,500	1,300	0	0
Swellendam	Swellendam	A 1	650	450	0	0
Tarka	Tarkastad	A 1	6,750	4,864	0	0
Tulbagh	Tulbagh	A 1	1,000	50	0	0
Uitenhage	Selborne	A 3	900	900	0	0
Van Rhynsdorp	Van Rhynsdorp	A 2	3,300	1,442	10	0
Vryburg	Vryburg	A 2	5,670	1,436	0	0
Willowmore	Willowmore	A 1	7,000	3,000	0	0
Wodehouse	Dordrecht	A 1	1,850	1,025	0	0
	Total	...	£360,009	£193,995	1	11

B.—PARLIAMENTARY GRANTS OF LAND FOR SCHOOL PURPOSES SANCTIONED DURING SESSION 1913.

Division	School or Locality.	Area (Approx.)	Object of Grant.
Uitenhage	Innes Public School	206 sq. rds. 6 sq. ft.	Site.
East London	Bluewater Public School	100 sq. rds.	"
Calvinia	Brandvlei Public School	400 sq. rds.	"
Hay	Postmasburg Public School	2 morgen	"
Queenstown	St. Mark's Bridge Outspan	2 morgen	"
Bathurst	Port Alfred Public School	12 sq. rds. 72 sq. ft.	"
Herbert	Douglas Branch School	2 morgen 300 sq. rds.	"
Cradock	Cradock Training	25 morgen	"

C.—FREE BUILDING GRANTS ISSUED DURING THE YEAR ENDED 30TH SEPTEMBER, 1913.

Division.	School.	Class.	Payments during Year.		
			£	s.	d.
Barkly West	Kleinboetsap	Poor	156	11	9
Gordonia	Keidebees	A 3	62	1	7
Do.	Keimos	A 3	450	0	0
Do.	Upington (New Boarding House)	A 2	665	0	0
Wodehouse	Indwe	A 2	180	0	0
Kenhardt	Pofadder	A 3	39	7	5
Do.	Rooikop Island	A 3	300	0	0
Namaqualand	Groot Mist (Boarding House)	A 3	100	0	0
Do.	Mesklip	A 3	12	12	0
Do.	Soebatsfontein	A 3	57	8	0
	Total	...	£2,023	0	9

11. INDUSTRIAL SCHOOLS AND DEPARTMENTS.

NUMBER OF PUPILS UNDER INSTRUCTION IN THE DIFFERENT BRANCHES
AT 30TH SEPTEMBER, 1913.

(a) BOYS.

SCHOOL.	Class.	Blacksmiths.	Bookbinders.	Carpenters.	Farmers.	Gardeners.	Housework.	Masons.	Printers.	Shoemakers.	Tailors.	Wagonmakers.	Miscellaneous.	Number of Individual Pupils.	
														1913.	1912.
<i>European:</i>															
Adelaide	Sp.	9	...	17	...	43	...	...	...	...	...	17	...	43	48
Cape Town, Salesian Institute	Sp.	...	14	25	...	...	...	...	29	16	16	...	...	100	93
Oudtshoorn	Sp.	9	...	21	...	40	...	...	...	...	...	10	...	40	15
Stellenbosch	Sp.	...	...	41	41	41	...	...	...	4	...	...	...	45	48
Uitenhage	Sp.	7	...	24	...	74	...	...	...	12	12	19	...	74	66
Worcester	Sp.	10	...	22	...	...	...	...	...	18	13	...	...	63	19
<i>Coloured:</i>															
Blythswood ... (U.F.C.)	C	...	...	29	...	...	...	...	...	...	...	...	...	29	27
Clarkebury ... (Wes.)	C	...	...	14	...	...	...	...	...	11	...	...	...	25	29
Lovedale ... (U.F.C.)	C	2	3	28	...	...	...	...	16	10	...	15	25	99	96
Mount Arthur, Tembu (Wes.)	C	...	...	14	...	...	...	...	...	...	...	...	...	14	8
Osborn ... (Wes.)	C	...	...	22	...	...	...	...	...	...	...	...	...	22	24
Umtata ... (Eng. Ch.)	C	...	...	13	...	...	...	...	...	...	...	...	...	13	15
Vryburg, Tigerkloof (L.M.S.)	C	...	...	34	7	...	20	29	...	...	8	...	3	96	73
Industrial departments attached to 6 coloured schools	...	...	...	12	288	305	...	...	...	...	...	...	...	317	247
Total, 3rd Qtr., 1913 ...	...	37	17	316	336	503	20	29	45	71	49	61	28	980	...
Do. do. 1912 ...	...	21	18	297	84	293	71	26	42	50	30	52	54	...	808
Increase ... ..	...	16	-1	19	252	210	-51	3	3	21	19	9	-26	172	...

(b) GIRLS.

SCHOOL.	Class.	Cookery.	Dressmaking.	Housework.	Laundry Work.	Spinning.	Weaving.	Miscellaneous.	Number of Individual Pupils.	
									1913.	1912.
<i>European:</i>										
Grahamstown, Housekeeping ...	Sp.	49	...	49	49	...	...	...	49	46
Graaff-Reinet	Sp.	23	...	...	42	12	12	...	69	67
Port Elizabeth Spinning & Weaving ...	Sp.	...	...	...	...	...	...	...	...	15
Tulbagh	Sp.	4	4	27	5	...	...	...	40	29
Wellington	Sp.	28	...	41	36	...	...	...	41	36
Cookery Classes attached to 56 Public Schools	...	2402	...	...	...	...	...	...	2402	1710
<i>Coloured:</i>										
Blythswood ... (U.F.C.)	C	13	...	11	11	...	...	...	13	16
Grahamstown ... (Eng. Ch.)	C	62	...	62	62	...	...	...	62	50
Lovedale ... (U.F.C.)	C	24	...	61	56	...	...	...	61	72
Industrial departments attached to 14 coloured schools, of which 9 teach Cookery	...	205	...	147	107	9	9	102	400	377
Total, 3rd Qtr., 1913 ...	...	2810	4	398	368	21	21	102	3137	...
Do. do. 1912	2201	26	444	328	27	27	12	...	2418
Increase	609	-22	-46	40	-6	-6	90	719	...

ANNEXURE II.

FINANCE.

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3. TEACHERS' PENSIONS.

Under the provisions of the Teachers' Pension and Fund Act, No. 43 of 1887, the following Pensions to Teachers have been approved:—

	Amount.	Date.
Anderson, George W. (Rev.)	£24 10 0	1 April, 1905.
Arends, Isaac	30 0 0	1 January, 1898.
Aristeus, Bro.	61 5 0	1 October, 1906.
Balie, Rudolf	24 0 0	1 July, 1905.
Beswick, Frederick	140 0 0	1 July, 1899.
Beukman, Petrus	21 0 0	1 January, 1890.
Blair, Helen	30 16 0	1 January, 1911.
Bliss, A. E. (Miss)	120 0 0	1 April, 1910.
Brown, Eleanor L. Y.	60 0 0	1 October, 1900.
Bruce, William R. (Rev.)	48 0 0	1 April, 1902.
Burbidge, G. T. (Rev.)	87 0 0	1 December, 1902.
Calder, Sarah A.	21 0 0	1 July, 1893.
Cassé, George W.	45 0 0	1 July, 1908.
Coetzee, Dirkie Cornelias	27 0 0	1 January, 1912.
Daintree, Eliz.	39 7 6	1 January, 1911.
Dalziel, Aitchinson A.	48 0 0	1 January, 1913.
Dale, Robert	70 6 3	1 January, 1899.
Daniels, Catherine Johanna L.	18 18 0	1 April, 1912.
Davidson, Jas.	100 0 0	1 April, 1910.
Davidson, Lydia Josephene	42 0 0	1 January, 1912.
De Smidt, Johannes H.	48 0 0	1 July, 1901.
De Villiers, Elizabeth R.	21 0 0	1 May 1889.
De Wet, Peter François	52 10 0	1 July, 1911.
Du Toit, Mrs. S. J.	21 0 0	1 January, 1895.
Dwashu, David	21 0 0	1 January, 1894.
Eason, Thos.	99 0 0	1 October, 1910.
Ebeling, Aletta M.	33 12 0	1 April, 1902.
Eksteen, Elizabeth C.	64 0 0	1 January, 1913.
Ferguson, Abby P.	70 0 0	1 January, 1898.
Fini, Robert	24 0 0	1 July, 1913.
Fisk, Ellen Eliza	64 7 0	1 January, 1912.
Forman, Wm. Johnston	140 0 0	1 January, 1912.
Fourie, Joseph S.	61 5 0	1 July, 1906.
Fransch, Rosa	24 0 0	1 October, 1906.
Gantz, C. L.	21 12 0	1 July, 1912.
Gie, Coenraad J. C.	42 0 0	1 April, 1898.
Gilmour, Letitia Margaret	35 0 0	1 July, 1912.
Glennie, Catherine F.	52 10 0	1 July, 1907.
Griffiths, Maria S. (Mrs.)	27 0 0	1 April, 1898.
Griffiths, M. A. (Miss)	13 10 0	1 October, 1909.
Hahn, Johannes S.	21 0 0	1 August, 1896.
Halcrow, Thomas S.	112 0 0	1 January, 1908.
Harris, Anna Margaret	60 0 0	1 July, 1913.
Harris, A. V.	45 0 0	1 April, 1902.
Heese, Freida J.	29 15 0	1 January, 1912.
Heldzingen, M. M. (Miss)	27 0 0	1 October, 1905.
Hendrickse, A. J.	56 0 0	1 January, 1913.
Hendrickse, Johanna M.	24 0 0	1 July, 1904.
Hill, Henry, B.A.	122 10 0	1 January, 1906.
Hoogenhout, Casparus P.	68 0 0	1 January, 1909.
Hutchinson, George P.	80 0 0	1 October, 1902.
Immelman, Chrisman J.	59 10 0	1 October, 1901.
Joubert, D. C. (Miss)	52 10 0	1 July, 1908.
Juffernbruch, Carl	60 0 0	1 January, 1908.
Kidd, Constance Emily	45 0 0	1 July, 1892.
Kildasi, Henry C.	21 0 0	1 August, 1895.
Kirsten, A. J. (Miss)	21 0 0	1 April, 1907.
Laws, G. G. C. (Miss)	30 0 0	1 April, 1906.
Leipoldt, Maria C.	24 0 0	1 January, 1902.
Le Cornu, Wm.	122 10 0	1 July, 1910.
Le Roux, Abraham G.	24 0 0	1 July, 1898.
Loman, Brother	21 0 0	1 January, 1895.
Louw, Stephen M.	14 8 9	1 April, 1913.
Luluti, Philip	28 0 0	1 October, 1909.

Carried forward ... £3,091 12 6

3. TEACHERS' PENSIONS—continued.

	Amount.	Date.
Brought forward	£3,091 12 6	
MacCuaig, Angus	80 10 0	1 January, 1909.
Mahali, John	21 0 0	1 January, 1908.
Malherbe, Johanna E.	60 0 0	1 January, 1909.
Marsh, Edward	24 0 0	1 January, 1902.
Mashiya, Hezekiah	21 0 0	1 October, 1901.
Mason, Johanna C.	31 3 0	1 January, 1914.
Matthews, Professor A.	150 0 0	1 January, 1911.
McCormick, R. (Rev.)	87 10 0	1 July, 1895.
McGregor, Peter	54 0 0	1 July, 1913.
Michie, Mary A.	17 6 6	1 January, 1909.
Mildenhall, Florence L.	25 4 0	1 April, 1908.
Mitchell, Annie	38 10 0	1 July, 1906.
Morrison, Sarah Annie	37 16 0	1 July, 1913.
Mtotywa, L. (Miss)	12 12 0	1 April, 1910.
Monyakuane, N.	8 8 0	1 January, 1910.
Moony, John E.	45 0 0	1 December, 1896.
Morton, Wm. Henry	59 10 0	10 November, 1911.
Moyle, M. P. J.	52 0 0	1 January, 1910.
Nanqu, Jonathan	12 8 6	1 July, 1911.
Ndwandwa, Theo.	36 15 0	1 January, 1912.
Nel, Anna J.	42 0 0	1 July, 1906.
Nelson, A. v. d. Byl	105 0 0	1 October, 1909.
Nicol, Matthew	70 0 0	1 July, 1898.
Njokweni, Alexander Mata	21 0 0	1 January, 1912.
Ntsikana, William K.	24 0 0	1 April, 1905.
Pearson, David	33 0 0	1 July, 1913.
Peters, T. H. (Rev.)	70 0 0	1 October, 1900.
Pfeiffer, Pieter S.	24 0 0	1 July, 1896.
Piet, William	24 0 0	1 January, 1898.
Quail, John	52 10 0	1 July, 1900.
Raphael, Sister Mary	24 0 0	1 January, 1912.
Raymond, Sister Mary	42 0 0	1 January, 1900.
Reid, Petronella C.	39 12 0	1 July, 1911.
Rosenow, Carl F. W.	120 0 0	1 April, 1904.
Rossiter, M. B. (Miss)	27 11 3	1 October, 1909.
Rossouw, Elizabeth H.	52 10 0	1 July, 1904.
Roux, David G.	60 0 0	1 January, 1902.
Scheuble, Frederica C. K.	60 0 0	1 July, 1908.
Searle, Fanny	51 12 0	1 July, 1912.
Serfontijn, Margaret C. E.	26 12 0	1 April, 1909.
Smith, A. E. (Miss)	80 0 0	1 September, 1908.
Smith, George (Rev.)	42 0 0	1 January, 1902.
Smuts, J. E. (Miss)	49 0 0	1 April, 1910.
Spijker, Adriana H.	84 7 6	1 April, 1907.
Stocks, Alfred R.	45 0 0	1 July, 1906.
Sutton, Joseph George	175 0 0	1 January, 1913.
Stucki, Marinus J.	100 0 0	1 January, 1903.
Swemmer, John Wm.	64 15 0	12 November, 1911.
Thwaites, F. A. (Miss)	69 0 0	1 January, 1911.
Tobias, E. Y.	35 0 0	1 April, 1913.
Turpin, Edith E.	19 16 0	18 April, 1909.
Tyamzashé, Peter	15 16 4	1 January, 1904.
Uys, Izaak	24 0 0	1 January, 1903.
Van der Horst, Evert J. J.	56 0 0	1 April, 1904.
Van Heerde, Gerrit L.	59 10 0	1 April, 1898.
Van Niekerk, Johanna J.	35 0 0	1 January, 1898.
Van Niekerk, Susan J.	63 0 0	1 January, 1901.
Varnfield, George	34 6 0	1 April, 1907.
Venn, Catherine	18 0 3	1 May, 1901.
Watt, Grace C.	35 0 0	1 April, 1904.
Weeber, Maria E.	39 0 0	1 July, 1907.
Weisbecker, Frances	18 0 0	1 January, 1897.
Wilson, Thomas W.	70 0 0	1 April, 1899.
Xalasi, Wm. F.	26 19 0	1 July, 1912.
Xavier, Sister M.	21 0 0	1 January, 1905.
Zeeman, Mrs. Anne	20 16 0	1 July, 1911.

Total ... £6,235 18 10

	Price. s. d.		Price. s. d.
Education Commission, Report of, 1911 (Dutch) ...	4 0	Mines Works and Machinery Act with Regulations, 1911 ...	3 6
Education Commission, Minutes of Evidence, Vol. 1-4, 1911 (English only) ... each	5 0	Municipalities, Acts of Parliament relating to ...	3 6
Explosive Act with Regulations, 1911 ...	1 0	Municipalities, Ordinance relating (No. 10-1912) (English and Dutch) ...	1 0
Geodetic Survey of South Africa, Vol. I., 1894 ...	7 6	Native Locations Commission, Report on, 1901 ...	1 6
Do. Do. Vol. II., 1899 ...	10 6	Native Territories, Statutes, Proclamations and Government Notices in force on the 30th June, 1907 ... Linen covers	12 6
<i>Gezicht Register der Oude Kaapsche Familien:</i>		Do. Do. Bound, non-interleaved	16 6
Vol. 1, A-J, 1/2 Cloth ... nett	7 6	Ordinances, Cape Provincial 1911 ...	1 0
Do. 1/2 Calf ...	14 0	Do. do. do. 1912 ...	2 0
Vol. 2, A-O, 1/2 Cloth ... nett	7 6	Do. Natal do. 1911 ...	3 0
Do. 1/2 Calf ...	11 6	Do. do. 1912 ...	2 6
Vol. 3, P-Z, 1/2 Cloth ... nett	7 6	Do. Orange Free State Provincial, 1911 ...	3 6
Do. 1/2 Calf ...	17 0	Do. do. do. 1912 ...	2 6
1 Set Vols. 1, 2 and 3, 1/2 Cloth nett	21 0	Do. Transvaal Provincial, 1911-12 ...	2 6
<i>Gazette, Cape Govt. Proclamations and Principal Govt. Notices, Index to, 1803-1881 ...</i>	6 6	Patents: Acts to provide for the granting, in this Colony for Inventions ...	0 6
<i>Gazette, Cape Govt. Proclamations and Principal Govt. Notices, Index to, 1881-1891 ...</i>	4 0	Postal Route Map, mounted on Rollers ...	6 6
<i>Gazette, Cape Govt. Proclamations and Principal Govt. Notices, Index to, 1891-1901 ...</i>	6 6	Do. do. Unmounted ...	1 0
<i>Gazette, Cape Govt. Index to, to June, 1906 (1/2 yearly) ... each</i>	1 6	Practical Orchard Work at the Cape (Mac Owan & Pillans), 1896 ...	0 6
<i>Gazette, Cape Govt. Index to, July, 1906, to December, 1909 (1/2 yearly) ... each</i>	2 6	Precious Minerals Act, No. 31, 1898 ...	1 4
<i>Gazette, Cape Govt. Index to, January, 1910, to 30th May, 1910 ... each</i>	2 6	Do. do. Amendment, No. 16, 1907 ...	0 6
<i>Gazette, Union Govt. Index to, June to September, 1910 ... nett</i>	5 0	Do. do. (Selections) ...	1 0
<i>Gazette, Union Govt. Index to, January, 1911 to De- cember, 1912 (1/2 yearly) ... nett</i>	5 0	Precious Stones Act, No. 11, 1899 ...	1 4
<i>Gazette, Cape Official, Index to, June to December, 1910 ...</i>	1 6	Do. do. Amendment No. 27, 1907 ...	0 5
<i>Gazette, Cape Official, Index to, January to June, 1911 ...</i>	1 0	Public Health Act, 1902 ...	2 6
<i>Gazette, Cape Official, Index to, July, 1911, to Decem- ber, 1912 ...</i>	1 6	Records of Cape Colony (Theal), Vols. 3-35 (1799- April, 1831), per Vol. ...	17 6
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