



CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

Superintendent-General

OF

EDUCATION

FOR THE TWO YEARS 1927 and 1928.

Price 5s.

CAPE TOWN :
CAPE TIMES LIMITED,
1929.

[C.P. 2—'29.]

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CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

Report of the Superintendent-General of Education for the years 1927 and 1928.

Department of Public Education,
Cape Town,
19th February, 1928.

THE HONOURABLE THE ADMINISTRATOR,
Cape Town.

Sir,

I have the honour to present to you my report on the work of the Department for the two years 1927 and 1928.

My last published report related to the year 1926. In the ordinary way a separate report would have been submitted for the year 1927; but various considerations impelled me to the decision not to present such a report. For the greater part of that year I was away in England, where I attended the Imperial Education Conference; and any report I could have made on Cape educational conditions during the period would have been based largely on indirect information. On my return to headquarters my time was very fully occupied with official work, with numerous interviews arising from the Provincial Council Session, and with visits to various parts of the Province; and it would have been very difficult to find the time for compiling even such a report.

What finally decided me, however, was the consideration that, owing to the fact that the Provincial Council now has its session early in the year, the annual report of the Department must be published in April if it is to be of its greatest possible utility to members of the Council in their deliberations. It has therefore been resolved to bring this about for the future, even though the latest figures to be cited will necessarily be those for September instead of December, as has been the case of recent years. But to issue two annual reports within a few months of each other would have been wasteful expenditure of public money; and I eventually decided, in accordance with the precedent established in similar circumstances some years ago, to submit only one

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report for the two years. This report, now submitted, deals with the whole period; and, while the latest available statistics only are given, note is made for historical purposes of outstanding features in regard to 1927 no less than 1928.

The report, however, is even wider in scope than this. My time for retirement from the Public Service draws near; and this seems an excellent opportunity to record the various developments that have taken place in our educational system during the ten years that I have been Superintendent-General of Education. It is good at times to take a long look back, and to note how far we have come on the road of progress. The regular stocktaking of an annual report is a most useful thing; but movements and tendencies are measurable better by decades than by single years. As occasion calls for it, therefore, reference will be made to developments occurring in the ten-year period.

Chapters II, III and IV deal only with the education of *Europeans*; reference is made in Chapter VII to the education of *Coloured* children, and in Chapter VIII to *Native* education.

The reports of the inspectors, instructors and organisers, relating either to the various inspection-circuits or to special subjects of instruction, are appended.

I have the honour to be,

Sir,

Your obedient Servant,

W. J. VILJOEN,

Superintendent-General of Education.

I. ADMINISTRATION.

During the years 1927 and 1928 many changes have occurred in the field staff of the Department.

In the first place, I have to record the death of Mr. J. Barnes, after a very short period of service as inspector of schools in the Transkeian Territories. During his long teaching career under the Department, and even during his short inspectorial term, Mr. Barnes had come to be highly esteemed for his ability and zeal; and his death was mourned by a wide circle.

Dr. G. W. Eybers, who was appointed an inspector of schools from the beginning of 1927, resigned in the course of the same year on promotion to the post of under-secretary in the Union Education Department.

At the end of 1927 three inspectors—Messrs. W. Freeman, A. Scott and C. H. Stokes—retired on account of having reached the age-limit. The thanks of the Province are due to them for their valuable services to Cape education, both as teachers and as inspectors.

The vacancies thus caused were filled by the appointment of Mr. H. S. Bowden, formerly principal of the Kuruman Secondary School; Mr. N. E. Lambrechts, principal of the Upington High School; Mr. G. J. Louw, principal of the Piquetberg High School; Mr. J. E. Pope, of the Bedford High School; and Mr. G. C. Theron, principal of the Tulbagh High School. Mr. Bowden and Mr. Pope have been assigned to circuits in the Transkei; the other three have taken up duty in the Province proper.

At the end of 1928 we lost the services of yet another veteran inspector—Mr. W. P. Bond. Both as teacher and as inspector Mr. Bond has done valuable work in the cause of Cape education.

Before I leave the subject of the Inspectorate I feel compelled to draw attention to the fact that during recent years two inspectors have died prematurely, and that several others have broken down in health. During 1928 alone no less than four inspectors have been forced by illness to be absent from their work for considerable periods. We shall have to realise more than we have realised in the past how arduous a life the average inspector has to lead, and we shall have to remedy the position by more generous grants of furlough. If we are compelled to spend money through the absence of inspectors, it is better for the men and better for the service that the money should be spent on furlough rather than on sick leave.

I have to record with keen appreciation the decision of the Executive Committee and the Provincial Council to increase the staff of medical inspectors and school nurses.

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Two new medical inspectorships of schools have been created, the candidates eventually appointed being Dr. Gertrude Neale and Dr. J. S. Cilliers.

Towards the end of 1928 Mr. J. E. Rawson, of the Paarl Training College, was appointed Departmental Instructor in Drawing and Art—a post which had for some time been vacant.

During my absence in England Mr. P. A. Millard, the second-in-command of the Department, acted once more as Superintendent-General of Education; and I desire to place on record my thanks to him for his efficient services on this occasion.

ADVISORY COMMITTEE ON EDUCATION.

Towards the end of 1926 the Executive Committee appointed an Advisory Committee to investigate and report on certain educational matters. The members of the Committee were:—

Dr. G. G. Cillie, professor of education at the University of Stellenbosch and chairman of the Stellenbosch School Board (*chairman*); Miss A. L. Collard, principal of the Cradock Training College; Mr. A. L. Charles, inspector of schools; Dr. G. W. Eybers, principal of the Volksskool, Graaff-Reinet (subsequently appointed to the inspectorate, and thereafter to the under-secretaryship of the Union Education Department); and Mr. H. J. J. van der Walt, inspector of schools.

The report of the Committee appeared in due course; and I have no hesitation in characterising it as one of the most valuable documents that have ever appeared on Cape education. As a rule, when such committees report they tend to lose themselves in a mist of theory; their recommendations may be all very well from the point of view of *principle*, but are lacking in the essential of *practicality*. The report of this Advisory Committee, however, never loses sight of the practical; and its recommendations are most helpful because of their concreteness. I commend this report to the careful study of all interested in our educational system. It has already been published in the *Education Gazette*; and copies in either English or Afrikaans may be had gratis on application to the offices of the Department.

SCHOOL BOARD CONFERENCE.

In 1927 the Administrator convened a School Board Conference for the discussion of educational affairs. The Conference duly took place at Port Elizabeth from the 5th to the 8th December, 1927; and the meetings were held in the spacious Humewood Hall, kindly lent for the purpose by the

Mayor and Town Council of Port Elizabeth, to whom the Administration is indebted for this and for many other kindnesses during the Conference week.

All but a small minority of the school boards of the Province were represented, each by a duly appointed delegate. The Administrator and the members of the Executive Committee were present, as well as the members of the Education Advisory Committee and the members of the Committee appointed to deal with the indigent boarding house system, and representatives of the Department and of various educational and philanthropic organisations. Numerous resolutions on a variety of subjects were passed; and there is reason to believe that the holding of the Conference will have beneficial results.

II. PUPILS AND SCHOOLS.

NUMBER OF PUPILS.

The European enrolment in the schools of the Province continues to increase—albeit very slowly. The figures given in my last report relate to the fourth quarter of 1926; and the European enrolment then was 137,843. At 30th September, 1928, the number had increased to 139,944, or by 2,101. The *real* increase in pupils at school is, however, nearly a thousand greater; for, of the 137,843 pupils enrolled in 1926, 820 were attending part-time schools—institutions which have since been transferred to the control of the Union Education Department. The real increase is thus 2,921.

If we go back ten years, and compare the figure of 139,944 with the corresponding figure for 30th September, 1918, viz., 121,910, we shall find that the increase during the decade has been 18,034. The real increase in pupils of school-going age is of course somewhat more than this: the 1918 figure included children under six years of age, pupils in vocational schools and pupils in part-time schools, whereas the 1928 figure does not. But, even if we put the real increase at 23,000, this increase seems very small when it is compared with the increase of 44,844 achieved during the ten-year period 1908-1918. What is the reason for this slackening in growth?

There are many reasons. The ten-year period 1918-1928 has been a most disturbed one as regards school enrolment. No sooner had I assumed office in 1918 than the influenza epidemic broke out, with serious adverse effects on the enrolment. After we had got our schools into full working order again, we were confronted with the financial depression which began in 1921, which continued for several years and which resulted in the severe restriction of educational development. And then, when the ban on development was at last lifted, drought smote large portions of the Province, bringing about the closing of many schools and a diminution in the enrolment of many others.

These things are however of a transient nature. Epidemic, financial depression and drought may pull down the enrolment for a time; but it may reasonably be asked why, when they are things of the past, the enrolment should still be lower than would normally be expected. The reason lies in the fact that children of school-going age have not been increasing in number at the same rate as the total population. Here we may obtain useful comparative statistics from the recently-issued Census report of 1926.

A child of school-going age is defined by the Cape law as one who has completed his seventh but not his sixteenth year.

In 1921, out of a total European population of 650,609 in the Cape Province, 140,503 fell within these age-limits. During the five-year period 1921-1926 the total European population increased to 706,137; and had the number of children of school-going age increased at exactly the same rate, there would have been 152,496 children of school-going age in 1926. Actually however there were only 141,395—almost the same number as returned for 1921.

The Census report affords us an opportunity of comparing for the year 1926 the number of children in public schools with the total number of children of school-going age. The former figures are for the month of November and the latter for the month of May; but this difference of a few months does not materially affect the comparison:—

Years of Age.	Total Number of Children.	Number of Children in Public Schools.	Number of Children not in Public Schools.
7	16,121	10,769	5,352
8	15,756	13,839	1,917
9	15,763	13,892	1,871
10	15,025	13,952	1,073
11	16,054	13,810	2,244
12	15,979	14,647	1,332
13	16,021	14,159	1,862
14	15,348	12,910	2,438
15	15,328	10,431	4,897
	141,395	118,409	22,986

The number of children not enrolled in public schools—practically twenty-three thousand—seems a very formidable one; and, if the schools of the Cape Education Department were the only educational agencies available for children of school-going age, the outlook would be black indeed. But in 1926 there were over eight thousand pupils enrolled in private schools, about seven thousand of whom would be within the seven-to-sixteen age-period. Then a number of elder children would be enrolled in the vocational and semi-vocational courses offered by institutions under the Union Education Department; and a considerable number of the younger children would be taught at home, by governesses or elder sisters. We have also to bear in mind that, while our *age-compulsion* extends over nine years, our *curriculum-compulsion* extends over only about seven and a half years—say eighteen months for the sub-standards, and one year for each of the six primary standards. A considerable proportion of the 2,438 fourteen-year-olds, and a still larger proportion of the 4,897 fifteen-year-olds, who are not in school would be exempt from compulsion by reason of having passed Standard

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VI. And, finally, we must remember that many of the seven-year-olds who were receiving no education whatever would be living at an awkward distance from school—too near for transport facilities to be provided, and too far for little children to walk. Many of them, even if they did not start school until the age of eight, would still have time to pass Standard VI before they reach sixteen.

Yet, when all possible explanations have been made and all possible deductions allowed for, it remains unhappily the fact that there are still thousands of children of school-going age who are not receiving education. To give these children the educational benefits which are their birthright is a task to which our efforts must be unremittingly directed. Now that the drought has broken in various parts of the Province, there ought to be no delay in recovering the ground lost.

LEAVING STANDARD.

One frequently hears at educational conferences, or sees in the public press, wild statements in regard to the alleged low standard of attainment with which the majority of pupils leave our schools. The number of people—even of teachers—who are unable rightly to interpret educational statistics is surprising. For instance, the statement has recently been made by a responsible teacher that “not fifty per cent. of the children ever reach Standard VI, and this in spite of the fact that education is compulsory up to this class.”

I have already stated that a considerable number of children in the earlier stages of the school-going period (seven to sixteen) are taught at home, by governesses or elder sisters; and, further, there are a good many small private schools that cater especially, or even entirely, for young children. In view of this it is not strange that as a rule the total number of pupils in Standard II is greater than the total number of pupils in the Standard I of the year before, and the number in Standard III greater than the number in Standard II the year before. Sometimes even the Standard IV total is greater than the Standard III total of the previous year. But after Standard IV each standard save the highest—Standard X—has a lower total enrolment than the immediately lower standard of the preceding year. We may therefore say generally that departure from school begins after Standard IV has been reached.

Now, let us take the group of pupils enrolled in Standard IV in a comparatively recent year, and let us trace the march of this group through the higher standards of the curriculum. The latest suitable group for consideration is that of the year 1920; and the following are the figures:—

Year.	Standard.	No. of Pupils.	Percentage.
1920	IV	15,088	100
1921	V	14,040	93
1922	VI	12,079	80
1923	VII	6,627	44
1924	VIII	4,638	31
1925	IX	2,269	15
1926	X	2,197	15

Of course, various deductions and additions ought to be made for retardation, migration to and from other Provinces, etc.; but, if these deductions and additions do not actually cancel each other, any discrepancy is likely to be so small as to be negligible.

What do these figures show us? They show that 80 per cent. of our school children reach Standard VI. The statement quoted above, that “not fifty per cent. reach Standard VI,” is thus seen to be utterly wide of the mark. Forty-four per cent. of the children at any rate enter upon secondary education, and 31 per cent. get two years of it. Fifteen per cent. attain Standard IX and practically all of these carry on to the end of the complete secondary course.

Or let us put it in another way: of every 100 pupils enrolled in Standard IV, seven leave after that standard, thirteen leave after Standard V, thirty-six leave after Standard VI, thirteen leave after Standard VII, sixteen leave after Standard VIII, none leave after Standard IX, and the remaining fifteen leave only after they have completed the full course of secondary education.

As long ago as February, 1919, I said that “a primary course can no longer be regarded as a complete preparation of any child for the battle of life; and the old conception that an attempt should be made in Standards VI and VII to round off the pupil’s stock of knowledge has been definitely discarded. The primary-school pupil should look forward to some period of education in a secondary school or a day continuation school; and the primary school’s purpose should be the preparation of pupils for admission to a secondary school, in the way not of breaking ground in the subjects of the secondary course proper, but of laying a sound foundation for the secondary or continuation school to build upon.” In the ten years that have elapsed since this statement the Province has made notable progress towards the realisation of the ideal therein enunciated. So far from it being true to say that “not half of the children reach Standard VI,” it is possible to say that “nearly half of the children proceed to secondary education or to some form of vocational education.”

I write this with no intention of glorifying the thing that is, or of suggesting that there is little room for improvement.

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To be able to strive intelligently after progress, however, it is essential that we have clear views of the present position of affairs. And the facts themselves incite to renewed effort sufficiently strongly without it being necessary to exaggerate or distort them.

FREE AND COMPULSORY EDUCATION.

Free education and compulsory education are now firmly linked in most people's minds. It seems generally agreed that if education is compulsory it must be free, and that if it is not compulsory it need not be free. It is interesting to note, however, that in the Cape Province universal compulsory education preceded universal free education. The history of the matter in the Cape is interesting, and may be related in a few words.

The School Board Act of 1905 introduced a permissive system of compulsion, whereunder it was possible for the Department, on the recommendation of the school board concerned, to make attendance at school compulsory in a particular district. The 1905 limits of age were seven to fourteen years, and the standard of exemption was fixed at Standard IV. Ordinance 16 of 1913 made it possible for the upper age-limit and the standard of exemption to be raised in a particular district. Ordinance 7 of 1917 applied compulsion in all the districts of the Province, and fixed the minimum age and standard of exemption at fifteen years and Standard V respectively; and Ordinance 8 of 1919 again raised these exemptions to sixteen years and Standard VI respectively.

And all this time the fact that a child was liable to compulsion did not entitle him to free education; poverty had to be proved before free education or a reduction in fees was granted. Ordinance 27 of 1920 however made education free up to and including Standard VI in all schools save those which the Department might decide to retain as fee-paying. There are about a score of schools in which fees continue to be paid in the primary area; the majority of the parents concerned desired that the payment of fees should be continued.

There remains the question of the next step to be taken. There is a fairly general desire that education should be free and compulsory up to the age of fifteen, irrespective of the standard attained. Both the Education Advisory Committee and the School Board Conference have made recommendations to this effect. To make education *free* up to fifteen is a simple matter compared with making it *compulsory* up to that age. Free education involves only a loss of fee-revenue, actual or prospective. But *free compulsory* education up to fifteen involves not only this loss of revenue; it involves also a very considerable increase in expenditure on boarding and trans-

port bursaries. Even a greater difficulty arises from the point of view of interference with the parents who form part of the farming population. In our huge Province of 277,000 square miles, we have over 2,000 school-stations where education up to Standard VI is provided, and only 200 where education above that standard is provided. Compulsion above Standard VI entails, so far as the majority of the rural population are concerned, enforced journeys from home of considerable length. The matter quite obviously is not one to be entered upon lightly. It was no doubt in view of these considerations that the Education Advisory Committee recommended a step-by-step solution of the problem. That Committee recommended—

- (a) that from 1st January, 1928, education should be *free* up to the age of fifteen;
- (b) that from 1st January, 1931, education should be *free and compulsory* up to the age of fifteen for all children living within three miles of an existing secondary or high school;
- (c) that from 1st January, 1934, education should be free and compulsory up to the age of fifteen for all pupils.

This resolution was immediately criticised, both for its alleged pusillanimity and for its alleged recklessness. The problem however will eventually have to be solved on some such lines as the Committee recommended. Sooner or later we shall have to do something for those bright children who outgrow the primary school before they reach fifteen and who are thereafter left uncared for; but to go the whole length of the course in one stride is impossible.

My own view is that, without committing ourselves in any way to items (b) and (c) of the Committee's recommendation, we should as soon as possible grant free education to all children up to the age of fifteen, irrespective of the standard attained. The loss in fee-revenue would not be enormous; I estimate the figure at about £16,000 per annum, and even this figure would be appreciably lessened if we excluded from free secondary education those children who had got their primary education in a fee-paying primary school or department. This would be by no means an unreasonable thing to do.

NUMBER OF SCHOOLS.

On the 30th September, 1928 the number of schools for European children was 2,399. The corresponding figure for the end of 1926 was 2,441, so that in the intervening period [C.P. 2—'29.]

there has been a decrease of 42 schools. This decrease, read in conjunction with the increase of 2,101 pupils reported on an earlier page, is evidence of the steady progress that is being made in regard to the centralisation of school facilities. At the same time, the decrease in the number of schools is not altogether satisfactory; part of it is not progress but retrogression. I am sure that, but for the drought, the decrease in the number of schools would have been smaller and the increase in the number of pupils would have been larger. We must exercise every care that we establish only such new schools as are absolutely necessary, and that as occasion offers we close such schools as we can do without; but we must avoid the error of imagining that a decrease in the number of schools is *ipso facto* a blessing if only it be accompanied by some increase in the enrolment.

Still, we may certainly rejoice at the considerable progress in centralisation that has been achieved during the last ten years. To obtain comparative figures we shall have to take the schools under school boards (in which the large majority of European pupils are educated), for the 1918 statistics for European schools separately are not readily available.

At the 30th September, 1918 the *enrolment* in school-board schools was 111,917; this increased in the ten-year period by 23,586. In 1918 the number of *schools* under school boards was 2,706. Had the number of schools increased in exact proportion to the increase in the number of pupils, there would have been an increase of 570 schools. Actually however there was a *decrease* of 373 schools. The record for the ten years is an increase of 23,586 pupils, along with a decrease of 373 schools. Those well-intentioned but ill-informed enthusiasts who are preaching the doctrine of centralisation as though it were something hitherto unknown in the Cape Province are somewhat behind the times.

The methods employed to effect centralisation are those of *transport* and *boarding*. The general plan is that a child living within three miles of a school should walk to school; a child living more than three miles but not more than six miles from a school should ride to school; and a child living more than six miles from a school should board at or near the school. The six mile limit however is not a hard-and-fast one; in some localities the existence of good transport facilities make it possible to convey to school children whose homes are still more remote. Aid is given towards transport and boarding, in the latter case however only when the pupils are indigent or at any rate in necessitous circumstances.

TYPES OF SCHOOLS.

The following table shows the distribution of schools among the various classes at 30th September, 1928:—

<i>Training of Teachers:</i>	
Training Colleges	10
Training Schools	2
<i>Secondary Education:</i>	
High Schools	122
Other Secondary Schools	80
<i>Primary Education:</i>	
Udenominational Public Schools ...	1,867
Farm Schools	283
Church Schools	34
<i>Special School</i>	1
	2,399

So far as curriculum is concerned, there is no distinction between a training college and a training school; the position simply is that the law denies the higher title to an institution until it has at least twenty students of post-matriculation level, and that two of the smaller institutions have not yet met the prescribed requirement.

There is however a marked difference between a high school and a secondary school not so graded. A high school has a complete curriculum of secondary education, extending up to and including Standard X (the matriculation standard); a secondary school offers only the first two years of the secondary course, *i.e.*, its curriculum does not extend above Standard VIII. Most of the high and secondary schools offer in addition part or the whole of the primary course; but of recent years the policy has been pursued of separating secondary education from primary education wherever possible. We have now a considerable number of secondary institutions which do secondary work only. Both economy and efficiency have been secured by this policy, which is being pushed on as fast as circumstances permit.

Most of the primary schools work up to Standard VI, the final standard of the primary school course. In a few of the larger towns, however, we find some primary schools which take only the sub-standards and the lower standards of the primary course, and which act as feeders to other schools where the upper primary standards are taken. No primary school is allowed to work beyond Standard VI.

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The farm school of the Cape system is really a small primary school, the only difference between the two types of school being that, whereas the whole cost of the conduct of the primary school is borne out of public funds, the farm school is only *aided* by the Department. The farm school has often been criticised as an inefficient and expensive instrument; but a good deal of this criticism is undeserved. It may be pointed out that over 90 per cent. of the teachers employed in schools of this type are trained and certificated as primary teachers, and that the small enrolment of such a school (from five to nine pupils) enables the teacher to give her charges a degree of individual attention impossible in a larger school. And as regards the question of expense it may be pointed out that, while a farm school pupil costs the Department more than the average primary school pupil, the establishment of a farm school is often a cheaper expedient than the granting of boarding bursaries even to some of the children at an existing school. The farm school is not in itself a thing to be deprecated; what we must prevent is the *unnecessary* farm school.

The settled policy of the Cape educational system is that schools for European children shall be undenominational in character; and the fact that 34 church schools are numbered among the schools under the Department requires therefore a note. Most of them were originally "mission schools", aided under the same regulation as the mission schools for coloured children. The existence of such schools for European children was an undoubted anomaly; and thirty years ago Parliament regularised the schools then existing as "*white* mission schools". No new schools of this type have been recognised for many years past; and, indeed, the Consolidated Education Ordinance of 1921 specifically forbade such recognition for the future.

The "special school" appearing in the table is the Training Ship *General Botha*. The more directly scholastic side of this institution is aided by the Department, and is virtually a secondary school affording instruction in Standards VII and VIII.

III. TEACHERS.

SUPPLY OF QUALIFIED TEACHERS.

It has often been said, and with profound truth, that "the school is the teacher and the teacher is the school". Whatever efforts may be made by legislators, officials and inspectors for the advancement of education, the matter rests in the final issue with the teacher; and one of the most valuable treasures a country can possess is a body of well-qualified teachers. This fact has come to be realised more and more in the Cape Province; and in 1920 and the years immediately preceding, the Provincial Council showed its appreciation of it by voting large sums for the improvement of the salaries of teachers in European schools. These appropriations made it possible to frame scales of salaries which, without being in any way lavish, may be said to represent fair rates of remuneration for a service of national importance. The scales were very carefully drafted by a commission consisting both of officials and of the accredited representatives of the teachers, and were so arranged as to offer strong inducements to the teachers of the future to obtain adequate and even high qualifications. The new scales were embodied in Ordinance 8 of 1920, and were improved in points of detail by the Consolidated Education Ordinance of 1921; and they have stood the test of time, since the Cape teachers are the only considerable body of public servants in South Africa who have not had their emoluments reduced in the economy measures of recent years.

The wise liberality of the Provincial Council in this matter has borne abundant fruit. There has been a remarkable rise in the standard of the Cape teaching service. Out of 6,344 teachers employed in schools for European children at 30th June, 1928, no less than 6,208 were certificated and only 136 were uncertificated. The percentage which certificated teachers form of the total works out at the exceedingly high figure of 97.9.

From the point of view of *quantity*, therefore, the problem of the supply of teachers is virtually solved as regards the Cape Province; and that in respect of *quality* the position is also satisfactory may be gauged from the following figures. For the purely secondary work of our secondary and high schools we require about 900 teachers; and ideally every teacher employed in such work should possess *both* a university degree and a professional certificate as a teacher. Of the teachers in our secondary and high schools no less than 720 possess *both* qualifications. Some of these 720 are employed in purely primary work, and should therefore not be taken account of in this connection; but we are safe in saying that

[C.P. 2—'29.]

in round figures seven out of every nine secondary teachers are certificated graduates. And the position in this respect is steadily improving year by year.

In another way progress is seen. The teaching service was formerly not so attractive to men as it should have been; and as a consequence posts where men were virtually indispensable had frequently to be filled by women. But now all this is changed; men have come forward in adequate numbers to be trained as teachers, and the schools have benefited.

The money which the Provincial Council devoted to placing teachers' salaries on a proper basis has proved to be one of the best investments it has ever made.

TRAINING OF TEACHERS.

Important changes have been made of recent years in our system of teacher-training.

Ten years ago there were four ways in which a teachers' certificate could be obtained in the Cape Province, namely:—

- (1) By successfully completing a course of training at a recognised training college or school;
- (2) by successfully completing a course of training at a university or university college;
- (3) by successfully completing what may be called a mixed course, *i.e.*, two years of pupil-teachership at an ordinary school and one year of training at a training college or school;
- (4) by passing the prescribed examination after studying privately for it.

In 1920 the *third* of these roads to certification was closed; the pupil-teacher system was entirely abolished, all training work being thenceforward concentrated in the training institutions and university institutions. At the same time the Department gave warning that at an early date the *fourth* of these roads would be closed; and since 1924 no "private study" candidate has been admitted to a teachers' examination in the Cape Province. This of course has entailed upon the Department a similar line of policy in regard to teachers' certificates issued by other bodies; and no extra-Cape teachers' certificate issued after 1925 is admitted by the Department as entitling its holder to recognition as a certificated teacher in the Cape Province.

To obtain a teachers' certificate recognised in the Cape, therefore, previous training is now absolutely essential.

Along with the changes outlined above, the standard of the various teachers' certificates has been considerably raised. Ten years ago the course for the lowest of our teachers' certificates occupied three years after Standard VII—two years of

pupil-teachership and one year of training. It was possible for a primary teacher to obtain all of his education and professional preparation at a primary school, save for the final year of training. In 1920 the arrangements were altered to a two years' course of training after the Junior Certificate (Standard VIII) stage. It thus became essential for the primary teacher of the lowest grade to obtain at any rate the half of a course of secondary education. And from the beginning of 1929 onwards the minimum standard of general education for admission to any course of training is the Senior Certificate or Matriculation Certificate (Standard X).

The position for the future will be that persons desiring to become *primary* teachers will be required (1) to have successfully completed an entire course of secondary education, (2) to undergo thereafter a two-year course of training for the Primary Teachers' Certificate, or a three year course of training for the Primary Teachers' *Higher* Certificate; and that persons desiring to become *secondary* teachers will be required (1) to have graduated at a university, and (2) to undergo thereafter a one-year course of training for the Secondary Teachers' Certificate, or a two-year course of training for the Secondary Teachers' *Higher* Certificate.

For a long time it has been a reproach to us that our standards of teacher-qualification have been considerably below those of a country like England. I think we may fairly claim that this reproach will now disappear.

The Department has always taken the view that the training of *secondary* teachers is essentially the function of an institution of *university* rank; and here I must bear witness to the valuable work in this matter which has been done by our universities and university colleges. The rapid growth which has taken place in our secondary enrolment would have been impossible to cope with but for the steady supply of trained secondary teachers furnished by the university institutions.

On the other hand, the Department has always taken the view that the training of *primary* teachers can be better done by the *training college* than by the university institution. This view does not necessarily imply criticism of the training staffs of the university institutions; it arises from the inherent facts of the case. Nor is this view peculiar to the Cape Province, as the following extract from Lance Jones's recent book on *The Training of Teachers in England and Wales* will show:—

"The extent to which Two-year Students" (*i.e.*, students in training for primary work) "in University Training Departments can benefit by association with other students is limited by the duration, the standard and the general character of their course. The experience of Scottish [C.P. 2—'29.]

Provincial Committees has been very much the same, and within the last few years separate and special provision has been made at each centre for these students. In England there is a steadily increasing body of opinion in favour of admitting to University Training Departments only students who wish to follow a Four-Year Course, or a One-Year Course of post-graduate study."

The opposite view to the Department's has however been held by both the University of Cape Town and the University of Stellenbosch; both of these universities are training primary teachers as well as secondary teachers, and both steadfastly refuse to agree to the Department's suggestion that they abandon the primary work. The work of training primary teachers for the schools of the Cape Province continues therefore to be shared by the Departmental training institutions (twelve in number) and the universities.

A question now engaging attention is the precise direction which the Primary Teachers' Higher course is to take. The university type of Primary Teachers' Higher course will probably be a three-year integrated course, combining academic with professional studies, and incorporating rather more than half of a three-year degree course in arts or science. The Departmental type of Primary Teachers' Higher certificate, however, will connote something considerably different. It has been decided that the Primary Teachers' Higher course of the Departmental training institutions is to be a one-year course superimposed upon the two-year Primary Teachers' course; and that this one-year course is to be of a specialised nature, in one such subject as infant-school method, physical culture, domestic science and handicraft. For several years to come the number of students proceeding to the third-year courses is not likely to be large; and in the interests of efficiency and economy the Department will have to restrict the number of these courses.

THE TEACHING SERVICE.

One of the most pleasing features of Cape education to-day is the fact that the teachers have been welded into a real public service.

The Department maintains a complete teachers' register, from which the salient facts of a particular teacher's academic and professional qualifications and of his career can be readily obtained. Teachers who are professionally certificated are graded in six different categories; and in the course of the years practically all extra-Cape teachers' qualifications have been carefully considered and assigned to one or other of these categories. It is now a matter of comparative ease to assign almost any professionally-qualified teacher—wherever certificated—to his proper category.

Further, the Department has been increasingly insisting upon teachers of special subjects such as drawing, physical culture, domestic science, etc., undergoing in the first instance a course of *general* professional training. There are obvious educational and administrative advantages in this plan; but in addition there is the advantage that the possession of a general teaching qualification gives the specialist professional status among his colleagues, and discourages undesirable sectionalism among teachers.

Of recent years there has been a notable growth in what has been called the "professional consciousness" of our teachers. The majority of them are members of one or other of two strong teachers' organisations—the South African Teachers' Association and the Suid Afrikaanse Onderwysers Unie. On all matters of general importance these organisations are united in a Joint Committee; and for long the Department has looked upon this body as the teachers' professional council. No important step is taken by the Department without first consulting this body.

It has already been shown that our present salary-scales were the work of a commission on which the Department and the teachers alike were represented; I may be permitted to cite a few recent examples of the close co-operation which exists between the Joint Committee and the Department.

In 1927 the Department was of opinion that the time had come to alter its then existing practice in regard to the staffing of schools; but before the alteration was made the Joint Committee was consulted and its agreement therewith was obtained.

In 1928 the Department after careful investigation came to the conclusion that the time was ripe for materially raising the level of teachers' qualifications; here again it consulted the Joint Committee before taking action, and the only amendment which the Committee had to propose in the Department's scheme was adopted. And then, when the syllabuses on the new lines had to be drafted, the drafting was done by the Departmental Examinations Committee, every member of which is or has been a teacher, and approximately half the members of which are elected directly by the teachers' organisations.

When a serious charge is made against a teacher, and an inquiry into his conduct becomes necessary, such inquiry is made by a commission consisting of the district inspector of schools and one other inspector of schools (both of whom have been teachers) and a third member nominated by the Joint Committee. If the accused teacher belongs to either of the teachers' organisations, the third member of the commission is drawn from the members of the same organisation.

Instances of the kind might be multiplied; but enough has been said to show that, so far as is possible in a public service,
[C.P. 2—'29.]

the Cape teachers enjoy all the privileges of a "self-governing profession". What the state-aided teachers of England are hoping to secure by means of a Teachers' Registration Council, we in the Cape Province have already been fortunate enough to secure in the way of ordinary evolution.

RETRENCHMENT OF TEACHERS.

The question of the retrenchment of teachers in schools which are found to be overstaffed has engaged much attention during the last year. The reference here is not to any panic-stricken (or possibly conscience-stricken) measures of economy. A restricted income is a powerful aid towards the leading of a sober life; and the funds available for education in the Cape Province have never been sufficient to permit of bursts of extravagance. Not having sinned, therefore, the Cape is unable to show the fruits of repentance.

But the enrolments of individual schools fluctuate greatly year by year: even if the total enrolment of the Province were to remain stationary in a particular year, some schools would increase in size and others would diminish. The former would require additional teachers to cope with the increase in enrolment; and the money for them would have to be obtained by calling upon the latter to surrender the teaching posts which have now become redundant.

The retrenchment of a number of teaching posts has thus become part of the regular annual routine of the Department. For years past the practice has been to review the staffing of schools in the fourth quarter of the year, and to make all necessary retrenchments at the end of the following March. The painful thing about this is the unemployment which sometimes results, for in March of each year there is usually an abundant supply of newly-trained teachers who have not yet been absorbed into the service, and competition for vacant posts is consequently keen.

Two methods of alleviating the position have recently been introduced. In the first place, while necessarily continuing its annual review of staffing, the Department now also scrutinises the staffing of a school whenever a vacancy among the *primary* assistants on the staff occurs through the *resignation* of one of them. If the circumstances of the school justify the retention of the staff undiminished, the appointment of a successor is proceeded with; if however a diminution in the staff is called for, the post that has become vacant through natural causes is abolished. This gives us what we may call "painless retrenchment", and incidentally leads to the necessary economy being more quickly effected.

The second method required legislative sanction, which was given by the Provincial Council in Section 12 of the Education Amendment Ordinance of 1928:—

"When an assistant teacher, permanently employed in a school for pupils of European parentage or extraction, becomes redundant owing to his inability to give instruction through the medium of English or of Dutch, as the case may be, or owing to the school being considered by the Superintendent-General to be overstaffed, it shall be competent for the Superintendent-General, notwithstanding anything to the contrary in the main Ordinance contained, to appoint such teacher to an assistant teacher's post, appropriate to his language qualifications, in a school which is considered by the Superintendent-General to be understaffed, provided that before such appointment is made the board and committee concerned shall be consulted."

It will be seen that this section is very comprehensive; it deals not only with the retrenchment of *secondary* assistants as well as primary assistants, but it makes possible the transfer of assistant teachers who on language grounds are misfits for their particular posts. Of course, this section has to be very carefully operated; it is by no means the case, as some seem to think, that the Provincial Council intended the Department to ride roughshod over school boards and school committees, and to force teachers upon them with but scant attention to the needs of the posts to be filled.

The experience we have so far had of the working of the section has on the whole been satisfactory. Some local school authorities, it is true, have raised difficulties about accepting the services of teachers who have been retrenched elsewhere; but the majority of those approached have shown themselves genuinely willing to assist teachers who for no fault of their own have been deprived of employment.

Some retrenched teachers have been apt to take the view that, now that this section is law, they have nothing to do but to sit and wait for employment to be brought to them by a beneficent Department. This view is a mistaken one: we cannot rely upon the nice synchronisation of understaffing and overstaffing. Retrenched teachers should themselves do their utmost to secure employment. It is obviously better for the teacher himself to receive an appointment through the voluntary selection of a school committee than as the result of Departmental intervention.

TEACHERS' FURLOUGH.

This matter has given rise to much controversy of recent years. The law provides that after every five years' service under the Department a teacher *may* be granted furlough [C.P. 2—'29.]

for a period not exceeding three months on full pay or six months on half pay; and that when a teacher has completed ten years' service under the Department without having been granted furlough during that period, furlough *may* be granted for a period not exceeding six months on full pay. The word "may," twice italicised above, is significant; it indicates that furlough cannot be claimed as a right on the attainment of the specified periods of service.

The amount voted by the Provincial Council for furlough (£6,000 per annum) is sufficient to allow of furlough being granted only to teachers who have had about *twenty* years of service without furlough. Every year many applications for furlough, from teachers of considerable service, have to be refused owing to the vote having been exhausted. The teachers' organisations have protested vigorously against the exclusion from furlough of teachers with long service under the Department. At the other extreme of opinion are some members of the public who point to the fact that teachers in the ordinary way have eleven weeks' holiday a year, and who seem to think that any addition to this in the way of furlough is uncalled for.

It cannot, I think, be seriously gainsaid that the furlough vote is a very necessary item in our educational expenditure. No amount of leave, compulsorily taken in the form of comparatively short school holidays, can fill the place of the long and thorough rest which six months' furlough gives. The young teacher of short service undoubtedly does not require furlough; but the teacher who has taught uninterruptedly, say, for fifteen years, should if at all possible be granted furlough. The undue deferment of furlough sometimes leads to a breakdown in health, with resultant extra expenditure to the Department; and economy thus may sometimes become an extravagance.

The real difficulty of the furlough problem is the pile of accumulated arrears; if we could work these off things would be comparatively simple. The suggestion has been made that these arrears be worked off in instalments; that in one year we should grant furlough to teachers of say nineteen years' service, in the next year to those of eighteen years' service, and so on; the period admitting to furlough being reduced annually by one year until a fifteen-year requirement was reached. The position could then be thoroughly reviewed and a decision come to whether the service-requirement for furlough should be further reduced. The scheme is well worthy of consideration, and if the money for it could be found an exceedingly vexed question would be settled.

IV. THE WORK OF THE SCHOOLS.

PRIMARY EDUCATION.

Earlier in this report I have shown that in the Cape Province primary education and secondary education are closely linked together, the view being that primary education is not a thing complete in itself, but is a foundation for and an introduction to secondary education. The aim we set before us ten years ago was that every European pupil should receive, not only a complete primary education, but some form of secondary or vocational education as well. The fact that nearly fifty per cent. of the European children of the Cape Province proceed beyond the primary stage is at once a proof of gratifying progress achieved in a comparatively short time, and an imperative call to the unremitting continuance of our efforts in the future. We have still a very long way to travel before we come within sight of our goal.

One often hears the criticism that a boy on leaving school after passing Standard VI is ill-equipped to earn his own living. But a primary education is not intended to enable him to do this; its purpose, as has been indicated, is preparatory and foundational. We have taken over the names "primary" and "secondary" from current educational nomenclature; but it would be a pity if the use of these names were allowed to give rise to misleading conceptions as to the scope and purpose of the primary school.

Of recent years much attention has been given to the primary-school curriculum. A new primary-school course was issued in 1919; and from time to time as required improvements in it have been made. The subjects of the course are:—

- Religious instruction and moral training;
- English (including reading, recitation, writing, spelling, composition and grammar);
- Dutch (including reading, recitation, writing, spelling, composition and grammar);
- Arithmetic;
- History;
- Geography;
- Nature Study;
- Drawing;
- Manual Training (needlework or woodwork or cardboard modelling);
- Cookery;
- Singing;
- Physical Exercises and Hygiene.

This is an ambitious programme; but it would puzzle the most rigorous utilitarian to say which of these elements could [C.P. 2—'29.]

reasonably be omitted from a properly-balanced primary education. About the only subjects that are not of a strictly "bread-and-butter" character are religious instruction and singing; but man does not live by bread alone, and the single hour a week devoted to singing is justifiable not only on musical grounds but on several other grounds as well.

In many of the larger primary schools and departments the full course is conducted with a high degree of efficiency. Year by year the training institutions have been supplying us with teachers trained to cope with the new syllabus; and many of the older teachers have shown themselves alert to move with the times. I think that some of us who have reached middle age would be greatly and agreeably surprised if we visited a fair specimen of the primary school of to-day, and contrasted it with the primary school of our own youthful experience.

Of course, the picture is not all rosy. We have not yet undertaken all our arrears of building, and some primary schools are still provided only with accommodation that is very unsatisfactory. Then again the lack of the necessary funds has made the provision of equipment for "practical subjects" much less adequate than one could wish. And, lastly, while the Cape teachers as a whole are second to none in professional earnestness and zeal, there are some here and there who are time-servers and clock-watchers rather than educators in the true sense of the term. But these are blemishes on an otherwise fair surface.

So far I have been speaking of the larger primary schools—almost all of them situated in the towns. Between the town school and the country school there is a great gulf fixed. The average country school meets in a hired or loaned room, with furniture not always of the best, and with a solitary teacher to do all the work of the two sub-standards and the six standards of the primary course. The life of a country school as a rule is a comparatively short one; and the country-school teacher's tenure of an individual post is usually shorter than that of a town-school teacher. All of these circumstances militate against good work; but the average country school is a better instrument of education than one would imagine it to be. The main reason is the small number of pupils per teacher. Hundreds of these schools have only from ten to fifteen pupils each; and, as I showed in an earlier chapter, the teacher is enabled to give a considerable degree of individual attention to the pupils. It is when the enrolment of a country school rises above *twenty*—a number too low, on financial grounds, to justify the appointment of a second teacher—that the country school begins to lose in efficiency.

We have tried in several ways to raise the level of rural primary education. The centralisation policy has lessened

the number of rural schools and increased their size; and as a result we now have a considerable number of two- and three-teacher schools in purely rural areas. The scrupulous care which the Department exercises before placing a new rural school on the list has helped towards doing away with schools of an impermanent type. The training of teachers for rural-school work has been raised in level and improved in character. Special attention has been given to the peculiar needs of the rural school, and from time to time helpful articles on the subject have been published in the *Education Gazette*. Finally, a special syllabus for one- and two-teacher schools has been drawn up.

In winding up these notes on primary education, I may state that in 1923 the Department published a handbook of suggestions for the consideration of teachers in primary schools. This volume contained chapters on all the subjects of the curriculum, as well as on such matters as *organisation, health, infant-school-method, and single-teacher school work*. Its usefulness was shown by the fact that a large edition was speedily exhausted. A revised and much improved edition is in the press; and by the time that this report is published copies of the handbook should be available for distribution.

SECONDARY EDUCATION.

In all civilised countries primary schools must necessarily be very much alike, since they exist to provide for every citizen the minimum of education which the State considers necessary. If we wish to find the distinctive character of any educational system we must look for it in the organisation, aims and curricula of its secondary schools.

As will be inferred from the preceding parts of this report, primary and secondary education in the Cape Province are organised on an "end-on" basis; and in this respect the Cape plan resembles the American rather than the English method. It is our ideal—not yet fully realised—to give some secondary education to every child who has the ability to profit by it; and the achievement of such an ideal is only possible with an "end-on" organisation.

Shortly after my assumption of office the primary school course was re-arranged to include the sub-standard classes and Standards I to VI. Similarly the secondary course was re-arranged to begin at Standard VII and extend to Standard X, *i.e.*, a normal four-year course. A considerable number of pupils, for various reasons, complete only two years of this secondary course, so that the curricula and organisation of the secondary school must take cognisance of this fact. As has already been stated, a secondary school in the Cape is one organised and equipped to give instruction up to and includ-

ing Standard VIII; similarly a high school is one organised and equipped to give instruction up to and including Standard X.

It is an obvious criticism against such an organisation that the change from the primary to the secondary stage is on a standard (or attainment) basis and not on an age basis. I am well aware of the fact that in many countries the body of expert opinion is definitely in favour of the age basis, and that, while practice always lags behind opinion, many educational administrators are shaping their policy so as to make all pupils begin their secondary course in their twelfth year. Such an organisation is administratively possible in countries which are thickly populated, and where the pupils proceeding to secondary education are a selected group. The Cape Province however is a vast area with a small white population; and with our ultimate aim of "secondary education for all" and our "end-on" organisation, the adoption of the age basis is not yet practicable and would involve enormous additional expenditure.

Secondary school pupils are usually examined at the Standard VIII and Standard X stages—the two examinations being known as the Junior Certificate and Senior Certificate respectively. Previous to 1921 the Junior Certificate examination was conducted exclusively by the University of South Africa, and previous to 1923 the Senior Certificate examination was conducted exclusively by the Joint Matriculation Board; and these two external bodies not only conducted the examinations but also prescribed the curricula. Both these bodies conducted the examinations in an entirely efficient manner; but it is an obviously unsatisfactory position which gives over to external bodies the control of the examinations and curricula of the Department's secondary schools.

Shortly after my arrival, I set up a committee to make recommendations for a secondary school course in the Cape Province. This committee recommended the retention of examinations at the Standard VIII and Standard X stages, and also recommended the broad lines on which the secondary courses should be based. The committee's recommendations were adopted in the main, and form the basis of our present day practice. Curricula are of necessity constantly changing, and I have a standing committee in the Department which under my direction controls the examination and curricula of the secondary schools. It is essential that such a committee should keep in constant touch with the schools and that the teachers themselves should have adequate representation on it. This "Departmental Examinations Committee" consists of nine inspectors of schools, nine representatives nominated by teachers' organisations and the registrar. The committee functions very successfully, and during its ten years' experi-

ence has accumulated a fund of experience which is extremely valuable to me in dealing with the problems of secondary education. It is, of course, particularly valuable to have a body which reflects adequately and immediately the views of those who are actually doing the work in the schools.

The Department took over the Junior Certificate examination in 1921, and now all secondary and high schools in the Province present their pupils for this examination. In 1921 the number of candidates was 271; in 1928 the number had increased to 4,830. In 1923 the Department held its first Senior Certificate examination with 262 candidates; in 1928 this number had increased to 1,529. No schools are allowed to present candidates for any external examination at the Standard VIII stage; but at present the high schools are permitted to take either the Senior Certificate examination of the Department or the examination of the Joint Matriculation Board.

This brings me to the question of the relation between the Senior Certificate of the Department and the Matriculation Certificate of the Joint Board; and it is due to the Board to acknowledge that it has given great assistance to the Department and has granted full recognition to the Department's certificate. The Education Conference, convened by the Minister of Education in July, 1928, was unanimous in recognising the competency of a provincial department to conduct its own leaving examinations; it was also of opinion that such examinations should, within prescribed limits, secure exemption from the matriculation examination. If the views of this Conference are carried out, then leaving examinations will pass more and more under the control of the departments while the Joint Matriculation Board (or some similar body) will prescribe the conditions for the recognition of these examinations for entrance to the university institutions.

The freedom thus accorded to the departments—and of course the responsibility—will be reflected in the work and curricula of the schools. Many competent critics are of the opinion that, while our primary schools have made great progress in the last ten years, the methods and outlook in secondary education have remained very much the same. There is no doubt that many primary schools show a remarkable spirit of initiative and experiment; and this quickening has been largely due to their release in 1919 from the system of individual examination. Secondary schools however are still largely judged by the general public on their examination results, and teachers are very unwilling to embark on risky experiments which may jeopardise their chances of examination success and prejudice their position in the public eye. The time is probably ripe for releasing approved high schools from the obligation to present their pupils for exami-

nation at the Standard VIII stage, and progress along these lines will probably be the next step.

Many ill-informed people jump to the conclusion that, because 3,000 candidates happen to pass a particular examination, these candidates have all been taken through the same curriculum and have been trained in exactly the same way. Such a conclusion is far from the real truth. Of course, even in the secondary school, *general* education is the fundamental aim, and no attempt is made to provide a definite training for a specific vocation. Nevertheless, even in general education a wide degree of variation is possible, and a pupil can select a course which will give him the best preparation for his future career at the university, in commerce or at a trade.

The Department has published its handbook of "Secondary School Courses," which prescribes the curricula allowed in secondary and high schools. Up to and including Standard VIII every pupil must study the following:—

- (1) An official language on the higher grade.
- (2) One other language.
- (3) A science.
- (4) Some form of mathematics.
- (5) History or geography.

These groups represent the core of the instruction, but the rest of the course may be chosen so as to give it a bias in any desired direction, *e.g.*, manual, commercial, domestic, rural or academic. The following is a list of some of the subjects in the course, and all these subjects are being taken by large groups of students:—

Woodwork and metalwork.
 Bookkeeping, shorthand and typewriting.
 Cookery, housewifery and laundrywork.
 Agricultural science and school gardening.
 Drawing, needlework and music.

There is, therefore, no rigidity or dead uniformity in the course; on the other hand, the aim of the Department is to give as much elasticity and freedom of choice as is consonant with its idea of giving a sound general education. At the Senior Certificate stage the same conception determines the broad lines of the course, although the pupil wishing to enter a university is bound in his choice of subjects to conform to the options allowed by the Matriculation Board. Signs are not wanting, however, that in the near future the Matriculation Board will broaden its basis for granting exemptions, and the schools will then have far greater freedom in the determination of curricula.

One point is worthy of special mention. The Department has insisted on a course of *general science* for all pupils up to and including Standard VIII; and in this general science

biology is an important part. As a result of this policy we find that over 4,000 pupils in 1928 had taken a course of biology; and there is no question that they have benefited by studying a subject which, as an instrument for teaching scientific method and for its intrinsic educational value, is at least the equal of the other branches of science which, ten years ago, excluded it from the secondary curriculum.

MEDIUM OF INSTRUCTION.

In several of my recent annual reports I have dealt at length with this matter; and I propose as far as possible to avoid going all over the ground once again. Those interested I would refer especially to my 1925 report for a detailed discussion of the various methods in force of giving instruction through the medium of the home language.

It is remarkable what misconceptions there are in regard to the provisions of the law relating to medium of instruction. Some people seem to think that the cardinal principle embodied in these provisions is that all children should be made bilingual. Others seem to think that these provisions give the parent the *right* to choose either English or Dutch as the medium through which his child is to be educated.

Both of these ideas are wrong. The cardinal principle of the language provisions is that up to and including Standard VI a child shall be educated chiefly, if not entirely, through the medium of his home-language. The parent has the option of saying whether the home-language shall be *entirely* or only *chiefly* used as medium; but there his rights as to medium end. And as regards the other idea, it may be pointed out that, so far from making bilingualism the all-important aim, the law explicitly makes provision for a parent withdrawing his child from instruction in the second language. Fortunately, all but a negligible minority of parents are too much alive to the advantages of bilingualism to take advantage of this provision. In some quarters, however, there has been noticeable a tendency to stress bilingualism as against home-language instruction, and to defend wrong arrangements in regard to the latter by an appeal to the need for the former. We must put first things first. Desirable as bilingualism is, our first care must be to see that the primary pupil is educated at any rate mainly through the medium of his home-language.

Our language provisions date from 1912; since then the only material alteration made in them was the extension in 1925 of the area of compulsory home-language instruction from Standard IV to Standard VI. The years that have elapsed since 1912 have shown us several points of detail where the law as it stands is ambiguous or unworkable, and where a slight amendment would bring about a considerable im-

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provement; and consequently the Department recommended last year that a Draft Ordinance be introduced into the Provincial Council embodying the amendments which experience has shown to be necessary. Unfortunately language and medium matters have become so vexed a question that, to my great regret, it was found impossible to proceed with the passage of the Draft Ordinance through the Provincial Council, and as a result we have to carry on with the old provisions and to make the best of them.

The troublesome thing is that contrary views are possible in regard to certain of these provisions; and whichever of the alternative views the Department adopts it is liable to attack by somebody for "breaking the law". Indeed, to such an extent was the Department doubted in this matter that in 1926 the Administrator felt it to be necessary to appoint the Education Advisory Committee, already referred to, whose duty was to investigate first the question of language, and thereafter a variety of more directly educational questions. In view of the criticisms which have been directed against the Department from time to time, it is satisfactory to be able to record that the Advisory Committee exonerated it from blame, expressing the opinion that the Department had taken adequate measures to ensure that the language clauses were being applied. It ought not to be too much to hope that the Department will now be given credit for at least a sincere desire to carry out the law of the land.

For some time past there has been discussion on the relative merits of *parallel classes and parallel instruction*. In 1925 I stated that "parallel instruction does not work nearly so well as parallel classes. When both sections are kept together under the one teacher, and both media are used in the same class-room, it is often easy to assert, and often difficult to disprove, that the one section is being unfairly treated. If however the law is being carried out in the spirit as well as the letter, a high standard of school work is less likely to be attained under parallel instruction than under the parallel-class system. The experience of past years has impelled the Department to the conclusion that parallel classes are much to be preferred to parallel instruction". This view has come to be generally accepted, those who consider parallel instruction preferable to parallel classes being negligible in point of numbers. The decision was finally taken to make parallel classes obligatory wherever possible; and the following notice was accordingly published in the *Education Gazette* of 22nd November, 1928:—

"The Education Advisory Committee of 1926-27 recommended:

- (i) That parallel classes should be obligatory wherever there is a minority of fifteen or more pupils; and

- (ii) that in urban areas minorities should be centralised in selected schools, other (neighbouring) schools being declared one-medium schools.

This recommendation was endorsed by the School Board Conference at Port Elizabeth in December, 1927; and it has the entire support of the Superintendent-General of Education.

Under and by virtue of the powers vested in him under Section 4 of the Consolidated Education Ordinance, the Superintendent-General has decided that, for the future, in every primary school or department, attended both by pupils whose home-language is English and by pupils whose home-language is Afrikaans, parallel classes shall be conducted if the minority be not less than fifteen in number; and, further, that when parallel classes have once been instituted they shall not be abandoned unless the minority falls below *ten* in number.

To the general rule set forth above there will be two exceptions:

- (1) Where, on the recommendation of the School Board the school has been declared by the Department to be a one-medium school;
- (2) where the Department is satisfied that by means of some other method the medium provisions of the law can be adequately carried out, and has given written sanction to such other method being employed.

It is the duty of the principals of all schools concerned to see that this decision is given effect to in and after the year 1929."

The plan set forth in this notice provides for the carrying out of the medium provisions in all schools with minorities of any size. But what of a school with a minority too small to permit of the establishment of parallel classes? I can answer this question best by simply repeating what I said in my annual report for the year 1925:—

"A very special type of difficulty that is found in many schools has already been indicated—that which arises when the minority is so small as to make it virtually impossible to carry out the provisions of the law. The majority in a school is often several hundreds in number, whereas the pupils forming the minority may number only five or six, scattered singly through the various classes. It is virtually impossible to provide for the minority in such a case as this. The idea seems to prevail that if all teachers were bilingual there would be no difficulty; but this is a mistaken view. If a Standard III teacher, for example, has forty-two English-speaking pupils and one Afrikaans-speaking pupil under her, it is difficult to see how she could carry out the medium provisions of the law in regard to the solitary Afrikaans-[C.P. 2—'29.]

speaking pupil without giving that pupil a disproportionate share of her attention. As a rule the letter of the law is broken in these cases. The single pupil receives instruction through the medium of the home language of the majority, although the teacher will naturally take special care by incidental explanation in the child's home language to see that proper progress is made. Cases of this kind, it may be remarked, occur in all sorts of schools—country as well as in town."

So far I have been speaking of medium of instruction in the *primary* area, where home-language instruction is compulsory. In the secondary area the law allows of:

- (a) English-medium schools;
- (b) Dutch-medium schools;
- (c) schools with English as medium in some subjects and Dutch as medium in other subjects.

Provision is made in the law for parallel classes in schools of types (a) and (b); but this provision it is impossible to put into practice unless the minority is of sufficient size to warrant a staff of at least three teachers, so as to enable all the subjects of the course to be covered. The single-teacher school or department is a feasible thing in the primary area; it is an impossibility in the secondary area, owing to the system of specialist teaching being there necessary.

On the whole the law works surprisingly well in the secondary area—surprisingly, that is to say, if the possibilities it affords for trouble are borne in mind. Schools of types (a) and (b) are found only in the larger towns; in the smaller towns, where one secondary or high school has to serve the whole community, the third plan naturally has to be followed. In such cases the Department's policy is to interfere as little as possible, and to leave the question of what subjects are to be taught through English, and what through Dutch, to be settled by the local school authorities in accordance with the presumed wishes of the parents, so far as the organisation of the school permits. A difficult and delicate matter of this kind is far better settled by local good sense and give-and-take than by the intervention of the Department.

In the training institutions the law leaves the choice of medium to the student-teacher. As we have no fewer than twelve training institutions for a not very large body of students, it would be senseless to spend money on making it possible for a student to choose *either* medium at *every* institution. Consequently some institutions use almost entirely the English medium, others almost entirely the Dutch medium, and others both media. The student has the choice of institution, and in this way the choice of medium. But, whatever the medium arrangements, each institution does its best to ensure that the student when he goes out to teach

shall as far as possible be fully bilingual. The vast majority of our students succeed in achieving the requisite standard of bilingualism before they leave the institution.

AGRICULTURAL EDUCATION.

In 1920 the then Minister of Agriculture (Sir Thomas Smartt) appointed a Committee on Agricultural Education, over which I had the honour of presiding. This Committee presented its report in 1921; and the Administration has done its best to carry out the recommendations contained in this report. A specialist inspector of agriculture was appointed; and the Provincial Council voted a sum of £12,500 for the furtherance of agricultural education in the schools of the Cape Province. The work was hardly started, however, when the "Durban Agreement" and the findings of the Pretoria Conference on Agricultural Education completely changed the situation. The arrangement now is that the Union Department of Education is responsible for vocational schools, of which agricultural schools form part, and the Provincial Education Departments deal with primary and secondary education—it being of course possible for a vocational bias to be given to certain courses under the latter head. Under the changed conditions it was felt that an inspector of agriculture was no longer necessary; and the post was accordingly abolished, and the sum of money allocated to agricultural education was considerably reduced.

The position to-day is that there can be no attempt at the introduction of full vocational training in agriculture in any of our schools. This fact is stressed because many people still seem to expect much more of the Department than it can possibly do under the limitations imposed by the Durban Agreement and the Pretoria Conference. The training of the future farmers of the country is now definitely in the hands of the Union Government; the business of the schools under the Provincial Administration is to provide *general* education, the only foundation on which an adequate superstructure of vocational education can be built. The chief aim in view in introducing agriculture as a subject into the curricula offered in our schools is to arouse in the pupils a keen interest in and love for their environment. The subject-matter taught has a decided utilitarian value, and should prove of advantage to the child in after-life; but the boy who has had a course of agricultural nature-study in the primary school, and who has taken agriculture as a subject in the secondary or high school, will certainly not be a skilled farmer when he leaves school. He should however have acquired some very useful and necessary knowledge, and, if the subject is properly taught, he should be attracted towards a life on the land. If these objects are attained, the introduction of

agriculture into our rural secondary and high schools will have been amply justified.

Up to date about one hundred rural primary schools have been provided with the necessary equipment for the teaching of school gardening. In some cases a certain amount of equipment for instruction in poultry-keeping and bee-keeping has also been provided. Teachers are allowed to devote from three-quarters of an hour to five hours a week to agricultural nature study; no hard-and-fast rules are laid down, as the qualifications of the teachers and the local conditions vary widely.

Junior agricultural projects have been successfully carried out as experiments in certain centres, the projects including wheat-growing, cotton-growing, potato-growing, poultry-rearing and bee-keeping. The results attained have been very encouraging, and it is hoped that this work will be widely extended in the future. The Department of Agriculture is taking an active interest in the agricultural instruction in our schools. A specialist officer, attached to the Division of Agricultural Education and Extension, devotes his whole time to the organisation and supervision of what are known as Prosperity League Boys' and Girls' Clubs. The main object of these clubs is to interest boys and girls in home and farm problems through the medium of "projects" which the members of the clubs undertake to carry out. This work is most valuable, and should be linked up as closely as possible with the work in the schools. The Department is keeping in close touch with the Department of Agriculture in connection with the club work; and it is hoped that a scheme will be evolved under which the Department of Agriculture will give us powerful aid and support in conducting poultry competitions, agricultural projects of various kinds, and demonstration plots at certain of our primary schools that are suitably situated and equipped for them.

In our secondary and high schools agriculture can be taken as a subject for the Junior Certificate and Senior Certificate examinations, and so far about one hundred such schools have been equipped for the teaching of the subject. The progress made is clearly shown in the following table:—

Number of Candidates offering Agriculture.

Year.	Junior Certificate.	Senior Certificate.
1921	0	0
1922	1	0
1923	55	10
1924	69	5
1925	71	18
1926	182	60
1927	348	112
1928	485	166

At first the chief difficulty was the lack of qualified teachers; but this difficulty is now disappearing, as technical posts in the Department of Agriculture are rapidly filling up, and more and more of the graduates in agriculture have to look to the teaching profession for a livelihood. The chief obstacle to the introduction of agriculture into our rural secondary and high schools has lain in the regulations governing the matriculation examination or exemption from it for university purposes. The choice of subjects in most of our schools has been determined by the requirements of those pupils who desire to go on to the university, although such pupils form a very small minority; and it is impossible under the present regulations to include agriculture in a course designed to meet the needs of these pupils. It is hoped however that the regulations will be amended in the near future, so that pupils taking agriculture as one of the subjects for the Senior Certificate examination will not thereby be debarred from qualification for admission to a university. If this disability is removed, it is anticipated that many more rural secondary and high schools will include agriculture in their curricula.

A great deal of careful thought has been given to the framing of the prescribed syllabuses in agriculture. The syllabus for the Junior Certificate course was drawn up by the Departmental specialist officers in consultation with the experts on the staff of the Stellenbosch-Elsenburg College of Agriculture. The Senior Certificate syllabus was drawn up at a conference of experienced teachers of agriculture called together by me in 1926. Both of these syllabuses have been modified in the light of experience gained since they were first framed; and they may now be confidently said to embody all that is practicable and desirable under the conditions at present obtaining in our schools.

Eight out of the twelve training institutions under the Department have been equipped for the teaching of agricultural nature-study and school gardening; each of these eight has a teacher on the staff qualified to deal with the subject. Nature-study is a compulsory subject, to be taken by all student-teachers in their course of training. Under the new system of training, introduced as from the beginning of 1929, a two years' course of general training is to be followed by an optional third year of more specialised training. A student-teacher may specialise in agriculture during this third year. The Department does not propose, however, to provide facilities for agricultural training at its own institutions. The student-teacher who desires to take up agriculture as a third-year course can enrol at the Stellenbosch-Elsenburg College of Agriculture, where a special one-year course in agriculture, designed to meet the needs of teachers in rural schools, is offered; or he can enter one of the Schools

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of Agriculture under the Department of Agriculture, where an excellent one-year course in practical agriculture is offered. The Department recognises these courses for salary and grading purposes. Until the facilities mentioned above are completely utilised, the Department does not propose to take any steps to provide further facilities for training in agriculture. The staffs and equipments at Stellenbosch and at the Schools of Agriculture are such as could never be equalled in our own training institutions, except at exorbitant and unjustifiable cost. The Department consequently welcomes the provision that is being made in these outside institutions, and desires to make the fullest possible use of them.

For the training of teachers of agriculture in the secondary area, the B.Sc. (Agriculture) course is recommended. It is desirable that all teachers should receive some professional training, but as the B.Sc. (Agric.) course covers four years as against the three years required for the B.A. degree, the Department has not insisted on professional qualifications in the case of teachers of agriculture. This concession is a temporary measure, and will be withdrawn in a few years' time.

V. EXAMINATION AND INSPECTION.

EXAMINATION ENTRIES.

The entries for all Departmental examinations this year totalled 9,731. The following table shows the number for each examination with the corresponding figure for the previous year:—

	1928	1927	Increase
<i>Senior Certificate</i>	1,529	1,308	221
<i>Junior Certificate</i>	4,830	4,478	352
<i>European Teachers :</i>			
Primary Higher	379	351	28
Primary Lower	299	342	—43
Infant School Teachers	93	70	23
Bilingual Certificate	230	150	80
Physical Culture	4	2	2
Freehand Drawing	89	191	—102
Geometrical Drawing			
Model Drawing	62	59	3
Woodwork, Branch I.			
Woodwork, Branch II.			
Cardboard Modelling	—	53	—53
Art	66	122	—56
Special Courses	8	18	—10
<i>Coloured Teachers :</i>			
Coloured Primary Lower (First Year) ..	279	300	—21
Coloured Primary Lower (Third Year) ..	188	215	—27
Coloured Primary Higher (First Year) ..	16	8	8
Coloured Primary Higher (Second Year)	30	14	16
<i>Native Teachers :</i>			
Native Primary Lower (First Year) ..	673	707	—34
Native Primary Lower (Third Year) ..	479	449	30
Native Primary Higher (First Year) ..	6	—	6
Native Primary Higher (Second Year) ..	8	19	—11
Native Infant School Teachers	3	4	—1
Native Housecraft	1	—	1
<i>Duke and Duchess Competitions</i>	415	493	—78
<i>General Botha</i>	44	50	—6
	<u>9,731</u>	<u>9,403</u>	<u>328</u>

INSPECTION OF SCHOOLS.

The Department has laid it down that every school shall be inspected at least once a year, and that the inspectors will judge the methods of teaching and test their efficiency; and this regulation applies to schools of all grades and to training institutions. Previous to 1919 the inspection of a primary school involved the individual examination of every pupil; and the pupil's promotion depended on his success at this annual inspection, although the teacher's opinion and the pupil's record were taken into account.

A new primary course was introduced in 1919, and the inspectors of schools were then allowed at their discretion to [C.P. 2—'29.]

dispense with individual examination in schools with a continuous record of good work. Individual examination is still retained however for all schools with a staff of one or two teachers only, and for any group of three or more standards under one teacher. Inspectors are now able to exempt from individual examination most of the schools that can be exempted under the existing regulations, and there is little doubt that this freedom from examination has been of benefit to the schools.

If individual examination is retained it must be on a definitely prescribed curriculum; and it is impossible to prescribe a curriculum that will meet the varying needs of a great educational system and satisfy widely-differing conditions. Principals of large primary schools are now free to experiment in the making of curricula, although up to the present this spirit of adventure is the exception rather than the rule. At any rate, the head-teachers have this freedom; and the Department will welcome any well-planned and justifiable departure from the ordinary course.

The level of qualification of our primary teachers is steadily rising, and unqualified teachers are rarely found even in the one- and two-teacher schools. Many inspectors are impressed by the high standard of work done in some of these schools, and would welcome a regulation empowering them under prescribed conditions to release such efficient schools from an annual individual examination.

VI. SCHOOL BUILDINGS.

The provision of school buildings is a task that finds no completion, and each year it becomes necessary for the Department to consider the various applications received for new school premises to replace either unsatisfactory hired buildings, or buildings which have through years of use shewn themselves to be quite unsatisfactory for their purpose. In addition, there is constant demand for additions to existing buildings from centres which show development.

The funds made available each year for this service amount approximately to £200,000; but with this amount it is impossible to satisfy immediately the many urgent demands made, and the task therefore devolves on the Administration to determine which cases are the most urgent. This work calls for the detailed examination of each individual case; and even then it is frequently difficult to decide the degree of urgency of a particular application as compared with other applications from many other centres in the Province.

As under the practice of the Administration the recommendation of the Superintendent-General of Education is required before a building scheme is proceeded with, a very great responsibility is laid upon the Department; and year by year efforts are made to deal justly with the various schemes brought forward. Cases arise, too, where the Department's own inspectors have pointed out needs more urgent than those submitted by the school board concerned.

It is believed that there is still room for improvement in the procedure which is followed, as it is difficult to take the view that from an administrative standpoint the Department's function ends with the recommendation of a particular scheme. The day will doubtless arrive when all work pertaining to school buildings will be conducted in one office, only the actual payment of loan money being assigned to the Accounts Branch of the Administration. Such procedure would doubtless tend to simplify the present practice, and lead to greater efficiency and expedition in carrying out building schemes.

As has been pointed out on previous occasions, the provision of class-rooms must at all times take precedence over the provision of halls, hostels and residences for teachers. Before a hostel is erected at the cost of the State, it is clear that the position in the particular town or village should be tested by utilising hired premises until it is definitely known whether an adequate constituency exists, capable of paying the necessary boarding fees. In regard to houses for teachers, difficulties constantly arise owing to changes in the teaching personnel of the schools concerned; and experience has shewn that expenditure on the teacher's residence, which may be justifiable to-day, may prove quite useless after a few years, owing to the appointment of a new principal who has no need or wish to occupy the house provided. Such a position must

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always result in very considerable administrative difficulty. The erection of a teacher's house can be justified only where the circumstances are most exceptional, and where there is no doubt in regard to the future.

In the erection of new school buildings no financial responsibility devolves upon the school board of the locality concerned. This absence of local financial responsibility makes it more than ever necessary that building schemes should be examined with the greatest care so as to avoid unjustifiable expenditure, since in addition to the annual outlay of considerable capital the Province is faced with a growing charge for interest and redemption charges. The money voted on the 1928-29 Estimates for these charges amounted to no less than £143,600.

The following is the list of new school buildings and additions completed during the years 1927 and 1928:—

Division.	School.
Aberdeen	Aberdeen High.
Barkly East	Barkly East High.
Barkly West	Waldeck's Plant Primary.
Caledon	Greyton Secondary.
Caledon	River Sonder End Primary.
Calvinia	Loeriesfontein Primary.
Cape	Jan van Riebeeck School.
Cape	Fish Hoek Primary.
Cape	Observatory High.
Cape	Regent Street, Woodstock (additions).
Cape	Rondebosch Boys' (additions).
Cape	Southfield Primary.
Cape	Wynberg Girls' (additions).
Clanwilliam	Citrusdal Secondary (additions).
Cradock	Elandsdrift.
East London	Clifton Primary (additions).
East London	Orange Grove Primary.
George	George Girls' Primary.
Gordonia	Elim Island.
Graaff Reinet	Union High.
Herbert	Douglas Secondary (additions).
Hope Town	Hope Town High (additions).
Kenhardt	Alheit School.
Kenhardt	Kakamas Central.
Kenhardt	Karos.
Kenhardt	Louisvale Secondary (additions).
Kenhardt	Neilersdrift School.
Kenhardt	Paarden Eiland.
Kingwilliamstown	Dale College Primary.
Lady Grey	Lady Grey Secondary.
Malmesbury	Koringberg School.
Maraisburg	Hofmeyr Secondary (additions).
Molteno	Molteno Public (additions).
Montagu	Ashton Primary.
Namaqualand	Springbok Secondary (additions).

Division.	School.
Oudtshoorn	Girls' High (additions).
Paarl	Lower Paarl Gymnasium (additions).
Paarl	Paarl Practising (additions).
Paarl	Wellington Boys'.
Peddie	Peddie Secondary (additions).
Piquetberg	Piquetberg High (additions).
Piquetberg	Velddrift Primary (additions).
Port Elizabeth	Collegiate Girls' Primary.
Port Elizabeth	Mackay Primary (additions).
Port Elizabeth	Sydenham Primary (additions).
Port Elizabeth	Walmer Primary (additions).
Sterkstroom	Sterkstroom High.
Steynsburg	Paul Kruger High.
Steytlerville	Steytlerville High (additions).
Swellendam	Heidelberg High (additions).
Uitenhage	Selborne Secondary.
Van Rhynsdorp	Nieuwerust Primary.
Van Rhynsdorp	Spruitdrift Primary.
Vryburg	Vryburg High.
Willowmore	Rietbron School (additions).
Willowmore	Willowmore High.
Wodehouse	Greys Pan Primary.
Wodehouse	Indwe Secondary (additions).
Worcester	Touws River.
Butterworth	Butterworth Secondary (additions).
Matatiele	Matatiele Secondary (additions).
Mount Ayliff	Mount Ayliff.
Xalanga	Cala Secondary (additions).

HOSTELS.

Bedford	Templeton Hostel (additions).
Carnarvon	Van Wyk's Vlei Hostel.
Richmond	Richmond Hostel.
Umtata	Umtata Hostel.

TRAINING COLLEGES AND HOSTELS.

Oudtshoorn	Training College Hostel.
Steynsburg	Training College.

VII. COLOURED EDUCATION.

The progress made in regard to Coloured education during the past period of ten years should be extremely gratifying to all who are closely interested in this department of educational work. On the numerical side the development which has taken place exceeds, proportionately, the advance in either European or Native education; and in other directions, too, there is tangible evidence of a distinct forward movement.

Statistics relating to Coloured and Native school enrolment separately are not available for the years prior to 1919, all statistics prior to that year being collated under the two main heads of "European" and "non-European" enrolment; and any review of the progress made on the numerical side must necessarily cover only the nine-year period 1919 to 1928. The following table shows the increase in the enrolment of Coloured schools during that period:—

	1919.	1928.	Increase.
No. of primary and mission schools ..	389	543	154 40%
No. of pupils receiving primary instruction	37,309	63,189	25,880 69%
No. of intermediate and high school (including institutions with secondary departments)	2	5	3 150%
No. of pupils receiving secondary instruction	68	343	275 404%
No. of training schools	5	6	1 20%
No. of students in training as teachers ..	455	643	188 41%

The increase in the enrolment of pupils receiving primary and secondary instruction affords a clear indication, firstly, of the satisfactory results of the additional money provision placed at the Department's disposal by the Provincial Administration, and, secondly, of the value attached by the Coloured people themselves to the facilities provided. Much still remains to be done, however, to bring additional children into the school net, for there is no doubt that there is an unduly high proportion of Coloured children who are not yet receiving the benefits of education.

The advance made in other directions is also very encouraging. The period under review has seen many far-reaching changes of great importance, gradually introduced as opportunity has permitted; and all of them make for the better working of the educational machine and the amelioration of the conditions under which both teachers and school managers have worked in the past. The period has seen the abolition of school fees for all primary pupils, and the acceptance by the State of responsibility for all expenditure on the primary schools except the capital cost of buildings. New courses of instruction for the primary and training schools have been introduced, devised to meet the needs of the Coloured people. The teachers have benefited by the introduction of sick-leave privileges, and the scales of salaries

have been placed on a more or less satisfactory footing at an annual cost of £40,000. Legislation has been passed and regulations framed enabling the Department to pay grants towards the rent of hired buildings, grants towards the cost of repairs to old buildings, and substantial interest on buildings erected or acquired by church and missionary bodies. Co-ordinating boards for Coloured education have been legalized in certain urban centres, and it is now possible for any mission school under certain conditions to have its own committee of management.

In the main these are material things, but their joint effect upon the schools should undoubtedly be in the direction of greater efficiency.

The outstanding event of the period so far as Coloured education is concerned was the appointment by the Provincial Administration in 1925 of a Commission to enquire generally into the condition of Coloured education in the Cape Province and to submit recommendations thereon. This Commission was representative of the leading churches concerned in Coloured education, of the Coloured teachers and of the Department. It sat under my chairmanship during the latter part of 1925 and the early part of 1926, and many important recommendations were submitted in July of the latter year. It was not expected that the recommendations, if accepted, could be carried out immediately; a very wide range was covered, and it was known that some years would have to elapse before it would be possible to see the fruits of its labours. Already, however, as the direct outcome of the report, it has been made possible to establish the Coloured advisory boards and school committees previously referred to, and to pay grants in respect of old school buildings and increased interest on new buildings.

The question of compulsory education for Coloured children loomed very largely in the Commission's inquiries, and an important recommendation on the matter was contained in the report. It is realised, however, that there are many difficulties in the way of achieving the ideal at which the Commission aimed, and that for a few years at least the introduction of compulsion must be postponed. In the meantime teachers and managers alike should see to it that all children enrolled attend regularly, and that pupils are not unduly retarded in the early stages. I have referred in earlier reports to the undue retardation of pupils in the sub-standards. The circuit inspectors, particularly in the urban areas, have made special efforts to remedy matters, and there is evidence that these efforts have not gone unrewarded. A comparison with the year 1921 shows that an improvement has taken place, the 1921 percentages being 58 per cent. in the sub-standards, and 42 per cent. in the standards, whereas

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the present figures are 54 per cent. in the sub-standards, and 46 per cent. in the standards. Further improvement is however necessary; and it is trusted that teachers and managers will continue to give unremitting attention to this important matter. It should be realised that for every pupil unduly retarded at the early stages of his school life another pupil is probably being kept out of school.

In the upper reaches of the schools gradual progress is also being made. As already indicated, the number of pupils receiving secondary instruction has increased from 68 to 343 in nine years. An additional secondary school was established at Port Elizabeth in 1925; and that year also marked the advancement of the Trafalgar School at Cape Town to high-school grade, the first high school to be established purely for Coloured children. In addition, secondary classes have recently been commenced at Battswood (Wynberg) and at Paarl. The growth of Standard V and VI classes is also noticeable, the number of pupils presented at inspection in these classes having risen from 1,597 in 1921 to approximately 1,900.

Progress in the training of teachers has been marked mainly by the centralisation of the bulk of the training work at institutions specially equipped and organized for the purpose, by the introduction of an improved syllabus, and by the establishment of classes for students for the Primary Teachers' Higher certificate. In the near future a class for the Infant School Teachers' certificate may also be established.

Although the leaders of the Coloured people and Coloured educationists generally are apt at times to be somewhat impatient at the rate of progress made, it can fairly be said that in all directions Coloured education has made a forward move and will continue to advance.

VIII. NATIVE EDUCATION.

As Native and Coloured education were in 1918 not 1918-1928 is marked by no striking expansion as far as numbers go. During the whole period, except for the first two or three years, there has been severe financial restriction; indeed, for five years from the beginning of 1921 almost to the end of 1925 additional expenditure for development was completely barred. Moreover, while funds for only a very limited measure of development were made available, the Department has been seriously hampered in its administration of them by the stringent conditions imposed by the Native Affairs Department.

In spite of this handicap, however, the period will stand out in the history of Native education in the Province as one in which marked development on the educational side has been effected, and in which a foundation has been laid on which the superstructure of a sound system of education for the Natives of the Province may be built when adequate means for development are obtained.

ENROLMENT.

As Native and Coloured education were in 1918 not differentiated, it is not possible to compare the statistics relating to schools and pupils for the whole period covered by this report. In 1920, there were 1,581 Native schools, including four training schools, one secondary school and nine industrial schools; these were attended by 111,380 pupils. In 1928, the number of schools had risen to 1,661, representing an increase of 52; this includes fifteen training schools, six secondary and thirteen industrial schools; and the total enrolment was 127,446 an increase, roughly, of 16,000. These figures take no account of over 130 schools that are being supported locally until such time as the Department has funds to subsidise them. Further in many aided schools the enrolment has had to be limited because the necessary additional teachers could not be provided. Had the Department the means to provide salaries for the teachers of unaided schools and of additional assistants in existing schools, the increase in numbers would have been more marked.

EDUCATIONAL DEVELOPMENT.

When I assumed office in 1918 little distinction was made between the education of the Native child and that of the European and the Coloured. There was, however, a growing feeling that for educational reasons the Native child should be provided with a course of instruction better suited to the

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circumstances of his life and his future needs. In May, 1919, therefore the then Administrator appointed a Provincial Native Education Commission to review the existing condition of Native education, and to submit recommendations in regard to the control and organisation of Native schools, the training of Native teachers, the curricula to be followed, and any other matters deemed necessary for the efficient education of the Native races. The Commission consisted of myself as chairman, and fourteen members representative of the Inspectorate, the Native Affairs Department, the Transkeian Territories General Council, the Provincial Council, the Union Education Department and Native educational institutions. For the first time in the history of Government Commissions in South Africa Native members, to the number of four, were included.

The Commission met on the 25th June, 1919, at Umtata, continued its sittings in King William's Town, and completed its deliberations on the 18th July. Among the most important of its recommendations were (1) that Native education should remain under Provincial control; (2) that an officer of high standing, fully conversant with the life, needs and language of the Natives should be appointed as Chief Inspector for Native Education, and attached to the Headquarters staff of the Education Department; and (3) that the existing missionary control of schools should not be disturbed. Other important recommendations were made in regard to the control of schools, the courses of instruction, and finance.

In accordance with the Commission's recommendation the post of Chief Inspector for Native Education was instituted. Mr. W. G. Bennie, one of the senior inspectors of the Department, was appointed to this important post, and assumed duty on the 1st February, 1921.

The first important duty of the new officer, after getting into touch with the most important institutions, was to prepare, in consultation with Departmental officers and teachers experienced in Native education, special courses of instruction in Native primary and training schools. These were published towards the end of 1921 and put into force, as far as they could be, at the beginning of 1922. The courses prescribed included a primary course for Native schools, and three courses for Native student-teachers—a primary teachers' lower, a primary teachers' higher and an infant school teachers' course. The primary lower course was begun in 1922, the primary higher in 1923, and the infant school teachers' course in 1926. A fourth course, for the training of Native teachers of housecraft, was begun in 1928.

In these courses the principle of adaptation to the needs of the Natives is kept steadily in view. The Native language receives the attention due to it as the child's first language.

Some form of handwork, making use as far as possible of natural material available in the neighbourhood, is taken in every school, and gardening is required in all schools where land is procurable. Emphasis is also laid on religious and moral training and on simple hygiene.

To bring into operation a new system of primary instruction and normal training, in which industrial work and gardening play so important a part, and this at a time when the Department had instructions not to increase expenditure, was a bold course; but it was deliberately taken, in view of the urgency of the need for a change, and in reliance on the co-operation of managers, teachers and parents. This reliance proved to be fully justified; and though a section of the Native people were at first averse to the changes, some form of industrial work is now carried out in practically every Native school, without financial assistance from the Government, save for a very simple equipment of half-a-dozen tools granted to schools where tin-work and bone-work are taken. After land had been secured for gardening, it had to be fenced, again without Departmental assistance; and in the first instance tools also had to be provided locally. In spite of this, gardening is now taught in 1,180 schools out of 1,661. Most of the remaining schools are in towns and other localities where circumstances make it impossible to take up the subject. For this result I have to express my appreciation of the efforts of the Chief Inspector, of the Department's field officers, of managers, of teachers and of all those who supported them.

For the guidance of teachers in Native schools, particularly those who had not been trained in the new system, a series of articles on the teaching of the several subjects of the primary school course was published in the *EDUCATION GAZETTE* during 1922 and 1923, and republished in the form of a handbook in 1924. This proved to be of great assistance to teachers and students in training.

In 1926 a small grant for development made it possible to take the first step in a policy that will ultimately have far-reaching results, viz., the appointment of two Native teachers of experience to act as Departmental Visiting Teachers, each of them under the direction of an inspector, visiting schools where help is needed, guiding teachers in their work, demonstrating approved methods of teaching, and generally assisting the inspector on the professional side in every way that seems necessary.

TRANSKEIAN TOUR.

In the same year, accompanied by the Chief Inspector, I had the pleasure of making a three weeks' tour through the Transkeian Territories, and of visiting the most important
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centres of Native education for the purpose of seeing how the new courses were being carried out. In addition to much else that was of great interest, I was especially impressed by three facts, viz., (1) the devoted service that missionaries are rendering to the cause of Native education, and the importance of retaining, for the present at least, the system of Church control of schools; (2) the keen desire of the Natives to have their children educated, and their willingness to make self-sacrificing efforts in that direction; and (3) the refining influence of religious and educational work already apparent among the Natives, as indicated by the appearance and conduct of the pupils at the institutions contrasted with those of the raw Natives along the road-side.

TEACHERS.

I am glad to be able to express my appreciation of the work of the teachers—European and Native—employed in Native schools. A great part of what has been accomplished is due to them. The credit to the Native teacher is all the greater because of the inadequacy of the remuneration provided. The life of a Native teacher, particularly in remote and undeveloped portions of the country, is in many ways a difficult one; and while unfortunately some succumb to the many temptations surrounding them, the great majority of the profession have worked with commendable devotion and loyalty, and have waited with exemplary patience even for the slight improvement in their salaries that it has been possible to effect. All Native teachers are now at least on the minimum of the Union scale of salaries; and it is my earnest hope that before long it will be possible to provide for the payment of increments, so that those with long service, and with increasing family responsibilities, may obtain the relief they deserve.

FINANCE.

When I took up office, and for three years thereafter, the funds for Native education, in common with European and Coloured education, were found by the Provincial Administration. It stands to the credit of the Cape Province, that, when in 1920 the Administration made itself responsible for the salaries of teachers, and made primary education free, the Native child shared with the European and Coloured children in the benefit conferred.

Later on, the Administration's powers of Native taxation were taken away, and the Union Government undertook to provide the necessary money for Native education—in the first instance as a fixed block grant. Then, under the Financial Relations Act of 1925, it was provided that the Provinces should receive the money required for Native education out

of the Native Development Account in accordance with regulations to be proclaimed by the Governor-General. These regulations require that each Province shall submit to the Native Affairs Department estimates of anticipated expenditure under detailed headings, and shall adhere closely to these estimates as passed by the Native Affairs Department. The effect of this arrangement is to make the Native Affairs Department the ultimate arbiter in the administration of Native education in each Province, and to give it the power of dictating the lines along which Native education shall proceed, while the Provincial Administration has to carry the responsibility of the system. This has created an extremely difficult position, as is shown by the fact that in 1928 the representatives of Native education in the four Provinces passed the following resolution:—

“The representatives of the Provinces desire to express the opinion that the Native Affairs Commission is endeavouring to secure uniformity in regard to Native Education more rapidly than is in the interests of the work in the schools, and more rapidly than is administratively practicable.”

The position will not be satisfactory until the question is settled whether the Union Government or the Provincial Administration is responsible for the whole of the financing of Native education. If, as maintained by the Government, the funds provided from the Native Development Account are merely by way of a grant-in-aid, then they should take the form of a block grant, with the provision that the Provinces should render an account of how the money has been spent, but without insistence on a scrutiny of every detail. If, on the other hand, such scrutiny is to be insisted upon the alternative is that the Union Government should undertake the whole responsibility.

It has further become clear that under the present arrangement, whereby the Union Government pays into the Native Development Account £340,000 per annum from revenue and one-fifth of the poll tax, is insufficient to meet the needs of Native education. The Cape Province rejoices that Native education is being developed in those Provinces in which for long it has been neglected; at the same time it cannot but feel strongly that the Government, either by allotting a larger proportion of the poll tax to the Native Development Account, or by taking over the whole of the proceeds of the poll tax and making an adequate *per caput* grant out of revenue (as is done in the case of European and Coloured education), should make such provision as would enable these Provinces to carry out the developments they desire without retarding progress and stifling development in the Mother Province of the Union.

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Until this is done Native education in the Cape Province will be carried on under a severe handicap, and much that has been accomplished at the cost of heavy expenditure and devoted effort will tend to show signs of disintegration. It is my earnest hope that this may not happen, and that the developments now begun may be carried out to the fullest extent, so that the system of Native education in the Province may become a comprehensive and well-proportioned edifice upon a secure foundation.

During the present year Mr. Bennie retires on reaching the age limit; and I cannot conclude this chapter without drawing special attention to the highly valuable services he has rendered as the first Chief Inspector for Native Education. It is not too much to say that in the past decade Native education in the Cape has been reformed and improved from top to bottom. In this work the main burden has fallen on Mr. Bennie, and to him is due the major share of the credit. He has commanded the confidence and the co-operation of the Natives and of the Churches to a remarkable degree; and he has worked untiringly to better the educational conditions of the Native peoples. Not only the Natives, but all interested in Cape education, owe Mr. Bennie a debt of gratitude for the fine work he has done.

IX, FINANCE.

EDUCATIONAL EXPENDITURE.

The following statement shows the expenditure on educational services during the financial year ended 31st March, 1927, and the financial year ended 31st March, 1928:—

	1926-27.			1927-28.		
	£	s.	d.	£	s.	d.
A. Administration	39,355	8	8	38,044	7	3
B. School Boards and School Committees	56,186	18	1	58,041	4	7
C. School Inspection	38,273	18	8	39,607	9	1
D. Medical Inspection	4,461	4	2	4,814	1	11
<i>European Education—</i>						
E. Training of Teachers	67,141	0	4	68,390	9	7
F. Secondary Education	98,304	11	3	113,151	18	1
G. Primary Education	1,086,928	2	5	1,130,427	7	5
H. Combined Primary and Secondary Education	876,796	18	0	886,299	9	10
J. Coloured Education	226,017	4	10	244,675	18	4
K. Native Education	307,101	14	4	311,643	4	8
L. General	49,152	7	4	132,694	13	7
M. Minor Works	5,365	2	9	7,535	13	6
Total	£2,855,084	10	10	3,035,325	17	10
Increase				£180,241	7	0

Comparing the figures for the two years, we find that in regard to the first four items the rate of expenditure is more or less constant. Very little of the increase of £180,000 has gone in administration (central and local) or in school inspection. The expenditure on medical inspection will increase in the future, owing to the appointment (already reported) of additional medical inspectors and nurses.

The next four items relate to European education only. There is a slight increase on the training of teachers; but for some years to come expenditure under this head will tend to decrease, as a result of economies and retrenchments now in process of being effected. The other three "European" items all show increases. Here it may be pointed out that there is transfer of schools every year from one to another of these three groups. A purely primary school falls under item G; if it is crowned with a secondary "top," it is transferred to item H (Combined Primary and Secondary Education), and if such a "combined" school is split up into a purely secondary institution and a purely primary institution, the former is transferred to item F and the latter to item G. This changing about, necessary as it is, naturally makes the task of estimating expenditure a difficult one; and the difficulty is

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increased because the transfer of a school from one group to another rarely if ever synchronises with the opening of the financial year.

Coloured education shows a considerable increase, and Native education a slight one. The large increase under "General" is due to the fact that in 1927-28 the Provincial Council began to contribute to the Teachers' Pension Fund in respect of the pensions of teachers employed in European schools.

SUBSIDY IN RESPECT OF EDUCATION.

Of recent times much discussion has taken place in regard to the handicap imposed upon the Cape Province through its rate of subsidy from the Union Government being much lower than the rates paid to the other Provinces. The matter has been raised in the Provincial Council, at the Inter-Provincial Conference at Pretoria in August, 1928, and even in Parliament.

The statement has been made that at the outset the Cape was quite satisfied with the rate of subsidy assigned to it, and that dissatisfaction began only as time went on and the Cape encountered financial difficulties; and it was then suggested that these difficulties arose from uneconomical administration. The statement, of course, is quite incorrect. The Act that regulates the rates of subsidy was passed by Parliament in 1925; and in my report for that very year I drew pointed attention to the disabilities imposed on the Cape. I showed then that the average subsidy per pupil in the four Provinces worked out as follows (the 1926-27 figures on the Union Estimates being taken as a basis):—

	£	s.	d.
Transvaal	16	7	6
Natal	16	7	6
Orange Free State	16	2	7
Cape	14	11	11

I then went on to show that the Cape was by far the most sparsely-populated of the Provinces, and to urge that "if any differentiation at all in regard to the rate of subsidy is to be made between the four Provinces, such differentiation should surely be in favour of the most sparsely-populated Province." I returned to the charge at some length in my report for the following year. It is, therefore, of no avail at this time of day to allege that the Cape's plea for equal treatment is some new thing, born of its extravagance rather than of its need.

The financial systems of the four Provinces were thoroughly investigated by the Provincial Finances Commission of 1922-23. That Commission could not be suspected of any

desire to let the Cape off unduly lightly in the matter of educational finance; it was one of the South African equivalents of the famous "Geddes Axe" of England, and its membership was composed of one Cape economist, one Transvaal economist, and two Transvaal educationists. In my 1924 report I analysed the findings of the Commission and showed that, while the Commission was of opinion that savings exceeding £100,000 per annum could be effected in Natal and in the Orange Free State, and a saving of nearly £400,000 per annum could be effected in the Transvaal, it was of opinion that the Cape's *total* educational expenditure required at any rate a slight increase. Since the Commission published its report, neither the Provincial Council nor the Department has embarked on any adventures of extravagance in regard to education. The economies recommended by the Commission were carried out wherever they were at all of a practicable nature (*e.g.*, outright grants to European student-teachers have, as recommended by the Commission, been replaced by loans); and, further, some economies have been introduced which the Commission did not think of.

The fact is that the Cape subsidy was insufficient from the start, and was publicly and repeatedly stated by the Department to be insufficient. No valid argument has been advanced, or indeed can be advanced, for denying to the Cape what is readily given to the other Provinces of the Union. So far, the only answers vouchsafed to the Cape's protests have been (1) that the Cape was satisfied with its subsidy at the beginning, (2) that all of the public servants stationed in the Transvaal receive local allowances, whereas practically none of those in the Cape do. The first of these statements I have already confuted. As regards the second, several rejoinders are possible. Even though we take it as settled that local allowances are necessary in the Transvaal and unnecessary in the Cape, the cost of education in rural as well as urban areas surely bears no essential relation to the cost of living of a public servant in a large town. And, in any case, the local-allowance argument is vitiated by the fact that Natal—which, like the Cape, is a coastal and largely a non-local-allowance Province—enjoys along with the Transvaal the highest rate of subsidy paid to any of the Provinces.

It is earnestly to be hoped that the question of subsidy will soon be reconsidered, and that the Cape will receive the justice which is its due.

X.—CONCLUSION.

My term of office is speeding to a close. I indulge no fancy that this event will mark the end of a definite period in the history of education in the Cape. For I fully realise that, while something has been achieved, much still remains to be done. The consummation of many fondly-cherished hopes and carefully thought-out schemes has not yet been achieved. In the field of education, as in the sphere of most human activities, finality is never reached.

Suffice it then to know that one has at least assisted in laying the foundations on which other hands will build.

I have been one of the few privileged to attend all three Imperial Education Conferences so far held. These conferences, arranged at the instance of the Imperial Government, met in London in 1911, 1923 and 1927. They have been the means of affording a unique opportunity to the delegates from all the constituent parts of the great British Commonwealth of getting to know each other at first hand and of seeing the good that has accrued from the educational experiments tried elsewhere.

The outstanding lesson which these conferences have taught me as a South African educationist is that, while education is fundamentally the same everywhere, it yet is everywhere different. In other words, while the principles of education may be said to be the same all the world over, no country can, with impunity, borrow from any other country a ready-made system of education. Every country must, so to speak, work out its own educational salvation and solve its own problems in a manner best suited to its peculiar circumstances and requirements.

Regarded in this light, I believe that we are on the whole moving on right lines, as, I venture to suggest, the pages of this report and of previous reports tend to show.

Still one has constantly to guard in education, as in everything else, against the danger of becoming self-complacent and selfishly exclusive, as if there is nothing more to do and little else to learn. Our problems, admittedly, are so many and so intricate that we must look to education more than to any other agency for their solution, and in that process we must steadily watch changes and reforms that take place both at home and abroad. We must constantly readjust our system to the ever-changing conditions under which men live and work. In fine, we must keep abreast of the times. Otherwise there is grave danger, despite our national slogan, of South Africa not being first in the end but, like Lot's wife, turning into a pillar of salt and being left behind—stationary, solitary, stagnant—a country with a big future behind it!

To avert this, there must be the closest co-operation and the most harmonious understanding, born of mutual trust

and goodwill, among all who are actively engaged in the preparation of the youth for the duties and responsibilities of citizenship.

So far as the Provincial Administration is concerned, under whose general control and direction the Department stands, it has been my steadfast endeavour "to render unto Cæsar the things which be Cæsar's," and for many acts of kindness and assistance generously vouchsafed to me, I gladly pay my meed of thanks. During my long association, since Union, with the administration of public education, there has been little to mar the good feeling between myself as the responsible Head of the Department and "the powers that be" in the Province. Occasionally, however, and more conspicuously of late, signs have not been wanting of a tendency to interfere with the Superintendent-General in the exercise of his power under the law. I profoundly regret the restrictions which have been imposed upon the Department, as they appear to me to be a curtailment of the specific powers vested in the Superintendent-General by law and a departure from the long-established practice of the past.

Throughout my long term of service it has been my constant aim to keep education, as far as possible, out of the maelstrom of party strife, to protect the integrity and to maintain the impartiality of my high office, and to safeguard the solidarity of the teaching profession. I conceived it to be my paramount duty to approach the question of public education not from the standpoint of race, creed or colour, of Dutch or English only, but from the standpoint of Union, in the full consciousness that education is a matter that requires broad, sympathetic and statesmanlike handling.

With the local education authorities—the school boards and the school committees—the happiest relations have subsisted without a single exception. I have striven, as far as possible, to respect the rights vested in these bodies, never to interfere with "the inalienable rights" of the representatives of the parents in the selection and nomination of teachers, and above all never to stifle local effort and initiative in the interests of education. In my frequent visits to the country towns and rural areas, not merely have I been privileged to receive the kindly consideration and much-valued assistance due to my official position, but I have invariably enjoyed the genuine goodwill and proffered hospitality of local bodies and individuals.

Thanks to the spirit of mutual trust and confidence born of the practice of constant consultation, my relations with the teaching profession as a whole have been perfectly harmonious. Indeed, I make bold to say that consultation and co-operation with the representatives of the various teachers'

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associations have been the key-notes of my administration. To what extent this practice has proved a success, the record of achievement set out in the foregoing pages of this report will, I think, bear witness. More than anything else it has been productive of increased cohesion, professional strength and educational peace.

The increasing cost of education is a subject on which the tax-paying public cannot be expected to remain inarticulate. The annual estimates show conclusively that the expenditure on education is increasing from year to year. Fortunately, there have been a gradual extension of improved educational facilities and a proportionate increase in efficiency as a set-off against the additional cost. Moreover, let me ask, whether the cost of illiteracy, ignorance and indolence—the raw material of lawlessness, strife and revolts, of unemployment and poor whitedom—could ever be assessed in their dire consequences not merely to the public exchequer but to the commonweal?

In conclusion, a word about my staff. And first of all, I refer to my daily associates, the members of the administrative and clerical branches of the Department. To them I owe thanks for the diligent, unwearying and efficient way in which they have at all times discharged their responsible duties, whether as heads or as members of the various sections. I cannot recall a single instance where discipline had to be enforced either for insubordination or for slackness. On the contrary, I have again and again had to caution individual members against the danger of keeping the candle burning at both ends. The internal relations of the Department have been consistently characterised by exemplary loyalty to me as "the Chief" and by a spirit of true comradeship among the members.

My thanks are no less due to the members of the field staff—inspectors, instructors and other specialist officers. In giving guidance and direction to the work of the schools, in the inspection of the indigent homes and in the administration of school board offices, they form a powerful link between the Department and its large outside constituency, and are brought into direct touch with the governing bodies and individuals representing all shades of public opinion. The very nature of their work at times imposes conditions devoid of all home comfort, inimical to personal health and repugnant to good taste. As a body, the field staff has not been found wanting; individually, its members have fully justified the confidence reposed in them.

The weekly staff meetings, which are held at headquarters and are attended by the sectional heads and available members of the field staff, have largely assisted in developing individuality by training the heads of the branches for positions of trust and preventing them from working in water-tight compartments.

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REPORT OF THE INSPECTOR OF TRAINING COLLEGES
AND SCHOOLS.

MR. H. J. ANDERSON, M.A.

I. ADMINISTRATION.

During the past two years all the Training Colleges and Schools, European and non-European, were inspected by me in the usual way. I also attended the meetings of the Departmental Examinations Committee, and dealt in sub-committee with various Training School matters which were referred by the main committee. In December of 1927 I attended at Port Elizabeth the School Board Conference which was convened by the Administrator. In July, 1928, I attended an important conference on the Training of Teachers. Following on this Conference came a revision of the regular course of training for European Primary School Teachers, such revision being rendered necessary by the raising of the entrance qualification to Matriculation or Senior Certificate. This revision involved much Committee work of a specialist character. The new course is ready to come into operation in 1929. The work of reshaping and finally drafting the conditions for the Teachers' Bilingual Certificate has also occupied a good deal of my time and energy.

I desire here to thank most cordially my colleague, Inspector P. D. Rousseau, who during the past two years has conducted with great care and thoroughness the inspection and examination of the work in Afrikaans at the European and Coloured Training Colleges and Schools. It is hoped that it will be found possible to make his appointment to this work permanent. As I have previously urged, it is essential—in the interests of stability and uniform standards—that the same officer should for a period of years be made responsible for the Afrikaans examining in the Training Colleges. Inspector Rousseau and I were able to arrange for frequent joint inspections, with the result that an exceptionally high degree of uniformity was secured in language tests, including the tests for the Teachers' Bilingual Certificate. The Higher tests for that certificate have been materially raised in 1928. I may add that, at our joint inspections, my colleague and I discussed and compared carefully the arrangements made for work in each official language—in particular, the time given to the study of each language in the various forms required, the choice of books for class reading as well as for private reading (from the library), and the methods of language instruction employed (especially by way of conversational work and the "Direct Method"); further, the qualifications and fitness of the special language teachers for their duties were investigated and reviewed.

Inspection and Organisation.—Certain remarks made in the valuable report of the Education Advisory Committee, 1927, (p. 37, 6) seem to call for comment here. First of all, I should point out that much more, in the direction of general organisation and discussion of problems and difficulties, was possible for me formerly than in the last year or two. The number of training institutions (European and non-European) has greatly increased,

from 15 in 1908 to 33—more than twice as many—at the present time; and the number of student teachers has practically doubled, having risen from 1,659 in 1908 to 3,274 in 1928. Meetings of Departmental Examinations Committee, which it is essential I should attend, and the increase of necessary work on committees, etc., at headquarters, have also tended to reduce the limited time I once had available for visits of general inquiry and guidance. But it is the detailed organisation, control and testing of language work, in a developing system of bilingualism, which has of late years pressed most heavily on the Training Colleges and on myself.

I should like, however, to state here my view that I have carried out much more, by way of general organisation and supervision, than the Advisory Committee appears to have realized. The amount of such investigation and the need for it vary from centre to centre. Subjects which come up for discussion with Principal or Staff, generally at meetings held perforce outside inspection hours, are (apart from complicated language arrangements)—the condition of the buildings and the supply of necessary equipment, the state of the College grounds and the development of necessary playing fields, the discussion of the very important central Schemes of Demonstration and Criticism Lessons (to which no reference is anywhere made by the Committee) and the organisation of general teaching practice—hitherto a difficult and thorny problem, which the Advisory Committee's discussions and recommendations have, as I trust, rendered much more amenable to effective handling and solution. Further I should mention that I have contrived, at each centre, to inspect and review the written materials (examination tests and students' "scripts") in connection with the First Year and other "internal" examinations. This form of supervision I find to be at times most necessary. As regards "hearing teachers at work," which may easily become an irksome inquisition, my practice has been, as far as possible, to hear new Training College teachers (except when they take subjects examined by other officers of the Department) at work with a class; but, when once I have been satisfied of their competence, I have not gone on repeating this form of investigation.

II. EUROPEAN TRAINING COLLEGES AND SCHOOLS.

The total number of students in these institutions during 1928 was 1,237. The increase in the proportion of Matriculated (or Senior Certificate) students who enter on courses of training has been steadily maintained. The following table shows the number of entrants to the Primary Higher and to the Primary Lower courses during the past seven years:—

	P. H. First Year.	P. L. First Year.
1922	119	434
1923	176	355
1924	156	305
1925	256	304
1926	354	290
1927	373	245
1928	343	184

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In 1908 the number of students in European Training Schools was 670. It is evident that matters have been moving steadily towards the disappearance of the Primary Lower type of teacher, and a study of the statistics of supply and demand points to the same conclusion. The Education Advisory Committee was therefore on sound ground in recommending (Report, page 31) "that the Administration take early steps with a view to raising the qualifications for admission to any teachers' course to the Senior Certificate standard." I am the more reconciled to this change, which actually takes effect in 1929, because—though the "Primary Lower" course has in itself been improved out of all recognition since the old "P.T." days—the quality of students taking that course has in the last few years shown on the average a serious decline. I take it that secondary pupils of ability and ambition are not now-a-days content with anything under a pass in Matriculation or the Senior Certificate, as a conclusion to their school career.

For the new Primary Teachers' Lower Certificate (or simply the "Primary Teachers' Certificate," as it is likely to be called) the entrance requirement is therefore the possession of the Senior Certificate or its equivalent. This marks the conclusion of a long period of evolution in the training of teachers in South Africa. In 1908 the entrance qualification was Standard VI., and the course of training, though sound and practical, was limited in range and interest, the literary and cultural elements being almost entirely lacking. The new course of training, in the form which will apply from 1929 onwards, has been published in the Education Gazette (Oct. 25th, 1928). It is on the whole both practical (*e.g.*, in regard to the conditions of class teaching) and liberal. One feature of the course I consider to be of doubtful wisdom, viz., the increased number of subjects which will be tested by "internal" examination. On the side of language study the use of simple phonetics is being placed on a clearer basis. Further, the new conditions and procedure for Bilingual Certificate tests have been incorporated to ensure the proper working of these—a vital matter in a bilingual country. It is essential that one examiner should be responsible for all oral testing in an official language, and that the two examiners should examine together sufficiently often to ensure a common standard. Otherwise Bilingual Certification will once more become merely a farce.

In order to secure the new "Primary Higher" certificate, it is proposed that students who have the Lower Certificate should spend a year in some form of specialism, *e.g.*, the Infant School Teachers' Course.

I regret that it has not been found possible to agree that University Institutions should abandon the training of primary school teachers, as such work—involving much detailed instruction in methods—is in my opinion alien to the true function of a University and must in the nature of things be inefficiently carried out at such institutions. The Universities would do most for Education by directing their attention to the History, Psychology and Philosophy of Education, and to special research on scientific lines, for the benefit of advanced students and acting teachers.

Four training institutions are still severely handicapped in their work through the absence of a special "practising" or "model" school definitely attached to the Training College, *viz.*, the training centres at King William's Town, Oudtshoorn, Stellenbosch and Uitenhage. Further, only two or three centres possess or have been able to arrange satisfactorily for a "one-teacher" school. The condition of the Training College grounds at most centres is unsatisfactory, and it is specially so at Paarl, King William's Town and Wellington. The provision of fields for games and recreation is inadequate at most centres. The Grahamstown Training College, I am glad to say, acquired at its own cost a new hockey field. For the other Colleges, I await hopefully the "more generous treatment" in such matters which is recommended by the Advisory Committee (p. 36). At Grahamstown a fine new block of buildings has been erected, including music rooms and an excellent drill-hall; all this has been done with the aid of funds raised locally. I am pleased to report that a large and solid building, suitable for hostel purposes, has been acquired by the Administration for the Oudtshoorn Training College; attached to it are grounds which will be of great value for agricultural nature study. For the Cape Town Training College, the conditions in which as regards accommodation have been unsatisfactory for some time, a new site with a hostel and grounds has recently been acquired. At Steynsburg a much-needed Training School building has been erected during the present year (1928).

Education Advisory Committee's Report.—An important event of the year 1927 was the publication of the report of this Committee, which was appointed in 1926 by the Administrator of the Cape Province. In its terms of reference the Committee was called upon to inquire specially into language conditions in our system of education and also into the general working and efficiency of the Department's system of training for teachers. In both these directions, the Training Colleges are closely concerned. Though I feel it my duty, as the officer who has the fullest knowledge of our system of training, to comment on certain conclusions or recommendations with which I did not wholly agree, I wish to say that I warmly welcomed this able and valuable report. With most of it I agree most heartily. In essentials the Training Colleges and our system of training come with much credit out of a severe and searching inquiry. All reasonable people will agree that, in a difficult period—of rapidly changing conditions in the language situation and otherwise—the Training Colleges have adapted themselves successfully to their important functions and have done their work for the country faithfully and well. As for the immediate future, they will be helped materially—the Administration doing its share—by the clearing of the ground and the definite recommendations and guidance (the result of much hard and clear thinking) which the Advisory Committee has been able to give.

General Recommendations of the Committee (exclusive of Language).—It has cheered me in no slight measure to find that the Advisory Committee endorsed important principles for which I have long contended, often almost single-handed. I may mention specifically the following recommendations:—

(1) That every training institution must have its own demonstration (or "practising") school. (p. 36.)

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(2) That a one-teacher school should be an essential feature of the practice facilities available for all training colleges.

I am glad the Committee showed appreciation of the important service which has already been rendered by the Training Colleges in preparing teachers specifically for work in one-teacher and two-teacher schools.

(3) That all schools in training centres should be made available, by legal enactment, for purposes of teaching practice. (p. 43.)

The whole section on arrangements for practical teaching (pp. 40-3) is most valuable, and will be of great help to the Training Colleges. This is a matter which has engaged our attention for many years, as is shown by the return required (in S9), at each inspection, of various forms of Practical Work (*i.e.*, Teaching); but the whole problem has been hedged round with difficulties, many of which will I hope now, or very soon, disappear.

(4) That the staffs of training schools should be recruited from the ranks of successful teachers who have had adequate and appropriate experience.

Since the gradual disappearance of the old "P.C." type of teacher from overseas, it has become increasingly difficult (except as regards purely academic subjects, like History or Literature) to secure the type of teacher necessary in our Training Colleges, *i.e.*, the teacher who knows the Primary School and its practical requirements in detail. Of late the Training Colleges have been flooded with young graduates who can give no help at all in the central practical training of the students, simply because they have no effective training or experience in Primary School work themselves. It is very desirable that there should be some Departmental machinery by means of which could be selected—with the aid of Principals and Circuit Inspectors—teachers in schools who, besides being refined and well educated, have had exceptional success in the Primary School and so would prove valuable in the practical work of the Training College.

(5) That the training institutions shall receive generous treatment in regard to staffing, equipment and other services. One of the first essentials is to provide (where necessary) grounds and playing fields, and to give the required financial help, so that all College grounds may be properly cared for and kept in order.

There are, as already indicated, one or two of the Committee's recommendations in regard to which I felt some doubt and would venture to sound a note of warning. For example I do not think (Report, p. 37) that the elimination of unsuitable students, *i.e.*, in the First Year of Training, can safely or in fairness be deputed to the Training Colleges. There would, so far as I can judge, be no effective guarantee that the elimination would be carried out on a uniform plan or with an equal degree of stringency at all centres. I fear we must still rely largely on the Department's final examination (at the end of the Second Year) for the exclusion from the profession of candidates who are weak all round.

The principle (p. 34, b) that we should encourage initiative and independent thinking and action in our students is incontestable, and, as a matter of fact, there is at present (outside hours of class instruction) considerable opportunity for individual work, and

even "projects," in the Training Colleges. But one feels very doubtful about the drastic proposal to cut down by seven periods the amount of systematic or class instruction. It may be remarked first of all that class instruction does not mean exclusively "lectures." A great many of the class-periods involve practical works and individual effort on the part of the students. But the essential point is that effective training for Primary School work means, besides theoretical instruction, much detailed and systematic handling of a large number of subjects; and the course of training lasts only two years. Our Training Colleges realize their duty in this matter much more clearly than do certain other institutions, whose arrangements we should not be too anxious to copy. Yet even the Departmental institutions find it very hard to do justice to all subjects, especially of recent years when so much time and attention have had to be devoted to language. The very next section in the Committee's own report (p. 34, c) points out that in certain practical subjects the students' training is incomplete.

The proposal to introduce a definite course in Biology I should welcome as heartily, on its own merits, as the proposal to give students more time for individual effort and independent study. It would have great cultural as well as practical value. But I do not see how, in view of the demands made by more obviously "practical" subjects, time is to be found for a fairly elaborate course in Biology. We should safeguard at all costs the careful detailed practical training for which our Training Colleges have stood, up to the present. I think, too, that there is an even better case for enlarging the course in Geography and making it once more a subject of examination by the Department. Most of our students have had no instruction in Geography except the very exiguous and elementary course they had in their Primary School days.

Bilingual Training in the Training Colleges.—The report of the Advisory Committee deals fully with this matter, and further investigations have been conducted in the Training Colleges during the past two years. In my report for 1926 I sketched briefly the history of bilingualism and bilingual training in this Colony and Province, and I also tried to define certain principles which seemed to me to apply in this field of training. I propose now to give a succinct account of existing conditions and arrangements in regard to this matter in our training institutions, which will, I hope, show that the Training Colleges are doing everything possible to give equal treatment to both languages and efficiently to prepare bilingual teachers. It is my hope that, after this, the question of bilingual training will be left in peace for some time. It is not good for the bilingual plant to be dug up so very frequently for public inspection. I suggest that it be given a breathing-space for natural growth, and a fair trial. Moreover, as an intelligent visitor to our shores recently remarked, the mere mention of "language" or "bilingual" seems to create a mist in the South African mind, disturbing men's outlook and preventing clear and balanced thought and action in the educational sphere. Educationists at any rate are beginning to see that mere language has in South Africa gained far more than its proper share of attention, [C.P. 2—'29.]

to the detriment of education and the educative process viewed as a whole. I shall now attempt to give a brief objective review of what is being done in the Training Colleges to train bilingual teachers.

The language training of students in the Training Colleges falls under two main heads:—

- (A) The study of each official language (and its literature) "as such" or "as a subject."
- (B) Training in the use of each language for class-teaching purposes.

In both these directions it has been my aim and that of the Training Colleges so to organize matters that the two languages are treated on absolutely parallel lines. It should be premised that students do not all enter the Colleges with an equal command of their second language. For this reason, some students do their second language work on a "higher level," others on a "lower level" (cf. the higher and lower tests for the Bilingual Certificate).

As regards (A) it is evident that equality as between the two languages is quite practicable at all centres; and equality has in fact been secured as the Advisory Committee recognizes (Report, p. 27). To ensure this, liberal staffing is often necessary, so that "higher level" and "lower level" students—*i.e.*, as regards their second language—may receive instruction appropriate to their stage of advancement. Each language has the same amount of class time assigned to it, though—wisely enough—several Colleges give rather more time to the students' second language than to the first. Phonetics is used in teaching the pronunciation of both languages, though an authoritative set of symbols for Afrikaans is not yet available. All students study the history of English and of Afrikaans literature, but with stress on one or the other according to the students' choice. There is close parallelism, too, at every training centre, in regard to the amount of literary reading which has to be done in class in each language. It is true that there is here a real difficulty—which in the end must be honestly faced in all courses of language study and examination in South Africa—in arriving at anything like true equivalence in regard to content, difficulty and literary style and value in the books to be read. For this reason I would be in favour of maintaining, as far as possible, the reading—on the Dutch side—of a certain amount of Nederlands literature. Educationists may in time come to the view that strictly parallel arrangements should apply to the practical study of the two languages, but that in literary studies much more latitude should be allowed.

A point on which I have laid stress, in organising the students' literary reading in class, is that no books should be used, in either language, which in ideas, content or treatment tend to create or maintain antagonism between the two white races in South Africa; and in this matter I solicit the expert knowledge and judgment of my Afrikaans-speaking colleague. The supply of books for private reading, in English and Afrikaans, is by no means what it should be, especially in some of the newer centres. My colleague and I, with an eye to the needs of each centre, have given much guidance on the choice of suitable books. But liberal grants from

the Administration, for library purposes, in proportion to the number of students, are essential.

I turn now to the much more difficult problem of administration presented by (B), *i.e.*, the training of students in the use of each language for class teaching purposes. Three aspects of the problem have to be faced:—

- (1) The medium to be used for *theoretical instruction* in principles and methods of teaching.
- (2) The arrangements to be made for *demonstration and criticism lessons* in each language.
- (3) The arrangements to be made for the students' *general teaching-practice* in each language.

(1) has up to the present been left in the sphere of intelligent experiment. In some centres* both media are used in lectures and discussions on method; in others† only one medium (that best known to the students) is used, but "parallel terms" or equivalents are given in the second language, so that the young teacher may go out armed with the proper terms, as needed in the Primary School, in both languages. Personally, I favour the second of these ways, as the Advisory Committee also appears to do. This solution has the merit that it is applicable equally in the general course of training and in special or specialist courses, like the Infant School Teachers' course. It is interesting to note here that parallel terms in English and Afrikaans have already been prepared, through collaboration of Training College staffs and officers of the Department, in the subjects of Needlework, Woodwork and Physical Culture.

As regards (2) and (3) my recommendation to the Training Colleges always has been that they should aim at an equal amount of teaching, under each of these two headings, in each language. The Colleges have in face of many obstacles done their best in the matter, and they will do better in future if admission to schools for general practice is placed on a sounder basis; but it is difficult, and—as regards (3)—practically impossible, to secure exact quantitative equivalence. In regard to (2), out of the grand total of lessons included in the central Method Schemes, most institutions are able to arrange that half are given as Demonstration or Criticism lessons in one language, half in the other. But, if there are few children in the "Practising" School who speak the second language (*i.e.*, the second language for that particular centre), evidently the College must be content with somewhat fewer lessons in the second language. This practical difficulty has far more serious consequences in the case of (3), *i.e.*, the students' *general teaching practice*. At this point, the Advisory Committee (Report, p. 27, b) seems to me to be much less than fair to the Training Colleges. If only a small minority of children at a training centre speak the second language (as, *e.g.*, at Grahams-town or Steynsburg), how could it be otherwise than that "at some schools more time is given to practice in one language than in the other?" What can be done, and is done, even at these centres, is to ensure for the students full and adequate training and practice in teaching the second language as a language by the

* Grahamstown, Kimberley, Oudtshoorn, Paarl, Uitenhage.

† *i.e.* Cradock, Stellenbosch, Steynsburg.

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"Direct method" (*i.e.*, in a simple way, through the medium of the second language itself); and ability to use the Direct Method effectively is a matter of central and vital importance in a bilingual country. I should add here that, on mature consideration, I see some danger in the proposal of the Advisory Committee (p. 35, 7) that the practical teaching test in the candidates' second language should disappear. This would tend to make students attach less importance to their teaching work in the second language, and make it more difficult than at present to organise and insist on the fullest possible equality between the two languages as regards general teaching practice. The sound principle to follow would be to make a student's pass in Class Teaching depend on a certain standard, which he must reach in teaching through his home language; but marks should continue to be given for class teaching in the second language, and they should be included in the candidate's aggregate.

The Direct Method of Teaching the Second Language.—It is not perhaps inopportune to refer here to the fact that the principles and practice of the Direct Method, *i.e.*, the plan of teaching a new language through the medium of the language itself—have for many years received attention both in the European and the non-European training institutions. For my own part, as soon as bilingualism was legally established in the field of education, I set myself to study what had been written and done in other countries in the direction of second-language or foreign-language teaching, especially by oral methods; and I then discussed these subjects with the Principals of Training Colleges and suggested lines of action and experiment. The Training Colleges lost no time and took up the work with enthusiasm. The Berlitz and Gouin "methods" were very helpful and suggestive; but the books published by Mr. H. E. Palmer (now director of English studies in Japan), and especially his first treatise on "The Scientific Study and Teaching of Languages," proved to be the most valuable of all. In a few years time, the students at practically all training centres had seen the Direct Method in operation, and had themselves given lessons by that method. The unfortunate thing was that the Primary School course as yet made no difference in syllabus between the first and the second language, and so gave young teachers no lead in applying the oral method. Everything depended on the encouragement given by the local Circuit Inspector. Yet the new leaven has obviously worked. For the Advisory Committee, reporting on language in the Primary Schools (p. 25), states that "with very few exceptions the second language is taught by the direct method, English through English and Afrikaans through Afrikaans." But, if the work of the Training Colleges in this direction is to have its full effect in the schools, two things seem to me to be necessary:—

- (i) That all Circuit Inspectors should become zealots for the Direct Method and ask that it be used constantly and systematically in every school.
- (ii) That the Department should prepare, especially for the guidance of young teachers, a full graded series of oral lessons in the second language, extending over at least the first two years. (An excellent series of this nature, planned for Native schools, was published in the *Education Gazette* of July 21st, 1927.)

The reason for (ii) is that the Training Colleges, in a short course of training where so many other subjects have to be dealt with, can obviously include in the central Method Scheme only enough Direct Method lessons to illustrate essential types. It will so far help, that the Department has now published a definite syllabus of second-language work (English and Afrikaans) in the Primary School; but I hold that, as suggested above, a full detailed series of lessons is also necessary as a guide to young teachers and as a means of ensuring systematic and continuous work. I may end this paragraph by quoting a sentence from the report of the examiner (for 1927) on Principles and Methods of teaching in the Primary Higher examination:—"The question on the teaching of the second language in a country school was particularly well answered. It will certainly not be the Training Colleges that are to blame if this batch of teachers fail to make their pupils bilingual."

Medium of Instruction in General Subjects.—A brief reference to this matter will round off my account of language organisation in the Training Colleges. In the study of languages "as such," and in training students to use both languages in class teaching, it is evident that both languages must be employed. But in the study of a general subject of the course (even such a subject as School Method) only one medium need or perhaps should be used in teaching any particular group of students. The one essential condition is that the medium used, whichever it be, should be understood fully and without difficulty by the listeners. At present the law leaves the choice of medium for any subject of the course to the student. One might suppose that this freedom of choice would lead to endless complications, as it is conceivable that at every centre each class of students might fall into two groups (English-medium and Afrikaans-medium) for every subject of the course. Theoretically the staff of every Training College would in such a case have to be doubled, at very great cost to the State, to ensure complete freedom of choice to every student. Fortunately, in actual working, nothing so alarming occurs. There are twelve European Training Colleges and Schools, and the varied general-medium arrangements at these centres give students apparently all the choice of medium they want. At present, as regards this matter of *general medium*, the Training Colleges fall into three groups:—

- I. Centres where English is the medium for general subjects—Cape Town, Cradock, Grahamstown, King William's Town, Uitenhage.
- II. Centres where Afrikaans is the medium for general subjects—Graaff-Reinet, Stellenbosch, Steynsburg.
- III. Centres where both languages are used as media for general subjects—Kimberley, Paarl, Oudtshoorn, Wellington. This does not mean that both media are used in teaching any one subject; but that some subjects are taught through one language, some through the other (the subjects varying as between centre and centre).

It is interesting to note that, up to the present, students have often elected to proceed to a centre where their second language is the general medium. Thus we are told that "Afrikaans-speak- [C.P. 2—'29.]

ing students come to Cape Town for the purpose of improving their English, and they desire instruction through the medium of English." There seems to be no objection to this, provided (as already indicated) that these students have a sound command of their second language and understand it without difficulty. It might indeed be contended, with some reason, that, the more our students keep to home-medium (*i.e.*, using their home-medium) training centres, the less complete on the average will be their command of the second language and in consequence their bilingual training. But attainment in the second language is not the only matter to be considered.

III. NON-EUROPEAN TRAINING SCHOOLS.

There are six Coloured and fifteen Native Training Schools; and these account for 2,036 (almost two-thirds) of the total number of student-teachers who are being trained in the Cape Province.

(A) COLOURED TRAINING SCHOOLS.

In 1928 there were 529 students in the Coloured training schools, as compared with 502 in 1927 and 474 in 1926. The training of Coloured teachers is not confined to the training schools, and in 1927 there were 114 students taking the Primary Lower course in five mission schools, practically the same number of students as in the previous year. It is hoped that in the course of a year or two the work of training Coloured teachers will be completely concentrated in special training schools. In 1929 a Coloured Training School is being established at Worcester.

The quality of the work done in the Coloured centres is advancing gradually, but many of the students at entrance have had a very poor general education. The pass in Standard VI seems to be of very variable standard; and many of the students have a satisfactory command of neither official language. I should welcome the time when Standard VIII or Junior Certificate could be made the entrance qualification for the lower course of training; but this ideal is probably a long way off. It is hard to see how some of the young Coloured teachers who are sent out to the schools can do much to help their people on the path of intellectual progress or higher ideals of living.

It has also proved very difficult to secure in all cases capable and cultured teachers for work in the Coloured Training Schools. Up to the present, the Native Training Schools have been more fortunate in this respect. Yet there are individual principals and assistants in Coloured training institutions whose work deserves the warmest commendation.

The organisation of language study in the Coloured centres is receiving increased attention. In the absence of relevant legislation, my aim has been to organize language work as nearly as possible on the same lines as in the European Training Colleges. But the standard of attainment is of course much more elementary. As in the European centres, I make no attempt to interfere with the choice of general medium by the students, acting in amicable consultation with the Principal. Both official languages as such are studied by every student, and in the central Method Scheme and

the arrangements for the students' general teaching practice provision is made for lessons in both languages. In one important respect I think the existing syllabus should be amended, and I have written a special minute on the subject. At present "Reading and Recitation" in the second language has assigned to it only half the marks given to the first language, an arrangement made on the analogy of what obtains in the Native training course. I think the time has come to make the conditions in all respects parallel for the two official languages.

The syllabus in History for the Primary Lower course is proving too difficult, and I think it should be revised, simplified and brought into closer touch with the needs of Coloured students and pupils.

There is only one centre which makes provision for the Primary Higher course, and I am not at present satisfied with the quality of the work done in that course.

The authorities of the Battswood Coloured Training School (Wynberg) are to be congratulated on the promptness with which the new Training School building was erected. Full provision is made in it for Domestic Science and Manual Training subjects. At the Perseverance Training School, Kimberley, much has been done by the Principal and the students to improve and beautify the school grounds.

(B) NATIVE TRAINING SCHOOLS.

There are fifteen Native Training Schools, the largest group under my charge. The total number of student-teachers in these training institutions, during 1928, was 1,507, a decrease of 59 as compared with 1927. The total includes 13 students who took the Primary Higher course at Lovedale. Apart from the Training Schools, the Lamplough Mission School (Butterworth) had in 1927 25 Native girls taking up the First Year of the Primary Lower course.

The Native training institutions are financed and maintained, as far as buildings, management, etc., are concerned by the missionary Churches. Only the salaries of Staffs and certain maintenance grants are paid by, or at least through, the Administration. Both the State and the Native people are therefore deeply indebted to the Churches for their voluntary services in the field of Native education. In spite of the heavy expenses involved, important building schemes are being carried through each year at various institutions. At All Saints, in 1927, a fine new block was completed, including a larger dining-room and kitchen, with accessory rooms. At Blythswold a Domestic Science block was in course of erection; and at Emfundisweni considerable progress has been made in building the much-needed new girls' hostel. An excellent new Practising School was completed at St. Matthew's, and is now in occupation. The grounds of most Native institutions are kept in admirable condition, with the aid of students' work parties; and school gardening is being well organized and developed. Practically all Native girl students now receive a training in Domestic Science.

I am satisfied that, generally speaking, the work of professional training is being conducted very carefully and systematically in [C.P. 2-'29.]

the Native Training Schools. Language studies are well organized, and the students are well grounded in the essentials of the "Direct Method" as applied to the official language. Reference has already been made to the excellent series of lessons in oral English which was published in the *Education Gazette* (July 21st, 1927). This series was prepared by the Staff of the All Saints Training School; and other Native Training Schools, e.g., Mvenyane, have also prepared schemes of a very systematic and practical character. On the basis of these schemes, which are an outcome and development of the language section in the central Method Scheme at each centre, it should be possible to arrive at an authorized scheme of oral lessons, which with slight local variations could be put into operation in all Native Primary Schools.

Though there has of late been an improvement in certain areas, the standard of attainment, in the official language, of Primary Lower students entering on their course is generally speaking far from satisfactory. Fresh efforts to secure greater stringency, as well as uniformity, in the Standard VI oral and written language tests would appear to be necessary. It is hoped that Native Primary Higher students, as they pass out from their course of training, will do much to improve the language work in large Native Primary Schools where there are Standard V and VI classes.

PERSONAL.

The opportunity is taken to express warm appreciation of the notable service rendered to education by three ladies who retired, on reaching pension age, at the close of 1927—viz., Miss A. L. Collard, Camb. Science Tripos, Principal of Cradock Training College; Miss Janet McGregor, LL.A., Principal of Emgwali Native Training School; and Miss Gertruida J. Brink, Assistant Teacher at the Graaff-Reinet Training College. Miss Collard, after a distinguished University and professional career in England, came to South Africa fourteen years ago. Under her able and broad-minded guidance, the Cradock Training College acquired a high prestige in South Africa, not only for the thorough professional training given but even more because of the high cultural influences which were brought to bear on the students. Miss McGregor, who had her professional training and early experience in Scotland, came to South Africa in 1904. She did work of outstanding value in the field of Native education, both as an assistant teacher and (since 1911) as principal of one of the best of the training institutions for Native girls. Miss Brink deserves special mention here as one who has for many years been one of the most efficient and devoted teachers in the European Training Colleges.

REPORT ON AFRIKAANS IN TRAINING COLLEGES AND SCHOOLS.

INSPECTOR: MR. P. D. ROUSSEAU, B.A.

Afrikaans is well looked after in European Training Colleges and Schools. The teachers are able and devoted to their work. English centres like King William's Town and Grahamstown work under great difficulties, as some students join those institutions

without any knowledge of Afrikaans. In such centres the responsible teachers work very hard to prepare the students and the instruction is based on individual oral practice. Such students seldom become bilingual although marvellous progress is made. During 1928 a successful attempt was made to induce such students to make use of the Afrikaans books in the library. Most of the Training Colleges now have good Afrikaans libraries.

In the Schools for Coloured Students Afrikaans is still a weak subject though there was improvement visible at the close of 1928. With two exceptions the teachers are not academically qualified to do the work. Only the Athlone Training School, and the Perseverance Training School, Kimberley, have graduates who do the work. Coloured students require highly qualified teachers to take charge of the Afrikaans as their Afrikaans is uncultured. At present the requirements for Afrikaans are much lower than for English and much less time is assigned to Afrikaans on the official time table. As soon as the two languages are placed on the same level there will be improvement. During 1928 all the schools have acquired Afrikaans books for their libraries and the students the beginning to make use of them.

REPORT OF THE CHIEF INSPECTOR FOR NATIVE EDUCATION, MR. W. G. BENNIE, B.A.

As this is my last annual report on Native education in the Province, it seems an appropriate occasion for reviewing, not only the work of the past eighteen months, but also such progress and development as have taken place since the office I have the honour to hold was instituted.

The office of Chief Inspector for Native Education was created in January, 1921, as the result of a recommendation which the Native Education Commission of 1919, presided over by the Superintendent-General of Education, put forward as "one of its most important recommendations."

The Commission went fully into the system of Native education in the Province in all its aspects, and made weighty recommendations for its improvement in regard to both administration and content, and more particularly to the adaptation of the instruction in the schools to Native life and needs. One of the first duties to be undertaken therefore was to consider these recommendations and to carry them out as far as this could be done. Unfortunately, in the very month in which the new officer entered upon his duties, the Minister of Finance informed the Provinces that, owing to financial stringency, a stop must be put to additional expenditure on the development of education. As much of the reform recommended by the Education Commission lay in the direction of making education more practical, and emphasising the importance of industrial and agricultural education, all of which ordinarily involve expense, the additional difficulty thus created will be readily appreciated. Further, a substantial increase in the salaries of Native teachers was regarded by the Commission and the Department as one of the most necessary reforms to be carried out. The Treasury ruling made this impossible for the time being.

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It will be seen in the sections that follow that later on certain sums of money were made available for development and for the improvement of teachers' salaries; but these were quite insufficient to meet the development contemplated by the Native Education Commission, and desired by the Native people themselves. For eight years, therefore, the task of the Department in developing and enriching Native education has been very like the proverbial task of the Israelites, making bricks without straw.

STAFF.

In my report for 1926, I referred to the gain to Native education in the appointment of Mr. John Barnes, B.A., to the Eastern Pondoland circuit at the beginning of 1926. His sudden death in June, 1927, was a serious loss not only to Native education, into which he had thrown himself with characteristic energy, but to the Department as a whole. The Department was fortunate in obtaining the services of Mr. E. J. Spurway, late inspector of schools, to carry on the work of the circuit for the rest of the year. At the beginning of 1928, Mr. John E. Pope, B.A., who had had long experience in a Native training school, was appointed to the vacancy. At the same time Mr. H. S. Bowden, B.A., was appointed to the Engcobo circuit in a rearrangement of circuits necessitated by the retirement of Mr. W. Freeman.

At the beginning of 1927, two Departmental Visiting Teachers were appointed, Messrs. P. F. Kopo and A. E. Mbuya, both tried teachers of experience. These gentlemen are doing valuable work, and have fully justified their appointment. Mr. Mbuya has been specially helpful in the development of handwork. It is recommended that additional appointments of this kind be made as soon as the necessary funds can be secured.

SUPPLY OF SCHOOLS.

The number and classification of Native schools drawing aid during the third quarter of 1928, with the corresponding totals for 1926 and 1920 are given in the following table:—

	Train- ing.	Sec.	Prim.	Part- time.	Indus	Miss.	Total, 1928.	Total, 1926.	Total, 1920.
Province Proper	6	4	1	2	5	535	553	546	547
Transkei ..	9	2	—	—	8	1,089	1,108	1,080	1,062
Total, 1928..	15	6	1	2	13	1,624	1,661	—	—
„ 1926..	15	3	1	3	11	1,593	—	1,626	—
„ 1920..	14	1	1	3	9	1,581	—	—	1,609
Increase on 1926	—	3	—	—1	2	3	35	—	—
„ 1920	1	5	—	—1	4	43	52	—	—

The small increase in the number of schools, when in many areas the supply is wholly inadequate to the needs of the people, is a measure of the financial restrictions under which the Department has laboured in Native education. The Department has a

list of 134 schools that are being supported out of local funds or by the people, but which the Department cannot subsidise, as well as a list of 286 localities in which managers consider new schools are required.

The establishment of five secondary schools, additional to the single school of this kind existing in 1920, has been an important development, and will have far-reaching results. In the first place, there is an urgent need for better qualified teachers of at least the Native Primary Higher grade, the normal standard of admission to which is a pass in the Junior Certificate or Standard VIII. This standard is also required for admission to the South African Native College at Fort Hare, which has done invaluable work in preparing students for the College Teaching Diploma, granted after a two-year post-matriculation course of academic and professional training. Further, these secondary schools provide facilities for the post-primary education of those who desire to carry their education beyond Standard VI, but do not propose to take up teaching or a trade. Formerly, the only opening for such students was the course of training for teachers; and it was uneconomical, and otherwise undesirable, that the work of the training schools should be hampered by the presence of students who had neither the desire nor the aptitude for teaching. As the Department pays only two-thirds of the salaries of teachers in secondary schools, this important development has been secured at comparatively little additional expense, the whole vote for secondary education amounting to less than 1 per cent. of the expenditure on Native education. For the training of those who are to be teachers and leaders of the people, no educationalist can consider this proportion as otherwise than insufficient, in a system that has reached the stage attained by Native education in the Cape Province. Indeed, in order to meet the insistent requests of the people, the mission churches are driven to expend considerable sums in providing secondary teachers additional to those for whom they draw grants in aid.

In industrial education, there has been much greater development than is indicated by the increase in the number of industrial schools. A number of useful industrial departments, not strong enough yet to rank as schools, have been established in connection with primary schools. At the beginning of the year 1928, the training centre at Lamplough, Butterworth, at which first year normal students were trained, was converted into a girls' industrial school. This was filled as soon as it was opened, and promises to serve a yet more useful purpose than the institution it replaced. It has been decided to make a similar change at Buntingville, and to replace the training school by an industrial school for boys.

NUMBER OF PUPILS.

Enrolment.—The average number of pupils enrolled in Native schools under the Department during the third quarter of 1928, with the corresponding totals for 1926 and 1920 is as follows:—

	Train- ing.	Sec.	Prim.	Part- time.	Indus.	Miss.	Total, 1928.	Total, 1926.	Total, 1920.
Province Proper	766	246	354	125	200	47,624	49,315	43,363	
Transkei ..	755	43	—	—	216	77,117	78,131	76,770	
Total, 1928 ..	1521	289	354	125	416	124,741	127,446	—	—
„ 1926 ..	1618	164	306	165	376	117,504	—	120,133	—
„ 1920 ..	1799	57	280	196	252	108,796	—	—	111,380
Increase on 1926	-97	125	48	-40	40	7,237	7,313	—	—
„ 1920	-278	232	74	-71	164	15,945	16,066	—	—

*Figures not available for the Province Proper and the Transkei separately.

In comparing the average enrolment with the figures for 1926 and 1920, it is to be noted that in Native schools the statistics for 1928 refer to the third quarter, and for the previous years to the fourth, and that in Native schools the enrolment is larger in the fourth quarter than in the third.

Two further causes have tended to lower the average enrolment. In the first place, an unprecedented drought during 1927 and 1928 led to famine conditions in the districts of King William's Town, Victoria East, Fort Beaufort and Peddie. Efforts were made by the Government and the Churches to alleviate conditions, but even so school attendance was seriously affected.

Then, in certain portions of the Transkei, the progress of education has been much disturbed by the activities of the so-called "Dr. Wellington's" supporters. The propagandists of this movement succeeded in obtaining considerable sums of money from the people, and established a number of schools in direct opposition to existing mission schools. These have done much harm, not only in reducing the numbers and disorganising the work of old-established schools, but also in instilling into the children ideas of hostility towards the churches, which have done so much for the Natives, and towards all institutions that are in any way controlled by Europeans. The Department has dealt sympathetically with the schools affected, and done what it could to help managers and teachers to overcome the difficulties created.

In many schools, enrolment has had to be limited for lack of sufficient teachers to do the work. Many additional assistant teachers are required, but in spite of the Department's efforts, it has not been possible to secure the necessary funds.

In the above figures, of course, no account is taken of a large number of pupils attending schools supported either by local effort, or out of special funds.

Attendance.—The figures for average attendance during the third quarter of the year, 1928, are as follows:—

Province Proper ..	39,971, or 81 per cent. of the average enrolment.
Transkei ..	63,462, or 81·2 per cent. of the average enrolment.
Total ..	103,433, or 81·1 per cent. of the average enrolment.

In 1926, the percentages were 79.6 for the Province proper, 78.3 for the Transkei, and 79.1 for the Province as a whole. In 1921, the percentage of average attendance to average enrolment was 78.8 for the whole Province.

In the present conditions under which the Natives live, the attendance is not likely to show much improvement on these figures. Large sections of the Natives are very poor, and require the services of their children for herding, field operations, and (particularly in the towns) as wage earners. The Transkei General Council and other bodies have urged that the attendance of Native children should be made compulsory where schools are provided. Careful consideration has been given to the question, but it does not appear that compulsory attendance could be enforced at present, even in the urban areas; and this not only because of the circumstances of the people, but because existing schools are largely over-crowded and under-staffed. As the Department cannot provide additional accommodation, or even contribute to this by way of a rent grant, and cannot provide additional teachers, compulsory attendance is at present not possible.

ATTAINMENT OF PUPILS.

Statistics of the number and proportion of pupils presented at inspection in the several sub-standards and standards of the primary and secondary courses are given below. For clearness, separate totals have been given for the sub-standards, the standards of the primary school, and the secondary standards. The percentages are calculated upon the whole number of pupils presented, and the percentages for 1926 and 1921 are given for purposes of comparison.

	No. of Pupils.	1928.	1926.	1921.
		%	%	%
Sub-std. A.	39,956	38·5	40·9	42·7
Sub-std. B.	17,886	17·2	16·9	15·4
Total in Sub-stds.	57,842	55·7	57·8	58·1
Std. I.	15,059	14·5	14·1	13·1
Std. II.	10,943	10·5	9·8	9·9
Std. III.	8,957	8·6	8·1	7·9
Std. IV.	5,570	5·4	5·2	5·7
Std. V.	2,958	2·9	2·9	3·2
Std. VI.	2,196	2·1	1·9	2·0
Total in Prim. Stds.	45,683	44·0	42·0	41·8
Std. VII.	194	0·2	·08	0·1
Std. VIII.	63	0·06	·05	0·02
Total in Sec. Stds.	257	0·26	·13	0·12

Study of this table gives food for thought. The proportion of pupils in sub-standard A. is excessive, and clearly shows the urgent need for more women who really know how to teach beginners effectively. Teachers will usually attribute the lack of progress in this class to irregularity of attendance; but this

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itself is often due to the teacher's own dull methods of instruction. The only satisfaction in this connection is that, as a result of persistent effort, the proportion of pupils in sub-standard A. falls steadily, if slowly, year by year, and that the percentage has been reduced by 4.2, since 1921.

Reduction in the sub-standards is reflected in a steady increase in the primary standards. The proportion of pupils in standards IV, V and VI, however, is practically stationary. This result is not unexpected, for the following reasons: (1) it was found in 1921 that a large number of pupils were going to the training and secondary schools quite unfit to undertake the work they were set to do, and in the interval there has been a steady raising of standard in the upper classes of the primary school; (2) the economic position of the Native has undergone a great change for the worse in the last few years, with the result that a large number of boys and girls, who should still be at school have been sent out to earn money, or have been taken from school to allow one or other of the parents to go out. And, if the proportion of pupils in the upper classes has not increased, there is the satisfaction of knowing that they have received an education much more useful and suited to their needs than their brothers and sisters, who were in these standards eight years ago. The figures relating to secondary classes should go far to re-assure those who fear that Native education is going too fast. Of 10,000 Native children in the primary and secondary schools of the Province, 5,570 are in the sub-standards, 4,400 are in the primary standards, only 26 are in the secondary standards and six are in the final year for the Junior Certificate. With this, link the fact that, on a rough estimate, only 43 per cent. of the Native children of the Province are attending school, and the statistics will show how very, very slowly large masses move, and what need there is for patience.

TEACHERS.

From the following statistics, showing the number of teachers employed during the second quarter of 1928, it will be seen that the percentage of certificated teachers is steadily improving:—

	Certificated.			Uncertificated			Total.			Percentages	
	Men.	Wo-men.	Total	Men	Wo-men.	Total.	Men.	Wo-men.	Total	Certi-ficated	Men.
Prov. Proper	634	409	1,043	44	104	148	678	513	1,191	88.7	56.9
Transkei ..	1,268	735	2,003	74	157	231	1,342	892	2,234	89.7	60.0
Whole Prov.	1,902	1,144	3,046	118	261	379	2,020	1,405	3,425	88.9	58.9

In 1921, the percentages of certificated teachers were 69.3 in the Province Proper and 68.1 in the Transkei. There has, therefore, been a gratifying advance in respect of the qualifications of teachers. The rate of improvement has of course been accelerated by the restrictions placed upon the opening of new schools, and the appointment of additional assistant teachers, which naturally limited the demand. This limitation shown in

a previous table is clearly reflected in the reduced number of students in training schools.

It is earnestly to be hoped that means may be found to allow of the appointment of additional teachers. The Department is almost daily faced with cases of under-staffing so serious as to make the work of the teachers excessively burdensome, and to make satisfactory results almost impossible. For example in one school near Port Elizabeth, two teachers are responsible for 211 children; and at another, in the Vryburg division, one teacher has 87 children on his hands; and there are many similar cases. In a few instances, the people themselves out of their poverty pay the salary of an additional assistant, but naturally, having paid their poll tax, which they understood was to lead to increased facilities, they do this grudgingly.

The matter of teachers' salaries has been before the Department continuously for the past eight years. It was recognised by the Native Education Commission that the remuneration of teachers was wholly inadequate, especially when compared with the remuneration of men of similar or lower attainment in other posts. The Department and its officers have in the meantime made urgent and repeated representations, first to the Administration and later to the Native Affairs Department, with a view to having teachers' salaries put on a satisfactory basis. In 1921, the Transkei General Council, having been relieved of the charge previously borne by it for fees in mission schools in the Transkei, generously voted an annual bonus of 20 per cent. to be added to the salaries of Native teachers in the Transkei and bore the charge until relieved by the Native Development Account in 1926. The Administration did the same for teachers in the Province Proper. This bonus amounted in the two sections of the Province to about £31,000 in April, 1928, when it became merged in salaries. In 1923, an additional amount of £31,000 was made available by the Native Affairs Department (as an advance against the Native Development Account to be established), which was devoted to removing anomalies in salaries that had existed since the Provincial Council made itself responsible for teachers' salaries in 1920. In 1927, a small sum of £1,700 became available to deal with the salaries of teachers who had been raised in grade, either by taking additional training or on the grounds of long and successful service; and as from the 1st April, 1928, the Native Affairs Department placed £16,000 at the disposal of the Province to bring salaries that were below the minimum of the Union scale of salaries for Native teachers up to that minimum. In all, therefore, an amount of £79,700 has been devoted to the improvement of teachers' salaries in the last eight years. This is a considerable sum of money, but it must be borne in mind (1) that the number of teachers is large, and (2) that the salaries that were paid to teachers in 1920 were miserably small, when a certificated teacher in the Transkei, after a three years' course of training, began work at £3 10s. a month. So far, only the minimum of the Union scale is provided for; but the teacher who most deserves consideration, is the teacher of long service who has a family to educate. Efforts to secure funds that will enable the Union scale to be applied with the increments due for long service should therefore be continued.

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In this connection should be recorded hearty appreciation of the patient and loyal attitude the Native teachers of the Province have preserved, and still preserve, in their long wait for a really adequate scale of remuneration. They have seen, first the salaries of European teachers, and then those of teachers in Coloured schools, raised to a satisfactory level, while their own salaries have remained stationary or increased by small degrees; but this has not led them to vary from an attitude of consistent loyalty to the Department.

An unpleasant part of the duties pertaining to the post I hold is dealing with cases where for various reasons disciplinary action has to be taken against teachers. The Native teacher, especially if he goes to an area largely inhabited by heathen Natives, is subjected to many temptations. He is often the only person of any education in the community, and not only suffers from lack of companionship that would maintain and reinforce the degree of culture received at the training school, but is also subjected to the strong retrogressive influences of a community at a much lower stage of development than his own, and often of pernicious heathen customs. He therefore deserves the most sympathetic consideration. On the other hand, his position is one of influence and responsibility. In particular, the interests of the children for whose training he is so largely responsible must be safeguarded. For these reasons, it is imperative that those who fail to stand the test should be removed. This has sometimes created in the minds of teachers an impression that the Department is unsympathetic. It is satisfactory, therefore, to find that, under the influence of enlightened leaders, Native teachers' associations are realising that action taken by the Department is not arbitrary, but necessary in the interests of the children, and also in the interests of the profession to which they belong.

A problem that often arises in the administration of Native schools is the problem of the old teacher. It is found that many lose energy and interest in their work before the age at which they are allowed to retire on pension. Probably the reason for this is the effect of a sedentary occupation on people of a race that for generations lived an open-air and active life. In some cases, also, it is probable that malnutrition is responsible. Whatever the cause, the question often has to be considered, for how long the interests of the children and the school are to be subordinated to the interests of the individual. It seems to me that it would be wise to alter the law in the direction of making it possible to retire such teachers five years earlier than is now permitted.

Much good has been done by vacation courses organised by the Department, usually during the Easter and Michaelmas vacations. These have been attended by large numbers of teachers, commonly from 100 to 250; and by the disinterested services of Departmental officers, they are run at little cost. The lecturers are men and women of experience who give of their best. The teachers have invariably been keen to profit by the help given, and the result has been a better understanding of the true aims of education, and better methods of teaching.

TRAINING OF TEACHERS.

Up to and including 1921, the course for the training of Native teachers led up to what was known as the Third Year Junior Certificate. This was virtually the old course of training that was at one time taken by all, European, Coloured and Native alike.

When in 1921 a new primary course for Native schools, based on the recommendations of the Native Education Commission, were issued, it became necessary to prepare courses for teachers who were to carry out that course in their schools. A syllabus for the Native Primary Teachers' Lower Course was drawn up, published for criticism, and revised by a committee on which training school teachers were represented. The course is mainly designed to qualify teachers for giving instruction in the ordinary Native mission school going up to Standard IV.

As the new primary course was widely divergent from the old, so the new normal course involved very considerable adaptation in the work of the training schools. Native languages and physiology and hygiene claimed much more attention; a course of simple nature-study and science was introduced; woodwork and drawing were modified in the direction of greater adaptation to the needs of the Native school; various forms of Native handwork were made part of the course; and gardening (for boys) and housecraft (for girls) became subjects of instruction and examination. This threw an additional burden on the training schools, in respect both of finance and of effort. Material had to be found for handwork; ground had to be set aside and fenced for gardening; tools and equipment had to be provided; and class teachers had to instruct the students and supervise their practical work. For instruction in housecraft, as the Department in the first instance had no funds for development, managers were asked to make the best arrangements they could, to have the girls instructed by ladies in the institution, in the elements of cookery, laundry and housewifery. It was not until 1925 that the Department was able to pay the salaries of qualified teachers of housecraft in training schools and provide an equipment. The responsibility of providing a cookery room fell entirely on the institutions. The way in which managers and teachers alike responded to the Department's call merits generous recognition.

The first year of the Native Primary Lower Course was begun in January, 1922, and by December, 1924, the first products of the course passed out of the training schools.

To provide teachers qualified to teach the work of Standards V and VI more satisfactorily, the *Native Primary Higher* course was instituted. The normal standard of admission to this course is a pass in the Junior Certificate or Standard VIII, but students who pass the Lower Course in the first grade, and are recommended, may also be admitted to the final year. Classes for the final year were opened at Healdtown and Lovedale in January, 1923, and the examination was held for the first time in December of that year. Owing to the small number of candidates offering, the Healdtown authorities discontinued the class at the end of the year, and for the last five years the course has been taken only at Lovedale. As a result, however, of the opening

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of additional secondary schools (some of which take courses specially planned to prepare them for the higher professional training) it is hoped that Healdtown may resume the Higher Primary Course before long. Hitherto, too few students have come forward from the secondary schools, the call of the South African Native College being too strong; but a fair number now in the secondary classes have selected courses that definitely lead up to the Primary Higher Course.

The third teachers' course to be established was the *Native Infant School Teachers' Course*—a course of one year to be taken subsequently to the successful completion of the Native Primary Lower Course. It has long been realised that the least satisfactory part of the Native Primary School system is the infant department, and that, owing to defective teaching, large numbers of pupils remain far too long in the substandards. The aim of the Infant School Teachers' Course is to give women who have an aptitude for infant school work a year of intensive training on the best methods to be employed in the initial stages of children's education. The Department, being unable for lack of funds to provide an additional teacher for this course at any training school, was grateful when the authorities of the All Saints' training school undertook in 1926 to open a class for the purpose without cost to the Department. The number of students taking the course has hitherto been small, but the work of those who have gone through the training has abundantly justified it. The progress of children in the substandards in mission schools would be greatly improved were there a large number of these teachers.

In view of the importance attached to housecraft training for girls in Native schools, to do for them what is done for the boys in gardening, it was decided in 1927 to establish a two-year course to qualify women, who had successfully completed the Native Primary Lower Course, to give instruction in cookery, laundry and housewifery in elementary schools, or to act as assistant teachers in the instruction of girls in industrial and training schools. In January, 1928, the authorities at Lovedale made the necessary arrangements for establishing the *Housecraft Teachers' Course* without additional cost to the Department. Eight students—the limit fixed by the Department for the size of a class—then began their training and should pass out in December, 1929.

The Department has established no course of training for specialist teachers of gardening and agriculture, but those who have successfully completed the Native Primary Lower Course, and also a two-year course at either of the agricultural schools maintained by the Transkei General Council, receive appropriate increments for the additional qualification.

The new teachers' courses have on the whole proved satisfactory, and the broader and more practical training given is reflected in the work of the students when they become teachers. At the same time, I cannot help feeling that it would be of great advantage if the three years of the Native Primary Lower Course were devoted to the work now prescribed for the second and third years, with possibly the addition of elementary mathematics

and very simple study of the child mind. This would mean that the preparatory work now done in the first year would have to be done in the practising schools. Additional teachers in these schools would of course be necessary. As soon as funds for the purpose can be obtained, I consider that a change should be made in this direction. The additional year of residence under the disciplinary and cultural influences of a missionary institution in itself would be invaluable in strengthening the characters and developing the minds of students.

The addition of elementary science and nature-study to the normal course was a valuable one, particularly for a people whose ancestors made no enquiry into the causes of natural phenomena, but attributed all these to the supernatural world. The subject is included in the annual written examination; but moderation of the results, in the light of an oral examination of the class and investigation of the methods employed in the teaching, is carried out in order to ensure that the aims of the course are maintained, *viz.*, to train the pupils by practical experiment and demonstration to enquire, to observe and to reason for themselves from cause to effect. In previous years, I had to undertake the inspection of this work myself, but in 1928, it was arranged that it should be done by Inspector Storey, who has special qualifications for it. I would record my indebtedness to Mr. Storey for the relief afforded, and the appreciation by the training schools of the help his expert knowledge and experience have enabled him to give them. Inspector Storey undertook the inspection also of gardening and drawing, with equally happy results.

The number of candidates from the training schools of the Province who took the examinations of the Department in 1928, and the number who succeeded, were as follows:—

Total No. of candidates	N.P.L. 1.	N.P.L. 3.	N.P.H. 1.	N.P.H. 2.	N.I.S.T.
616	458	6	8	3	
No. who succeeded	378	313	6	7	3

In the second year of the Primary Lower Course, the students are promoted on an internal examination.

In addition to the above, 49 candidates entered for the Native Primary Lower examinations from the training institutions of Basutoland.

It would not be right to conclude this section without referring to the whole-hearted manner in which the staffs of the various Native training schools have assisted the Department in carrying out the teachers' training courses, and to the help given by the authorities of the institutions in meeting the additional calls made on their financial resources, and particularly to those that have made it possible to institute the Infant School and Housecraft Teachers Course without additional aid from the Department.

SECONDARY EDUCATION.

The need that existed for the development of the secondary education of the Natives in the Province, in order to provide more highly qualified teachers, and to train those who are to be the leaders of Native thought, has already been referred to.

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In 1921, the only secondary school for Natives was at Lovedale, and this consisted of but 57 pupils. In 1922, a circular was sent to the churches with the largest numbers of schools. *viz.*, the Anglican, the Presbyterian and the Wesleyan, pointing out the need for additional secondary schools. It was suggested that each should have a secondary school in the Ciskei and in the Transkei respectively. For lack of funds, nothing could be done by the Department until well on in 1925. At the beginning of that year, however, under great pressure from the people of their church, the Healdtown authorities opened a secondary school at Healdtown at their own expense. When money became available, the Department was enabled to contribute to the salaries of two teachers in this school. In January, 1926, the Anglican church opened a secondary school at Umtata, and at the beginning of 1927, secondary schools were opened at St. Matthew's, Clarkebury and Tigerkloof. As the whole of the East Griqualand area was left unprovided for, it was proposed to start a secondary school in some central position of that area, under the joint control of a committee representing the various churches concerned. Financial circumstances, however, required that this should be dropped.

In these schools, the Department contributes only two-thirds of the teachers' salaries, and the balance must be made up locally. This renders it necessary to charge substantial fees; but, in spite of this, the number of students is steadily increasing, and the increase will be much accelerated by the decision of the Transkei and Pondoland General Councils to provide every year seven and three bursaries respectively to enable pupils who have passed standard VIII to proceed to the South African Native College at Fort Hare.

In 1921 the question was considered whether a special secondary course should be provided for Natives, but it was felt that the wide option of subjects allowed in the course for the Departmental Junior Certificate rendered this unnecessary. Many of the pupils in the secondary schools take courses that embrace practical subjects, like agriculture, needlework, housecraft and commercial subjects.

INDUSTRIAL SCHOOLS.

The demand for the services of trained craftsmen among the Natives is not yet large, and the trend of the recent legislation is to discourage the employment of Native tradesmen in work for Europeans. These facts, together with the shortage of funds, have prevented any great increase in the number of industrial schools for Native men. Also, in the existing schools it has been urged upon the school authorities that the Department expects them to train apprentices as far as possible to be independent tradesmen working among their own people; and that to this end suitable instruction should be given in business correspondence, simple book-keeping, costing, purchasing material and marketing. As a step in this direction, for example, in the tailoring department at Tigerkloof, the apprentices are allowed to take orders from their friends for execution in their spare time; they thus gain additional practice in all the branches of the work, and valuable experience in purchasing and selling.

A beginning has been made with a new course, which for want of a better name, is called the *Handyman's Course*. This does not aim at turning out tradesmen, but at giving those who are to live on the land a training that will enable them to build a simple house, to make simple furniture, to mend their waggons and ploughs, and to cultivate their ground intelligently. The course was instituted as an experiment at Clydesdale, and the Instructor of Manual Training reports favourably on the progress of the apprentices. If funds can be secured, this course should be established at a number of other centres.

There has been very considerable development in the training of girls in industrial schools. In view of the economic conditions among the Natives, and the importance to the race of having better kept homes, great attention is paid to housecraft. The course taken has been entirely remodelled, to bring it into closer relation to Native life and needs. Emphasis is laid upon simple cookery and housewifery, and the girls are taught to grow vegetables and, where it is possible, to keep fowls. They are also trained in measures of thrift, e.g., planning cheap meals, making equipment and utensils for the home out of packing cases, canvas and tin, and the making of little boys' suits out of old flour bags, dyed and made up at a cost of one shilling a suit.

As a result of training received in the St. Cuthbert's spinning and weaving school, many girls have taken spinning wheels home, and spin yarn which they sell to the weaving school or make up themselves. Others again go to the length of buying looms, and weave their yarn into material, while some of the more enterprising have on their own initiative opened schools at which girls of the district are received as boarders, and trained in spinning and weaving. Three of these schools have been taken over as departments of mission schools, and seem to have no difficulty in obtaining pupils or disposing of their finished work. Applications have been received from other centres, but it seems desirable to try the experiment a little longer before extending the system.

In the beginning of 1928, a gentleman who had made a special study of weaving in its various forms, was appointed at Tigerkloof to give instruction in spinning and weaving, and more particularly to see what could be done to develop simple forms of weaving with home-made apparatus and local Native wool. Valuable work has been done here, and the girls may be seen producing useful fabrics on simple looms, home-made at little cost. On returning to their homes, these girls should be able to secure with local wool a much better return than would be yielded by selling the raw material to a trader.

For the teaching and development of basketry, not only from osiers, but also from material collected in forest and veld, a basketry department was opened during 1928 at Baziya, in the district of Umtata. For the establishment of this useful centre, great credit is due to the Rev. W. Blohm, who has for some years been working to make this possible.

At both these centres—Tigerkloof and Baziya—it is understood that instruction of the apprentices is only part of the aim, and that experiment with a view to further development is expected.

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PRIMARY EDUCATION.

Up to the end of 1921, the curriculum in Native Primary schools was the same as in European and Coloured. One of the first pieces of work to be undertaken was therefore to prepare a primary course for Natives on the lines suggested by the Native Education Commission. Its recommendation was that, while "no lowering of the standard of Native (as compared with European education) in principle or in practice should be contemplated. . . the language of the pupils, their home condition, their social and mental environment, their hereditary, tribal or racial instincts and their future position and work in the country should be considered." This meant that the new syllabus should be closely related to the experience and the life of the Native child, and to his future needs; and the instruction should be practical, linked at every stage with the ordinary life of the child, and adapted to prepare him as far as possible for his after life. The child should feel that education deals with realities, and not with mysterious processes and things remote from his daily life. This aim has been consistently impressed upon students in training at the training schools, and upon teachers at teachers' meetings and vacation courses.

A draft syllabus on these lines was prepared and published for criticism and suggestions in September, 1921, revised by a committee including representatives of teachers, and brought into operation in January, 1922. In 1927, the syllabus was revised in some of its details, and the statement of requirements amplified as regards industrial training, in the light of five years' experience.

The chief features of the syllabus that were new were (1) that instruction should be given in the home language, until the pupils were able to grasp instruction in the official language, but that, in preparation for the second stage, the official language should be taught orally from the lowest class upwards; (2) that children should first learn to read their own language, and should begin reading the official language only when they have some knowledge of it conversationally; (3) that in all subjects and all points, the instruction given should be related to the child's daily life, in order to make it real; (4) that much attention should be paid to religious and moral training, both in practice and by simple instruction; (5) that every child should be taught hand-work, the scheme adopted being based on the simple home industries of the Bantu, using as far as possible natural material obtainable locally; (6) that the principles of agriculture should be taught to all boys through the medium of school gardening, and that as far as possible arrangements should be made for the instruction of girls in simple housecraft; (7) that attention should be paid to nature-study, in order to arouse a spirit of enquiry and to encourage habits of observation.

The new course met with a very mixed reception. While educationalists welcomed the changes, a large section of the Natives, including many teachers and even some European managers, looked askance at the new course, on the grounds (1) that the official language would suffer by the additional emphasis laid on the Native language; and (2) that such subjects as

handwork and gardening were out of place in the primary school. Some also considered that the course would result in an inferior education being given to the Natives. Every opportunity was taken, however, to impress upon the teachers and the people that the principles underlying the changes were principles everywhere accepted in all educational developments in the educational world. I am glad to be able to report that, though the process of conversion was slow, it is almost complete, and that in areas where industrial training was most opposed, there is now a desire for its extension.

The new course with its requirements in gardening and hand-work necessitated additional effort and expenditure. Towards the additional expense, the Department could make no contribution. Ground for gardens had to be secured and fenced, and tools had to be obtained without grants from the Administration. In respect of the ground, the Native Affairs Department gave assistance, in granting permission to occupy Crown land wherever it was necessary. Teachers organised concerts, headmen made collections, managers contributed from mission funds, and gardening became a subject of instruction in several hundreds of schools. It was only in 1926 that the Department was enabled to provide a very simple equipment of tools. The response made by those concerned to the Department's call has been extremely creditable, and is but one more instance of the fact that the Native is ready to make real sacrifices in his upward path to civilisation. In spite of the fact that many of the Native schools are in towns or among farms, where land is unobtainable, and that others are in arid regions bordering on the Kalahari, where water is unobtainable, gardening is now being taught in 1,180 Native schools. In 222 other schools land has been secured, but preparations for actual instruction have not been completed. Where the subject is well taught, the interest created has spread to the parents, who have begun the growing of vegetables that they never thought of growing before; and by the sale of the garden products, funds are obtained that enable managers to add to the equipment or to effect minor repairs to the buildings. Tree planting has been taken up in 248 schools; this should add greatly to the appearance of the school sites and the comfort of the pupils.

In Native institutions, where there is a qualified teacher, instruction in housecraft is given to the girls in the upper standards of the practising schools. It was felt, however, that the subject had so important a bearing on the life of the people, that an effort should be made to introduce it in some simple form in a few of the larger outlying elementary schools. On the recommendation of the Instructresses, a dozen or more centres of such instruction have been selected, where there are teachers on the staff who have had some training in housecraft. A very simple equipment of two pots, a saucepan, a kettle and a few other necessary utensils, such as would be used in a Native home has been supplied on the understanding that a room or hut is provided by the people. With the help of the Instructresses, a scheme of simple lessons has been drawn up, so that, while the boys take gardening, the girls take housecraft. If the experiment succeeds, as I think it will, the system should be

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extended ultimately to all schools taking Standard VI. That the Natives are growing to appreciate the value of such instruction is shown by the fact that at one school, where no one on the staff is qualified to give instruction, the people have at their own expense engaged a girl who has been through an industrial course, to teach the senior girls of the school. Housecraft is now taught in 34 schools.

For handwork, local material obtained in the veld is expected to be used. In towns where natural material is unobtainable, tin work, using for material old paraffin and other tins, work in bone, and the making of toys and home-made equipment from empty packing cases, are substituted for native handwork, the finished articles being sold to provide additional material or equipment. At various exhibitions that have been held, a steady improvement in the quality of the work done has been noted. At the end of 1928, some form of handwork was taken in practically all Native schools, the exceptions being a few schools where difficulties connected with the provision of material had not been overcome. The number of schools taking the various forms of handwork were as follows: bench woodwork, 18; simplified woodwork (including carving) 206; tinwork, 197; grass and rush weaving, 1,522; work in aloe fibre, 841; in wool, 58; in leather, 3; in bone, 177; in clay, 940; in horn, 31. In only 39 schools, chiefly situated in outlying arid regions, is it reported that the teacher has not been able to procure material for handwork.

In the development of handwork the Instructresses of Needlework and Mr. A. E. Mbuya have given invaluable assistance, and Miss Ida Nqoloba, who showed special aptitude in the work, also did good service in helping teachers for a week or a fortnight at a time in schools where assistance was required.

The development of handwork would have been easier had it been possible to appoint a man with special qualifications as departmental instructor of handwork, who could give his whole time and attention to the instruction of the teachers, the improvement of the quality of the work, the investigation of material available in the various parts of the country, and the marketing of finished work. I would urge the desirability of such an appointment as soon as funds can be provided. This would have the further advantage of giving much-needed relief to Departmental Instructresses of needlework and housecraft, leaving them more time for the development of the branches to which they were specially appointed.

Physiology and hygiene receive much attention in the training schools and at vacation courses. Native teachers owe a deep debt of gratitude to Dr. E. M. Chubb, Medical Inspector of Schools, who time and again has given up her vacation in order to lecture to teachers, and whose lucid lectures have always been a special feature at the courses in which she took part. Dr. Chubb has added to the debt by preparing an adaption of her book, *Our Bodies and How They Work*, for use in Bantu schools. This is published by Messrs. Longmans at a specially low price, and has been translated into Xosa by the Rev. J. Henderson Soga; the Xosa edition should be available early in 1929.

In view of the limitations of the Native languages in education beyond the lower standards, and the importance to the child of

having a practical knowledge of one of the official languages, much time and thought have been bestowed upon the teaching of English. Teachers in training schools and inspectors have rendered yeoman service by framing suitable schemes for oral instruction in the language, and demonstrating how it should be given. And in order to raise the standard of attainment in the upper classes, with the co-operation of inspectors and teachers, a series of marked tests in English composition were prepared and circulated among the field staff. By these and other means, there is reason to think that the standard of English in the primary schools has been raised considerably; but a great deal more must be done before the standard is satisfactory.

In the Native language, readers have been improved and better standardised. In Chwana, however, there is need for a good series for Standards II to VI.

To meet the new requirements in arithmetic, it is necessary now to use quadrilingual test cards up to Standard III—in English, Chwana, Sutu and Xosa. In the upper standards, it is expected that pupils shall understand the official language sufficiently to do without a translation of the questions.

BOOK OF SUGGESTIONS TO TEACHERS.

To enable acting teachers the better to understand the principles underlying the new course, and to help them to teach the subjects of the course with success—particularly subjects like handwork, gardening and housecraft that were new—the preparation of a series of articles on the several subjects of the course was undertaken in 1922. In the first instance, some lady or gentleman who had expert knowledge of the subject and successful experience in teaching it, was asked to prepare a first draft of the article proposed. This was then revised, in order to preserve unity in the series, and referred for criticism and suggestions to a number of other persons, also well qualified by knowledge and experience. The emendations suggested having been carefully considered, the article was printed in the *Education Gazette*; and on the completion of the series, the articles were reprinted in book form in 1924 and supplied free of cost to all acting teachers and students in training. The help afforded by the book was much appreciated by teachers, not only within the Province, but beyond its borders, and applications for copies were received from Government departments or individuals in all the British territories from the Orange River to Kenya Colony. Unfortunately the supply was exhausted in two years. This fact, and the additional experience gained in the interval made it necessary to consider the preparation of a revised series, and this was undertaken in 1928. The original articles were revised and extended—in one or two cases they were practically re-written—in the light of experience and suggestions received. Eighteen of the twenty-two articles have already been published in the *Gazette* and the remaining four will be published early in 1929. It is to be hoped that it may be possible to issue them again in book form.

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BUILDINGS, FURNITURE AND EQUIPMENT.

Under the existing law, buildings for Native schools must be provided by the churches or missionary bodies that maintain the schools. The law provides that rent grants up to an amount of 5 per cent. may be paid on the cost of the erection or purchase of buildings set apart for educational purposes, provided that the Superintendent-General of Education has satisfied himself of the need of the building and its suitability, and in the case of a few buildings erected at institutions before 1921 the Administration pays a rent grant of 3 per cent. on the cost, which was the limit then allowed. Since that time, however, the Administration has been unable to provide funds for any additions to the list, so that in practice the whole burden of providing buildings and of their maintenance falls upon the churches. Most mission schools in the country are housed in the church, an arrangement manifestly far from satisfactory, since the principal teacher has no control over gatherings held after school hours, and when repairs or extensions become necessary, owing to the use of the building for school purposes, the portion of the community that is not connected with the church concerned is adverse to sharing in the expense. The consequence is that the burden of providing sufficient and suitable accommodation is becoming more than the churches can bear, in the impoverished condition of their adherents. Further, where schemes of joint control of schools are proposed, the difficulty of providing a suitable building for the united school sometimes proves unsurpassable. For the development and extension of Native education, there is urgent need for a capital fund, from which managers may obtain loans to be repaid by means of a sinking fund, say in twenty years, interest and redemption charges being met partly from the funds provided for Native education, and partly from people. Unless something of this kind is done, it will become impossible to provide for Native schools accommodation that is adequate and sufficiently suitable to prevent injury to the health and eyesight of the children.

Under the law, school furniture and equipment are supplied by the Administration, as in the case of White and Coloured schools. When this responsibility was taken over from the managers, the furniture and equipment on a large number of schools were shockingly inadequate. The demands upon the limited funds provided for the purpose have therefore been so heavy, that the position is still far from satisfactory. The deficiency has naturally been increased by the growth in the number of pupils, and by the wear and tear to which the furniture is subjected, in buildings used not only for school but also for church services. To make matters worse, in order to adapt our estimates to the funds provided by the Native Affairs Department, it was necessary in 1928 to reduce even the limited amount previously provided.

The position in regard to books is very unsatisfactory. In 1920, it was decided that books and slates should be provided for the pupils free of cost, as in the case of European schools. In 1923, however, when the administration decided to reduce the cost of education, it was agreed that half the cost should be recovered from the managers, who in turn had to recover it from the

parents of the children. Naturally the change was unpopular, and teachers had great difficulty in recovering from parents the money due for the books supplied to their children. The result was an accumulation of debits against the managers, which in the course of four years became in some cases so large that the Requisite Store had to refuse additional supplies until the debts were liquidated. Further, owing to dilatoriness and lack of method on the part of teachers or managers, or both, there is often great delay in getting the requisitions put through, and the goods delivered at the schools. Arrangements recently made, however, under which requisitions are scrutinised by an officer of the Department and sent to the Requisite Store for execution is an important step towards a sounder and more satisfactory method of dealing with requisitions that can be executed.

The refusal of supplies on the ground of outstanding debts is a more difficult matter. It would appear to me that the only method of dealing with it would be to pass legislation empowering the Administration to write off all debts of over two years' standing as irrecoverable—which it may be taken they really are—and making a fresh start, on the basis that fresh supplies shall not be granted until the half cost of the previous supply has been paid. The accumulation of large debts would thus be avoided.

FINANCE.

Up to 1921, the funds for Native education were provided by the Administration, so that the education of the Natives shared in times of financial prosperity or restriction along with European and Coloured Education. It also shared in important services provided for education in general, not specially debited to Native education; and when European and Coloured parents were relieved of the payment of school fees, Native parents were similarly relieved.

The situation was altered when an act was passed to prevent provincial councils from taxing the Natives. In 1921, at a conference of the Minister of Finance and the Administrators, it was arranged that to compensate the Provinces for the withdrawal of the right to tax Natives, the Government should provide each Province with an amount equal to the amount of its existing expenditure on Native education.

In 1923, it was agreed at the Durban Conference that the Union Government should make block grants from general revenue equivalent to the amounts returned by the various Provinces as representing their existing votes on Native education, and that for further development a Native Development Account should be established in 1926, into which should be paid one-fifth of the proceeds of a poll tax to be imposed on every Native male of eighteen years of age and over. Unfortunately, through a misunderstanding, an amount of £15,000, representing the cost of the inspection of Native schools, was omitted in the figures put forward by the Cape Province; and an amount of £19,000, provided by the Transkei General Council for the payment of a 20 per cent. bonus to teachers in the Transkei was also overlooked. Accordingly, the block grant paid from revenue in respect of the Cape Province was short by £33,000, of which

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£19,000 is met out of the Native Development Account, thus tending indirectly to reduce the Province's share of money available for actual development.

In 1923, the Government granted an advance of £60,000 against the Native Development Account, and £30,000 was assigned to the Cape for the improvement of Native teachers' salaries, by the removal of anomalies in salary that could not be adjusted when, in 1920, the Administration made itself liable for teachers' salaries; an additional amount of £1,000 had to be added to complete the work.

In 1925, a further advance of £40,000 was made, this time for extension and improvement. Of this amount, the Cape Province received £16,500, representing 6 per cent. of its existing expenditure on Native education; this after five years of complete financial restriction. The money, however, made it possible to carry out a few of the most urgent needs. Teachers of house-craft were provided for those training schools that had none; a beginning was made in the much-needed development of secondary education, to which the Department had been committed since 1922; provision was made for the payment of teachers on sick-leave; funds were provided for the appointment of two Departmental Visiting Teachers; and additional schools and additional assistant teachers were provided for the most urgent cases.

In the beginning of the financial year 1926-27, the Native Development Account was established, to which the Government contributes £340,000 from general revenue, to represent the previous expenditure of the Provinces on Native education, and one-fifth of the proceeds of the poll tax; and under the Financial Relations Act of 1925, it was provided that a grant in respect of the maintenance, extension and improvement of education facilities among Natives, and for the adjustment of the salaries of Native teachers, should be paid from that account, in accordance with regulations, and subject to such conditions as might be prescribed by the Governor-General, after consultation between the Minister of Native Affairs and the Administrators.

The position now is that all funds for Native education in the Province (save an amount of about £18,000 for the inspection of Native schools, for which the Native Affairs Department has not assumed responsibility) are provided by the Native Affairs Department. Estimates must be submitted in detail before the beginning of each financial year. The estimates are considered by the Native Affairs Department and pruned in accordance with the funds available, and the policy that it has decided upon, and the transfer of items within the estimates may not be effected without express permission. The Administration, as it may not tax the Natives, is naturally unwilling to make good the lopping of items cut out by the Native Affairs Department. Owing to this system, and the cumbrousness of having to deal first with the Administration and then with the Native Affairs Department through the Administration, the control and development of Native education has become extremely difficult.

Further, from the limitation of the provision made, it would appear that, to satisfy the legitimate demands of Native education, there is urgent need to reconsider the present financial arrangements. The fairest course would be to finance Native education

on the same basis as European and Coloured, by providing the Provinces with an adequate *per caput* grant, based on the number of children attending school. The Natives understood, when the poll tax was instituted, that they would receive an extension of facilities for the education of their children, and that a substantial improvement would be made in teachers' salaries. Yet, in 1928, while the Province was glad to receive the means of effecting some improvement in teachers' salaries, it was necessary actually to reduce certain items of normal expenditure, only twenty new schools could be opened, and no funds could be provided for additional teachers. Further, the Department has had to acquiesce in a lowering of the scale of salaries of European teachers in Native institutions—a step which those who know the difficulty of securing suitable teachers for Native work, even on the old scales, cannot but view with grave misgiving. Economy would be effected by the appointment of a number of Native assistants to posts now held by Europeans, and the Department would be glad to follow such a policy were there a sufficient supply or qualified men and women. Native teachers are already employed in certain training schools to take special subjects; but the Department cannot favour the appointment, as class teacher, of one whose educational qualifications are below the matriculation standard, and the Principal of the South African College at Fort Hare has more than once stated that he could immediately place twice as many students as he can turn out.

In secondary schools, all additional assistantships recently created are filled by Natives, and of the full-time teachers employed, half are Natives. In industrial schools, Native teachers are appointed wherever it is possible.

The Department has been accused of extravagance in the matter of Native education, because it spends a little over £3 for every pupil in average attendance. This is certainly higher than the cost per pupil in the other Provinces of the Union, particularly in those Provinces that have but recently undertaken Native education seriously; but when £5 5s. per annum is accepted by the Government as a reasonable figure for the education of a Coloured child in a Coloured school, anyone acquainted with the comparative costs of Coloured and Native education, at the stage they have reached in the Cape Province, must admit that expenditure on Native education in the Cape, so far from being excessive, is quite inadequate. To stigmatise the Cape cost per pupil as excessive is to do Native education a grave dis-service. It would appear to be a much better policy to face the fact that the present provision is inadequate, and to educate public opinion in the direction of making larger funds available, so that the backward Provinces may be brought into line without pulling down in the Cape what has been built up with so much effort.

EDUCATIONAL CO-OPERATION.

During my term of office, special efforts have been directed towards securing a complete understanding and cordial co-operation among those concerned in Native education. To this end, a definite policy of consultation has been followed. The Department's aims and proposals have been discussed with

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managers, teachers and representatives of the people, and where the Department has been compelled by circumstances to refuse requests, a statement of the reasons that make the refusal necessary has softened the disappointment. The opportunity of meeting the Transkei General Council and the magistrates of the territories once a year, even if only for a short time, has been greatly valued. No opportunity has been willingly lost of meeting managers in their annual conference. This has been specially important by reason of the importance attached by the Department to the principle of missionary control. It is gratifying to learn, from a resolution passed by the Missionary Conference of South Africa in 1928, that the relations of managers with the Department are regarded as cordial and helpful.

Great importance has been attached to meetings with teachers, since in the end the teachers are the prime instrument in the development of education. At vacation courses, teachers' associations and informal meetings, teachers have been taken into the confidence of the Department in respect of policy and the circumstances of the time, a confidence which the teachers have fully repaid by their loyalty.

In developing this spirit of co-operation with the Department, I cannot but refer with great appreciation to the support of the Head of the Department. The tour undertaken by the Superintendent-General of Education through the Transkeian territories in 1926, his broad-minded views, and the words of encouragement and appreciation that he left behind, will live in the memories of the Native people for many years to come.

Much attention has been given to the matter of co-operation among the churches that work for the Native people. Denominationalism, with the evils of disunion, undesirable rivalry and sometimes ill-will, has been a grievous handicap to progress. A large number of managers have cordially accepted the principle of the joint control of schools by means of committees representing the churches working in the area. Outstanding in this connection was the establishment in 1925 of the Bechuanaland Advisory Educational Committee, which was later extended to the Bechuanaland and Griqualand West Advisory Committee on Native Education, primarily established for the purpose of promoting missionary co-operation in educational matters. Under the chairmanship of the late Bishop of Kimberley, succeeded by the present Bishop, and with the Rev. A. J. Haile as secretary, this Committee has secured a spirit of unity in aim and mutual friendliness, particularly in Bechuanaland, that forms an object lesson for the rest of the Province. Unfortunately, there is still a large section of school managers who, for one reason or another, are unwilling to share their control of schools. In spite of the fact that, in every scheme for joint control, religious instruction according to the tenets of the constituent churches is fully safeguarded, some fear that co-operation will lead to a weakening of the religious side of education. In many cases, there is difficulty in connection with buildings, particularly where the church buildings are far apart. The principal hindrances, however, would appear to be (1) that many managers think of education in terms of their own church, and cannot free themselves from its shibboleths; (2) that others find it difficult to

give managers of other churches the confidence that would subsist between men professedly engaged in the same work. The movement in Bechuanaland and Griqualand West referred to has conclusively shown that in an atmosphere of mutual trust and good-will the doubts and fears under which many labour are groundless.

I would record the fact that, of all the schemes of joint control to which I have been a party, the beginning with the joint control of the Higher Mission School in Grahamstown, established 25 years ago, I have not had reason to regret the action taken in a single case. Sometimes the scheme arranged has required time for adjustment, but in every case it has stood the strain. There has been marked educational gain as a result of the re-organisation effected; and in some localities there is reason to hope that long-standing divisions are in process of healing.

One of the many things that were proposed, but which time did not permit me to carry through, was a survey of areas that are well supplied with schools, with a view to the concentration of the upper standards in central schools under joint control. The suggestion is commended to the Department, to be carried out whenever it can be done. This would be a step in the direction of having district boards of control, representative of the churches working in the districts and of the Natives.

The number of schools now under joint control is about 40. Most of these are in towns, but a fair number are in the country. In the Kuruman area, the missionaries of the Anglican Church and the London Missionary Society have agreed that all schools they open shall be jointly controlled.

ADVISORY COMMITTEE.

One of the recommendations of the Commission of 1919 was that an advisory council, composed of representatives of the several sections concerned with Native education, should be established. During the year 1928, money was obtained to defray the expenses of such a body, and it was hoped that an advisory committee might be constituted in July; but the matter was unavoidably delayed. Towards the end of the year, however, steps were taken to form such a committee, representative of the missionary bodies, and the Natives. Most of the nominations have been received, and it is hoped that the first meeting will take place fairly early in 1929.

NATIVE LITERATURE.

For the development of the Native languages of the Province, a body of literature is necessary; and one of the most pleasant parts of my work has been to encourage Native writers by reading their manuscripts and offering suggestions and criticisms, which have always been accepted in the spirit in which they were made. Unfortunately many have been unable to arrange for the publication of their work. It was possible, however, to assist in the translation and publication of some useful books. These have included translations of (a) portions of Dowsley's *Farming for Schools* by Mr. S. E. Mqayi; (b) the Second Part of the *Pilgrim's* [C.P. 2—'29.]

Progress, by the Rev. J. Henderson Soga; (c) Dr. Chubb's book, *Our Bodies and How They Work*; and (d) Miss How's *People of Africa and People of Other Lands*, translated by Mr. J. G. Tyamzashe. To provide suitable passages for recitation in Native schools, a selection of Xosa poetry by Mr. S. E. Mqayi and others was made for publication by the Sheldon Press. This promises to be a most popular and useful book. Mr. Mqayi's *Ityala lama-Wele* was abridged and otherwise rendered more suitable for school use, so that the senior pupils have now a work of marked literary merit for their reading. Had time permitted, it was in my mind to prepare a senior Xosa reader for training and secondary schools, and a simple grammar of Xosa for the use of Xosa-speaking students; but these, necessary as they are, must wait for a period of leisure.

CONCLUSION.

From the foregoing report, it will appear that during the past eight years a serious attempt has been made to carry out the reforms recommended by the Native Education Commission, and otherwise to improve the character of the instruction in Native schools and their administration, but that the circumstances of the times have been unfavourable—for nearly five years, no funds at all for development, and for the remaining three, provision that made it possible to make bare beginning, and to lay down the lines on which future development may proceed. One can only hope that, as this has had to be done slowly and with great effort, the lines have been laid all the more surely.

In conclusion, I wish to express my deep personal indebtedness to the Head of the Department for the confidence shown by him in allowing me a wide freedom of action, and for the generous support he has ever given to measures of development proposed by me.

A very warm debt of gratitude is due to my colleagues on the inspectorate for the heartiness with which they have entered into new schemes proposed, for the energy with which they have carried them out, often in difficult circumstances, and for their readiness to assist wherever assistance was desired. I desire also sincerely to thank the members of the office staff for much consideration shown and the help given to one who came new from the veld to office life and routine, and must often at times have trespassed in matters of official orthodoxy. To the Chief Magistrate of the Transkei, magistrates and other Government officials, including the officials of the Transkeian General Council, I owe a debt of gratitude for never-failing courtesy and assistance.

Reference has already been made to the help given by managers in carrying out such reforms and developments as have been accomplished, but I desire to add my indebtedness to missionaries in every part of the Province for much personal kindness and helpful advice.

To teachers, both European and Native, I would express my regret that we are no longer to co-operate officially in the cause of Native education, and my warm appreciation of the help they have given and the friendship they have shown. Our co-operation in furthering Native education and our friendship will I trust not end with the severance of official relations.

It is my earnest hope that the cause of Native education in the Province, a cause in the value of which my belief grows stronger with the passage of years, and from which I have derived so much satisfaction in a long official career, may come well through the present period of readjustment, and become to an increasing extent a means of helping forward the development of the Native races of the Province on the lines of loyalty, truth and a civilisation based on righteousness.

REPORTS OF CIRCUIT INSPECTORS IN PROVINCE, EXCLUDING TRANSKEI.

INSPECTOR: MR. J. ANDERS.

CIRCUIT: PAARL (INCLUDING WELLINGTON),
WORCESTER.

(1927.)

As from the beginning of the current year I was transferred to the Paarl-Worcester circuit. From April I was on six months' furlough. During my absence on leave the work of the circuit was, as far as it was due, overtaken by Inspectors (Miss) Elton, Rosenow, Swanepoel, C. J. v. d. Merwe and Zuidmeer, to whom my cordial thanks are due.

In view of the fact that my knowledge of the circuit extends to over a period of only two quarters it is scarcely possible to express an adequate opinion on the circuit as a whole. I have again taken special cognisance of the problem of the mentally retarded and feeble-minded children. This problem appears to present itself everywhere. Bearing in mind the experiences in my late circuit, and coming into contact with the same problem in the new circuit, I feel increasingly that in the interests of the State and the children themselves the time has come for a definite line of action.

The impression has forced itself on me that, speaking generally, there is ample room for raising the standard of English in the schools. Afrikaans is naturally the dominant medium of instruction, but even there it is often noticeable that many of the pupils when they reach the sixth standard do not rise to a really meritorious level of efficiency. In order to further the study of both official languages increased attention will have to be paid to ear-training, conversational practice, and to more extensive reading. A serious defect, evident in most schools, is the faulty management of the vowel and consonant sounds. The careless and slovenly pronunciation of words, reflected in the spelling of words, makes its imperative that unremitting attention must be paid to phonetics.

Early in the year two new school buildings were formally opened by the Superintendent-General of Education; one, that of the Wellington Boys' High School, the other that of the Secondary School at Touws River.

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At the close of the year two teachers retire from active service, *i.e.*, Mr. F. P. S. le Roux, of the Paarl Boys' High School, and Miss G. Kriel, of the Fransch Hoek High School. Both have for many years given the Department and the public of their best, and deservedly carry with them the grateful appreciation of the community in which they have faithfully laboured. It is also desired to place on record the faithful and efficient services of Miss H. du Toit, for many years on the staff of the Wellington Boys' High School. Miss du Toit was on the eve of retiring on pension when she was removed by death.

Non-European Schools.—The quality of work in these schools leaves much room for improvement.

(1928.)

It has been impossible for me to visit all the schools. With the kind assistance of Inspectors Zuidmeer and Roux, however, all the schools in the circuit were inspected. To these gentlemen my cordial thanks are due.

The past year has been one of steady progress; the results at the annual inspections were in several schools well in advance of those a year ago. The prolonged drought conditions in the interior of the Province have no doubt largely contributed to the fall in the numbers of boarders and corresponding decline in the secondary standards in some of the well known high schools. On the other hand it is gratifying to be able to report that both Worcester High Schools show a substantial increase in the number of boarders.

Additional accommodation has been provided at both Boys' High Schools at Paarl. The position in respect of suitable accommodation for infants at both Girls' High Schools at Paarl and at the Gymnasium Boys' High School (Paarl) is far from satisfactory. Steps are, however, being taken to remedy existing defects at the Paarl Girls' High School. It is a matter for regret that no facilities exist at Paarl for a complete course in domestic science. It is noted with gratification that adequate provision is about to be made at the Worcester Girls' High School in respect of suitable accommodation for the teaching of this subject.

During the course of the year the death occurred at Fransch Hoek of Miss M. le Roux. The deceased lady had served the Department for thirty-three years, thirty of which were given to the Fransch Hoek High School. Miss le Roux was on the point of retiring on pension when she succumbed to a fell disease. It is desired to place her many years of faithful and efficient service on record.

Non-European Schools.—Developments of a far reaching character have taken place at the Rhenish School at Worcester and at the Athlone Institute at Paarl. The former will now include a Training Department as a separate entity. Already there are forty-six pupils in training. A suitable site for a new building has generously been donated by the Municipal Council, and it is expected that building operations will before long be taken in hand. At the Paarl Athlone Institute a beginning has been made with Secondary education. Although some of the schools show a marked improvement there are others where the standard of efficiency leaves room for further development.

INSPECTOR: MR. R. J. BAIGRIE, M.A.

CIRCUIT: BARKLY WEST, KIMBERLEY.

Attendance.—The Kimberley School Board is fortunate in having an attendance officer, and in having an official who knows the city and does the work thoroughly. All European children of school-going age are accounted for. The attendance in mission schools is satisfactory, but there are many coloured and native children who attend no school. In one location a Roman Catholic mission school, which is still without any grants, was opened, and to my amazement over three hundred children were enrolled who had not been attending any school. In Barkly West the matter of attendance and enrolment is much more unsatisfactory. Parents can too easily keep their children out of school for frivolous excuses and yet escape legal penalty, while many children succeed in avoiding school altogether. The Board and its officials do all they can to effect improvement. Even with the co-operation of the police the matter remains unsatisfactory.

Building.—The buildings for European pupils are, on the whole, satisfactory. A necessary extension at Windsorton Road has been granted. The excellently-equipped and beautifully-designed new building at Warrenton was formally opened by the Superintendent-General of Education early in the year. His speech on this occasion and his subsequent meeting with the Committee did much to put the new High School on a sound basis.

A grant has been allocated for much-needed extension to the New Main Street Coloured Intermediate School. Up to now the work of the secondary area has been seriously hampered by lack of accommodation. The thanks of the Department are due to the De Beers Consolidated Company for their generosity in granting a suitable site, and for undertaking the expense of clearing the ground and making it ready for the building.

Language Ordinance.—The observance of the Ordinance presents no difficulty in the city and in the small country schools. Parallel classes, when necessary, obtain in the former; in the latter the majority of the pupils have the same home language, usually Afrikaans. The minority is numerically very small and the teachers make a genuine attempt to give instruction through their home language as far as it is necessary. A few of the schools in the smaller towns, on the river diggings, do however present difficulty. The schemes adopted in these schools carry out the aims of the Ordinance as far as the conditions of enrolment and staffing permit. In connection with language instruction, one awaits with interest an official pronouncement in connection with the findings of the recent commission.

Curricula.—There are now two schools in the district offering the Agricultural Course in the secondary area, the High School at Warrenton and the Secondary School at Ritchie. Both are well-equipped, and suitably situated for this work, and both are arousing a good deal of interest among the farmers of the district.

An Indigent Boarding House has been opened at Ritchie and it is already doing much good among the poorer country children.

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The local branch of the A.C.V.V. has helped very generously in establishing it.

At the end of 1926 education in Warrenton suffered a severe loss by the death of Mr. Rossouw, the principal of the High School.

At the end of 1927 the principal of the Boys' High School in Kimberley, Mr. O. J. S. Satchel, M.A., retired on pension after many years of meritorious service.

INSPECTOR: MR. A. BAIN, M.A.

CIRCUIT: KING WILLIAM'S TOWN.

European Education.—Although the importance of King William's Town as an educational centre has been growing steadily, and the Convent Schools have greatly increased in size, not a single class-room was added to any of the undenominational schools for many years, and all of them had latterly to eke out their accommodation with hired rooms unsuitable for the purpose and more or less distant from the main buildings. Now at last some of these arrears of construction have been overtaken; the new building for the primary department of Dale College has been in use for six months and an annexe to the Girls High School is nearing completion, while steps are being taken to provide satisfactory quarters in Taylor Street for the Afrikaans Medium School. Something more, however, must be done before the school provision for the town of King William's Town can be regarded as quite adequate, for the Dale College secondary department is over-crowded and the organisation of the school makes it necessary to have the additional accommodation required contiguous to the existing building, while the fully recognised needs of the Central School have not yet been supplied. At Berlin two new classrooms have been added to the Secondary School. This completes the Department's building record for the period under review.

Some of the hired buildings occupied by the primary schools in the district are not very suitable, being small and low-roofed; but as the life of such schools is of uncertain duration, the owners cannot be expected to expend much on alterations.

Additions have been made to the Anglican and Presbyterian hostels, which are entirely free from Departmental control and receive no state assistance whatever; they accommodate now over one hundred boys attending Dale College. A large dwelling house has been hired to provide for boarders crowded out of the Girls' High School hostel; it also is full.

School attendance is on the whole satisfactory, the credit for this in the country areas being due to the police, whose assistance is invaluable. The few refractory cases should be dealt with promptly, and it is recommended therefore that teachers be instructed to report such direct to the school board secretary, who will take such further action as is necessary.

Some modification of the remarks made in my last report regarding subjects of instruction is necessary. The results obtained in Afrikaans as the second language are becoming more satisfactory

owing to a more faithful adherence to the principle of the direct method in language teaching; indeed in one or two schools the improvement is most marked. It may be mentioned that in the two High Schools the gramophone is utilised with good results as an aid in inculcating correct pronunciation. In areas where much German is spoken progress in Afrikaans is more rapid than elsewhere. In the teaching of English the value of much reading is not quite generally recognised. Some schools are still without sets of supplementary readers for silent reading in school, and many pupils read nothing at home either because the school library is not supplied with books suitable for children at their stage of advancement, or because they receive insufficient guidance from the teachers, and finding the books they themselves select quite beyond their comprehension—as in the case of a Standard II pupil who borrowed "Kenilworth"—either give up taking out books altogether, or form the habit of returning them unread. Where the teacher has not succeeded in imbuing his pupils with a love of reading, his teaching of composition is generally barren of results owing to his pupils' poverty in ideas and language. German is taught to twenty-six primary pupils in place of the second official language. In the secondary area the subject which is treated least satisfactorily is agriculture, for at two centres the ground available for the practical work is still unfenced, and at no centre has any cultivation worth mentioning been done.

It is a pleasant duty to place upon record the Department's deep appreciation of the continued liberality of the Borough and Divisional Councils of King William's Town, each of which has again given twenty pounds, an anonymous donor, who has renewed his donation of one hundred and twenty pounds, and the British Kaffrarian Savings Bank, which has given over three hundred and sixty pounds in bursaries to pupils in the Training College and the High Schools, in each of the years under review.

Native Education.—Owing to the want of funds to provide for development, and also to the fact that the greater part of the district is so well supplied, as far as the mere number of schools is concerned, that it is impossible to find sites for others more than three miles from those in existence, the number of native schools remains almost unchanged. One notable addition, however, there has been—the St. Matthew's Secondary School—which is intended to provide for natives who wish to be educated beyond the sixth standard before leaving school or commencing a course of training as student teachers. Its enrolment is small, but the pupils are very much in earnest.

The unsatisfactory state of most of the school buildings has been mentioned in former reports, but in a time of almost unprecedented drought following many seasons nearly as bad, when to make matters worse avenues of employment formerly open to natives have been closed to them so that they are becoming more and more impoverished, and in many instances are actually starving, there has naturally been little improvement.

The year 1927, however, saw the opening of the best native primary school building which has yet been erected in this district—that of St. Matthew's Practising School; on his success in carrying this work to a successful conclusion the warden, the

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Rev. A. Cardross Grant, is to be congratulated. Before leaving this subject I desire to place on record my conviction that the burden of providing and maintaining school buildings for native children is too heavy for the missions to bear unaided, and that they should in justice be granted relief.

The housing conditions of the teachers remain most unsatisfactory.

Many of the native pupils have at their own homes only one meal per day, usually in the evening. As they come hungry to school, and do not find it easy to concentrate on their lessons their progress is slow. The daily meals which have for many months been supplied by the Government to underfed native school children have been an immense boon. The want of books is another handicap; many schools are refused supplies by the Requisite Store, either because the teachers have failed to collect the cost of the books issued, or because the missionaries have neglected to forward the sums collected to Cape Town. In one instance the missionary has declined to take upon himself the responsibility of ordering books for his schools, and the teachers have had to buy for the pupils from the ordinary booksellers at prices much above those of the Requisite store; and the high cost tends to make books scarce.

In many locations school gardening was practically impossible until a few months ago, and the teaching of rush-weaving, etc., has suffered from the difficulty of procuring supplies; but with a continuation of the more favourable weather which we are now enjoying the lost ground will soon be recovered.

Before concluding my report I should like to acknowledge the practical sympathy shown by the Child Welfare Association (European) which from its Headquarters in Durban has sent supplies of Cod Liver Oil Emulsion and money to purchase lemons by which many sick native children have greatly benefited. I have also to express my indebtedness to Inspectors Chisholm, Freeman and Houghton, who inspected more than half of my schools during the six months when I was overseas.

INSPECTOR: MR. GEORGE BELL, M.A.

CIRCUIT: GLEN GREY, XALANGA.

(1928.)

During the year 96 schools, including 3 private (European) schools, were inspected in the circuit, and 43 schools had informal visits. In addition, 34 schools were inspected in other circuits.

European Schools.—Hitherto there has been only one secondary school in the circuit—which is almost entirely a native one—but the Lady Frere Primary School has recently been promoted to secondary grade, and it is anticipated that children in Lady Frere and others from a neighbouring farming district will take advantage of the increased facilities. Two class-rooms were added during the year to the Cala Secondary School, and present needs as far as accommodation is concerned are fully met.

In the Cala and Lady Frere schools full effect had not so far been given to the language provisions of the ordinance, but it has been arranged that in January, 1929, parallel classes will be established in these schools. While a fairly large number of the European children in the circuit are bilingual, it cannot be said that English or Afrikaans reaches a very satisfactory standard; careful teaching will be necessary before it can be considered that the children have a really good command of the official languages. In addition to the two schools mentioned, there is one small primary school in the circuit.

Coloured Schools.—There are two Coloured schools in the Xalanga district. One of these is a one-teacher school, and while in the district it serves there has been shown lately a keener interest in education, it is not likely that in the immediate future an extension of the curriculum will enable pupils to remain at school and complete the primary course. In the Glen Grey district provision for the education of coloured children has not so far been seriously called for; in one part of the district, however, it is possible that a request for facilities may be considered by one of the missionary bodies.

Native Schools.—On the 16th and 18th May choir competitions were held at Lady Frere and Cala respectively, the departmental instructor of music adjudicating. The greatest interest was shown in these events, and it is hoped that it will be possible to hold the competitions annually at the centres named. The shield for the senior competition in Glen Grey having been won outright, the district council have kindly consented to contribute towards the cost of a new shield.

Some provision has been made for the education of children whose parents have settled in the district during the last year or two, but it is hoped that funds may be available for one or two more schools the opening of which will meet a real need. In some cases existing schools are badly handicapped owing to understaffing.

The position with regard to handwork and gardening is not yet satisfactory. It is undoubtedly the case that in some parts of the circuit material for handwork has been hard to procure; on the other hand teachers have not all realised the advantages connected with the teaching of handwork, and the neglect of the subject is sometimes to be attributed to their indifference. A number of schools are still without gardens. It is true that gardening can be carried on only with the greatest difficulty in some places, particularly in Glen Grey, but during the forthcoming year an effort should be made to provide instruction in more schools.

As mentioned in yast year's report, English composition, oral and written, is the weakest subject in the schools. Teachers appear to be unable to plan out progressive lessons in composition, consequently few pupils in Standards 6 and 5 are able to satisfy requirements in this subject. In English oral work the teachers too easily satisfied with answers which obviously have been memorised, do not realise that their pupils have no command of the language, and that for ordinary everyday purposes their knowledge is valueless.

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INSPECTOR: MR. J. CHISHOLM, M.A.

(1927.)

At the beginning of the year there was a rearrangement of circuits which affected me. The Divisions of Wodehouse, Elliot and Maclear comprised a new circuit, whilst another new circuit was made up of the Divisions of Glen Grey and Xalanga. The latter, which is almost entirely a native circuit, was assigned to me, whilst the former was taken over by Inspector O. P. Truter, who was newly appointed to the inspectorate.

During the year I spent nearly three months in King William's Town circuit during Inspector Bain's absence on leave. In order to overtake this work it was necessary to rearrange the work in my own circuit to a considerable extent, the dates of inspection of a number of the schools having to fall much earlier or later than during last year. Such rearrangements are not an advantage to teachers or pupils. In some of the schools which I inspected in King William's Town circuit the period between successive inspections was less than six months. On my return to my own circuit, the few informal inspections which it was possible to make, revealed irregularities, which would probably not have existed, had it not been necessary for me to be absent from my circuit.

The native school choir competition which was due to be held in 1926 had to be postponed to April, 1927, whilst it was not possible, owing to my absence from my circuit, to hold any competition this year.

During the year one hundred and thirty-two schools were formally inspected, and sixty-six were visited informally.

Development in native schools has been somewhat retarded by the inability of the Administration to meet all the demands for new appointments and the establishment of new schools. In Glen Grey there has been a recent influx of natives to take up land set aside for their use by the Government, and provision will have shortly to be made for the education of the children of these people.

English composition, both oral and written, continues to be the weakest subject in the curriculum. In most schools arithmetic was usually neatly and carefully set down, but the actual working of the tests given often left much to be desired. Writing has improved considerably as the result of better teaching methods.

English reading and recitation were too often rendered in a mechanical manner without any intelligent appreciation of the context. In many schools questions on the subject-matter of the reading lesson failed to elicit response of any kind. Geography was taught with a modicum of success. It was surprising to find that the teaching of nature study made so little appeal to pupils or teachers.

Gardening showed little progress during the year. More schools have secured allotments, and many of the allotments have been fenced, but, on account of unfavourable weather conditions, gardening has been impossible without a good water supply, and very few schools are so blessed. Other branches of handwork also suffered from lack of material. A few schools have introduced tin-work.

INSPECTOR: MR. S. BOERSMA.

CIRCUIT: LADISMITH, RIVERSDALE.

(1927.)

In two respects great improvement has been noticeable. The untiring efforts of the Buildings Committee appointed by the Riversdale School Board have produced excellent results. Owing to its determined, but, at the same time, tactful line of action, unsightly and unsuitable rooms on several farms in the district have been replaced by commodious and attractive school buildings. On other farms existing buildings have been improved in such a way that they no longer have a baneful influence on the æsthetic sense of the pupils.

The second matter is of even greater importance and will undoubtedly have a very beneficial influence on education in this circuit. At parents' and teachers' meetings held during the course of last year special stress was laid on two points: (1) The necessity of the hearty co-operation of all parties concerned in education—children, parents, teachers, school committees, school boards and inspector—and (2) the importance of school functions to bring parents in close contact with the schools. The immediate result has been that at three centra a recitation competition was held in which almost all the schools in this circuit took part. The interest shown in this enterprise was exceedingly gratifying. For many weeks the competition was almost exclusively the topic of daily conversations in nearly every home. During the last few weeks preceding the final competitions motor-cars sped from farm to farm or from the town to some farm, conveying ladies and gentlemen who kindly assisted in the preliminary judgment at various centra in the district. Their assistance is greatly appreciated. Thanks are also due to those teachers from adjoining districts who acted as judges in the final competition. The teachers who prepared their pupils for this competition and, in addition, made the necessary provision for their conveyance, often over fairly long distances, are to be highly commended for their untiring efforts. The spirit shown by them augurs well for education in the rural areas.

But this is not all. In the course of this year a school function of some kind was held even on the remotest farms. In some places it took the form of a school concert, in other places a play was staged, while elsewhere a missionary evening was held, or both parents and children gathered round a Christmas tree. One must have attended such functions to appreciate fully all the difficulties of preparation. It is not an easy matter to conduct a school concert in the ruins of an old building or to frame a platform from empty petrol tins. Fortunately, the interest shown by the parents was almost, without exception, very satisfactory. Many schools succeeded in collecting quite a fair amount for school purposes. The audiences very often expressed their surprise at the pureness of pronunciation, or at the evidence of very thorough training.

Our country teachers deserve our special thanks.

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(1928.)

In 1928 some thirty of the schools in my area were inspected by Inspector Watermeyer, as I had to take four month's sick leave.

School functions and excursions received even more attention in 1928 than in the previous year. Many teachers took their pupils to the seaside or to some other place of interest and these excursions gave the children an opportunity of observing many things they had never seen before and of getting some idea of life in a town. Even the best verbal illustrations of objects and of conditions of life often fail to create a correct notion in the child's mind and the importance of these excursions can therefore scarcely be over-estimated.

Teachers in my area are constantly considering new means of bringing their pupils into touch with actual life and a fair amount of their instruction is given outside the four walls of the classroom. An exhibition of schoolwork is in course of preparation for next year.

The results of the instruction in the ordinary subjects of the primary school course showed all-round steady progress.

INSPECTOR: MR. W. P. BOND, M.A.

CIRCUIT: ALBANY, BATHURST, PEDDIE.

European Schools.—In Miss McColl, M.A., Principal of the Grahamstown Victoria Girls' High School, who, after four years of most successful work, resigned her post, the Department loses both an able organiser and an inspiring teacher. At the end of 1927 Mr. J. Bruce, M.A., Principal of the Peddie Secondary School, retired on pension after twenty-seven years of devoted service in the schools of the Province. A man of unusually generous feelings, he took the deepest interest in his pupils, past and present, and in the common good.

Sums have been placed on the estimates for the erection of a boarding hostel for the Victoria Boys' High School, a classroom block on the new Port Alfred Secondary School site, and a science-woodwork room for the Alicedale Secondary School. At Peddie a science and a woodwork room have been completed for the Secondary School. In the larger centres the accommodation provided is, on the whole, satisfactory, but some of the single-teacher school buildings are depressing in appearance and badly kept, while the immediate surroundings are unlovely. Teachers who have an eye for neatness and are fond of gardening can do much to improve matters.

The language provisions of the Ordinance are fully carried out wherever possible; there is no wish on the part of local authorities to evade the law, and only bilingual teachers are being appointed to primary posts.

At the Grahamstown Girls' High School a parallel Afrikaans class would be instituted were a room available. In the teaching of Afrikaans better methods are now employed and progress is

taking place. In Dutch centres English is not so fluently used as it was when English was the sole medium of instruction in all schools—a natural decline, which the years as they pass will make more marked.

The Albany and Peddie School Boards have a definite policy of centralising education, but the Bathurst Board, doubtless for good reasons of its own, shows little desire to do so even when an opportunity presents itself.

Boarding and conveyance bursaries are proving most useful, and the severe drought has seriously increased the number of applicants. School Boards find difficulty in rejecting applications, even those made by parents whose circumstances do not seem on the surface to be necessitous. In the secondary area it is most desirable that the Peddie and Port Alfred central schools should offer alternative subjects to Latin and mathematics, preferably of a vocational type. At the high schools full advantage is taken of the departmental differentiated secondary courses. Throughout the circuit pupils, except during periods of epidemic illness, attend school with creditable regularity.

Non-European Schools.—The Grahamstown Higher Mission School has a new building and large grounds that are being laid out for gardening purposes. Soon the Grahamstown Wesleyan Mission School will have to increase its accommodation, which has become inadequate owing to the influx of native parents into the town as the result of bad times in the country. School buildings in the Peddie district are now better kept; whitewashing and other æsthetic touches often immediately precede the advent of the inspector. For many months gardening has been at a standstill as practically no rain has fallen, and dry farming has its limitations; in many locations there is not even drinking water for man or beast. Yet the natives retain their cheerfulness and independence of spirit. The committee of Peddie principals appointed last year has, through the secretary, kept the inspector informed of the progress made in handwork and fencing, and so encouraged the faint-hearted to persevere in their efforts to arouse the children's interest in the practical side of school life. There is still a good deal of avoidable uncertainty as to the revised primary native school syllabus and a reluctance to consult the book of "Suggestions," but, on the whole, conscientious work is being done and the general level of attainment in native schools is steadily rising.

INSPECTOR: MR. R. BOWIE, M.A.

CIRCUIT: CAPE DIVISION No. 3.

(1927.)

In mapping out the work for the year of my new circuit I divided the circuit into districts and endeavoured, as far as possible, to complete the inspection of all schools in one area before proceeding to the next, and to pay a further visit a month or two afterwards to see that the instructions left at the first visit were being carried out.

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By the end of the first half of the year I had visited most of the coloured schools of the circuit and, as I found that there were certain matters common to all the schools on which the teachers required advice, I arranged for a conference of the teachers of the coloured schools in the circuit at Battswood Practising School, Wynberg.

The conference was attended by over a hundred teachers and a number of the managers of their schools also availed themselves of the invitation to be present. At this meeting the following matters among others were discussed—school accommodation and the care and improvement of the school property and grounds; school attendance and the necessity for regular attendance; methods to be employed in language teaching, especially in the introduction of the second language; grouping of the classes for the various subjects of the curriculum; choice of class readers, and the replacing of general class readers by several short continuous readers; speeding-up the progress of pupils by means of the system of half-yearly promotions; the necessity for improvement in writing; consideration of teaching methods to be employed.

The various topics led to useful and interesting discussions, and resolutions were come to regarding the methods to be pursued.

It has been gratifying to find at later visits to the schools that the teachers have enthusiastically put into operation the suggestions offered, and I confidently look forward to considerable improvement in the coloured schools as a result of this conference.

Subjects of Instruction.—Writing I find to be deplorable, and a campaign for its betterment has been inaugurated in this circuit. I have suggested that instead of the usual two half-hours per week devoted to the teaching of this subject, a short period of ten to fifteen minutes should be given to the writing of not more than three lines each day to every class in the school.

Writing may be considered as a branch of hand and eye training which requires little or no brain effort, but *does* require meticulous care on the part of teacher and taught, and particularly on the part of the teacher. When habits of care have been formed, improvement in the writing will naturally follow, and I have suggested that the short writing lesson should be given early in the day, preferably after the Bible lesson, as I consider that the writing lesson partakes largely of a moral lesson in that carefulness is the chief trait to be inculcated. The effect of the morning lesson will, it is hoped, be sufficiently impressive to last during the day and through the lessons in which written work is required.

A similar system of short-period lessons each day for conversation lessons in the second language has been advocated and has been adopted in most schools. Lists of the new words introduced and learnt are kept in the record of work book. By the time the higher classes of the primary school have been reached the pupils should have quite an extensive working vocabulary in the second language.

The change by discarding the general class reader and substituting in its place several short continuous readers has already had the effect of arousing more interest, and consequently has created more love for reading. This change for the better is reflected in the improved compositions of the pupils.

Buildings.—The only building operations by the Administration during the year have been the erection of part of a new school building at Fish Hoek and the addition of a room at Springfield. There has been more activity in the building line in the mission schools, and new buildings have been erected at Battswood, where an up-to-date and well-equipped training school has been opened by the Dutch Reformed Church for coloured school teachers. An excellent school building has also been completed by the Roman Catholic Church at Heathfield, and the Wesleyan Church is busy building an entirely new school at Diep River.

The cry throughout the circuit is still insistent for additions to the existing school buildings which are for the most part overcrowded.

(1928.)

It gives me pleasure to report that, as a result of the campaign inaugurated last year, a marked change for the better has taken place in regard to the writing throughout the circuit.

The suggestions made at staff meetings held after inspection have also proved helpful and, for the most part, have been put into practice with consequent betterment of the work.

Buildings.—During the year five new classrooms have been added to the Wynberg Boys' High School, four to the Retreat Secondary School and a top storey is in process of erection at the Muizenberg Secondary School. The new building at Southfield Primary School is now occupied. More accommodation is urgently necessary at several centres in the circuit.

Five of our principals who have long and successfully served the cause of education in the Province have retired during the past year, namely, Miss A. A. Taplin, Camps Bay Primary School; Mr. T. Young, Sea Point Boys' High School; Mr. G. Miller, Simonstown Secondary School; Mr. G. H. J. Sadler, Arsenal Road Primary School, Simonstown; and Mr. T. Newton, Robben Island Primary School. To these the thanks of the Department are due.

INSPECTOR: MR. A. L. CHARLES, B.Sc.

CIRCUIT: CATHCART, QUEENSTOWN, STUTTERHEIM.

I took over this area on 1st April, 1927, and, during the remainder of the year, I inspected all the schools in Stutterheim, all the European schools and the larger native schools in Queenstown, and three schools, including the Secondary School in Cathcart.

I have to say that I found nearly all the schools in a very efficient state, and this was entirely due to the splendid work of my predecessor, who never spared himself in the service of the schools and of the department. By frequent visits and a voluminous correspondence—which I have inherited—he kept himself in constant touch with the teachers, and I gratefully acknowledge my deep obligation to him.

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In view of my inexperience it would be presumptuous to express any opinion on native education. The undoubted blot on this part of the work is the entirely unsatisfactory building of the Queenstown Higher Mission School. It is satisfactory to note that only one enquiry of a disciplinary character was necessary during the year; and this, I hope, may be taken as evidence that the teachers in the native schools have a high sense of their duty.

An event of more than passing interest in Native Education was celebrated in May, 1928; this was the centenary of the establishment of the Moravian Mission at Shiloh, Queenstown. Shiloh was the pioneer mission of the Moravian Church in the Border and Transkeian districts and the centenary meetings were appropriate to the historic importance and interest of the occasion. The Moravian Church has a noble record of service in Native Education and the personal message of appreciation from the Superintendent-General was greatly valued.

After eight years' work exclusively confined to the large schools in a thickly-populated urban area, it was an interesting experience to return to the one-teacher and two-teacher schools of the country. Most of the teachers in service in these latter schools were recent products of our training colleges, and I have been impressed by two facts. First, the general level of the professional qualification of the teachers has been raised—it is now not uncommon to find, even in a private farm school, a teacher with the primary higher certificate. Then, these young teachers generally showed a real grasp of the problem of the one-teacher school, and they knew how to set about their work which was usually characterised by definition, direction and good organisation. Eight of the smaller primary schools are situated on the railway, and their pupils consist largely of children of railway employees. In some respects these schools are the least satisfactory in the whole circuit. On account of the train service the attendance of the railway children is often unpunctual and irregular, and many of them have been seriously retarded by frequent changes of school. In other respects the one-teacher schools have undoubtedly progressed, and some teachers are developing their work on individual lines. For this a plentiful supply of books, both for reading and reference, is necessary, and some schools have supplied this need by local effort.

A large number of primary pupils proceed to secondary education in Queenstown and Cathcart, but in Stutterheim the overwhelming majority are satisfied with a Standard VI qualification, and many reach the age of 16 and leave school without even this meagre attainment. The teachers and the School Board are alive to the need of improvement in this direction and progress is confidently expected.

In nearly all the schools the provisions of the language ordinance are duly observed, but in two the minority is a fluctuating quantity and the institution of parallel classes is a matter of difficulty owing to the uncertain constituency.

I have to record my thanks to the members and secretaries of the various school boards for their help and courtesy while I was becoming acquainted with the conditions in a strange circuit.

INSPECTOR: MR. J. CHISHOLM, M.A.

CIRCUIT: EAST LONDON, KOMGHA.

(1928.)

I was transferred to this circuit at the beginning of this year. During the year a new school has been built at Orange Grove, which has already proved too small for the needs of the locality which is a rapidly growing one; additions have been completed at Southernwood and Clifton; and a new primary school at Cambridge is nearing completion.

The outstanding event of the year was the visit of the Superintendent-General of Education. Several important matters were discussed with the School Board, amongst them being the admission of pupils in Standards V and VI to Selborne College; the duplication of subjects in the High Schools and the Technical College; the erection of a new Girls' High School; and the establishment of an Afrikaans-medium school.

The duplication of subjects in the High Schools and the Technical College gives rise to a certain degree of competition between these establishments which is not desirable. The matter was discussed at a meeting of representatives from both sides, but, though several schemes were suggested, no plan was evolved that would be acceptable to both sides. That some scheme will have to be found, however, is very apparent, for the Technical College with its excellent equipment and liberal subsidy will become a serious rival to the *High Schools*, and rivalry in this direction is not desirable.

Some time after the visit of the Superintendent-General, and as a result of his visit, the School Board approached the City Council with a request to grant a site for a new Girls' High School. The request was refused, but a second request, supported by a petition signed by more than a thousand ratepayers of the city, was more successful, and a site of over ten acres was granted by the Council and accepted by the School Board.

The Superintendent-General also gave an address on "The Training of Teachers" to the members of the South African Teachers' Association who were in conference at East London during his visit.

It is proposed to establish several centres for the teaching of certain branches of domestic science in the urban area of East London, and when these are ready, every boy and girl in the urban area will have the opportunity of learning some form of manual work before leaving the primary school.

Many of the rural schools are still equipped with the furniture which was supplied when the school was established, in some cases over thirty years ago, and it will be necessary in the course of the next few years to replace such furniture with desks of a modern and hygienic type.

With good roads and the convenient means of transport now available there are a few small primary schools in my circuit which might, with advantage to the Department and to the pupils, be closed and the pupils conveyed at Government expense to more

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central schools. This would be especially advantageous in the case of small primary schools within a radius of ten miles of a village or town school.

In both urban and rural schools the teaching of arithmetic was not all it should be; and little improvement can be looked for in this direction until teachers recognise the value of unlimited individual practice in the subject, and the important part played by rapid and accurate manipulation of numbers from the lowest standard upwards. The higher attainment in composition in schools possessing a good library afforded convincing proof of the benefits to be derived from private reading by the pupils. The schemes of nature study in urban schools was often too rural in character to be of sufficient benefit to children who are brought up in a town, whilst in rural schools the subjects treated were more adapted to the natural surroundings.

In the East Bank Location Native schools, with nearly one thousand pupils, the accommodation and equipment are not all that could be desired. A tentative effort was made during the year to amalgamate the three native schools in the location, but for various reasons the proposal met with no success.

INSPECTOR: MR. W. FREEMAN, B.A.

(1927).

During the year 1927 I went through all the ordinary inspections of my circuit, and likewise spent about eight weeks in the King William's Town circuit, taking formal and informal inspections for Inspector Bain, who was on leave.

This being my last year in the inspectorate, I wish to bid farewell to all the Headquarter Staff and to the teachers of my circuit and to all others with whom my work has brought me into contact. I likewise wish to thank those who have helped me, especially during the past year, when I have had to go a little more slowly than usual.

The teaching of agricultural science has been hindered by the prevailing drought, which is not at an end yet. A good beginning has been made in this subject at Komgha Secondary School, but some plan will have to be evolved with regard to the long summer holiday, when neither the teacher nor the pupils are present. This subject may be taken in more schools, particularly country ones, when more teachers who are instructed in it have been appointed.

Shorthand and book-keeping in the town of East London have been largely taken in hand by the local Technical College, which has thus abstracted some of the pupils, who would benefit by an ordinary secondary education in addition to these technical subjects.

The East London Board will before long have to face the question of distribution of pupils, either according to areas or to some other plan. Since all primary education is free, something must be done to prevent overcrowding in the more popular schools.

In two large primary schools there are parallel classes up to the sixth standard, and there is some talk of a third school being added to the list. At present Afrikaans is taught to every white child throughout both districts, which in the main are mostly English-speaking.

When the schemes for new buildings which are now on foot are completed, there will be ample room for all pupils for several years.

The need for compulsion is seen now and then, when charges in the Magistrates' Courts are brought against parents which usually end in a conviction, but these are a very small percentage of the total number of pupils. The chief criticism that can be made at present is that too many pupils, and particularly country pupils, are withdrawn from school after passing the sixth standard, when an extra two years in a town school would do them a world of good. The high and secondary schools would always accommodate them, and their presence would benefit not only themselves, but also the town children with whom they would be mingled. For the past year a boarding department in connection with the East London Girls' High School has been conducted in the former Boys' Hostel. The need for it can be seen from the fact that there are twenty boarders in it already, as well as the Principal and several teachers. When the Cambridge High School and Komgha Secondary School are likewise provided with suitable boarding departments, a long-standing reproach will have been removed.

At the end of 1927 the Department will lose the services, by reason of the age-limit, of Colonel Smedley Williams, of Selborne Boys' Primary School, to the regret of all those with whom he has been connected.

This report brings to an end my connection with the Cape Education Department, which has lasted nearly thirty-five years. It is with unfeigned sorrow that I pen these last words.

INSPECTOR: MISS L. C. ELTON, B.A.

CIRCUIT: PORT ELIZABETH.

European Schools.—During the period under review the occupation of the new Junior Collegiate School for Girls relieved the overcrowding at the Collegiate High School, and freed a part of the Old Grey building for the use of the Pearson Secondary School. This school has justified its establishment, and Secondary School. This school has justified its establishment, and was regraded as a High School from the beginning of 1928. The provision of varying types of secondary education is one way of counteracting the tendency of short-sighted parents to send their boys and girls into the labour market with the quite inadequate passport of a Standard VI certificate.

At the north end of the town it is increasingly difficult to provide sufficient school accommodation for the children whose parents have come to Port Elizabeth either in connection with the industrial expansion or to escape from drought-stricken areas.

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Two portable rooms have been erected at Sidwell, and the Mackay and Sydenham schools have been enlarged. Another school, to serve the outlying area, is urgently needed. The position at the South End has been improved by the erection of the new Cunningham Primary School building, and the Walmer Primary School has also been enlarged.

The provisions of the Language Ordinance are generally well observed in schools under the control of the School Board; parents who wish to evade these provisions can, however, enrol their children in unaided private schools, where the Ordinance is inoperative. The teaching of Afrikaans as a second language varies considerably from school to school, and there are principals who over-estimate the difficulty of acquiring a language seldom heard outside the classroom. Systematic and vigorous instruction throughout the primary standards given by competent teachers, who are enthusiasts in their subject, soon arouses interest and confidence in the pupils, and in a few schools marked progress is noted. English as a second language is relatively further advanced, since the Afrikaans-speaking parents are keenly alive to the economic importance of a sound knowledge of English in an environment that is predominantly English-speaking.

An interesting result of the introduction of biology into the Junior Certificate course a few years ago, has been the increasing number of Senior Certificate and Matriculation candidates who study zoology, a subject of great value to South Africa. Now that the Collegiate Girls' High School has been provided with suitable laboratories, the science equipment in this centre may be regarded as adequate.

While the great majority of children attend school regularly, there are certain families whose slackness and irregularity cause retardation in the schools, unnecessary trouble to the School Board, and loss to the Administration. Cases of truancy generally occur where home conditions are unsatisfactory. In one local school there are a number of sub-normal children, who profit little by ordinary class instruction and hinder their normal class-mates. These have been recently examined by a psychiatrist from the Union Health Department with a view to better arrangements being made for their training.

At the end of 1927 and after thirty-eight years of service, Mr. W. T. Taylor, principal of the North End Primary School, retired on pension. The Department and the town of Port Elizabeth recognise gratefully the outstanding work he has done in the cause of education. Early in 1928 the teaching profession in South Africa lost one of its outstanding personalities through the death of Mr. W. A. Way, for eighteen years principal of the Grey Boys' High School. Exceptionally gifted in character and intellect, he spent himself freely in the service of his adopted country, and will long be remembered by the men who came under his influence at Port Elizabeth, Graaff-Reinet and elsewhere.

In Mr. J. C. Duff, Secretary of the Port Elizabeth School Board since its inception, both School Board and Department had a valued officer; on his retirement he could look back on a steady development in local education, to which his own unsparing effort had greatly contributed.

Non-European Schools.—The eagerness of coloured parents to secure education for their children is much to their credit, and in spite of unemployment and resultant poverty, the upper standards of the primary schools grow larger from year to year, while at the Paterson Intermediate School some 60 coloured and 40 native pupils are working in Standards VII and VIII. In manual training and domestic science specially good results are noted, and the school affords a useful preparation for various trades as well as for teaching and nursing. The visit and addresses of the Honourable Mr. Sastri stimulated the interest of the Indian community, and the Coloured Educational Association gives regular help in the form of prizes and book-grants. The Henry Kayser Memorial School, erected at Dowerville by the Independent Church, is admirably suited to its purpose and meets the needs of this new township. The difficulty is to keep pace with the staffing needs of such schools. Their greatest defect, and one which all concerned should strive to remedy, is the irregular attendance of some of their pupils.

The native schools would benefit greatly by the introduction of domestic training for the girls and gardening for the boys. The lack of money for equipment and material, and the lack of ground and water are the chief obstacles. Both in the coloured and in the native schools certain teachers have been successful with simple forms of tinsmithing and home-carpentry, and it is hoped that others may try to follow this good example.

INSPECTOR: MR. S. B. HOBSON, M.A.

CIRCUIT: MAFEKING, VRYBURG.

It has been my good fortune to have been in charge of the circuit for an interesting eight years of growth and development during which its 95 schools have increased to 135 and its 4,150 scholars to 6,463. With long distances to travel and heavy roads and with the Kalahari side of the Vryburg and Mafeking districts rapidly filling up, my successor will within a few years find it impossible to get through the work.

Easily the most important development in the period is the formation of a joint advisory council for native education north of the Orange River, on which all the churches, the Government and the Education Department are represented, and which ordinarily meets once a year at Tigerkloof under the chairmanship of the Bishop of Kimberley and Kuruman. The council has brought about a wonderfully cordial spirit of co-operation, has supplanted numerous small schools with strong, well-staffed united schools, has indeed revolutionised the old denominational system, and the thanks of the Department are due to the authorities at Tigerkloof who initiated the scheme and to the broad-minded men who made its working possible.

The language attainments of the pupils passing Standard VI remain very unsatisfactory. Many a pupil leaves unable to use English, and with his own language so poorly developed and so

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limited in vocabulary that it is next to useless as a vehicle for the written expression of thought. It is this last aspect of the matter that is serious. That the pupil does not become proficient in English is not surprising. He never hears it spoken out of school, and seldom in school. Even the teacher after a few years hesitates to use the second language. But that children should be leaving school unable to express themselves even in their own language is most unfortunate. The fault lies partly with the teachers, most of whom have not themselves the necessary knowledge of the finer points of the language, with the result that their pupils develop satisfactorily only up to about the Standard IV stage, and then come to a standstill. They have mastered all of the limited vocabulary in use around them, and the guidance which should take them to suitable books, direct them what new words, phrases and constructions to learn and assimilate, is, unfortunately, not forthcoming, so that there is very little difference in range of vocabulary or power of expression between Standard VI pupils and their younger brothers and sisters in Standard IV.

The raising of the standard of admission for the teaching profession would be all to the good, but even that would not solve the difficulty. There is at present too little reading matter in the schools and next to none in the homes. Where the average child in more developed parts of the country reads at least a book a month (many of them two and three books a week), it is doubtful whether his less fortunate schoolfellow reads more than a dozen books during the whole of his primary course. Afrikaans books should be cheaper. There should be more of them in the schools, and they should be much more read. The Afrikaans-speaking section of our people is not as a rule a reading people. The stimulus of the home example is lacking, and if the child does not acquire the reading habit at school, he acquires it not at all.

There is still a great deal of waste of time in the average country school, owing to the teachers not planning and preparing the day's work properly. I made a point at the beginning of one term of arriving unexpectedly at schools during the first interval, and of ascertaining by actual examination of the classes what had been done during the first two and a half hours of the school day. It was most disappointing to find that at nine of the eleven schools so visited, no fewer than two of the two and a half hours had been devoted to arithmetic, and that the teachers had no definite detailed work arranged for the remaining two and a half hours.

Native education has made great strides during the period under review. Besides considerable increases in the number of schools and the enrolment, the teaching has become more effective, so much so that the proportion of the enrolment classified in and above standard IV has more than doubled in the last six years. There are another ten schools ready to be taken over, and at least another twenty assistants to be appointed before the existing schools can be said to be reasonably staffed. At present the number of pupils per teacher in the 18 one-teacher country schools is actually as high as 66.

INSPECTOR: MR. C. J. HOFMEYR, B.A.

CIRCUIT: HUMANSDORP, UNIONDALE.

(1928.)

This circuit was taken over by me at the beginning of 1928 and the conditions and problems here differ widely from those in my former circuit.

The buildings in the circuit are on the whole in good condition. A few privately owned ones might safely be replaced by better structures. Extra accommodation will soon have to be provided at Joubertina High and Kareedouw Secondary Schools.

The whole of the area is thickly populated and the number of schools is growing. The conditions are in the main such that it is in many cases impossible to centralise education. Copious rains in almost every month of the year, as it is, seriously affect the attendance of most schools.

Attempts have been made to meet the teachers in various parts of the area and to discuss with them their problems and peculiar difficulties. Three such meetings of teachers were attended during the year under review.

Insistent demands are being made for the provision of better facilities for coloured and native education. It is difficult to escape from the conviction that better use might be made of the available facilities if more were done in the direction of co-operation between and amalgamation of some of the existing schools. Attempts have been made to induce managers concerned to see this point of view and a scheme for the amalgamation of the Native schools in the neighbourhood of Hankey is still under consideration.

On the whole the work in the schools makes a favourable impression. Where this is not the case, it is sometimes due to the fact that in the nomination of teachers their efficiency as teachers has not always and everywhere been the first consideration.

INSPECTOR: MR. J. ROUX, B.A.

(1927.)

The year 1927 has been a strenuous one in more than one respect. Besides inspecting single-handed 128 State-aided, and six private schools in my own circuit and also paying 95 informal visits in this circuit, I had to render assistance in three other circuits for about five weeks.

As I am on the point of being transferred to a larger and more important circuit after a sojourn of 8 $\frac{3}{4}$ years in the present one, a brief resumé of the developments that have taken place in this circuit during that period may be of some interest.

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It is indeed gratifying and encouraging to note the progress that has been made in almost every direction, but this is not to be wondered at, when it is borne in mind that before I assumed duties here this circuit had been in the very competent hands of Inspectors Scott and Charles, successively, for about 11 years. An honest endeavour was consequently made to continue the work on the sound lines laid down by these two gentlemen, and the results achieved have not been disappointing. My thanks are naturally also due to the various local governing bodies, without whose co-operation this would perhaps not have been possible. Furthermore, the extensive and instructive tour of the Superintendent-General of Education through this circuit in 1924 did a great deal towards stimulating interest in local educational matters. A great deal of attention was given to the proper housing of the various schools and suitable accommodation for the teachers, so that during the period under review not less than 27 entirely new and suitable school buildings were erected, mostly by private enterprise, while several of the existing school buildings were also extended or entirely renovated. Furthermore, female teachers were almost invariably replaced by male teachers in those localities where social conditions were not very favourable. The results of this were twofold, viz.: (1) whereas in 1919 there were still 38 uncertificated teachers employed in this circuit, the number of uncertificated teachers has now practically dwindled to zero; and (2) whereas some schools used to have as many as four changes of staff every year, the same schools now retain the services of one teacher for a considerable time.

In spite of the strong local opposition that had to be contended with in trying to carry out the Department's policy of centralising educational facilities, the number of European schools was reduced from 119 to 109, whereas the enrolment in these schools was on the other hand increased from 2,831 to 3,470. The four town schools were all raised in grade, and several of the single-teacher schools were converted into two- and three-teacher schools. Very few children of school-going age are now to be found outside a school, although the attendance at certain schools is not yet as regular as it ought to be. The boarding and conveyance grants, as well as the two existing indigent boarding houses, established during the period under review, have also done a great deal to bring about such a satisfactory state of affairs.

Owing to the constant clamouring of the coloured and native people for more educational facilities, the number of non-European schools in this circuit was increased from 13 to 19, and the enrolment in these schools was likewise increased from 827 to 1,507.

The position in the European schools as regards instruction in the home language can hardly be improved, as practically all the schools have now adopted mother-tongue instruction from the sub-standards to the matriculation stage.

Instruction in the various subjects of the curriculum also shows considerable improvement, but, unfortunately, the standard attained in English is not yet what it ought to be.

INSPECTOR: MR. K. A. HOBART HOUGHTON, M.A.

CIRCUIT: FORT BEAUFORT, STOCKENSTROM,
VICTORIA EAST.

During the year 1927, 120 schools were examined, and thirty-five informal visits paid. Of the schools examined, about 40 were in the King William's Town district, where I assisted, with others, during Mr. Bain's absence on leave. During 1928 it was found possible to increase the number of informal visits.

European Schools.—There are 31 European schools in the circuit, of which one (at Adelaide) is a high school, three secondary, and the rest primary or farm schools. In all the town and village schools the language provisions of the law are being successfully carried out, either by means of parallel classes or through "parallel instruction," and the pupils in these schools are all becoming thoroughly bilingual. This is due as much to outside circumstances as to the instruction given in the classroom, for in their social life both languages are used. In the country schools, with one or two exceptions, unfortunately—especially where all the pupils have the same home language—the pupils' knowledge of the second language is weak. The Fort Beaufort School Board has recognised this, and during 1927 sent a circular letter to the country schools under their care, impressing upon the teachers the necessity for teaching thoroughly the other language.

School attendance has been quite satisfactory. There have been very few cases of parents wilfully neglecting to send their children to school.

Each May, the teachers of the Stockenström district have organised an open-air school fête for Queen Victoria Day, in which all the schools in the district participated. This attracted a large gathering of parents and friends, and did much to stimulate interest in the educational work of the district. In May, also, the Medical Inspector of Schools spent a week in the same district, and did most valuable work in drawing the attention of teachers and parents to the physical well-being of the children. As a result of her visit soup was given to the pupils at several of the schools each morning during the winter months, and it is hoped that others may adopt this good practice.

A yearly gathering of the European teachers of the circuit has been held, when many matters affecting the work were discussed. One of the primary objects in holding such a conference was to help the isolated country teachers, and it was disappointing that more of them did not avail themselves of the opportunity of meeting, socially, and for the discussion of practical school problems, their colleagues in the circuit.

One records with regret the death of the Rev. Mr. Faure, for over 50 years Minister to the Coloured Community at Hertzog, and Chairman of the Stockenström School Board since its inception. Not only did he take a keen interest in education during all the years of his long ministry, but he gave every one of his eight children to the teaching profession.

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Coloured Schools.—There are six schools for Coloured pupils. The majority of the teachers in these schools are Native, and the home language of the pupils does not always receive the attention it should. As vacancies occur, these schools should be staffed with Coloured teachers having a knowledge of both official languages; but these are not easily secured.

Native Schools.—Although this circuit is not regarded as a Native circuit, including as it does only 39 schools for Native pupils (which, compared with circuits in the Territories, seems a small number), yet it is full of interest to anyone not indifferent to the development of Native life by reason of its inclusion of the two largest Native institutions in South Africa, Lovedale and Healdtown, and of the work of the South African Native College at Fort Hare. This latter institution is steadily fulfilling the hopes of its founders, and becoming the centre of Native intellectual life in the country; and while our Department is not officially related to it, the friendly association with its staff and activities which one is privileged to enjoy is much appreciated.

At Lovedale and at Healdtown, each with an enrolment of between 800 and 900, there is a training school for teachers, a secondary school, and a large practising school. At Lovedale, too, there are industrial departments for both men and women. The development of the secondary school education for Natives is of peculiar interest just now. The school at Lovedale, the largest of its kind, has long traditions, and has for years been the sole pioneer of Native education in its higher branches; that at Healdtown, started but four years ago, has each year shown a large increase in its roll, which now includes over 80 pupils above Standard VI. Both schools prepare for the Junior Certificate Examination of the Department (which is one of the entrance examinations of the South African Native College), and their future suggests several questions. For instance, seeing that in these and other Native secondary schools practically all the pupils are boarders drawn from different parts of South Africa, might it not be a saving of expense as regards staffing if an understanding were arrived at between the various schools that each would confine its teaching energies to one, or at most two, of the alternate courses leading to the Junior and Senior Certificate Examinations? Again, should Native pupils be encouraged to take the academic course of secondary education, with its compulsory Latin and Mathematics, in preference to one or other of the alternative courses, more practical in content, but, unfortunately, not yet leading to Matriculation and post-Matriculation work? And again, while it is true that Matriculation and post-Matriculation students at present have no difficulty in securing teaching billets, and posts in the Public Service in the Native Territories, when these positions—very limited in number—are filled, will not technical and agricultural training be of greater economic value to advanced Native students, provided scope is allowed them in after-life to make use of their specialised training in productive work?

In May a conference of all the Native and Coloured teachers in the circuit was held at Healdtown in 1927, at Lovedale in 1928, when demonstrations and lectures on various subjects in the Primary School Course were given. The attendance was gratifying; only one teacher was absent, and he unavoidably.

In 1928 the distress among Natives owing to the drought had an appreciable effect on the work of the schools.

INSPECTOR: MR. S. G. JOUBERT, P.A.

CIRCUIT: CALITZDORP, OUDTSHOORN.

During my absence from my circuit, on furlough, several inspectors rendered valuable assistance. My thanks are due to Inspectors Boersma, Radloff, Sinton and Roux for carrying on the work during my absence.

It is gratifying to be able to report that the necessary additional accommodation at the Girls' High School, Oudtshoorn, has been provided. These additions have no doubt enhanced the appearance of the school.

Two very suitable class-rooms have been added to the South End Primary School; the additions supply a long-felt need. The town schools are now fairly adequately accommodated.

Some rural schools are very comfortably housed, while others are in need of more suitable accommodation. Generally speaking, every classroom is fairly well equipped, but there are still too many schools where no serious attempt is made to enhance their educational and æsthetic value by means of pictures, drawings, class-made articles, etc.

I wish to endorse the remarks made by my predecessor (Inspector Anders) in previous reports regarding the feeble-minded children in our midst, who are forced by circumstances beyond the control of the local educational authorities to attend the schools intended only for normal children. It is most essential, not only in the interests of these unfortunate children who are thus debarred from receiving that instruction and training to which their special needs entitle them, but also in the interests of the normal child, that they should be placed in special schools for feeble-minded children, where their latent talents could be developed and directed into proper and useful channels.

The severe drought experienced during the last two years has had a detrimental effect on the enrolment of the schools in this area. In the town schools the enrolment has been more or less stationary, whereas in a large percentage of rural schools the number of pupils is gradually diminishing. The average attendance on the whole is satisfactory.

Centralisation of Schools.—The Board is keenly interested in this branch of its work and fully realises that Oudtshoorn with its "closer settlement" offers special facilities for carrying out small schemes of centralisation. It is, however, recognised that any scheme of centralisation bristles with difficulties, and that the wisest course to follow is the one recommended by the Superintendent-General of Education in his annual report for 1926 (p. 5).

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The provisions of the Language Ordinance are carried out in all schools in this area, either by means of parallel classes or by the method of bilingual teaching. I am more than ever convinced that, although much time is devoted to the teaching of English (as a subject) in our schools, there is still a lack of *systematic* conversational practice and a lack of purpose, and that the oral work is often confined merely to questions on lessons in the standard reading books. An extensive use of easy supplementary books (several during the course of the year) in all classes, and a daily lesson in conversational practice carried out in accordance with a well-planned scheme will be the only means of raising the standard of attainment in the second language in the primary and secondary standards of our schools.

It is highly desirable that our rural schools should make a serious effort to improve their libraries; most of the books are unsuitable for the type of pupil who is supposed to use them.

The severe drought has retarded the carrying out of suitable nature study schemes. A few primary schools have, in spite of these drawbacks, made a success of the home-project scheme. The majority of schools in this area have, under normal conditions, all the facilities needed for a successful application of the nature study project plan.

INSPECTOR: MR. N. E. LAMBRECHTS, B.A.

CIRCUIT: GORDONIA, KENHARDT, PRIESKA.

(1928.)

Four new buildings were completed during the course of the year, *viz.*, the secondary department at Kakamas, and primary schools or departments at Alheit, Paarden Eiland and Prieska. The first two were officially opened by the Administrator and Mr. D. Retief, M.E.C., respectively. A primary school building is in course of erection at Pofadder, and funds are available for buildings at Witkop and Eenbeker, as well as additions at Warmzand.

The drought distress, of which mention was made in the 1927 report, has largely been relieved, and is reflected in the number of schools that have been reopened or established and the consequent increase in the number of pupils. There are six more European schools in the circuit than last year, and the number of pupils has increased by 150. To some extent the increase in the enrolment is also due to closer settlement on the river lands. The number of children not attending school is gradually decreasing, although there are still roughly 100 such children not at school. For these thinly populated areas some scheme of centralisation will sooner or later have to be evolved. If one considers that in the 69 single teacher schools there are only some 900 pupils, giving an average of 13 pupils per teacher, one realises the loss of intrinsic energy that the present system necessarily entails. The existence of so many small schools has, moreover, its harmful effect on parents, who, in many cases unnecessarily clamour for schools at their doors, and even go to the extent of borrowing children from a neighbouring school, in order to get a new school established on their farm.

The standard of attainment in the second language is in many cases far from satisfactory. Allowance must be made for the fact that such language is heard or spoken almost exclusively only in the school, and that little or no other practice in using the language is afforded to the child. If more time were devoted to practical oral lessons, and the language treated as a living spoken language instead of as a mere academic subject, more headway would be made. What is required from the school is to teach the children, not only to read both official languages, but also to speak and write both with a fair degree of fluency.

Nature study has made fair progress. There are still too many teachers, however, who instruct their pupils only in those subjects which they themselves acquired during their training. In many cases this has no bearing on the child's surroundings at all. Why a child in the Bushmanland, for instance, should study the life history of a codling moth in preference to that of a sheep, is difficult to understand.

Coloured and Native Schools.—There is still a pressing demand for more educational facilities for coloured children, although three new schools were opened in the course of the year and the increase in the number of pupils is 370. Two schools are closed at present owing to the fact that teachers cannot be obtained.

I am greatly indebted to my predecessor, Inspector H. B. Luckhoff, for his kind assistance in initiating me to the new work.

INSPECTOR: MR. H. B. LUCKHOFF, B.A.

(1927.)

One of the outstanding features of the year is the great building activity. Science and woodwork rooms have been added to the Kenhardt and the Louisvale Secondary Schools; a three-teacher school has sprung up at Paarden Island; a secondary department at Kakamas, and primary schools at Alheit and at Prieska are in course of erection. Mention must also be made of the fact that the Labour Colony Committee has had two extra rooms added to the Schroder Primary School. Furthermore, plans are under consideration for the building of a school at Pofadder and of two schools in the Kalihari.

Another feature of the year is the educational awakening of the Gordonia-Kalihari. Last year there were only two schools in the Malapo Basin. To-day there are six, and, in all probability, a seventh will shortly be opened. At the most northerly school, Loubos, 250 miles from Upington, the Upington Kerkraad has opened an Indigent Boarding Department which at present houses about 40 scholars. This boarding house supplies a long-felt need. If attention is drawn to the fact that groceries and other necessities are three weeks on the road from the nearest station, the difficulties that have to be overcome can readily be pictured.

In the Kenhardt and Prieska areas the year will long be remembered as one of great distress. In the former district 10 schools have had to close down on account of the drought; in the latter, six. In one or two instances the teacher trekked with the farmer and kept the school going, but in most cases the children have been so continuously on the trek path that schooling has been out of the question.

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Another very serious result of the drought has been the lack of sufficiently nourishing food. Many pupils have often commenced the day's work on an empty stomach.

Language.—On the whole the Language Ordinance is carried out satisfactorily.

Attendance.—Generally speaking, the attendance is satisfactory. Attention must, however, again be drawn to the fact that there have been several instances of teachers accepting paltry excuses for absence instead of taking vigorous action.

Coloured Schools.—During the year there have again been four applications for the establishment of coloured schools.

An additional assistant has been sanctioned in each of four of the existing schools. This has greatly relieved the tension.

Of the eighteen teachers engaged in coloured schools only four are European. There is a growing demand on the part of the coloured people to have teachers of their own race.

General.—Three of the four school boards have, during the year, lost their chairman. Mr. Grove, M.P.C., left Prieska after having served on the board for 21 years. Mr. J. van Coppenhagen was a member of the Gordonia School Board for 20 years. He lately withdrew after nomination, to avoid an election. Mr. J. H. van Rooyen, formerly magistrate at Kenhardt, served on the Kenhardt School Board for six years. The Department wishes to place on record the faithful services of these gentlemen.

I regret to record the death of Mr. Johannes van Wyk, who was for a year a zealous member on the staff of the Marchand School.

INSPECTOR: MR. R. E. LE ROUX, B.A.

CIRCUIT: ALI WAL NORTH, BARKLY EAST, HERSCHEL,
LADY GREY.

This circuit now comprises four districts, Lady Grey having separated from Aliwal North. There are four School Board areas, of which Aliwal North is the largest, and Herschel, with only two European schools, the smallest. This last mentioned Board terminates at the end of 1928, when a Committee, in terms of the Education Amendment Ordinance No. 25 of 1928, will take its place.

Visit of the Administrator.—It was a privilege and pleasure to have His Honour the Administrator in this circuit during 1927. The Administrator arrived at Clifford, in the Barkly East district, on Friday, 13th May, 1927, and laid the foundation stone of the new annexe school building at Barkly East early on Saturday morning. On his way, the same day, to Aliwal North, the Administrator opened the new school at Lady Grey. At Aliwal North, as at the former places, the Administrator received many deputations and left the morning of Tuesday, the 17th May. At all the different places stirring speeches were delivered, which will long be remembered.

Visit of the Superintendent-General of Education.—It was a great pleasure having the Superintendent-General of Education in my circuit again in 1928. Dr. Viljoen arrived at Barkly Pass the evening of the 28th June. Tuesday the 29th he had a very

busy day, opening the new Barkly East High School, attending to various functions and deputations, and finding time also for the Native and Coloured schools. Wednesday the 30th June Dr. Viljoen left very early for Jamestown and on his way received a deputation at Aliwal North. At Jamestown deputations were interviewed, the Secondary School visited, school sports attended and the Native School Choir inspected. At all the places Dr. Viljoen left behind him those lasting beneficial impressions characteristic of his visits.

Work Outside Circuit.—During 1927 I was out of my circuit on two occasions, the first to East London, and the second to Graaff-Reinet. During the latter part of 1928 I visited Colesburg and Naauwpoort. In all instances my work in the circuits of my colleagues was of a pleasant nature, and I wish to thank them for the recollections I bear of their circuits.

Buildings.—The splendid new school building of Lady Grey was completed during 1927 and the school is now comfortably housed in it. At Barkly East the completion of the new annexe was delayed, but eventually it was inaugurated on the 28th June, 1928, by the Superintendent-General of Education. The old scattered arrangement of the school is now luckily at an end. Minor additions and alterations have also taken place at Aliwal North and Jamestown. The grant towards the building of a school at Klipplaat, in the Aliwal North district, has provided for a real need for a centralised country school. Generally the school buildings are in a satisfactory state of repair.

Boarding Houses.—At Lady Grey the old school building has been bought by the Committee of the Indigent Boarding House and converted into a boarding house for paying pupils. This local effort to establish a hostel to meet the requirements of the district is very praiseworthy. At other centres ordinary school boarding houses are also necessary.

Indigent Boarding Houses.—The two indigent boarding houses of this circuit are those of Barkly East and Lady Grey. That of Lady Grey, owing to the removal of the industrial boarders, has had its large numbers decreased. Both institutions provide for a real need, and thus it is regretted that the Committee of the Barkly East Institution have not seen their way clear to go on beyond the end of 1928, necessitating thus the closing of the Boarding House.

Curriculum.—All the portions of the curriculum receive the necessary attention. School gardens in connection with nature study have been planned and developed. In most schools the necessary ground and fences have been, or are being, put in order. Unluckily, the drought has, in many cases, hampered gardening operations very much. The second language is getting more satisfactory, and the direct method of teaching is adding largely to this success. The creation of a second-language atmosphere during its tuition is, however, not realised keenly enough. There are many homes, and some schools, where the second language is not heard, and thus all has to be done in school.

Language Ordinance.—The provisions of the law are generally carried out satisfactorily, and arguments which have been used against the application of the Ordinance have gradually faded away, as the wisdom of its application has been better realised.

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Non-European Education.—The number of native schools has practically remained unchanged. One new school has been opened at Babeza in the Herschel district. Applications for new schools have had to be refused owing to lack of funds.

The attendance at native schools in the Herschel district is still affected by the boycott movement, but there has been a general turn for the better.

At Aliwal North the amalgamation of the Anglican, Primitive Methodist and Wesleyan Schools has taken concrete form and, from the beginning of 1927, these different schools have come under joint control. The school, although still in four different buildings, has gained much in better organisation.

Coloured Education.—The United Coloured School at Aliwal North is progressing favourably. It is regretted that lack of funds does not permit development in handwork.

Curriculum.—The curriculum is satisfactorily attended to, though there is a tendency on the part of some native teachers to neglect the Xosa and Sesuto of their pupils.

School gardening has developed favourably, and there are few schools where a garden plot does not exist.

INSPECTOR: MR. G. J. LOUW, B.A.

CIRCUIT: ABERDEEN, GRAAFF-REINET, HANOVER,
MIDDELBURG, MURRAYSBURG, PEARSTON,
RICHMOND.

(1928).

During the year 98 schools in the above circuit were inspected, of which 6 were High Schools, 3 Secondary Schools, 13 Coloured and 8 Native Schools. In addition 104 informal visits were paid.

At Graaff-Reinet, the magnificent new buildings of the Union High School were opened by the Superintendent-General of Education in March. In May he opened the new hostel at Richmond. At Middelburg the hostel, which was built in 1923, and which has been standing vacant for several years was re-opened in July. At Graaff-Reinet the Preparatory School moved into the buildings of the old Union High School, which were brought into thorough order at considerable cost. A new roof was put on the Middelburg Primary School at a cost of about £2,000. As a whole the school buildings are in a fair state of repair, and, owing to the general fall in numbers, able to accommodate all the pupils.

This fall in the enrolment caused reduction in the staffs of the various large schools. There was hardly a single large school, which had not to lose the services of one or more teachers. The fall of numbers was also noticeable in the Indigent Hostels, eight of which were inspected during the year and found to be satisfactory.

In the matter of attendance it is regrettable to notice that during the first and last weeks of a term so many scholars are unnecessarily absent. Owing to the long distances between the various country schools it is difficult to enforce the law regarding compulsory attendance. Furthermore, a peculiar feature of this

circuit is the fact that, although Graaff-Reinet, Aberdeen, and Middelburg have each more than a dozen country schools, the large districts of Hanover, Richmond, and Murraysburg have together at present only four country schools.

The language provisions of the law are being carried out. The scholars were proficient in their mother-tongue, but the second language, which in the majority of cases was English, leaves much room for improvement. In this connection, however, it is a pleasure to state that in the large schools oral composition and drill are regularly given. In the case of two schools in particular the Standard VI pupils reached a high standard in the second language, which to them was English. In the country schools the English of the scholars was very weak. It is also regrettable that the pupils make so little use of the school libraries.

In the secondary classes, the wide choice of courses has resulted in a number of scholars departing from the academic course. In several schools the commercial course has been adopted. Agriculture is taught in only two of the High Schools.

In the Coloured schools the work is fairly satisfactory. In the Native schools there is a tendency to devote too much time and energy to purely academic work and to neglect handwork. During the year Mr. Bennie, Chief Inspector for Native Education, visited Graaff-Reinet with the object of advancing the cause of amalgamation of the various Native schools in the town, but as yet nothing definite has been achieved.

During the last three months of the year Inspector Luckhoff, B.A., collaborated with me in inspecting the large schools in his and my areas. We inspected 12 High, 6 Secondary, and 8 Primary Schools, with approximately 6,000 pupils, and situated in 14 towns. This being my first year as an inspector of schools I was very thankful that I had the counsel and help of such a colleague.

Mention must be made of Mr. van der Merwe of the Pearston Secondary School, who retires at the end of this year after 30 years of meritorious service in the Orange Free State and the Cape Province.

INSPECTOR (ACTING): MR. T. S. GOLIGHTLY, B.A.

(1927).

During the 4½ months in which I was employed as Acting Inspector in the above-named divisions, 50 schools were inspected, as per the following table:—

	High.	Second.	Prim.	Prep.	P.F.	Col.	Nat.	Total.
Graaff Reinet ..	2	1	6	1	3	2	2	= 17
Aberdeen ..	1	—	1	—	—	1	—	= 3
Pearston..	—	1	5	—	1	—	1	= 8
Middelburg ..	1	—	8	1	8	1	—	= 19
Richmond ..	1	—	—	—	—	—	—	= 1
Hanover..	—	1	—	—	—	—	—	= 1
Murraysburg ..	1	—	—	—	—	—	—	= 1
	6	3	20	2	12	4	3	= 50

The total number of pupils present at inspection were as follows:—

	White.	Coloured.	Native.	Total.
Graaff Reinet ..	1,533	70	231	1,834
Aberdeen ..	588	146	—	734
Pearston..	263	—	65	328
Middelburg ..	747	18	—	765
Richmond ..	301	—	—	391
Hanover..	236	—	—	236
Murraysburg ..	218	—	—	218
	3,886	234	296	4,416

In addition to the ordinary inspections, ten informal visits were also paid.

With the exception of Aberdeen and Murraysburg, I was in charge of this circuit 27 years ago, and much might be said by way of contrast between the educational advancement and facilities of the present day compared with those of the year 1900; first of all with regard to the number of pupils on the roll, and in the second place to the immense advancement made in the provision of beautiful, well-equipped school buildings—in most places with well-kept grounds—which have taken the place of the old ramshackle rooms and squalid surroundings of that period.

At the present day no teachers are found who have not been properly trained for the work, and the influence of the training schools is everywhere evident in the methods of teaching, in the enlarged curriculum, and in the handling of such subjects—to mention only a few—as hygiene, nature study, gardening, etc., etc.

With reference to the secondary boarding bursaries, it would seem that with very few exceptions these are fulfilling their purpose, and, without saying anything derogatory concerning the selection of places in which very many of these pupils have to board, it would seem necessary to point out that many of the school hostels are standing empty or half empty.

With regard to the language provisions, I am of opinion that in order to allow the pupils the full opportunity of acquiring a working knowledge of the second language, which in these districts is English, more facilities should be given, both before and after Standard VI, for conversation in the second language than is at present the case. In several schools Latin is the only subject which is taught through the medium of English in the secondary course, and this allows very little scope in this direction.

In schools where there are parallel classes it is worthy of note that in very many cases the English section has as good a knowledge of Afrikaans as the other section.

In the inspection of the two Graaff-Reinet High Schools I was fortunate in having the assistance of Inspector R. E. le Roux, B.A., and in return I assisted him at Aliwal North and Lady Grey.

INSPECTOR: MR. H. B. LUCKHOFF, B.A.

CIRCUIT: BEDFORD, CRADOCK, MARAISBURG, SOMERSET EAST, TARKASTAD.

(1928).

Plans are at last under consideration for the extensions to the Bellevue Girls' High School (Somerset East), but nothing has as yet been done at Smoorsdrift (Bedford) where plus-minus 75 pupils are accommodated in two garages.

The School and Koshuis mentioned in the 1927 report, are due to open at Elandsdrift in January, 1929. The Cradock School Board deserves credit for its enterprise in this direction.

The Roman Catholic Church at Cradock has erected a Coloured Mission School and Hostel. The class rooms and dormitories compare favourably with the best in the circuit. It is the intention of the Church to train teachers at this Institution.

The attendance of European pupils is often irregular at the beginning and end of the term, and is especially poor in some schools just before the long vacations.

An improvement in the attendance in a number of Coloured and Native schools may be recorded—the result of a system of “visiting” adopted by the teachers.

In several Coloured schools, and in a number of Native Schools the number of pupils per teacher is so large that good work is practically impossible. Then, too, there are about a dozen unaided Native schools seeking Government aid. Several of these schools are doing very satisfactory work. It is hoped that in the near future, funds will be available for the appointment of additional teachers in the former and for the purpose of granting aid in the latter.

It was distressing to find several schools in which the requirements of the Language Ordinance were either totally ignored or seriously infringed; distressing, too, to meet with a number of uni-lingual teachers who have not considered it their duty to acquire a knowledge of the home language of the majority of their pupils.

The time seems to have more than arrived for the introduction of mother tongue instruction in Coloured and Native schools. There is not much sense and there is a great deal of waste in giving *e.g.* a geography lesson through the medium of English to uni-lingual Afrikaans speaking pupils in Standard I or of giving an arithmetic lesson through the medium of English to a sub-standard B class, the members of which understand only Xosa!

In a large number of schools the pupils were taught to read the second language in the sub-standard A class. The result has been “a confusion of sounds.”

The strict adherence by some teachers to the class reader, of which often only a portion is professed, has a deadening effect. More and still more oral work in the second language has been insisted on and the introduction of story readers advocated.

A number of farmers employ governesses for their children. It seems a pity that the pupils concerned should not have the advantages of state education.

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The following teachers have retired on pension during the year: Mr. Waide (principal of the Secondary School at Cookhouse), Miss Patterson (Commercial Mistress at the Boys' High School, Cradock), and Mrs. Nqandela (assistant at the Native School, Tarkastad). Two teachers have been obliged to retire on account of ill health, viz. Mrs. Goosen (Serfontein, Tarkastad), and Mr. Wilkin (Boys' High School, Cradock).

The faithful services of the above mentioned teachers should be placed on record.

During the absence for six months on sick leave of the Principal of the Templeton High School, Mr. C. H. Stokes, former Inspector for this circuit, ably acted in his stead.

My grateful thanks are due to my predecessor for his valuable advice and aid and to my Graaff-Reinet colleague, who collaborated with me during the last term, for his assistance.

INSPECTOR: MR. C. H. STOKES.

(1927).

As regards buildings and equipment, there is some improvement to record. Substantial additions have been made to the Secondary School building at Hofmeyr, whilst good new schoolrooms have been provided at Fortuin Primary and Elandsberg Primary (both Maraisburg), and at the Somerset East (R.C.) Coloured schools. A useful and much-needed classroom has been added to the main building at Kaalplaats Central Primary School. The additions to the Girls' High School at Somerset East, already so long and urgently required, are still under discussion, as are the plans for the new buildings at Smoordrift (Bedford) and Middelpan (Maraisburg). Important developments in the direction of centralisation and the transfer of a number of indigent boarders from houses in Cradock may be expected at Elandsdrift in the near future. The equipment of rural European and of native schools is somewhat more satisfactory than it was a year ago.

The attendance of European pupils is, as a whole, regular, but in native and coloured schools the attendance is such that it suggests the time has come for the application of the principle of compulsion, if only in a modified form. The average age of a class is usually high, whilst an analysis of the enrolment shows that, for the great majority, school life is either very short, or terminated before a practically useful standard of attainment has been reached. For example, of 1,640 native children inspected, 77 per cent. were classified below Standard II and 2.5 per cent. above Standard IV. In coloured schools, 73 per cent. and 2.7 per cent. were similarly classified.

In urban schools the attainment in the second language is, as a rule, satisfactory, but in rural schools this is seldom the case. In the latter, the teachers have not the time for the necessary oral work, nor is the library of the rural school of much use. Composition is, however, improving, more particularly (as may be expected) where a reading habit is encouraged among the pupils. In this connection, the activities of the following schools are

recorded with appreciation: Templeton High (Bedford), Rocklands Girls' High (Cradock), Gill College High (Somerset East) and Cookhouse Secondary. It is also interesting to observe that last year a similar remark was made in respect of three of these four schools. Grammar, especially of Afrikaans, is now on a fairly good footing. The methods of teaching geography continue to improve, but history, even now, is seldom well taught. Poultry-farming has been very successfully undertaken at Gill College High (Somerset East), as has been bee-keeping at Kaalplaats Primary (Cradock). In native schools, composition in the official language and arithmetic are two subjects which give difficulty. The teaching of the former is generally haphazard and unscientific. Good progress is being made in handwork, interest in the subject having been greatly stimulated by the tour of the Departmental Visiting Teacher. Gardening, both in native and in European schools, has been practically prevented by drought, and, in towns, by necessary municipal restrictions.

In the secondary departments of the schools of the circuit, organisation, teaching methods and examination results are good. The number of pupils has increased from 463 in 1926 to 515. The number of those who do not qualify for promotion is much greater in Standard VII, even comparatively, than in any other class in the secondary area. If the granting of a bursary were made to depend more on natural ability, it is conceivable that advantage to several persons would result. If it be said that there should be equality of opportunity, it seems reasonable to reply that inequality of capacity should also be considered. Agricultural courses are still in operation only at Somerset East and Kaalplaats, where they are conspicuously successful, as have been the German courses at Gill College High and Hofmeyr Secondary schools. Domestic science maintains its popularity and efficiency, if one may judge from the specialist's reports, but when attention is turned to other branches of science appearing in the curriculum, the question arises whether the pupils of Standards VII and VIII are able to cover thoroughly in two years the work in physics and chemistry and biology. Indeed, there seems good ground for suspecting that the attainment in physics and chemistry is insufficient for really sound work in Standards IX and X to be possible. Again, the Senior Certificate Commercial Course would probably be taken up more widely if the university authorities could be induced to accept the certificate as a qualification for entrance to B. Com. courses. In conclusion it is deserving of remark that three unaided schools in the circuit together entered 36 candidates for the Departmental School Certificate examinations.

INSPECTOR: MR. J. C. W. RADLOFF.

CIRCUIT: JANSENVILLE, STEYTLERVILLE,
WILLOWMORE.

It is gratifying indeed to be able to report that two high schools and one country school have had their accommodation difficulties solved, and are now comfortably housed in the new buildings. One high school will occupy additional rooms in 1928, but two
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country schools still remain to be dealt with. It is hoped that the accommodation required in these cases will be provided during the course of the year 1929.

The year 1927 was the third of a period of drought that has not been equalled in its severity for half a century. It seriously affected the enrolment of several schools and the attendance of many more. Some parents—in their stressed circumstances—seem to have forgotten that the provisions of the law in regard to compulsory attendance are still in force; and the local authorities in their sympathy with such parents have been slow—too slow, perhaps—to enforce the law. It is hoped that better times will ensure the enrolment and regular attendance of every European child of school-going age in the circuit.

These abnormal conditions seriously militated against embarking on any new developments, and made even the maintenance of standards previously attained more difficult than in any previous year. It is to the teachers' credit that the attainments of the previous year were not lowered to any appreciable extent, despite the increased difficulties both scholastic and personal. Under such circumstances it is the more pleasing to be able to state that handwriting and the teaching of the second language have made further advancement during the period under review. This does not mean that the high-water mark has been reached; but it does mean that many more teachers are realising that the child who leaves school a poor writer and with a very limited knowledge of the second language of his country, begins life with a handicap that will become heavier instead of lighter as the years advance.

In regard to the carrying out of the language provisions of Ordinance No. 23 of 1925, the position is as reported last year. In no single instance was it found that any pupil is being handicapped for lack of being taught through the best known medium.

INSPECTOR: MR. P. J. RETIEF, B.A.

CIRCUIT: MONTAGU, ROBERTSON, SWELLENDAM.

In the district of Swellendam educational interests are very well served by a central school board constituted to replace three others. It would be advantageous to Barrydale to be included in the Swellendam School Board, and there would be better justification then for the rather large number of members on the Swellendam School Board.

The districts of Montagu and Robertson have one board each. All these boards meet regularly and the members appear to have a deep sense of the importance of the work delegated to them. The secretaries are, with the exception of one, full-time officers, and in all the offices the work appears to be well conducted. There is, however, undoubtedly a tendency on the part of some school committees to allow themselves to be influenced by considerations which are not in sympathy with the educational needs of their schools, and particularly in the appointment of teachers, some irregularities continue to occur.

Usually, the difficulty of providing transport for the distant children prevents centralisation, and, consequently, in spite of

continued efforts, little has been done in this direction. The provision of rural schools is generally satisfactory, and the number of boarders in the town schools is comparatively low, except in one town school, where there are an exceptionally large number of indigent boarders. By establishing central schools, with conveyance grants where necessary, and by eliminating a considerable number of boarders whose parents live at less than three miles from existing schools, and/or are capable of providing for themselves, this large number of boarders may be considerably reduced.

All school buildings in the country erected by the Government are suitable, and, generally speaking, hired accommodation is satisfactory. There are, however, exceptions, and some buildings leave much to be desired, while in a large number of schools, and even in the case of buildings erected by the Government, sanitary accommodation is very unsatisfactory, and provision of drinking water is not good enough. In the towns very satisfactory accommodation is provided, and the proposed extensions at the Heidelberg High School have been sanctioned.

The High School at Swellendam has followed the Montagu High School in separating the secondary school from the primary school. At Robertson the secondary classes of the Boys' High and the Girls' High Schools have been amalgamated, while the primary classes have been left separated as before.

Generally, in the town schools, a satisfactory standard has been reached in most subjects. In rural schools, however, such subjects as geography, history, grammar and composition suffer, while other subjects, such as drawing, drilling, nature study and needlework are frequently neglected. For such rural schools alternating schemes of grouping work for certain standards have been proposed which have facilitated the work of the teacher and have produced better results. It has been found that the privilege of rearranging the syllabus to suit individual schools is apt to be abused.

After a long and meritorious service as principal of the Excelsior Primary School at Montagu, during which she showed singular devotedness to her school and achieved much success in her work, Miss A. Marais retires at the end of the present year. The Department of Education would very heartily join with her past pupils and school managers in wishing her a long and well-deserved rest.

INSPECTOR: MR. S. G. E. ROSENOW, B.A.

CIRCUIT: MALMESBURY, TULBAGH.

In the course of the two years I inspected 216 schools and paid 168 informal visits. I also deputised in other circuits on various occasions; during the second and third terms of 1927 for Inspector J. Anders in the Paarl circuit, where I examined about 14 schools; and again in the last term, when I inspected seven schools for Mr. Anders and one for Mr. Rousseau. During the fourth term of 1928 I assisted Inspector H. Z. v. d. Merwe for 2½ weeks.

During the first term of 1927 I held a teachers' meeting at Tulbagh, where I particularly encouraged the teachers to invite inspection of the school work by the parents from time to time.

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In the following term I held a similar meeting for coloured teachers at Moorreesburg, where I had a very encouraging attendance. About 50 of them were present.

Towards the end of the third term I convened a meeting for European teachers at Riebeeck West. Here also we had a good attendance, and I was gratified to note the interest shown in the proceedings.

During 1928 I organised exhibitions of school- and home-work done by the scholars at various centres and again conferred with my teachers on several occasions. The exhibitions and conferences proved marked successes.

A handsome building has been erected at Koringberg. At the beginning of 1928 this school will amalgamate with Middelburg; most probably the building at the latter place will be sold.

New buildings or extensions have been erected by the Coloured communities at Riebeeck West, Tulbagh Road, Saldanha, Mamre and Langebaan. At Roman's River a very fine school was built by local effort.

In the past two years I have been paying special attention to reading, recitation and singing. At several schools I gave lessons myself in one or other of these subjects. I trust that the work done in this connection will not be fruitless.

In the country the provisions of the Language Ordinance are observed fairly well, but in the village schools the position remains unchanged; that is, the number of English-speaking children in these schools remains so small that it is not possible to appoint an additional teacher for them; consequently they are obliged to run with the stream and receive their education through the Afrikaans medium. Fortunately it is in most cases immaterial to them whether they are addressed in English or in Afrikaans.

In my circuit it is hardly possible to escape the operation of the Attendance Ordinance, as the schools are seldom more than six miles apart.

I understand that some teachers have again taken their pupils on occasional trips to Cape Town. These excursions are of great educational value, and I cannot recommend them too strongly.

I wish to thank Advocate J. H. H. de Waal, M.L.A., particularly for the trouble he took in conducting the little ones from the Middelpoos (Koningberg) school about the city.

I must make mention of the departure of Mr. G. C. Theron, B.A., from the Tulbagh High School at the end of the year 1927 in order to take up his appointment as Inspector of Schools in the De Aar circuit. Tulbagh is losing an excellent principal.

INSPECTOR: MR. P. D. ROUSSEAU, B.A.

CIRCUIT: CAPE DIVISION NO. 4, STELLENBOSCH.

During the past two years the teachers have been urged to try educational experiments guided by certain fixed principles. In all schools this question was discussed with the staff, and a meeting of 70 teachers, who serve under the Stellenbosch Schol Board, was addressed. These general principles were restated and specific

changes in the existing methods were recommended. In all schools these changes have been introduced in varying degrees, with great success in most cases. Generally, however, there has been a lack of originality. It is hoped that the general principles will be applied in a variety of ways so as to avoid that uniformity which destroys the interest of both teachers and pupils. It appears as if interest has been aroused in the Stellenbosch Division. During 1928 two whole days were devoted to educational matters. The first day was devoted to a conference of teachers, and on the second day teachers and parents met in conference while there was an excellent exhibition of handwork. The attendance was good on both occasions.

Much attention has been devoted to the teaching of the second language during the two years under review. In 1927 the Department drew up a syllabus for the teaching of the second language. In this syllabus the importance of oral practice is emphasized. Oral practice must form the groundwork for teaching the second language. The importance of this exercise is not yet generally realised. It is something new and the training colleges have not in the past given special attention to this matter. The idea is gaining ground, however, and the second language is making satisfactory progress in most schools.

The home language of the pupils is used as medium of instruction in all the European schools of this circuit. There are two schools where the medium is exclusively English—the Rhenish Girls' High School, Stellenbosch, and the Maitland Primary School; and adjoining them two schools where the medium is exclusively Afrikaans—the Bloemhof Girls' High, Stellenbosch, and the Koeberg Primary School. In all other large schools there are parallel classes.

The communities of Somerset West and the Strand have magnanimously agreed to centralise secondary education. An exceptionally fine site, eight morgen in extent, has been obtained from the Geeringh estate at a nominal figure. The £400 required has been oversubscribed by the two communities. The necessary funds have been allocated and the building will soon be erected. The enrolment of the Parow Primary School exceeds 700 pupils, in spite of the fact that two preparatory schools have been opened during the time under review on the outskirts of the town. Six classes are at present housed in very unsuitable buildings. The Village Management Board has bought a suitable site and has presented it to the Administration. Money has now been voted for the building of a large preparatory school on this site. Bellville South requires a four-teacher school immediately. Owing to the influx of people from the country the Goodwood school has developed rapidly and requires three more rooms to provide accommodation for every class. Provision must also be made for building a school for the Parow High School. The school is at present Secondary. Only the lack of accommodation keeps down the grade of the school. The present school has three rooms which no longer provide the accommodation required.

Stellenbosch suffered a severe loss owing to the death of the Rev. D. S. Botha on the 8th November, 1927. He led the community in educational matters for 25 years, and he used his great talents to ensure co-operation and progress.

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Coloured education is in an unsatisfactory condition. The buildings cannot accommodate the large number of pupils who attend and because the accommodation is inadequate the teachers required cannot be appointed. In most cases the pupils are too poor to pay for material such as books and slates. The teachers are, in most cases, ill equipped for their important duties. With a few exceptions the home language of the pupils is not used as medium of instruction; in consequence originality and general knowledge are wanting. A great reform is necessary in coloured education. At the present moment the great majority of coloured children in this circuit remain ignorant.

INSPECTOR: MR. J. ROUX, B.A.

CIRCUIT: GEORGE, KNYSNA, MOSSEL BAY.

(1928).

It was a great privilege and, at the same time, a real pleasure to take over this important and beautiful circuit from Inspector Arthur Scott who retired on pension at the end of last year to enjoy a well-earned rest after having served the greater part of the circuit for twenty years in a most faithful and conscientious manner. The magnificent farewell extended to him on his retirement testified to the high esteem in which he was held by all, but more especially by the very large number of teachers to whom he had endeared himself by his tact and sympathy, as well as by his ever-readiness to render the necessary assistance where possible.

During this year two schools were closed for good, one school was amalgamated with a neighbouring school, one existing school was transferred to a more central locality and one new school was opened.

The number of schools in this area has, therefore, slightly decreased but, on the other hand, the enrolment has increased to 8,455, which figure represents the number of pupils presented for inspection at the 128 schools existing in this circuit in 1928.

In Standard VI alone 450 pupils were inspected, and of this number 320 were successful.

Although the number of schools is being reduced gradually, it is felt that much more could be done in the way of centralising educational facilities in this circuit. Of the 90 European primary schools in the three districts no fewer than 24 have an enrolment of over 50, and of this number there are seven schools that have an enrolment of 100 or more, one school alone being responsible for 212 pupils.

The average enrolment in these country schools is 41 pupils, but in the George district alone it is as high as 45, and some of these schools are quite close together.

The various settlements in the coastal part of the circuit are largely responsible for this, as families are continually drifting into these parts from the drought stricken areas to earn a living, however poor that may be.

The work of the teachers in these schools is consequently rendered very difficult through a continual migration of parents and pupils; but fortunately most of these teachers are imbued with a very high sense of duty and a keen desire to help this class of pupil as much as possible. The results achieved in this manner are very encouraging and redound to the credit of the teachers concerned.

Another problem in connection with these schools that will have to be faced in all seriousness very soon is the large number of mentally deficient children found in some of the schools. A special school, established in a central part of the circuit for the sole benefit of these children, appears to be the most feasible solution at present.

At the beginning of this year the Herbertsdale School was promoted from Primary to Secondary rank, and at the beginning of next year the Knysna Secondary School will begin its career as a High School. Both of these schools must be heartily congratulated on their well-deserved promotion.

It is, however, felt that if the Knysna High School is to prove a complete success, a school hostel under the personal supervision of the principal or one of his assistants will also have to be established as soon as possible, as there are no satisfactory boarding facilities for pupils in the town at present.

Two more Primary Schools may ere long be promoted to Secondary rank and, when this happens, this circuit will be amply provided with schools of the various grades to satisfy fully the educational needs of the circuit.

It is, however, much regretted that owing to lack of funds several of the larger schools, including one high and one secondary school, cannot at present be provided with the necessary teachers and equipment for instruction in woodwork.

New school buildings have already been approved of and will, therefore, soon be erected at Great Brak River (Mossel Bay) and Diep Kloof (George), while important extensions to the Park Primary School buildings (Mossel Bay) have likewise been authorised. Extensions are, however, still urgently needed at five other Government-owned schools and a few privately owned schools, while at least three entirely new school buildings will have to be provided by private enterprise, or else the schools concerned must be closed, as the buildings at present occupied by these schools are most unsuitable.

The two Mission School buildings recently erected by the Mossel Bay Lutheran Church may be considered as model school buildings, and reflect great credit on the zeal and enterprise of the manager.

The managers of the English Church Schools at George and Knysna also intend erecting entirely new school buildings in the course of the new year.

The Indigent Boarding Houses at Mossel Bay, George and Herbertsdale, as well as the Orphanage at Brandwacht (Mossel Bay), are doing excellent work. The erection of a fourth Indigent Boarding House at Wittedrift (Knysna) is also being contemplated.

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INSPECTOR: MR. A. SCOTT, B.A.

(1927).

Schools and Attendance. One new school, opened towards the end of the year, was not visited; the rest, 128 in number, were all inspected and a considerable proportion of them received one or more informal visits. With a few exceptions, all the country teachers attended one or other of the meetings held by me for the purpose of discussing matters connected with school work, and the object of informal visits has thus, to a large extent, been fulfilled.

At these meetings the importance of regular attendance, more particularly in view of the subsidy regulations, has been emphasized. Unfortunately teachers, with the best will in the world, cannot enforce attendance, and it is only where, as in the George area, they receive prompt and effective backing that defaulters are brought to book.

In some of the non-European schools the attendance is very unsatisfactory, and compulsion would be welcomed both by managers and by teachers.

Centralisation. If the difficulties which centralisation presents could be overcome, the number of schools in the area might be reduced without serious inconvenience to the pupils concerned. In a previous report I stated that four schools were closed in the neighbourhood of Herbertsdale, in the Mossel Bay Division, the children of these schools being either conveyed by wagon to the village school or finding accommodation in the indigent boarding house that was established at the time. The Herbertsdale school has steadily developed since, and from the beginning of next quarter will be graded as a secondary school, with agriculture and poultry-keeping as subjects of the curriculum.

For years past centralisation schemes have been discussed by the school boards of George and Knysa, respectively, but have been postponed or abandoned as impracticable. In one case the refusal of a landowner to grant a central site, in others the existence of Government-owned and other large buildings which are no longer central, and in others the pressure exerted by parents unwilling to forego the privilege of having a school at their door—a privilege which they have come to regard as an inalienable right—have tied the hands of those who have advocated centralisation on grounds both of economy and efficiency. In places where conditions are favourable, motor transport would meet the first two of the difficulties mentioned, and it may be found advisable to have recourse to this solution of the problem.

Bilingualism. In most of the schools the systematic efforts of the teachers to increase the pupils' power of expression in both languages have borne good fruit, but much will have to be done before any approach to bilingualism is reached in the majority of the country schools. In spite of all that has been said, I hold to the opinion that, *if the ability to use the second language readily is regarded as an object worth striving after*—and few will deny that it is—the judicious use of the second language as subsidiary medium of instruction in both English-speaking and Afrikaans-speaking centres is true wisdom, and I feel very strongly that this

aid to language teaching should not be abandoned. The problem in our country, where bilingualism is demanded in almost every calling, and where its attainment will do so much to promote unity, is a peculiar one, and some small sacrifice of educational ideals in the effort to secure it seems to me to be more than justifiable.

Beyers' Tehuis. It is gratifying to report that, mainly as a result of the initiative of the present chairman of the George School Board, a large and well-planned hostel for boys has been erected at George as a memorial to the late Rev. J. A. Beyers, to whose efforts on behalf of education the town and district of George are so deeply indebted. When opening the institution at the beginning of the year, the Superintendent-General of Education paid a high tribute to Mr. Beyers' zeal, self-sacrifice and large-hearted generosity.

INSPECTOR: MR. G. SIDDLER, M.A.

CIRCUIT: ALEXANDRIA, UITENHAGE.

European Schools.—By the erection of the new school at Selborne, the most pressing need of the circuit in the matter of buildings has been met. Accommodation problems in the town of Uitenhage are still awaiting solution, the inability of the Board at this juncture to dispense with hired premises in the event of new buildings being erected having created an *impasse*. Much-needed improvements to the Riebeek College grounds are now being taken in hand by the Town Council in consideration of the re-transfer to that body of the Bidwell Plantation, which has proved practically useless for school purposes.

The drift of families from the country to the towns following on the prolonged drought has swelled the enrolment in the primary schools of Uitenhage at the expense of the district schools. The total enrolment at the Innes School exceeds 650, and the local authorities are now inclined to view with greater favour the scheme for the establishment of a preparatory school under its own principal.

The abolition of the post of attendance officer in the division of Uitenhage has not been followed by any appreciable fall in the attendance either at the town or at the country schools. Only one parent during the period under review was summoned to appear in the Magistrate's Court for an alleged contravention of the compulsory attendance regulations, and the evidence for the prosecution was insufficient to secure a conviction.

As regards the curricula both of the high, of the secondary and of the primary schools in the circuit, there is practically no change to record. The schools are on the whole happily staffed, and to the teachers as a body a word of praise is due for the keen interest shown in the welfare of their charges, both in and out of school sessions. The feeling that the primary lower certificate is not the last word in equipment for a teacher filling a primary post is growing apace, and it is worthy of note that for almost

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every vacancy in single and two-teacher schools advertised during the past two years a host of applications was received from teachers possessing the matriculation and the primary higher certificates.

A conscientious effort is being made to give full effect to the language provisions of the Ordinance, (a) by means of the institution of parallel classes in the larger schools of the area, each teacher as far as possible giving instruction only in his or her own language; (b) by the system of parallel instruction in the smaller country schools. The number of cases in which the law is being imperfectly carried out owing to the employment of unilingual teachers is rapidly dwindling. Stress must again be laid on the importance of making conversational work and oral composition the most prominent features in second language schemes, in view of the fact that this constitutes the only practice in the "spoken" word available for many of the pupils.

There has been further development in agriculture and gardening during the past two years. In the Sundays River Valley viticulture and bee-keeping are included in the forms of farm-work taken up, whilst in Alexandria experiments of an interesting nature have been made in the growing of maize and chicory.

Non-European Schools.—It is pleasing to record that the most pressing cases of understaffing have now been dealt with. Irregular attendance, however, continues to militate against reasonably rapid promotion, particularly in the infant department. In the majority of the schools there is a lack of variety in the handwork, the reason invariably given being the difficulty of procuring materials. The disappearance of drought conditions during the early part of 1928 has been followed by a welcome renewal of gardening activities.

INSPECTOR: MR. A. SINTON, M.A.

CIRCUIT: CAPE DIVISION No. 2.

A new high school for boys has been erected at Observatory, and additional accommodation has been provided at the Livingstone Coloured School, Claremont.

Unfortunately, the provision of money for a high school at Erinville, Rondebosch, had to be deferred. It is hoped that arrangements will be made for an early start with a building here, in order that the difficulties under which education at Rustenburg Girls' High School is conducted may be removed.

There is great need of suitable accommodation for Coloured children everywhere in the circuit, but most especially at Athlone. The provision of a school under the aegis of the School Board to cater for pupils in the higher standards would have a great uplifting effect educationally.

The circuit has lost three of its ablest teachers through the retirement on pension of Messrs. Forbes, Midlane and Mason. Mr. Forbes gave able service at Dryden Street Primary School. Mr. Midlane conducted the school at the Marsh Memorial Homes efficiently, and Mr. Mason built up the successful and renowned

Boys' High School at Rondebosch. Each of the three in his retirement will have the satisfaction of knowing that his efforts to advance the cause of education have not been in vain, and that they have been appreciated by the Education Department.

The schools of the circuit believe in the doctrine of self-help, and by means of concerts, bazaars, fêtes, etc., raise funds with which to provide wall pictures, libraries, etc. In one instance, worthy of mention, a special teacher to give speech training has been paid out of school funds raised by concerts.

I wish to take this opportunity of reviewing the position in regard to language medium instruction in my circuit. At a Conference of Inspectors in 1916 the then Administrator was asked what was to be done where there was a very small number of pupils whose home language was not the prevailing medium of the school; and mention was made of the English-speaking child of the gaoler of a small country dorp. Sir Frederic de Waal replied that the organization of the school did not permit of such a child being taught through the medium of his home language. That seemed to me to be a reasonable answer, and I proceeded on the lines that if there were 15 pupils whose home language was Dutch, parallel classes had to be instituted for them, but if there were fewer, they were to be treated like the gaoler's daughter. To get rid of the worst feature of parallel classes, where some eight classes had to be taught by one teacher or two teachers, I managed a few years ago, with the co-operation of teachers, school committees and school board, to concentrate all the Dutch-speaking children of the schools in the area lying between Toll Gate and Mowbray in Balfour Street, Dryden Street, and Rochester Road Schools. At each of these schools the Dutch-speaking children are being instructed through the medium of Dutch under the best conditions. In the schools of Rondebosch and Claremont, however, there are in no single case 15 Dutch-speaking pupils in the primary area, and the pupils have all been taught through the medium of English. This has been allowed by me not from ignorance of the law and not because the parents desired it, but because I believed I was carrying out the policy of the Administration. I understand, however, that it is the desire of the present Administration that the law should be carried out even in the case where there are less than 15 pupils spread over the classes from the sub-standards to standard six, and that such pupils are to be taught through the medium of their home language.

As I do not believe in what is termed parallel instruction, which usually means a perfunctory and limited use of the second language, I shall try to arrange for the concentration of the Dutch-speaking children at one of the schools, but I would like to point out as a difficulty in the way that the two High Schools are fee-paying while the other schools are free.

With reference to Coloured Education and more especially with regard to the qualifications of the teachers I desire to make a few remarks. So far as concerns the opening of new schools, the provision of interest on capital expended by the churches on buildings, and the enrolment of scholars, there is some ground for satisfaction at the progress made, but in other respects the

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position is anything but satisfactory. Buildings are in use which were never built for school purposes, and in many cases several teachers work in one room. The schools are staffed with teachers, few of whom have anything better than a Standard VI qualification. I think it will be readily admitted that such teachers in respect of academic attainments and general breadth of knowledge are very poorly equipped for the work of teaching, with the result that the standard of work done in the schools is poor. I am not disparaging the efforts of these teachers, and I sympathise and agree with the desire to have Coloured Education in the hands of Coloured teachers, but I do think that until the standard of admission to the Training Schools for Teachers is raised to the Junior Certificate or probably the Senior Certificate stage, it should be permissible for certificated European teachers to be employed in all classes from Standard V upwards.

INSPECTOR: MR. G. M. J. SLABBERT, B.A.

CIRCUIT: NAMAQUALAND, VAN RHYNSDORP.

I took this circuit over from Inspector S. Boersma six years ago; it will, therefore, be of interest to note the progress as regards the number of schools in operation then and now.

	Schools.	Teachers.	Pupils.
December, 1928	102	187	4,732
January, 1923	80	121	2,741
Increase	22	66	1,991

The expenditure (including sums now on the estimates) on school buildings and indigent boarding establishments during this period, amounts to about £50,000.

The increasing demand of the outlying rural population for better education facilities has made it necessary to add to the indigent boarding houses and to increase the staffs of almost all the schools; these additions are by far not sufficient, and urgent calls for better boarding house facilities are at Van Rhynsdorp, Garies and Springbok.

At twelve centres agricultural nature study has been included in the primary school course, and at three centres this subject is continued in the secondary department. Considerable keenness is being shown; the progress this year, however, was not as good and encouraging as in 1926, as the severe drought affected the wheat project scheme to such an extent that next to nothing could be shown.

Poultry and bee-keeping are also engaged in, and where provision has been made for a good supply of water, as at Klaver, tree-planting has been most successful.

Needlework in all two-teacher schools and in schools better staffed has been taken up seriously. It also forms a subject in the secondary department at Van Rhynsdorp and Garies; and

all primary schools with more than one teacher which cannot be visited by the instructress are required to forward their needlework to her for criticism and report.

The annual choir competitions for this circuit were not held this year. This is to be regretted, as the schools concerned have been paying special attention to singing.

A vacation course for this circuit's teachers, for which all arrangements had been made at Springbok, had to be postponed, owing to an outbreak of enteric fever at the hostels at Springbok.

Several of the schools had been active throughout the year in giving concerts or bazaars in order to obtain funds for school purposes. Such activities are always commendable.

The teachers are hard-working, and only two had to be warned that their increments would be withheld unless more satisfactory work was forthcoming. All the subjects receive due care and attention. The Language Ordinance is fully carried out, and English has improved considerably. Many centres deserve praise for efficient work. In almost every standard pupils were to be found who spoke and wrote grammatically correct English; slovenly speech had almost disappeared in the case of the better type of child.

It is further most pleasing to be able to report a great improvement in the handwriting and arithmetic of the pupils. In the case of arithmetic it should be pointed out that teachers in the same schools use different methods. It is most essential that uniform methods be used.

There is a growing demand on the part of the Coloured population for better educational facilities for their children. In many of their schools it is usual to find the classes conducted in rooms where the progress of the pupils is much hampered by defective light and the lack of proper seating accommodation.

The indigent boarding houses, of which there are fourteen in my circuit, are being carried on satisfactorily. The promoters put forth strenuous efforts to run these institutions on satisfactory and economic lines, sometimes on too economic lines, with the result that there is a considerable surplus.

The deplorable state of certain hired rooms for boarding houses calls for serious comment. It is, however, gratifying to be able to report that funds have been made available for the erection of more suitable dormitories, but much more will have to be done before conditions can become altogether satisfactory. The boarding houses at Springbok, where a matron died, and at Garies, where one of the teachers died, had experienced hard times through outbreaks of measles and enteric fever.

It is felt that much more could be done by members of school staffs in rendering assistance to the matrons by taking the children after school hours for walks, or for special instruction in house-craft or games. This matter was under discussion at several centres, and there is now every probability that such assistance will be forthcoming, for it was felt that fit and proper use of the time after school hours not only required much care and forethought, but that such properly organised recreation or employment can add much to the success of secular instruction.

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At these institutions attempts ought therefore to be made to get the pupils to employ their time after school more advantageously. The majority of them have no homework; and having nothing to do is conducive to the formation of slack habits.

I have attended many school board meetings and indigent boarding house committee meetings, and I am pleased to be able to state that much of the success of the boarding houses and schools is due to the enthusiasm of these members and the secretaries of the school boards. These men work very nobly and disinterestedly in the cause of education.

I have to record the retirement of Mr. James McRobie, M.A., L.L.B. His consistent and self-sacrificing work in the interest of education in Namaqualand have earned for him the gratitude of all concerned.

I regret, too, to have to record the death of Mrs. Lucké (Miss Ellen de Beer). It took place at Garies, where she had been teaching for the past six years. She rendered earnest and enthusiastic service, and the gap she has left will be hard to fill.

INSPECTOR: MR. A. H. STANDER, B.A.

CIRCUIT: HAY, HERBERT, KURUMAN.

It is gratifying to be able to report improvement in regard to the provision for school buildings. In 1927 a sum of £14,850 became available for this purpose, while an amount of £11,625 was granted in 1928. Further requirements for classroom accommodation alone amount to £5,200 which, it is hoped, will be provided for in next year's estimates.

Returns from School Boards in connection with non-attendance are incomplete owing to the difficulty of obtaining reliable information from remote areas. The number of children not attending school probably does not exceed 200. Kuruman alone accounts for 120. A new school is being opened in connection with a hostel established by the D. R. Church at Van Zyl on the lower Kuruman River, and this will provide facilities for several families recently settled in that area. But it is obviously impossible to bring schools to within easy reach of all the children concerned. To enable School Boards to cope with the situation the quota at selected indigent hostels should be raised. Every boarding house has a waiting list.

Of the 14 hostels in this circuit, eight are under the control of the D.R. Church, and six are managed by private committees. All these were visited during 1928. The Church institutions are, as a rule, well conducted, and where defects were pointed out the authorities were fully alive to the need for improvement, but lacked funds for the purpose. The church has incurred heavy liabilities. At Seodin, for example, a sum of over £9,000 has already been spent on buildings and grounds. The hostels controlled by private committees present a different picture. They were not all born of the love of sacrifice in a good cause. As a rule the owner of the premises is either unable or unwilling to provide adequate and satisfactory accommodation, and conditions generally, even in regard to meals, are comparable to those obtaining in the homes of the poorest. One of the worst features is the lack of

continuity in management. There is continual friction between the owner and the committee, usually ending in the latter being fired and a fresh one, the owner's nominee, as ignorant and as inexperienced as its predecessor, being put in its place. From a financial point of view they are subject to abuse; from the educational viewpoint they are, with a few exceptions, unqualified failures.

The last four years have seen marked progress in secondary education. The enrolment has increased from 70 in 1924 to 251 in 1928. The Kalahari High School, to which reference was made in the annual report of the Superintendent-General of Education for 1926, was opened at Seodin at the beginning of 1927 and the enrolment has already reached 108. Rapid growth is due in the first place to the secondary bursary scheme without which the majority would have been debarred from secondary education, but to a considerable extent also to local effort. Every secondary and high school has its own education fund. In 1927 a sum of £500 was subscribed to by Divisional Councils, Municipalities, the D.R. Church and private individuals. A considerable amount is also raised yearly by the teachers by means of concerts, bazaars, etc. In connection with the Kalahari High School the Church further pays over £200 in the form of fees, partly in return for labour supplied by the boys after school hours and during vacations. All this is very gratifying, especially when it is considered that the secondary course provides the only channel for pupils who desire to carry their studies beyond Standard VI. Facilities for industrial education are non-existent, and there are no immediate prospects of provision in this direction. On the other hand, the position is viewed with some concern. Very few pupils will ever be able to continue their studies at a university, and the problem of finding suitable employment, even at the Standard X. stage, is becoming increasingly difficult.

As far as Afrikaans-speaking pupils are concerned, the provisions of the Language Ordinance are being fully met in all classes of schools. Occasionally a young and inexperienced teacher may blunder but mistakes are rectified during the first visit to the school. Parallel classes are in operation at two schools where the English-speaking minorities are sufficiently large, and separate provision may be possible at two other centres at the beginning of next year. In the remaining schools, about 20 in number, the minorities are too small, and in these the practice of bilingual instruction by bilingual teachers will have to be continued. In the secondary departments of these schools there is usually a division of subjects between the two media.

INSPECTOR: MR. J. F. SWANEPOEL, B.A.

CIRCUIT: BREDASDORP, CALEDON.

I took over the above districts from Inspectors Retief and Rousseau respectively at the beginning of 1927 and succeeded in reaching all the schools within twelve months except two rural primary schools, which were inspected in 1928. For a portion [C.P. 2-'29.]

of the third quarter of 1927 I relieved Inspector J. Anders in the Worcester and French Hoek areas. Altogether I inspected 131 schools and paid 24 informal visits in 1927. The figures for 1928 are 123 and 52 respectively.

Educational progress has not kept pace with the financial development of these districts during the last ten years. Both districts are big producers of wool and grain and their material wealth is considerable. One cannot help feeling that the rural schools are too primitive in many respects for such surroundings. This year a serious effort was made to improve buildings and equipment. As a result the number of really bad buildings was reduced from 41 to 13.

The town schools are, on the whole, in a better position. It is true that they are handicapped by the poor material drawn from certain areas but being better staffed and equipped they are able to achieve more and to show better practical results. The evil of "grinding" for examinations and the neglect of æsthetic education are charges which must still be laid at their door; but as long as parents judge the school by the number of *passes* secured, this state of affairs will continue to prevail.

During the two years under review, new buildings were formally opened at Bot River, Kleinmond and Greyton by the Superintendent-General of Education. New buildings at Grabouw and Rivier-Sonder-End will be opened during 1929 if all expectations are fulfilled: Sir David Graaff's munificent gift to the De Villiers Graaff High School has necessitated the erection of additional classrooms at Villiersdorp during the coming year.

This circuit is also noted for the number and size of its Coloured Mission Schools. The historic institutions at Genadendal and Elim and also a few others are well equipped and staffed. They do excellent work and provide a sound course of education. But the remaining mission schools were badly overcrowded, poorly equipped, and showed a deplorably low standard of attainment. During 1928, however, considerable progress was made.

In conclusion, I should like to acknowledge my indebtedness to both my School Board Secretaries, their Boards, and some School Committees for the loyal support they gave me in the interests of education.

INSPECTOR: MR. G. C. THERON, B.A.

CIRCUIT: BRITSTOWN, CARNARVON, DE AAR,
HOPETOWN, LOXTON, VICTORIA WEST, VOSBURG,
WILLISTON.

(1928.)

I assumed duty in this circuit at the beginning of the year. The circuit, which has remained unchanged for the last three years, is certainly one of the most extensive in the Province; and owing to the enormous distances to be travelled it is very difficult to do the work with any degree of thoroughness.

As a result of the great drought many of the outlying schools were closed at the beginning of the year. Most of these have now been reopened or replaced by new schools, and the educational life of the district will speedily resume its normal activity.

Many children of parents who have to trek with their cattle were out of school for a year or longer. It is extremely difficult to enforce the provisions of the law regarding compulsory school attendance against these parents. It will be a great service to education if legislation can be introduced to make it compulsory for such persons to report themselves to the nearest School Board. Many parents keep their children from school for the most trivial reasons. This occurs chiefly at the beginning and the end of the quarter, and the Department loses much in subsidy thereby. Schoolboards ought to deal more strictly with these parents.

The great majority of pupils leave school after Standard VI. It would appear that most parents do not yet realise the value of secondary education. Indigent boarding houses do a great service in this far-extended area. It is unfortunate, however, that many of the children have to leave school after Standard VI because enough secondary boarding bursaries are not available.

In many schools knowledge and oral use of the second language still leaves much to be desired. Enough attention is not yet given to practice in speaking, and more encouragement should be given to pupils to read the second language privately. Most town schools make no arrangements for really serviceable school libraries. Country schools usually possess no library at all, and thus have no access to private reading in the second language.

After thirty-three years of faithful and devoted service, Miss Beatrix Daneel, of the Theron High School, Britstown, retires on pension at the end of the year. The Department, her colleagues and her pupils wish her a long and well-earned rest.

INSPECTOR: MR. C. J. HOFMEYR.

(1927.)

This circuit, in which I assumed duty at the beginning of this year, had remained unchanged from the previous year. It is by far the most extensive circuit in the Province, and would be a difficult one to cover under normal circumstances, owing to the tremendous distances to be travelled.

Circumstances have, however, been entirely abnormal during this year, as this circuit lies in the heart of the drought-stricken area, and has suffered terribly. Loss of stock, destitution of many families, and malnutrition of the children have been some of the more obvious effects of the condition of affairs. The attendance at practically all schools has suffered in a marked degree, and numbers of outside schools have been forced to close down. These facts, as well as the general conditions in this circuit, force one to face the question whether our schools are in close enough contact with their environment and doing much to improve conditions in that environment. It is with pleasure that one

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thinks of those teachers who are doing their share to spread light where it is needed. One finds them acting even as honorary secretary to a live farmers' association.

In this area the provisions of the Language Ordinance are being carried out as far as possible. The task is not too difficult, in view of the fact that most schools have a very small minority of children using a different medium from the majority. Where the minority is not so small, provision is made for parallel classes. Teachers are also becoming more and more alive to the necessity of a great amount of oral practice, especially in the second language.

The drought is partly the cause of compulsion not being applied to children of school-going age. That that is not the only factor can be seen from the fact that in even some of the bigger schools the average age of the children in Standard I is ten years instead of what one would expect, viz., eight years. There is the tendency on the part of some school boards at least to overlook default of the parents in sending their children to school.

I have served in this circuit for only one year, and am being sent to the Humansdorp-Uniondale area next year. Yet I should like to record my appreciation of the hearty co-operation which I received on all sides, as well as the kindly hospitality extended to me on my visits.

In conclusion, my heartfelt thanks to ex-Inspector Watermeyer for the good work done in my circuit during the time I was on sick leave.

INSPECTOR: MR. O. P. TRUTER, B.A.

CIRCUIT: MACLEAR, ELLIOT, WODEHOUSE.

This circuit now contains the following districts, viz., Maclear, Elliot and Wodehouse. Maclear and Elliot were previously worked by Inspector Kelly, whilst Wodehouse constituted the major portion of Inspector Chisholm's area. Although the number of schools in this new area is not exceptional, nevertheless a thorough rounding off of the work exacts more than ordinary energy. Often, especially during the fourth term, inspections had also to be done on Saturdays. The distances are great, and during the rainy season the majority of roads are unfit for travelling. Many a journey commenced by car, had to be completed on horseback or by ox-cart, or, in some instances, on foot.

During the period under review 212 schools were inspected and 165 informal visits were paid.

The outstanding events of the years 1927, 1928 were: the visit of the Administrator, the tour of the Superintendent-General of Education and the investigations made by the psychiatrist, Dr. Gillis. The visits of the Administrator and Dr. Viljoen will be remembered for many a long day. By their genial manner and sympathetic attitude towards pupil and teacher they have endeared themselves to many. Their inspiring and constructive speeches were relished by all who heard them.

Buildings.—At Indwe three additional classrooms have been added and adequate accommodation is now available. A new building for the primary classes is shortly to be erected at Dordrecht. Additions are also being made to the town schools at Ugie and Maclear, and these schools will, in a short time, have sufficient accommodation.

Centralisation.—A central school, embracing the two primary schools, Glen Tilt and Trenta, has been established at Greyspan in the Wodehouse area. Except for a little difficulty experienced at first in providing the necessary motor transport, this scheme seems to be operating very satisfactorily. Efforts are also being made by the Wodehouse Board to establish central schools at Bitterpaaat and Rossouwdrorp. The outcome of these efforts is awaited with interest.

The provisions of the Language Ordinance are being carried out satisfactorily, perhaps because the pupils of the rural schools are mostly Afrikaans-speaking. In the urban schools the position could be improved, and, when once the necessary accommodation is provided, parallel classes up to and including Standard VI. will be instituted at all town schools.

School attendance, on the whole, may be regarded as being satisfactory, especially if the climate conditions of this area are taken into consideration. Here and there parents are still found who try to evade the attendance regulations. Fortunately for the children concerned, such evasion never lasts long, because the police officials are far too vigilant for this type of parent. Here I wish to express my thanks to the police officials for their kind assistance and co-operation in the past.

All high and secondary schools now follow the Departmental Junior and Senior Certificate courses. A number of boarding bursaries have been awarded, and it is gratifying to record that good use is being made of this privilege. The general standard of work of the high and secondary schools is satisfactory. The subjects which should have more attention are: Oral and written compositions in both languages, mental arithmetic and nature study. The average pupil reads far too little. The school and home should see that the child, before entering the walks of life, acquires a love of reading. The majority of the town schools have libraries. Often the books are badly worn and wholly unsuitable. In the rural schools the greater majority of the pupils are very backward in the second language. Unless more conversational work is done in the second language, and unless a love of reading is fostered, it is feared that the pupils will never become conversant with English.

Agricultural education is making excellent headway at Maclear, Ugie and Elliot. The primary schools at Lunga, Embokotwa and Vlaktefontein in the Wodehouse division, are also showing considerable keenness in the teaching of this subject.

Savings Clubs have been started in all the urban schools, and the interest evinced is deserving of praise.

The Indigent Hostels continue to do excellent work, but their future existence seems to be in the balance, owing to the present-day clamour for rural schools.

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In the majority of native schools the pupils' home-language has been sadly neglected. The subjects which receive most attention are: arithmetic and singing. The teaching of oral English in most schools is thoroughly inefficient. Wherever suitable ground is available, teachers have been encouraged to devote more attention to gardening.

The state of the coloured schools in this area leaves much to be desired. The schools are overcrowded and the numbers are unduly heavy.

In conclusion I desire to express my indebtedness to my predecessors, the late Inspector Kelly and Inspector Chisholm, for invaluable hints and advice given me from time to time.

INSPECTOR: MR. C. J. VAN DER MERWE, B.A.

CIRCUIT: BEAUFORT WEST, FRASERBURG, LAINGSBURG, PRINCE ALBERT.

The year 1927 has been a time of great distress and acute suffering throughout this circuit. The severest of known droughts has ravaged the land, crippled the flower of the farming community, and blighted the hopes of the most sanguine of hearts. At the sight of approaching poverty and want many a father's head has turned prematurely grey. Heartrending was the moment when extreme want forced him into the ranks of the long train of parents who can no longer provide for themselves and their children.

Conditions obtaining such as these have been bound to react adversely on the progress of education, in town as well as district. In the Beaufort West Central High School the numbers have, since the beginning of the year, gone down by 30. Up to the present moment there has been no considerable drop in the secondary enrolment elsewhere. But the outlook is not rosy. Unless the tension relaxes, the numbers are bound before long to fall all round.

Fortunately, except at Prince Albert, no very disquieting falling off in numbers has as yet disturbed the enrolment anywhere in the primary area; nor in those rural schools that have still weathered the storm. A number of the latter have not been able to continue operations. Wherever a manager was constrained to cast himself and his children in the arms of charity, he naturally was no longer able to provide a teacher with the wherewithal to live. As a result his school had to close. In this way schools have ceased to exist as follows: In Beaufort West 10, in Fraserburg 12, in Prince Albert 1, in Laingsburg 1.

Greatly to the credit of the Karroo farmer it must be stressed that nowhere was the closing of a school lightly decided on. Not until every effort had been strained was the painful decision come to; and with keen regret the unhappy father had to recall his children from their books. So unbearable was to him the thought of his children growing up without schooling, that in a solitary case in the Beaufort West district such a school was reopened although there was no dawn of brighter prospects discernible on the far distant horizon.

To this self-sacrificing spirit on the part of the parent it is due that many rural schools have continued operating, and that the secondary enrolment has not decreased still further.

More than ever before the indigent boarding departments are proving a boon to this part of the country. Not only do they still welcome the child for whom in the first instance they were called into existence, but in these crucial times the children of the more privileged parent of not so long ago now also find a home there. In the case of one of the two institutions at Merweville conditions are not altogether satisfactory. The inspection of the two institutions at Prince Albert showed a similar state of matters also there. All the other establishments in this circuit are run in a very creditable manner.

Acting on instructions from headquarters, the police have this year rendered valuable service to the different School Boards by furnishing them with reliable statistics relating to children of statutory age not attending school. Boards would be well advised to encourage their efforts by acting promptly and effectively wherever negligence or indifference is being reported.

At Fraserburg some 38 pupils, apparently children of indigent parents, examined and recommended for medical treatment close on two years ago, have not yet been attended to. From this the unhappy conclusion must be drawn that medical inspection without the necessary provision for after-treatment is of very little, if any, value at all to the pupil most needing such attention.

Inspection of the different school board offices has proved that each of them is administered economically and well.

Especially in the Beaufort West and Fraserburg districts there has been in operation a somewhat large number of private farm schools, often without the knowledge of the School Board. Accordingly many of these schools have not been inspected, and the Board concerned has been left without the necessary information regarding the qualifications of the teachers engaged, the scope and nature of the curriculum followed, and such other matters of importance. At Fraserburg especially this state of things is keenly felt by the Board as being very undesirable. On occasion such a school has proved a mere pretence, and to exist solely for the purpose of providing recalcitrant parents with an opportunity to evade the requirements of compulsory legislation. The question therefore seems to arise whether the Department should not now regulate: that the establishment of such a school should be immediately reported to the Board concerned; that the name and qualifications of the teacher proposed should be submitted for approval to the Department; and that the Board should receive timely notice of the final closing of the school.

INSPECTOR: MR. H. Z. VAN DER MERWE, B.A.

CIRCUIT: CAPE DIVISION NO. I.

The period under review has been one of normal progress. No outstanding development falls to be recorded. Perhaps the most noteworthy advance in respect of European Education was the completion at the beginning of last year of a building in
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Kloof Street to house the Jan van Riebeeck Primary and the Jan van Riebeeck High Schools. Since their inception these schools had been housed in hired premises, latterly part of each school was accommodated in rooms so far away from the main buildings that supervision and organisation were rendered extremely difficult. The continued progress made by both schools proves conclusively that they supply a genuine want. The accommodation provided in the new building is already taxed to capacity; the wood-work room has already been converted into a classroom, while classes are also being held in the staff room.

The problem of the small Afrikaans-speaking minorities in schools attended mainly by English-speaking pupils has been receiving serious attention. In the Mountain Road area of Woodstock a solution has been found in the institution of Afrikaans-medium classes at the Woodstock High School, but the compulsory exclusion of such small minorities from certain schools, as is provided for in Ordinance 5 of 1921, would appear to be the only satisfactory solution elsewhere in this circuit.

The accommodation provided for European schools is, on the whole, very satisfactory. At the Cape Town High, South African College Junior, Central Girls' Primary and Victoria Walk Primary, however, many classrooms are neither up-to-date nor suitable, several being so badly ventilated that they constitute a menace to the health of teachers and pupils.

The majority of coloured schools are housed in fairly suitable buildings, but in a strong minority of cases the accommodation is most unsatisfactory. But improvement is steadily being effected fine modern buildings have been completed during 1927 for the Frere Street Moravian and the Zonnebloem Boys' Practising Schools, and two up-to-date classrooms have been added to the main block at the Searle Street Berlin School. The Managers concerned are deserving of the warmest thanks of the Department and the coloured community for what they have succeeded in accomplishing by their energy and initiative.

On the closing down of the classes for backward children at the Woodstock High School, the two teachers affected were transferred to this area and put in charge of similar classes at the Woodstock Girls' and the West End Primary Schools. The work done is of such inestimable value to the backward and the sub-normal pupil that one has no hesitation in strongly recommending the extension of such classes to other schools.

The transfer of all part-time schools to the Union Government took effect as from the 1st of January, 1928. It is a pleasure to be able to testify to the zeal of the teachers, the majority of whom carried on their work under very disheartening conditions. I personally regret the handing over of these schools, more particularly of the Gordon's Institute, at whose head there is a man whose broad, sympathetic outlook on life and remarkable insight into the adolescent mind make him the ideal heart and brain of a continuation school.

Permit me, in conclusion, to express my sincere appreciation of the excellent work done by my predecessor to whose outstanding abilities as an organiser and supervisor the excellent organisation of the schools as well as the high standard of attainment reached in school work is due.

INSPECTOR: MR. H. J. J. VAN DER WALT, B.A.
CIRCUIT: ALBERT, COLESBERG, MOLTENO, PHILIPSTOWN, STERKSTROOM, STEYNSBURG, VENTERSTAD.

With the completion of the extensions to the building of the High School at Sterkstroom the accommodation is now adequate and the disabilities under which the teachers have worked for years have been removed. In two towns heavy expenditure is still imperative for the erection of buildings to replace buildings which are totally unsuitable, and most of my town schools need one or more additional classrooms to meet the demands of expansion.

I was absent from my circuit during the first half of 1927, at first on special leave and later on leave. I desire to express my sincere appreciation of the services of Acting Inspectors Golightly and Spurway who did my ordinary work then.

In the second half of the year I inspected town schools mainly. In several instances Standard VI pupils from rural schools were brought in to be examined at the same time as the town pupils. With a few exceptions they were unsuccessful because they had not been able to get through the work prescribed for the standard since their last inspections at the farm schools. If these Standard VI pupils who desire to proceed to a secondary school are to be enabled to do so without the loss of one or more terms as is the case at present then class inspection should be introduced also in one- and two-teacher schools so that the school year for farm and town schools may synchronise.

The teachers performed their arduous duties with commendable zeal. Where the quality of the work is not yet satisfactory this must be attributed to lack of good methods. I desire to make a few remarks about the language teaching. In the first language the level of attainment both in oral and written work might be considerably raised in many schools or classes. The fact that all lessons ought also to be language lessons is often lost sight of, and consequently attention is paid to construction of good sentences, to choice of words and to clear articulation only in language lessons, while in the other subjects bad habits in these respects are allowed to be developed. This has ultimately a detrimental effect on all language work. The same remarks apply also to handwriting. Good writing is demanded in the copy books, but in the other written work slovenly and irregular writing is accepted without remark. The teaching of the second language, which in this circuit is English chiefly, is proceeding on satisfactory lines. In the last few years special attention was paid to the method of instruction, and the beneficial results can now be seen in the upper primary classes. Compositions of good quality written by pupils who hear practically no English in their homes or on the street, are no longer the exceptions as formerly. The pupils also have a greater practical command of their second language. To make the teaching of this subject thoroughly efficient it is necessary to build up the vocabulary more systematically by carefully graded exercises and intensive teaching. The value of wide reading not only in school but also outside school hours is recognised more and more, and it is gratifying to note with how much zeal funds are raised to extend the school libraries.

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The Secondary School of Philipstown had to take leave of Miss Hahn, who retired on pension at the end of 1927. She deserves the thanks of the Department for the faithful manner in which she always performed her duties. Her enthusiasm and zeal were exemplary.

It was very gratifying to observe to what extent the interest of the public was aroused in their local schools during the last two years. In some cases considerable amounts were raised in aid of the school funds. This money was devoted to grants in aid of deserving indigent pupils, to the extension of the school libraries and to the promotion of school sport. Mention must be made of the generous support given to the following schools in 1928:—

Steynsburg, Paul Kruger High School ...	£355
Naauwpoort Junction Secondary School ...	194
Molteno High School	190
Colesberg High School	150
Burgersdorp High School	115
Venterstad Secondary School	115
Petrusville High School	81

In most instances school carnivals or bazaars were organised by the teachers, who are deserving of high praise for their zeal in the interests of their schools.

INSPECTOR: MR. D. J. W. WIUM, B.A.

CIRCUIT: CLANWILLIAM, PIQUETBERG.

In many parts of this circuit the attendance of pupils has been very irregular, and this irregularity is due mainly to:

(1) the employment of pupils during school hours for ploughing and harvesting operations, and (2) the prevalence of typhoid fever.

The conditions prevailing in this circuit during the harvesting and ploughing seasons and the change of school vacations at such times were discussed in the previous report. Notwithstanding the fact that harvesting and ploughing vacations are granted to certain schools, and that the school committees themselves fix these vacation dates, many pupils are kept from school to assist on the land, or to look after cattle, sheep, pigs, etc., both before and after these vacations. Returns from all European schools in this circuit, showing irregular attendance due to ploughing operations during 1927, revealed the fact that in the Piquetberg School Board area alone the loss of subsidy caused by this irregularity amounted to £220. There is no attendance officer to fight this irregularity, and many parents do not yet realise how detrimental to the progress of the child irregular attendance is, for his school days pass before he has mastered anything thoroughly.

Typhoid fever has greatly disturbed the attendance at school in this circuit. At many points in these parts typhoid seems to have become endemic, and it has become such a serious menace to the health of the community that the Department of Public Health

should be approached with the object of obtaining a medical survey of these enteric-stricken parts. At most of these points the water supply is usually unprotected and can easily be polluted, thus causing enteric. Many parents undoubtedly do not know how to treat the disease and what precautions to take to prevent it from spreading. Through their ignorance and carelessness the disease is allowed to spread to other members of the family and to other families. At one school both teachers were taken ill and one was on sick leave for six months, while four members of the latter's family succumbed after a protracted illness. It really seems imperative that guidance should be given to teachers, pupils and parents how to combat this disease, and to impress upon all the great necessity for sanitary conditions around the homestead and for having a pure water supply.

The sanitary arrangements at many farm schools are very unsatisfactory. It is very often with great difficulty that the owners of schools can be induced to erect the necessary out-offices, while there are those who consider a shelter of any description good enough. A great objection to the erection of these out-offices is the difficulty experienced in arranging for the removal of the buckets. To obviate this difficulty the pit system is now recommended for all farm schools, and it is pleasing to note that some have undertaken the erection of out-offices with pits about five feet deep.

Pupils with physical defects are frequently met with, especially with defects of the eyesight. There are pupils who should really be in an institute for the blind, but for whom nothing is done. A number of cases of mentally deficient children are also met with who are unable to benefit by the ordinary instruction. Such children retard the work in a school for normal children, and they ought to be compelled to attend a special institution.

The provisions of the Language Ordinance are satisfactorily carried out. With some exceptions the home language of the pupils in this area is Afrikaans. In the town schools in this area there is a small number whose home language is English, and in their case parallel instruction is resorted to, the number of English-speaking pupils in individual schools being too small to form an English medium section.

It is often a very difficult matter to improve the classroom accommodation in the country schools. It is therefore pleasing to mention that good progress has been made in this respect during the past three years. Ten new school buildings have been erected on farms by the owners and some others have been suitably altered. These new buildings, and the improvements in the case of some old ones, have been heartily welcomed by all concerned. There are, however, still some schoolrooms in the district which are totally unsuitable and which must necessarily have a depressing influence on pupils and teachers.

Additions were made to the Piquetberg High School, the Citrusdal Secondary School and the Velddrift Primary School, while a new three-teacher school building was erected at Twenty-four Rivers. The extensive additions to the Citrusdal Secondary School building were formally opened on the 10th October, 1927, by his Honour the Administrator.

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Meetings with teachers were held at Piquetberg, Porterville, Redelinghuis and Aurora, and special attention was given to the teaching of the second language, which has, up to the present, been taught chiefly through the medium of the first language, with the result that the pupils have as yet a very poor grasp of the second language. The use of the direct method has been emphasised and better results are expected.

Our training institutions deserve all credit for the type of teacher that they produce. It is pleasing to note that these new teachers are trying to make instruction as practical as possible, and that they bring fresh methods to the work. Their influence on the profession as a whole should be very wholesome indeed.

INSPECTOR: MR. J. C. ZUIDMEER, B.A.

CIRCUIT: CALVINIA, CERES, NIEUWOUDTVILLE,
SUTHERLAND.

At the commencement of 1927 I was transferred to this circuit. During 1926 my predecessor was absent from the circuit for nearly five months owing to the fact that his services were required in other parts of the province. This necessitated a considerable rearrangement of inspection dates, otherwise the work of the great majority of the schools was generally found in a most satisfactory condition, and I soon realised that my path had been made fairly smooth by my able predecessor during the four years that he had charge of this vast area.

For the second and third quarters of both years I assisted Inspector J. Anders and inspected nearly all his district schools and Coloured schools in the division of Wellington. In addition to the work in my own area this entailed 114 and 109 inspections, 68 and 71 informal visits, and the inspection of 10 and 9 indigent boarding houses and 3 and 4 school board offices for the years 1927 and 1928 respectively.

The language provisions of the law are faithfully observed in all European schools. In only one coloured school the local school authorities and the principal have shown a disappointing disregard of recommendations with regard to home language instruction in the annual reports of their school. Incredible as it may sound, the pupils concerned are receiving no instruction in their home language, and it is fervently hoped that ere long it will be possible to make the parents realise what an injustice is being done to their children, so that they may insist on the observance of sound and fundamental educational principles in their schools, and if need be force their local school authorities and the principal to discard hoary and antiquated misconceptions.

In one district of this area the school attendance leaves much to be desired, and it is feared that some members of the local responsible bodies are out of sympathy with the provisions of the compulsory attendance legislation, and completely neglect to exercise the powers vested in them by law. In the future it is proposed to go carefully into this matter, and to attempt to

make the gentlemen concerned feel that in their misplaced catering for the goodwill of apathetic or recalcitrant parents, they are hopelessly failing in their bounden duty towards helpless children whom they thus doom to grow up without any schooling and to qualify for the ranks of the hapless poor whites. If effect can be given to the valuable recommendation in paragraph 6 of the 1926 annual report of Inspector Spurway a phenomenal improvement is sure to be the natural result. In this connection mention must be made of the praiseworthy effort of the Calvinia School Board to improve the attendance by circularising all their schools in order to enlist more and better co-operation in this respect.

During the year 1927 the Primary School at Prince Alfred Hamlet, and incidentally the Department, lost the services of a devoted teacher in the person of Mr. D. F. Immelman. Upwards of 27 years he faithfully served the P.A. Hamlet community, discharging his duties in a painstaking and able way, and a word of appreciation for his sacrifices in the cause of education is fully deserved. May he enjoy his well-merited pension for many years.

REPORTS OF CIRCUIT INSPECTORS: TRANSKEI.

INSPECTOR H. D. ANDERS, B.A. PH.D.

CIRCUIT: LIBODE, NGQELENI, PORT ST. JOHN AND
TSOLO.

The outstanding event of the period under review was the Superintendent-General's visit to Umtata in October 1928, which has proved a source of encouragement and inspiration to all who had the privilege of meeting him.

In 1927 all the schools of my area, and in 1928 all but three were inspected, while comparatively few informal visits could be paid.

The number of schools has remained stationary. Long periods of drought have adversely affected educational progress. Besides another disturbing factor made its appearance in the shape of what is now known as the "Wellington" or "American" movement (obviously related to the I.C.U.). One of its avowed objects is to counteract European influence by establishing opposition schools. I believe more than twenty such schools were started in Tsolo district, and as a consequence there has been a considerable, but I hope temporary, fall in the number of pupils in the Government-aided schools. In Western Pondoland, on the other hand, that is to say in Port St. John, Ngqeleni and Libode districts, wiser counsels have prevailed, thanks particularly to the firm stand by the Chief Poto Ndamase; and in these parts the "Wellington" movement has made no headway. The natives of Tsolo district will before long discover for themselves what they have lost or gained by setting up opposition schools. It may be noted, however, that the position is now (in December, 1928) far more hopeful.

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It is pleasing to refer to the vacation course for Native teachers held at St. Cuthbert's in the beginning of October. We had the privilege of having with us Mr. W. G. Bennie, the Chief Inspector for Native Education, Dr. Elsie Chubb, Miss A. Rowe, Mr. Storey, Mr. S. J. Newns, and Mr. Robert Bennie, as well as Sister Alberta, Mr. Mbuya, the Departmental visiting teacher, and Mr. Silinga, Principal of Tabase School. A heavy debt of gratitude is due to St. Cuthbert's Mission for providing the accommodation for 160 teachers, and to its many willing workers, who by giving of their best helped to make the course an assured success. The addresses by the Rev. Father Callaway and the presence of Mrs. W. G. Bennie remain among the abiding memories. It is sincerely hoped that the good seed sown will bear abundant fruit.

Our educational system, aiming as it does at training young people to become handy men and good housewives, naturally emphasizes the importance of both gardening, needlework and handwork in all schools. Housecraft, too, is now taught in a few of the larger schools of my area. At both Tsolo and Libode, shows of Native handwork were held, some of the exhibits, particularly from Tsolo district, being of excellent quality. Gardening, though taught in most schools, remains rather unsatisfactory, since it is not carried on regularly throughout the year. Very little or nothing is done during the winter months and during times of drought. I have been at pains to impress upon teachers the importance of gardening regularly and of carefully studying what plants are most easily grown in the various parts of the circuit, particularly in the dry seasons.

Senior and Junior Choir competitions were held at Tsolo as well as Libode, both in 1927 and 1928, when Mr. Newns, assisted by Mr. J. B. Bowes, adjudicated.

The assistance given in my area by Miss Ida Nqolada and Mr. Kopo has been greatly appreciated.

The good wishes of the Education Department accompany Margaret Mabandla and Elijah Jordan, who retire after many years of good and faithful service.

With regard to the six European schools (including two farm schools) there is little to report. Progress has been steady and satisfactory on the whole. At Libode extensions to the school building are rather urgently needed. The grounds of Tsolo school are still bare and uninteresting.

In conclusion, I have to express my grateful thanks to all co-workers and friends who have assisted me in various ways in the discharge of my duties.

INSPECTOR: MR. W. J. BARKER, B.A.

CIRCUIT: NQAMAKWE, TSOMO.

In this circuit there are only two primary schools—one in the village of Nqamakwe, the other in Tsomo—and the latter, I regret to say, owing to a fall in enrolment, is now, like Nqamakwe, a one-teacher school. In both schools a quite satisfactory level of attainment in most of the subjects of the curriculum is being maintained,

while in the teaching of the second language a marked improvement has to be recorded both in the results obtained and in the interest taken by the pupils in this essential subject.

During the years under review a number of private schools have also been inspected. These are in charge of governesses, with some training and experience, but not always certificated, who are paid in every case by the trader concerned. In these schools the work, with one exception, is confined to the two sub-standards and to Standards I, II and III. When they have passed the latter, the pupils are sent either to the village primary schools or to boarding schools in larger centres. Early in October, 1928, an Education Conference of a semi-official nature was held at Umtata. The Superintendent-General of Education for the Cape Province, the Under-Secretary for Education of the Union Government, the Chief Inspector for Native Education in the Cape Province, the Chairman of the Cape Provincial Council, the member of the House of Assembly representing the Transkei, a number of principals of European Schools in the Territories, as well as a number of delegates from School Boards and School Committees and Inspectors of Schools were present. The main topic under discussion dealt with the extension of school boards in the Native Territories; but other important matters concerning the education of the European child in that area were also touched upon, which, it is hoped, will lead to an improvement in the educational conditions prevailing there at present.

In the native schools there has been a marked improvement in the attendance; but in a great majority of cases there has been a falling off in enrolment. Better work, however, has been done, especially in the lower classes in the schools, and even in the highest class—Standard VI—improvement is shown. Out of 19 schools allowed to take this only 2 have failed to obtain any passes in Standard VI.

Most of the native teachers, in spite of heavy rains which rendered travelling very difficult, attended a vacation course held at St. Mark's in April, 1927, and this has given an impetus to and roused a growing interest in the teaching of the subjects dealt with there. In September, 1928, another vacation course was held at Tsomo, which 250 teachers attended and like beneficial results are confidently looked for during 1929.

Record books and registers are, on the whole, being kept with greater care and in a much more satisfactory way.

The number of school gardens, enclosed not only with wire but also with wire netting, is steadily increasing, and in a few cases gardens cultivated in accordance with the best methods are in existence.

Tree planting, I regret to say, has made little progress, and handwork remains mediocre in design and quality although more is being done in this subject.

Well-built additions have been made to several of the larger schools in the Tsomo district and two more are nearing completion.

In Nqamakwe increased accommodation has been very satisfactorily provided in the Mankihlane (Wes.) Native School, and at three other places new schools are being built. At the Blythwood Training and Industrial Schools, a sum of over £1,000 has

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already been spent on the building of a block of rooms for the teaching of domestic science, and it is hoped to complete this work some time early in 1929.

In both districts some slight trouble, due to the "Wellington" movement had to be dealt with during 1927, but less than half-a-dozen schools were affected, and even these to no great extent.

At the time of writing (December, 1928) this movement, as far as this circuit is concerned, seems to be dying out, and the schools affected at the time have now recovered both in enrolment and attendance the ground they lost in 1927.

INSPECTOR: MR. H. G. BOWDEN, B.A.

CIRCUIT: ENGCOCO, ST. MARKS.

European Education.—No case came to my notice where European children of school going age were not attending school. Where attendance at a primary school or a farm school was not possible, the traders engaged governesses, whose work, as often as possible, was under my supervision.

In the six European schools in this circuit all the subjects of the primary school course are receiving adequate attention. The provisions of the Language Ordinance are being observed throughout, and in the Engcoco Primary School where the number of Afrikaans speaking pupils increased to fifteen, parallel classes became necessary. Since then the numbers have dropped to eleven, a common occurrence in Transkeian villages where the population is often a fluctuating one, but it was deemed advisable to carry on the Afrikaans-medium class, as a change would have been detrimental to the progress of the pupils concerned.

Native Education.—The number of pupils enrolled in the Dalinyebo Secondary School at Clarkebury has increased very considerably and this year four candidates were presented for the Junior Certificate Examination.

There are very few schools now that do not possess a garden, and in most cases these are suitably fenced. Several of the teachers have displayed great interest in this branch of the school work, as was evident from the school exhibits displayed on the occasions of the Native agricultural shows at both Engcoco and Cofimvaba. In many cases, however, the teachers remain apathetic, and fail to realise the importance of this work in an area which is predominantly agricultural.

History, geography and English composition are the weakest subjects in the curriculum, the majority of the teachers concentrating on arithmetic and spelling, often taught indifferently. The training of the pupils' intelligence is very often regarded as a matter of no importance.

Interest in tree-planting is on the increase, but before any real measure of success can be attained the whole school plot should be suitably fenced. The All Saints' tree nursery continues to thrive and has in a large measure been responsible for the good work done in the matter of tree-planting at outstation schools in the Engcoco district.

The keeping of record books and time tables is in many cases merely a pretence and in several cases it was found that these had been prepared a week or two before the annual inspection took place. Such methods are of no value and the results were often reflected in the poor progress made by the pupils.

In conclusion, I should like to express my indebtedness to my predecessor, Inspector Ross, for his kind assistance and advice on my appointment to this circuit, and also my appreciation and thanks to both school managers and traders for the kindness and hospitality shown me at all times.

INSPECTOR: MR. J. C. ROSS, M.A.

(1927.)

The position in this circuit so far as the carrying out of the provisions of the Language Ordinance is concerned is much the same as it was last year. At none of the European schools is there a sufficient number of Afrikaans-speaking pupils for parallel classes to be established, and the much less satisfactory method of parallel instruction is employed.

During the past five years attempts have been made from time to time to open farm schools at suitable points in the circuit. Most of the attempts have failed, while the few schools opened have usually led a very uncertain existence. The cause of the failure to open new schools, and the uncertain existence of those which have been opened, has too often been the inability of parents to agree on subjects entirely unconnected with education.

In the Transkeian Territories where native education is advancing rapidly, and the need for a good standard of European education is clamant, the attitude of the people who, from petty motives, deprive their neighbours' children of the chance of suitable education, is deplorable.

During the year the most notable event in the circuit was the opening of the Dalinyebo Secondary School at Clarkebury. The school building, which is planned with an eye to future expansion, was erected by native labour under the supervision of the woodwork instructor of the institution. A fair proportion of the cost was subscribed by the local people. The school has had a good start, and promises well for the future.

In April a vacation course for native teachers was held at St. Mark's. Although the course was intended for teachers in the Engcoco-St. Mark's and Tsomo-Nqamakwe circuits many applications were received from other circuits. Heavy rains fell for some days before the opening of the course, but two hundred and sixty-eight teachers attended. Such an attendance must surely be taken as an indication of increasing interest in work and desire to improve methods of teaching.

One of the many difficulties which European teachers in Native Training Schools have to face is their lack of knowledge of the conditions obtaining in the outstation schools where most of their students find employment. The buildings, equipment and staff of practising schools are generally so good, and contact with European influence is so close, that these schools convey an inadequate idea of outstation conditions.

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At the All Saints' Training School this difficulty has been overcome in the following way: An extra teacher, fully qualified, but paid from the mission funds, has been added to the training school staff. Time-tables have been arranged to admit of one teacher being free on Mondays. The teacher released spends the Mondays of six months visiting the schools under the management of the Warden of All Saints' Mission. The ordinary work of the schools visited goes on, but informal discussions are held with the teachers, and help and guidance are given wherever possible.

The principal and one member of the staff have each completed six months of visiting, and have had direct contact with the work in ten outstation schools of different kinds. They feel, that the knowledge gained has affected their training school methods in a way calculated to give their students a better preparation for their future work.

One result of the visiting of outstation schools was the preparation of schemes of work on oral English by the Principal and Staff of the Training School. These schemes of work were originally intended for the outstation schools of the All Saints' Mission; but before long they were used extensively all over this circuit, and were finally published in the *Education Gazette*. It is hoped that these schemes are the forerunners of a series, covering the work from Sub-Standard A to Standard VI. It might then be possible to have them issued in book or pamphlet form, when they would be more convenient for use.

Much valuable work has been done at European training schools where one-teacher schools have been established. It is time that one-teacher schools were established in connection with Native training schools so that experimental work might be done in organisation, class grouping, making of time-tables, and drawing up of suitable schemes of work. As soon as funds are available for grants, no time will be lost by the training school teachers who feel that their students should have some practice teaching in schools which approximate outstation conditions.

I cannot leave this circuit without putting on record my appreciation of the kindness and hospitality shown to me by missionaries, traders and others during the past five years.

INSPECTOR: MR. A. M. FERGUSON, M.A.

CIRCUIT: BUTTERWORTH, KENTANI, WILLOWVALE.

There are now 138 schools in the circuit, a European Primary and a Coloured Primary school having been opened in 1927 and 3 Native schools in 1928.

European Education.—The Willowvale Primary School started the year in new premises; but, as the school is steadily increasing in enrolment, more accommodation is likely to be required at an early date. The opening of a Primary School at Sihota, near the Kei Bridge, with an enrolment of 23 pupils, mostly connected with workers on the railway, has supplied a long-felt

want, and it is pleasing to record the interest shown and assistance rendered by the Railway Administration in this connection. This is likely soon to become a two-teacher school. The accommodation of the Butterworth Secondary School has been enlarged by the addition of a kindergarten and assembly room, and considerable repairs and alterations to the principal's residence are about to be carried out.

The curriculum as prescribed for European schools was taught in a satisfactory manner in all the schools. The teaching of both official languages was amply provided for, and it is possible to report that, especially at the Butterworth Secondary School, pupils were in greater numbers steadily becoming more bilingual. At the Butterworth Secondary School also a fresh impetus had been given to the teaching of singing by the introduction by the Departmental Inspector of aural training in musical appreciation among the classes. This and other new ideas in singing had added much interest to this subject with surprising results.

There had been some activity among the existing School Committees, School Board and Civic Association in the question of establishing a sufficient number of District School Boards in the Native Territories. The Butterworth Municipal School Board definitely asked for increased powers in the interests of the education of European children in the district.

Coloured Education.—The school started two years ago is not yet firmly established owing to the fluctuations of the enrolment.

Native Education.—The circuit varies greatly in character. Some parts have been for a long time under the influence and control of Christian native people, who have developed some sense of responsibility towards the education of the children and the upkeep of the schools. Among these there are schools where the requirements of the primary school course are receiving reasonably satisfactory attention. But there are schools, even among such favourable conditions, which fail seriously to develop along sound educational lines. Much improvement will be demanded of them in the coming year.

There are other parts of the circuit where schools are not used as churches, because they are situated among "red" native people. These schools are under "red" headmen, who in most cases care little for education or the upkeep of the schools, and are mostly indifferent to the usual forms of coercion. Besides, children of the same family seldom attend school at the same time, but in turn; parents withdraw their more intelligent children from school to do the work of the family, and only the younger or less intelligent children remain at school. Teachers in such places live a lonely life, tend to lose courage in their work, and to sink to the level of the surrounding people. Criticism of their work is easy; but they deserve a measure of sympathy and require much encouragement. This position is chronic; but it is proposed to take steps to effect some improvement in this attitude of indifference or opposition to education.

The Departmental Visiting Teacher rendered most useful service in handwork for fully four months.

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It is with regret that we have to record the loss to the cause of education of the Rev. J. M. Auld, of Columba, Kentani, and of the Rev. John Lundie of Malan, Willowvale, after the long period of fifty years as missionaries. The good wishes of the Department follow them into their retirement, that they may be long spared to enjoy their well-deserved rest.

INSPECTOR: MR. W. H. HALL-GREEN.

CIRCUIT: ELLIOTDALE, IDUTYWA, MQANDULI,
UMTATA.

European Education.—It is a subject for great rejoicing that it has been found possible to provide funds for the erection of a new Boys' Hostel for the Umtata High School. This is now well on the way to completion, and when completed will be the means of setting free a number of rooms in the older building for use as classrooms. When it is realised that it is twenty years since the present buildings were erected, and that during the past ten years the enrolment has increased from 70 to 350, it will be fully realised that the new buildings are an urgent necessity, and will enable the staff to work under far more favourable conditions.

This hostel, known as "Viljoen House," was formally opened by the Superintendent-General of Education on the 2nd October, 1928.

A welcome addition to the school accommodation at Elliotdale has been approved during the year, and considerable improvement is being effected to the Primary School at Mqanduli.

In all the schools for Europeans in my circuit, with the exception of two, the home language of an overwhelming majority of the pupils is English, while in the remaining two schools nearly all the pupils are Afrikaans-speaking. In every school now satisfactory provision is made for the teaching of the second language, and a gratifying improvement has taken place in this respect, there being an evident determination on the part of teachers and local authorities to secure efficient bilingualism to the best of their power.

Native Education.—It is pleasing to be able to report that in the matter of registration, on the subject of which very adverse comment was made in the last annual report, there has been a marked improvement. There are still a considerable number of teachers, however, who either from ignorance or from laziness and obstinacy fail to keep accurate and complete registers. The importance of this branch of a teacher's duties cannot be too strongly emphasised. There are still a few teachers who try to ignore the provisions of the Primary School Course, but the number of these is dwindling. Attention is again drawn to the necessity of all teachers being provided with a time table, a copy of the Primary School Course, and also of the Red Book (Suggestions to Teachers).

A healthy sign of progress is the increasing demand on the part of the Natives in the coastal area of Elliotdale and Mqanduli,

always recognised as the most backward and apathetic in this respect, for education. There has of late been a considerable demand for additional schools, and also for additional teachers in existing schools, owing to recent development.

During the year a certain amount of trouble has been caused by what is known as the "Wellington" movement. So far there have not been many schools established by these people in my circuit, and in each case, as soon as the establishment of such a school has been reported, a meeting has been held on the spot. These meetings have been well attended, and have had an excellent effect in persuading the people of their folly in removing their children from the aided schools to schools under private control, unaided, ill-equipped, and ill-staffed. As a consequence, most of the children have returned to the Government schools, and in the case of the rest it is only a matter of time, and it may be confidently anticipated that in the near future all the "Wellington" schools will have died through lack of support.

During the year 1928 the pupils from the "Wellington" schools have continued to drift back to the Department's schools. Here and there, as in the case of a veld fire, activity has sprung up in new centres, but these efforts cannot be long sustained.

This report would not be complete without a reference to the valuable work done by the missionaries and the traders. The time has most certainly not arrived when the State can afford to try and dispense with the assistance of the missionaries in organising and controlling Native education in these territories. The traders, too, despite much adverse and ill-informed criticism in the public press, have proved themselves in very many ways to be the friends of the Natives, and by their interest and helpful encouragement have given much assistance to the cause of education.

INSPECTOR: MR. J. E. POPE, B.A.

CIRCUIT: BIZANA, FLAGSTAFF, LUSIKISIKI AND
NTABANKULU.

(1928.)

There are five European schools in this area, four primary and one farm school. The children are almost entirely English-speaking but the second official language has been taught with commendable success by the "Direct Method." Better accommodation is urgently required at two centres. A serious handicap to children of parents of moderate means is the absence of a secondary school; the expense of sending them away is very great.

Two Coloured schools, both with boarding accommodation, are partly meeting a very real need. A considerable number of Coloured children receive their education at the Native schools; this is unavoidable owing to the local conditions. The parents are usually very poor and the families are scattered among the native population. A school is urgently needed in the Bizana district.

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Native education has by no means yet come into its own and there is much room for development. Twenty-two schools, hitherto aided by the late Eastern Pondoland Trust Fund, are now receiving grants from the Native Development Fund. There is an increasing demand for Educational facilities, especially now that the " Bunga " system has been introduced into this district.

The general standard of work done in the Native schools still leaves much to be desired. Many teachers fail to realise their responsibilities; their teaching is very wooden and they are greatly lacking in initiative and enthusiasm. The value of informal visits in this respect cannot be exaggerated. Unfortunately I cannot pay as many such visits as I should like owing to my having to give a month to my colleague in the Mt. Frere area. With the increasing number of schools it will become imperative for the inspector of this area to devote all his time to his own circuit.

Advance is being made especially in the teaching of English, Native handwork and gardening. Practically every school has its garden, a number of which are in excellent order. The younger teachers should with experience do good work, as they have been trained with a view to the teaching of the new primary school course.

In some cases frequent changes of staff are a serious hindrance to progress; where teachers prove themselves to be capable and diligent every encouragement should be given to keep them at the same school. Irregular attendance prevails and seriously retards progress; only a better appreciation of the value of education will effect real improvement in this respect. The efforts of the teachers are further hindered by the unwillingness of the parents to purchase books and slates. Teachers, who fail to secure their requisites within reasonable time, should notify the circuit inspector who can make enquiries in the proper quarters.

I should like to express my indebtedness to ex-Inspector E. J. Spurway for the trouble he took to make the taking over of the circuit as light as possible; also to the missionaries and traders for their hospitality and readiness to help. Without this my labours would have been much more arduous.

INSPECTOR (ACTING): MR. J. E. SPURWAY, B.A.

(1927.)

Owing to the sudden and untimely death of Inspector Barnes, the work of this circuit was carried on by me for the last six months of the year. Some assistance had to be given in an adjoining circuit, and consequently I was unable even to visit all the schools, more especially those in the division of Ntabankulu.

There is a European school at the seat of each magistracy. These schools, three of which are large enough for two teachers, provide primary education up to standard VI. The buildings and the equipment are, generally speaking, adequate to the present requirements, except at Lusikisiki, where an additional classroom is urgently needed.

The remaining schools are all mission schools, two for coloured children, and the others for native children. In addition to the schools aided by the State, there are many that were formerly aided by the East Pondoland Trust Fund. The future of these schools is now somewhat uncertain, but it is hoped that money from some other source will be forthcoming or most of them will cease to operate.

The buildings used for native schools are seldom well built. To protect the walls from heavy rains, the thatched roofs project. This, coupled with the use of small windows, makes the light defective, especially in dull weather. This is the more serious since slates are used for writing. In erecting buildings in future, it is suggested that more consideration should be given to the question of lighting.

Irregular attendance prevails almost everywhere. The conditions of life of the native people do, undoubtedly, sufficiently explain some of the irregularity, but it is equally certain that much of it is due to the apathy of the parents, who have not yet appreciated the advantages of education. The progress of the schools is seriously retarded under the prevailing conditions.

Lack of books is another reason often urged for indifferent progress. The parents are in many cases unwilling to purchase books, while teachers are sometimes dilatory in submitting their requisitions. It is not generally known, too, that books reported " out of stock " may be again requisitioned a month later. Clearly it will be necessary to hold the teachers responsible, and to insist on their invoking the aid of the circuit inspector in all cases of difficulty.

School-gardening and Native handwork are being slowly developed. In the former, more experimental work should now be possible, for much help has been given in the departmental publications. A little more forethought in collecting and storing material suitable for handwork would lead to continuity of instruction, which, it is feared, is not the rule in some schools.

At the end of the year Mr. Thomas Ntwasa, of Holy Cross Mission School, retired on superannuation. He had served the department faithfully for many years, and it is hoped that he may long enjoy the rest he has so well earned.

I desire to record my appreciation of the ready help afforded me by the Missionaries in East Pondoland during the short time that I was privileged to work with them.

INSPECTOR: MR. J. C. ROSS, B.A.

CIRCUIT: MOUNT CURRIE, MOUNT AYLIFF, UMZIMKULU.

(1928.)

European Schools.—In August of this year the Kokstad Secondary School was graded as a high school. There is a danger, however, that it may have to revert to the secondary grade again, if the numbers in Standards IX and X are not largely increased.

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As the Kokstad people have long been anxious to have a high school, it lies with them to keep it.

Most of the other schools in the circuit are one-teacher schools. It was surprising to find that very little attention had been paid to the grouping of classes for instruction, despite the suggestions in various articles and pamphlets on one-teacher schools which have appeared from time to time.

Coloured Schools.—There is room for some additional Coloured schools in the circuit. There are groups of Coloured children attending Native schools, and there is a strong desire on the part of the parents to have the children educated apart from the Natives. The difficulty of collecting these groups of Coloured children in sufficient numbers to justify the establishment of schools, seems to have no solution. Many Coloured people send their children to Native schools, although there are Coloured schools within reach. They seem to have no qualms about sacrificing the educational interests of their children provided the religious teaching is to their liking.

Native Schools.—The bulk of the schools in the circuit are Native, and, were funds available, many new Native schools would be opened. The standard of work done in the schools, especially in the Umzinkulu district, is low. The Red Book of suggestions to Native teachers has not been used to any extent, and much time had to be spent at each inspection, giving instruction to the teachers, and drawing attention to the requirements of the Primary School Course.

In the Umzinkulu and Mount Currie districts, it was almost invariably found that the pupils in sub-Standard A had English readers and had been taught to use them. Mental arithmetic had not been taught, and attempts made to test this subject had often to be abandoned. The teaching of oral English was seldom continued systematically beyond Standard II, as written composition was begun in Standard III, and it seemed to be understood that the introduction of written composition did away with the need for oral composition.

Most of the school gardens are fenced after a fashion, but experience has shown that unless fences are stockproof, successful gardening cannot be taught. At more than half of the schools the gardens had nothing growing in them at the time of the inspection. The state of the soil showed that gardening was regarded as a summer occupation, and that the preparation and care of the soil received no attention.

It is proposed to hold a vacation course in Umzinkulu during the Easter vacation in 1929, as the teachers in this district are in need of instruction and guidance in their work.

INSPECTOR: MR. G. BELL, M.A.

(1927.)

European Schools.—At the beginning of the year there were 14 European schools, 3 of which have closed, while one new school will be opened in 1928. In the Kokstad Secondary School 45

pupils are in the secondary standards, but only 6 of these are in Standards IX and X. A few secondary pupils attend a church school in Kokstad, and a considerable number proceed from this district to non-Government schools in Natal. It is unfortunate that the support accorded to the Kokstad Secondary School does not qualify it for high school grading.

The language provisions of the Ordinance are carried out completely except in the case of two schools, a small primary school, and a farm school (the teacher of which is retiring). In the Kokstad school parallel classes are now held up to Standard VI inclusive.

As far as can be ascertained, all children of school age attend school. There are a few private schools on farms, and cases have come under notice where the teachers were very ill-equipped for their work.

Coloured Schools. There are now four Coloured schools in the circuit, two additional schools having been opened during the year, and it is hoped that next year the number of such schools may be slightly increased. Two private schools are maintained by the Independent Church, and in two instances application has been made for authority to open schools on farms. Further, there are two native schools each of which has 25 to 30 coloured children on the roll. Taking everything into consideration, it is clear that expansion in the direction of facilities for coloured education is desirable. It is gratifying to note that during the past two years numbers in the Kokstad Griqua School have increased from 95 to 180. This increased interest in the school is almost entirely due to the manager, the Rev. G. Archibald, who, unfortunately, may have to give up his work on account of ill-health. To Mrs. Archibald, who for 18 months taught as an assistant (unpaid) in the school, the thanks of all interested in coloured education are due.

Native Schools.—Applications for aid have been made by different managers during the year, and this coupled with the fact that certain schools are understaffed indicates that development would be possible were additional funds available. In very Native school in the circuit regular instruction is now given in the Native language. In two out of the three districts Xosa has long been neglected, and it has not been easy to bring all teachers to a realisation of their duty in this matter. The position of English remains pretty much as indicated in the last report; that is, many teachers appear to be unwilling, or are unable to prepare progressive schemes in oral English. A useful article on this subject which appeared in the *Education Gazette* had not been read seriously by many teachers. In one large school, however, a successful effort was made to organise English oral teaching on the lines suggested. Speaking generally, the teachers of the higher classes are now trying seriously to improve the standard of written English, and when it comes to be realised that the casual methods too often employed in the lower classes do not lead anywhere, a better standard will be attained. An attempt is being made to teach geography in accordance with the syllabus; it was noted during the year that more teachers are giving instruction on regional lines. History in the higher classes presents a difficulty for it is doubtful whether many of the teachers with their mere smattering

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of the subject are able to interest their pupils and give them an intelligent idea of the periods and characters studied. A little progress in handwork and gardening continues to be made; the holding of two shows in the district gives hope that interest in this part of the work will grow. Practically all the schools have fenced gardens.

INSPECTOR: MR. H. R. STOREY, B.A.

CIRCUIT: MOUNT FRERE, QUMBU.

The two European schools in my circuit are very efficiently conducted; the teachers are competent and keen, and the children are receiving a sound primary education. The provisions of the Language Ordinance are fully carried out, and so far as I can ascertain all European children of school-going age are attending school.

The work of the Native schools in some parts of the circuit has been disturbed by the movement associated with the name of "Dr. Wellington." The opening of rival schools, often in close proximity to recognised mission schools, has unsettled both teachers and scholars. In some cases the enrolment has fallen below that required for the continuance of the Government grant, and the Department's leniency in keeping such schools open has been much appreciated by the loyal Native people as well as by the missionaries and magistrates. It is pleasant to record that many of my teachers have done useful work in warning their people of the dangers of this so-called American movement, and there are now signs that its influence is waning.

There are some schools in my circuit which it is a pleasure to visit; the teachers are enthusiastic, the children are alert, and the schools are exerting an uplifting influence in their locations. Where schools are inefficiently conducted, it seems to me that one of the main contributory causes is the fact that so many Native principals are principals in name only; they teach the classes for which they are primarily responsible, but seldom have a firm grip on the school as a whole, and they are generally least helpful where guidance and supervision are most necessary, viz., in the sub-standard classes. Nothing has impressed me more than the failure of teachers to realise that if the child's interest is not captured when he is mentally and physically active he will soon be held in the vice of that baffling stolidity which seems to grip the Native pupil at a certain age. Native female teachers usually follow their profession for only a few years after completing their training; this means that they seldom master their craft and are little interested in devising means for brightening their lessons and making them effective. In my circuit I would welcome a steady supply of teachers fresh from taking the Native Infant School Course. I believe that school attendance would improve, the average age of pupils in the lower class would be reduced, and principals, instead of clamouring for standards V and VI, would come to realise that a school must be built from below upwards.

More than half my schools have garden plots, and in some of these the teaching of gardening is thoroughly well done. But I feel that generally teachers do not sufficiently exploit the educational possibilities of the practical subjects of the curriculum. Even yet their conservatism often leads them to revert to the methods by which they were themselves taught; they do not realise that the garden may give scope for the teaching of such subjects as arithmetic, hygiene, nature study and drawing. In my judgment the Department's Native Primary Course is a fine blend of the academic and practical, and if the younger teachers with their improved facilities will but realise their responsibilities, their schools will rapidly gain in efficiency and become training grounds for enlightened and useful members of the community.

It remains for me to thank Acting Inspector E. J. Spurway, who assisted me during the fourth quarter of 1927, and whose mellow experience was an invaluable aid to one just beginning his career as an Inspector.

The good wishes of the Education Department are tendered to Mr. Julius Ngxola (Mount White Wesleyan School), who has retired on pension after faithfully serving the Department and his own people for so many years.

It is with deep regret that I have to record the passing away of two devoted missionaries and managers of schools, who died during the year 1928, the Rev. M. J. Letcher, of Osborn Mission, and the Rev. F. M. Clayton of Mount Frere.

INSPECTOR: MR. G. H. WELSH, B.A.

CIRCUIT: MATATIELE, MOUNT FLETCHER.

During the years 1927 and 1928, 249 routine inspections were conducted, and 83 informal visits to schools were paid.

European Education. The additions to the Matatiele Secondary School have now been completed, and the accommodation provided at all schools in the circuit is now reasonably adequate. Two farm schools were closed during the years, and four new schools were opened. The system of *parallel instruction* in both media is adopted in all schools, and appears to work with reasonable success.

Native Education. No funds have been available during the year for the establishment of new schools or for the appointment of additional teachers, and no development has therefore been possible. A number of difficulties which hamper the progress of the schools and embarrass the teaching staff may be briefly referred to.

(a) *Inadequate accommodation.* Most of the larger schools, particularly in the Matatiele district, are seriously overcrowded; and very few of the many additional classrooms required are being, or are likely to be, provided. The need for reform of the present system of vague communal responsibility for school buildings is every year becoming more urgent.

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(b) *Private Schools.* In several parts of the circuit private schools under the auspices of an American Negro organisation have recently been established. These schools in every case draw pupils away from the Government schools, and are a menace to the peace of the locations in which they are situated. Unfortunately there is no legal means for the control of native unaided schools, which at present may be established, without official permission asked or given, at any native kraal or in any church building, however near to existing Government schools. There appears to be no good reason why the law should not forbid the establishment or continued existence of any private native school in the Territories except with the approval of the magistrate of the district in which such school is situated. It is recommended that representations be made to the Native Affairs Department with a view to the provision of some such control of these schools as is suggested above. Such control, it may be pointed out, would serve not only to check the activities of undesirable and irresponsible bodies, but also to prevent division of effort between recognised missionary organisations.

(c) *Supply of Requisites.* It is at present not uncommon for a manager to be informed by the Department that no further supplies of books and other requisites for his schools will be issued by the Requisite Store until the debt due by the schools for previous supplies has been substantially reduced. The practice has most harmful results, the proper instruction of pupils being often rendered totally impossible by the lack of books and other materials. In the interests of the schools it is most desirable that some alternative system of ensuring reasonably prompt payment of requisite accounts should be devised.

(d) *Teachers of Standards V and VI.* The supply of teachers with the Primary Higher Certificate is still quite inadequate in these districts, and is likely to remain so until a Secondary School for Natives is established in East Griqualand. The instruction of Standards V and VI is at present in many schools in the hands of teachers of little experience and with no higher qualifications than the Primary Lower Certificate, and is frequently therefore most inefficient. As illustrating this fact it may be mentioned that of 135 Standard VI pupils examined during 1927, only 51, or 37 per cent., obtained a pass.

(e) *Teachers' Increments.* Since 1923 increments have been granted to native teachers only in exceptional circumstances. The Department's inability, through lack of funds, to grant triennial increments as was originally intended, has been and is the cause of grave dissatisfaction amongst teachers, and is much to be deplored.

(f) *The Teaching of Gardening.* The majority of the schools in the circuit are now provided with enclosed gardens, and it may confidently be hoped that within two or three years practically all the schools will be able to undertake instruction in gardening. The teaching of the subject is, however, generally indifferent, often owing to the teachers' ignorance, more often owing to their lack of interest in the work. Vacation courses in gardening and handwork alone would, in my opinion, be of great value in promoting the thorough teaching of these branches of the curriculum.

REPORTS OF DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

AGRICULTURE AND SCIENCE.

DR. S. H. SKAIFE, M.A., M.Sc., Ph.D., F.E.S.

During the year under review your officer was unable to devote as much time as desirable to visits to schools and training colleges, owing to pressure of routine office work, dealing with requisitions, answering correspondence, writing reports, and so on. Practically all his time was taken up with matters connected with agricultural education, and he was able to give but little attention to the teaching of nature study and of science. There are now 9 training colleges, 51 high schools, 45 secondary schools and 100 primary schools equipped more or less adequately for the teaching of agriculture as a subject in the secondary standards and agricultural nature study in the primary standards. There is more than sufficient work to keep a specialist officer fully occupied in organising, supervising and assisting the agricultural work in these two hundred schools, more especially as the subject is comparatively new, and many of the teachers need a great deal of assistance and encouragement.

The question of the disposal of funds derived from the sale of agricultural products at the schools gave rise to considerable difficulty and entailed a lot of irksome correspondence. As the law stood all proceeds from plots, poultry-keeping, etc., had to be paid in to the Provincial Revenue, but the strict enforcement of this section of the law entailed hardship and injustice in some cases, and tended to kill initiative and enthusiasm in all cases. For example, at one small rural primary school the principal teacher paid for seeds and fertilisers out of her own pocket; the pupils raised vegetables in the school garden, using implements supplied by the Department; the vegetables were sold on the local market (at a time when vegetables were scarce, owing to the drought, and prices high), and each pupil at the school started a Post Office Savings Bank account with the money so obtained. Because the vegetables were grown on the school grounds, and implements supplied by the Department were used (the bulk of the work was done out of school hours, however), the Department had to step in and say that the money belonged to the Provincial Administration. There are other similar cases that could be quoted. Furthermore, the enforcement of this provision of the law meant that all schools taking poultry-keeping, for example, must pay in to the local School Board secretary the few shillings realised each month from the sale of eggs, and then send in requisitions regularly for poultry food. If the poultry food could be bought locally out of the proceeds from the sale of the eggs, matters would be greatly simplified. From returns received from School Boards it would seem that something over £1,000 was raised in 1927 by schools in the Cape Province from the sale of agricultural products—an average slightly over £5 per school, an amount far too small to justify an elaborate machinery for collection. If schools were allowed to purchase seeds, fertilisers, poultry food and other minor

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requirements with this money, the Administration would save far more than the amount that could be collected each year. At the School Board Conference, held in Port Elizabeth in November, 1927, a resolution was passed urging that the law be amended so as to enable schools to retain funds raised as mentioned above, and to devote them to school purposes. This amendment of the law has now been made.

There is one danger that must be avoided, however; some schools may be tempted to conduct farming operations on a fairly extensive scale, simply as a means of raising revenue, and the educational aspect of the subject may be relegated to the background. One school, with a large indigent boarding house attached to it, grew a large quantity of fodder and sold it on the local market for over £300; farmers of the neighbourhood complained to the Department that the labour of the school boys was being utilised to undersell them and spoil the market. Such a condition of affairs cannot, of course, be countenanced by the Department. Similarly, the Department cannot approve of proposals that are put forward from time to time, that schools should go in for tree-planting on an extensive scale, with a view to raising money for bursaries, etc. Tree-planting on a small scale, to beautify the school grounds and as a means of interesting the children in some of the problems connected with afforestation, is encouraged, but this is quite a different matter from the establishment of plantations of several acres in extent. At certain centres there seems to be a desire to build up an extensive poultry plant, rather as a money-making concern than as an adjunct to the agricultural course.

It is desirable that the different authorities responsible for agricultural education in the Union should co-operate as closely as possible, and the Department has already taken steps with this end in view. Your officer met the Chief of the Division of Agricultural Education and Extension and some of his officials and discussed ways and means of co-operation with them. The Division of Agricultural Education and Extension is endeavouring to establish Prosperity League Boys' and Girls' Clubs all over the Union, to encourage home project work in agriculture; pamphlets are supplied free to the schools taking part in the scheme and officials of the division are expected to give all the assistance they can. Several schools in the Cape Province have taken steps to form Prosperity League Clubs in connection with the agricultural instruction given at the schools, and much valuable help has been received from the Department of Agriculture. Unfortunately, there is only one Agricultural Extension Officer stationed in the Cape Province at present; the schools taking agriculture or agricultural nature study in the Kimberley area have had the advantage of this officer's advice and assistance, but schools situated in other parts of the province have no such privilege. There is a possibility, however, that more extension officers may be appointed in the near future and stationed in various parts of the Cape Province; if this is the case, then agricultural projects and Prosperity League Club work in our schools should benefit considerably. There is always a danger of friction when work and responsibility are shared by two or more independent departments, but this can be readily guarded against in the present instance; if the extension officers are instructed to consult the circuit inspectors

first, and then the principals before undertaking any work in the schools, no difficulties should arise. The only alternative to such a scheme of co-operation as that outlined above, is the creation of two or three new posts in the Department and the appointment of specialist inspectors of agriculture to fill these posts, for it is impossible for one officer adequately to organise, supervise and assist agricultural work in over two hundred schools scattered over the whole of the Cape Province.

Your officer prepared a number of articles on "Agricultural Projects" and these were published first in the *Education Gazette* and then in pamphlet form during 1927. These articles were designed to give as much assistance as possible to teachers of agriculture, and consisted mainly of outlined projects and of suggested schemes of work. The scheme has been borrowed from the United States of America, where it has proved very successful, but the American system cannot be adopted in its entirety here, owing to our large, sparsely-populated areas. It is impossible for the teachers to visit the pupils' plots at regular and short intervals, and the departmental official cannot get round to the schools participating in the scheme as often as desirable. Nevertheless, very good work is being done at certain centres, and the experience gained has shown that the project system is one to be fostered and encouraged.

Your officer was the recipient of a grant from the Visitors' Grants Committee of the Carnegie Corporation, and he was given special leave during the latter half of 1928 to enable him to visit the United States of America in order to study the home project plan of teaching agriculture. After attending the Fourth International Congress of Entomologists, held at Cornell University, Ithaca, New York State, at the beginning of August, he visited the principal centres of agricultural education in New York State and Massachusetts, where the project plan has been in operation for the past twenty years and where it has been more fully developed than elsewhere in the United States. A detailed report of this trip will be presented in due course; suffice it to say here that your officer is greatly indebted to the Carnegie Corporation and to many public officials in the United States for a most interesting and instructive tour.

DOMESTIC SCIENCE: EASTERN AND NORTHERN DISTRICTS.

MISS W. M. CURREY.

Greater interest is taken in domestic science each year and, on the whole, the standard of work has improved. One or two new centres have been opened and there are numerous schools wishing to introduce the subject.

The number of candidates taking domestic science for the Senior and Junior Certificate increased considerably each year; consequently, more time has to be spent over the practical examinations of these candidates.

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With the permission of the Superintendent-General of Education, I visited the native training and industrial schools in Natal in May, in order to study their methods. This visit was most interesting and helpful, and my thanks are due to the Superintendent-General for his permission to go to Natal, to Mr. Malcom (Chief Inspector of Native Education in Natal) for arranging the trip, to Mr. Dent and Miss Hopkinson, who took me to the various centres, and to missionary superintendents and principals of institutions for hospitality, time and trouble given to showing me their work. Domestic science is now established in all the native training schools, and is taken as one of the subjects for the Native Primary Lower and the Native Primary Higher Courses.

Good work is being done in the two native girls' industrial schools, and the course is becoming more popular.

At the beginning of 1928 a course for training native teachers as teachers of domestic science was opened at Lovedale. Only a limited number of students are admitted, and the girls enrolled are a capable set. It is hoped that these will fill a need in native schools as there is a great demand for them.

Owing to the work in the Province having to be temporarily re-arranged at the end of 1928 I examined some of the European high schools in the Cape Peninsula, whilst Miss Fouché examined some in the Eastern Province. I also examined the Native Training Schools at All Saints and Blythwood for Miss Tebbatt. Later Miss Fouché assisted me with the examinations at the Girls' Industrial School, Lovedale. These short changes were most helpful, as they gave us an insight into work in other schools, and further to see if our standards of work and examinations were the same.

The shortage of well-trained domestic science teachers is a great drawback to the work as a whole. Vacancies occur, and it is a question of taking anyone who applies rather than appointing a suitable, well-qualified teacher. If a teacher falls ill during the year it is impossible to get a substitute, as there are no domestic science teachers available. A fair number of students are anxious to train as domestic science teachers, but at present the Department has no training school for domestic science teachers, and the facilities for students, wishing to take a domestic science training, are, therefore, somewhat limited.

DOMESTIC SCIENCE: WESTERN DISTRICTS.

MISS R. FOUCHÉ, B.Sc.

All the domestic science centres in the western area were visited during the year; the primary schools in the Cape Peninsula were inspected in the third quarter, and the practical examination of the candidates for the Junior and Senior Certificate was conducted during the last quarter.

With the increasing number of candidates to be examined, and the wide area to be covered, it is beginning to be extremely difficult to visit all the schools in the six or seven weeks before the written examinations commence. Next year the practical tests will have to begin towards the middle of the third quarter.

At some schools there are pupils who are not getting the full two-year course required for the examination, because they take some other subject for six months or longer and then decide to take domestic science. This is not only unsatisfactory as far as the pupils themselves are concerned, but the work of the class suffers, and progress is retarded because the teacher has to give her time and attention to the late comers.

At the request of the circuit inspector, certain schools in the Namaqualand area were visited in September. There is no doubt that there is great need of domestic science instruction in those parts, but it will not be at all easy to run classes in an area where it is so difficult to obtain materials. A combined woodwork and domestic science room is being built at Springbok, and a start will probably be made next year if the services of a qualified teacher can be obtained. Fully trained teachers are, however, very scarce just now.

Coloured Schools.—A centre was opened at the Athlone Institute, Paarl, at the beginning of 1927, and the student teachers and practising school children are receiving instruction in cookery, laundrywork and housewifery.

Domestic Science was introduced at the Battswood Training School towards the end of 1928. The students from the Zonnebloem Training School still attend classes at the Trafalgar High School.

DRAWING.

MR. J. E. RAWSON, A.R.C.A.

(1928).

I assumed duty in October, 1928, and in the last quarter of the year visited every training college and school, European and Coloured.

Very many students who enter the training institutions have previously received no instruction in drawing, or the instruction they have received has ceased with their primary education. Under such conditions the standard that is achieved is generally higher than might reasonably be expected. The inherent interest of the subject and the enthusiasm of the teachers are responsible for this. Greater attention is necessary, however, with regard to the training of the student-teachers in the teaching of drawing. It would appear that the study of sound methods of teaching would fit students to teach, equally well, any subject within the range of their instruction. Unfortunately the facts do not appear to bear out this assumption, and there is a lack of elasticity in their application of pedagogies to the teaching of drawing.

In some institutions entirely admirable results are being attained with regard to the proper correlation of drawing with other subjects of the curriculum, but too frequently instruction is narrow.

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As yet, I have had insufficient opportunity of visiting primary and secondary schools in such numbers as would justify my reporting on them. In the training institutions, however, there is every indication of an amount of latent artistic ability among young South Africans which is deserving of further development. Greater attention might profitably be devoted to Art in secondary education. The instinctive taste for refinement which is so essentially feminine is especially worthy of encouragement. Whatever their temporary profession, home-making is the ultimate serious business of girls.

HANDWORK: EASTERN DISTRICTS AND TRANSKEIAN TERRITORIES.

MR. J. M. DOVEY.

It is interesting and encouraging to look back over a period of eleven years and to be able to trace so much progress during a period in which so much difficulty has existed.

The war and its aftermath of financial stringency gave our work a five-year check and, during this time, additional rooms and equipment were quite out of the question.

In 1917 manual training was taught to pupils from 116 schools in this area, and the number of pupils receiving instruction was about 6,000. In 1928 the number of schools had increased to 145, and the pupils to nearly 10,000. Much of this increase has been due to adopting the "centre" system, which has made it possible to include schools without expense on rooms and equipment. Another factor which has helped enormously has been the appointment of specialist instructors. The number of these has been increased two-fold during the period, from 14 to 28.

During the past year 188 visits were paid to schools.

The reorganisation of the primary and secondary syllabuses, a few years ago, dealt manual training a severe blow. After the reorganisation, there was very little work above Standard VI for some years, but manual training has been steadily finding favour in the secondary area, with the result that the loss has now been more than made good.

The provision of six metalwork rooms and six new woodwork rooms, and equipment for these, would place our work on a very satisfactory basis in this area.

The general standard of work in the majority of our smaller schools, where non-specialist instructors are responsible for the work, will only reach a thoroughly satisfactory level when better provision is made for manual training in the syllabus for the training of teachers. An increased amount of time should be given to the subject in all training schools.

At present 95 per cent. of the male students in training in this area have done no woodwork before coming to the training school, and the maximum amount of time which can be spent is $1\frac{1}{2}$ hours per week, or 120 hours altogether. In a trade training apprenticeship course this would be equivalent to about two working weeks. Under the circumstances a nodding acquaintanceship is all that

can be expected, and it is easy to see that only those students of exceptional ability are able to cope with the work in a fairly efficient manner.

The work of the native training and native industrial schools continues to progress steadily.

Efforts to place apprentices in possession of certain commercial knowledge connected with their craft are meeting with success. Formerly their bare craftsmanship forced them into the employ of Europeans, but there are indications that the natives now leaving institutions are more likely to work on their own account and for their own people.

Tinwork and woodwork of a very practical type are being done in a number of coloured and native schools in the bigger towns. Apart from the small initial expense of the few tools needed, this work is self-supporting, as only waste wood and tin is used.

The assistance of principals, teachers, missionaries and members of the field staff has been invaluable, and is gratefully acknowledged.

HANDWORK: WESTERN DISTRICTS.

MR. A. BURNS.

During the years 1927-1928 there has been a growing interest in school handwork. Many schools that formerly offered no form of handwork for boys applied for woodwork equipment. A certain amount of this is now being provided. About twenty of the larger schools are being supplied with benches and tools, and it is hoped that these schools will be able to commence woodwork in 1929. In the schools already provided one finds a varying standard of efficiency.

Primary Work.—In the primary classes where the work is mainly developmental, much has still to be done before the subject functions fully as a cultural, as well as a practical, subject. The practical bench work is improving, but drawing, mensuration and theory are often weak, while the correlation of handwork with other school subjects is but feebly carried out. Of course, there are individual centres where excellent work is being done, but in many others full use is not made of the accommodation and equipment available. For example, several schools possessing school workshops provide no form of handwork for the boys in Standard IV, and the time that should be allowed for the boys in Standards V and VI is cut down from two hours to one-and-a-half hours per week.

Secondary Work.—In the secondary classes one finds a few schools taking woodwork as an auxiliary and recreative subject, while in others the Departmental Junior Certificate Course is followed. Practical bench work is fairly good, but theory and drawing are only fair.

The value of woodwork and metalwork as auxiliary and recreative subjects for all secondary students is admitted, but a place in the school time-table can seldom be found for them as non-examination subjects. On the other hand, development of manual training

as an examination subject will continue to be retarded so long as it is refused recognition as a subject qualifying for entrance into the university, public service and the professions.

Training of Teachers.—There is as yet no special course for the training of manual instructors, and the replacement of the old-time specialist instructor becomes increasingly difficult.

The training of all male primary student-teachers in woodwork is somewhat inadequate, but credit must be given to both teachers and students for their efforts to attain a reasonable standard of efficiency in the limited time at their disposal.

INFANT SCHOOL METHOD.

MISS C. DRAKE.

The Teaching of Language.—During the last three years special stress has been laid on the teaching of language. This is a great difficulty in the infant classes, because of the very poor hold the majority of children have on language when they first come to school. Those from the poorer homes in many of the country places and in the poorer suburbs in our towns cannot talk in connected sentences when they first come to school, or follow the meaning of such a sentence as: "Go and fetch me the book lying on the table over there"; neither have they ever listened to a story or sung a song. So there is much to be done in the sub-standards.

Reading.—In many schools there is now a marked improvement in the teaching of reading. The use of a more direct method, of the phonetic and look-and-say methods side by side, and of books containing stories interesting and attractive to children, has enabled the children to make much quicker and surer progress. The publication of cheap and attractive story-book readers has made it possible for the keen teachers to collect enough supplementary reading material to give the children a lot of extra practice both in class and individually. Many teachers have made great efforts to raise money for this purpose, and have spent much time and labour in making extra reading sheets and individual occupations of various kinds.

Many teachers still need to be more concise, accurate and systematic in their teaching of reading, and some have not yet realised the value of the use of the blackboard in teaching class reading (and so much depends upon this), or of the value of individual practice for the children.

Composition.—Children are encouraged to express their thoughts in writing from the moment they have the slightest hold on written language, so that in many schools composition in some form or other becomes a daily exercise in Sub-Standard B and Standard I. The skilful teacher makes this a great aid to correct spelling. Drawing is used continually in connection with reading, writing and composition, and is found to be of the greatest assistance.

In many schools teachers and children have collected a large number of pictures suitable for language exercises of various kinds.

Enunciation.—Poor enunciation is still a great difficulty and drawback with most children (and some teachers). A few teachers are tackling the difficulty well, getting the children to drop their slipshod, inaccurate ways of speech, and to speak with accuracy and precision. This has been proved to make a great difference to the children's mental alertness and to their general progress. The pity is that at present so seldom is this work carried on in the following classes. All teachers would find the results well worth the effort.

The Second Language.—Considering the weakness of language amongst our children, it seems advisable to confine the teaching of the second language in the sub-standards solely to oral work, and to delay the teaching of reading in the second language till Standard I. The learning of two sounds for one symbol in the sub-standards has been found to cause confusion in the children's minds, and to retard progress in both languages.

Handwork.—Now the three Rs are being taught on more direct and educational methods, more time is being found for the practical side of the work—handwork, gardening, etc.—with very beneficial effects on the general development of the children.

The Need of Space.—The work is still handicapped in most schools by lack of space. As stated last year, each school needs a hall or empty room for singing, games and rhythmic exercises, and in the classrooms table space and floor space sufficient for each child to spread out his work and to move from his place, if he needs to do so, without disturbing others. Space, too, is needed for the teacher to arrange and teach the children in groups when such arrangement would be advantageous.

INFANT SCHOOL METHOD.

MISS E. TISMEER.

During the year a careful study was made of the way the second language is taught in our sub-standards. In very many cases the children had never heard the second language before. Listening to these lessons and carefully watching the children, it struck one, very forcibly, how utterly uninteresting this way of teaching is. The children have to listen day after day to stereotyped little questions, and are expected to give stereotyped little answers. No wonder that many children, although trying very hard to do what the teacher expects them to do, get bored to tears and fix their attention on something more interesting.

When we consider the way a baby learns to understand a language and to express itself grammatically without having had to repeat little sentences, it becomes quite clear to us that we are not following a natural course. Baby's knowledge is acquired simply by listening to and hearing the language spoken. It stores up in its mind words, sentences, phrases, till the moment comes when it desires to express itself. It feels that it has the necessary knowledge and, above all, it is not forced in any way. It is a perfectly natural process. Sufficient knowledge is stored in the mind for reproduction.

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Careful watching has taught one that neither teachers nor pupils of the sub-standards look forward with any interest whatsoever to the language lessons.

Why are our children not taught to understand, to store up in their minds, before they are forced to reproduce?

When a child first comes to school its knowledge of the second language is, in many cases, too poor to make it feel as if it wants to express itself. As long as this feeling does not come naturally and unconsciously it seems a waste of energy on the part of the teacher and child both to force it to speak.

It is a recognised fact that, if a child were taken away from its surroundings and sent to people who speak nothing but a foreign language, in six months' time it would be able to speak the new language correctly and grammatically. How is that knowledge acquired? Surely not through repeating little sentences and learning words from memory only a quarter of an hour daily. It is acquired through listening to the spoken language and living in the atmosphere of it.

Grown-up people, who have had to learn new languages, have experienced that far more is learnt through hearing the language spoken than through book-learning. It is the atmosphere with its daily little expressions and limited vocabulary that is wanted. Everybody seems to agree on this point, but are we putting this knowledge into practice in our schools? Are we giving this atmosphere to our children?

Keeping this fact in view, could we not do something in that direction in our sub-standards? Could we not combine our handwork lessons in the sub-standards, at least the last half-hour of both the morning and afternoon sessions, or when only one session is observed, the whole of the last hour, with the teaching of the second language? Take, for example, a clay-modelling lesson. We could proceed to make a little man of clay, a prominent figure out of a story, modelling the body, head, arms, legs, eyes, ears, nose and mouth, whilst talking in the second language all the time, using simple words and speaking very clearly, laying stress on and repeating over and over the above words. Scenes, depicting familiar stories, made by means of various kinds of handwork would hold the child's interest. Numberless simple words could be heard and listened to daily. Names and words would be connected with the objects without any effort to remember them and without the child being in the least conscious that it is learning a new language. This kind of handwork and language lesson combined was given repeatedly to test the soundness of the system. After a few lessons some smart children addressed the teacher in the second language, unconscious of the fact that they were not using their own mother tongue. The slower ones soon followed, because they got into it naturally. They were all living in and feeling the atmosphere of the second language.

It is no good to force answers. This should be left to have its natural course, till the child does it unconsciously. Efficiency of speech is then only a matter of time. Before entering into Standard I the child should be able to express itself fluently in the second language to be ready to start with the reading of it.

Exhibitions were held at Riversdale, George and Oudtshoorn of sub-standards and Standard I handwork in connection with stories, geography, history, nature study and the teaching of the second language. The idea was to bring the parents into closer contact with the school and the teachers, and to show that our present-day instruction is not merely book-learning, but is linked up with useful handwork, training the senses in an interesting way.

At Riversdale only the Girls' High School has infant classes, but at George the Girls' Primary School and the Boys' Primary School could co-operate. At Oudtshoorn the five town schools, which have infant departments, either English or Afrikaans, and two district schools, viz., Armoed Secondary School and Schoemanshoek Primary School took part.

Thanks are due to the Rev. Mr. Viljoen and the "Kerkeraad" of the D.R. Church, Oudtshoorn, for the splendid help they gave in lending the Kerksaal for the whole week.

Special thanks are due to the Rev. Mr. Viljoen for opening the exhibition and for taking the trouble of finding another hall for the usual Sunday School gathering.

After the opening, addresses were given in both English and Afrikaans to explain the educational value of the exhibits. The response of the parents and the public was beyond expectation, because more than 2,000 people visited the exhibition.

Great praise is due to the teachers of the three above-mentioned places for their fine co-operation, splendid organisation and untiring devotion to make the exhibitions a great success.

NEEDLEWORK AND NATIVE HANDWORK: EASTERN DISTRICTS.

MISS H. BUYSKES.

The first terms of both 1927 and 1928 I spent in visiting schools where my services as instructress were needed specially to assist newly-appointed teachers of needlework in secondary schools, or teachers already on the staff who were undertaking the work for the first time.

Since the inception of the course the numbers taking needlework for Junior and Senior Certificates have increased steadily each year.

In 1923 there were 8 candidates taking the Senior examination; this year there are 130. The numbers taking the Junior examination have increased from 76 to 484 in the same period.

These figures give no adequate idea of the classes being taught secondary needlework, as very large numbers drop out each year after Standard VII, and many taking the subject in Standard IX leave school before completing the work of Standard X.

The practical nature of the course and its special appeal to girls is making it popular. It has also, in several instances, led to a decision in regard to a future career; sometimes after discussion with and on the advice of the instructress.

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In three of the high schools in my area advanced dressmaking and millinery are taught in conjunction with drawing, and this is of great value to the pupils, as facility in the use of the pencil is a great aid in copying styles and making original designs.

One high school has, throughout the year, held special classes in dress-designing taught by the art mistress, who is guided by the requirements of the syllabus, and advised by the instructress.

This has proved so successful that other high schools are being asked to consider the advisability of introducing a similar course of lessons.

The non-European Junior Certificate course is taken at only one school in my area, but with marked success.

When the instructresses for the Eastern and Western Districts were asked to rewrite the article on needlework for the "Handbook for Teachers," they made some slight alterations in the needlework syllabus for primary schools, which it is hoped will meet with general approval. The article itself when published in the *Education Gazette* should be closely studied by all teachers of primary needlework, as the instructresses spent much time and thought in explaining fully the most modern methods of teaching the subject in an interesting and attractive way.

This year, fortunately, there have been no changes on the staffs of the European training schools as regards teachers of needlework, and the work has, in consequence, proceeded smoothly in all.

At the beginning of 1927, I was relieved of responsibility for the work in native schools in the Divisions of King William's Town, Peddie, East London and Stutterheim, including three large training schools in these districts and Healdtown in Fort Beaufort.

The work of instructing and examining in needlework in these schools has been relegated to Miss Tebbatt.

In native training schools and the two industrial schools in my area the work is making satisfactory progress. The quality of the handwork, too, has improved.

I wish, in conclusion, to thank my colleagues who have helped me in various ways, and those teachers who have very generously aided others less well-informed or less well-qualified by instructing them both personally and by correspondence, when I was unable to reach them, in 1927, while I was absent on sick leave, and in 1928 because my services were required in the Western areas during part of the year.

NEEDLEWORK: WESTERN DISTRICTS.

MISS C. M. B. TINLING.

During the first half of 1927 all the training schools and most high and secondary schools where needlework is taken as an examination subject were visited, in order to get into touch with the teachers, and to obtain a general survey of the work being done. In order to do this, a number of districts were visited, and, at the same time, the opportunity was taken of visiting as many primary schools as possible, both European and coloured.

Instruction was given to unqualified or inexperienced teachers of secondary needlework, and to those who were newly appointed in the training colleges. Several of the smaller secondary schools have introduced needlework as an examination subject this year, and in most cases the teacher is unqualified.

A vacation course for unqualified teachers of secondary needlework would prove of very real value, and would be much appreciated by these teachers.

In the third quarter a short visit was paid to Namaqualand in order to further the work begun there last year by Miss Cairncross.

The remainder of the year was devoted to examination work.

I wish to thank Miss Cairncross for the very ready help and advice which she gave me.

During 1928 I was on leave, and the examination work was done by Miss Buyskes, Miss Tebbatt and Miss Rowe, Miss Exley being appointed to relieve them of part of their work.

NEEDLEWORK, DOMESTIC SCIENCE AND HANDWORK IN THE TRANSKEI.

MISS A. A. ROWE.

Altogether 406 schools have been visited this year. Of these visits 40 were informal, when instruction was given to groups of teachers. These short courses, or group meetings, have proved most helpful, and it is hoped that more of them will be held next year.

There is not very much to report about the needlework, except that the work has been very much handicapped by inability to obtain materials requisitioned. Even when materials have been received, very often the most important items have been omitted owing to their being out of stock. The work in the European schools has been carried on most enthusiastically, good work being accomplished.

Handwork.—This branch of the work is showing improvement. It has been observed that where the younger teachers are taking up the work, handwork is being looked upon, as it should be, as one of the school subjects, and is being taught more methodically. Organisation of classes for this work is still poor, boys and girls being separated. This means that in the case of two-teacher schools each teacher has sub-standards and upper classes together, whereas better results would be accomplished if standards were divided and one teacher were responsible for the lower division, the other having the responsibility of the upper division. Numbers also should be considered, as one often finds the principal teacher with about 10 or 12 older pupils, and the assistant with 30 or 40 unruly little ones.

Housecraft.—It is pleasing to see the enthusiasm with which the teachers are taking up this very important subject. The older ones who have had no training in housecraft are most anxious to learn. Some are making a very courageous attempt to overcome the difficulties of their surroundings, and are giving most helpful

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instruction to the older girls in their schools. The younger teachers who have had some training are also keen to pass on their knowledge.

During the year 1928, several centres have been equipped for the teaching of this subject in the Primary Schools, and so popular is this branch of the work becoming among the native people, that many more centres could be started if the equipment were available.

Industrial Schools.—In the course of the year 1928 an industrial school has been opened at Baziya in the Umtata district. At present there is one teacher with twelve pupils. Basket and chairmaking in all varieties is being carried on. Most of the grass which is being used at present, is being imported, but it is hoped that in the near future materials grown locally will be used. Each pupil is taught every process of the work, beginning with the planting, then the cutting and preparation as well as the actual weaving of the osier.

St. Cuthbert's Weaving School is an old established school which is carrying on good work. The making up into garments of the cloth which is woven is a new departure, and this is proving a valuable training to the girls. Embroidery work is also being well taught.

St. Cuthbert's Housecraft School has firmly established itself. Here, girls who have passed Standard VI are able to take a three years' course in Cookery, Laundry, Housewifery, Needlework, Leatherwork, Poultry-keeping and Gardening. Each year the work has reached a higher standard than previously, and it is pleasing to see that the first year enrolment for 1928 is good, and it is hoped that the number will be maintained throughout the three years.

In conclusion I should like to thank the circuit inspectors, school managers and others for their ready help and all who have extended their kind hospitality. My thanks are also due to Miss Exley who helped me to overtake time which was lost through illness.

NEEDLEWORK, DOMESTIC SCIENCE AND HANDWORK IN PORTION OF EASTERN DISTRICTS AND IN THE TRANSKEI.

MISS M. TEBBATT.

Needlework.—The needlework of the European schools has been well taught in some centres, but still requires more thought and careful training in others. In some cases the garments chosen for the girls to make were most unpractical—a garment to fit the maker is of far greater interest to the pupil than one that simply shows the stitches and processes of the standard.

The Native Secondary School at Healdtown has entered candidates for the Junior Certificate examination this year, and the girls took needlework as one of their subjects.

The work of the native primary schools still varies greatly. It was very disappointing to visit a number of schools with girls in

Standard VI where no sewing had been done during the year. Many of these girls expect to enter training schools, and have received practically no foundation for the work they must do in their first year there. In many of the schools the sewing was of a good quality and the tests given during my visits were well worked, but *practical application* still means little or nothing to the teachers, and certainly nothing to the girls.

Domestic Science.—During the year two native training schools have erected new domestic science buildings, and have been supplied with equipment, and instruction has been given in each school to the N.P.L. I and N.P.L. II classes. In 1928 the girls in N.P.L. III will be examined in domestic science at the end of the year, thus completing the cycle of work detailed for candidates taking the Native Primary Lower Certificate.

Six native primary schools have also been supplied with simple cookery utensils. The teachers in these schools are not qualified to teach this subject at present, but, by suggestions and giving special lessons during my visits to the schools, I hope to get the work well started as the teachers appear to be very enthusiastic and keen. At the end of 1928 all the girls leaving the N.P.L. III classes should be able to teach simple cookery to Standards IV, V and VI in the native primary schools.

Weaving Schools.—Great interest has been shown by the people (Europeans and natives) in the weaving schools, and a new one has been started in Kentani under the Native Farmers' Association. The pupils learn to wash, comb, card wool, etc., and then make garments for sale.

Handwork.—The handwork in some areas is good, and that of all the training schools has improved. Now that the teachers come from the training schools fully qualified to teach this subject, the work in the primary schools certainly should be of a better quality. This year many of the schools have again suffered because of the drought and the scarcity of raw materials, but in the districts where grass, palms and mealie husks were obtainable, a great many saleable articles have been made, and good work done. The schools in or near towns especially find it difficult to procure the raw materials for the handwork, and in these schools the work is usually of a very poor quality.

During the last quarter of 1928 I spent eight weeks substituting in the Western Province and was engaged in examining the needlework of the Junior and Senior Certificate candidates, also of the training colleges, and when possible visiting the primary schools.

Miss Exley spent part of that period examining the work of the native schools in the Eastern Districts.

VOCAL MUSIC: EASTERN DISTRICTS AND TRANSKEI.

MR. S. J. NEWNS, B.A.

During these years considerable progress has been made in the schools generally; but it is worthy of special note that in the native and coloured schools the tone quality has greatly improved. Amongst European teachers and scholars there is a keener interest [C.P. 2—'29.]

than was evident last year, and it would seem that music is coming to be looked upon as an interesting and enjoyable subject, full of possibilities.

Though it is rather soon to see finished results in aural culture, established in a great many schools in the sub-standards and in Standard I, yet its benefit is quite evident even at this stage, and signs are not wanting that the end of next year will see an improvement in the standard of attainment in this important matter of ear-training—the basis of all musical work in schools.

Choir competitions in native areas have resulted in the taking up of the constructive criticisms of the adjudicator, and in every competition during 1927 and 1928 there has been a marked improvement in the standard of attainment, both on the purely technical, as well as the æsthetic side. The standard in some competitions has been astonishingly high. The introduction of three-part songs for equal voices for the junior choir competitions has done much to stop the harmful practice of young boys trying to sing tenor, and even bass.

It is a great pity that in the high school standards generally, there is not greater encouragement of the subject, even if only on the appreciative side. As the new method of instruction works its way up through the schools within the next few years, it is possible that the high schools will feel compelled to cater for the appetite which has been whetted during the earlier years of training, and perhaps it will be realised that music is a spiritual necessity, not a congenial waste of time.

There are two criticisms which should be helpful to the readers of this report. The first is, that the ability to read at sight is very poor, owing mainly to insufficiency of practice in this important branch. This is partly due to the neglect of the modulator in the lower standards, and a notable absence of books of sight-tests in the upper standards in most schools. The analogy between music and literature is a very close one; and no teacher would dream of allowing a child to reach standard VI, able merely to recite good poems, the equivalent of learning songs, but unable to read, and thus unable to learn anything further by his own unaided effort; yet that is the exact position where there is inability to read the sol-fa or staff notations.

The second criticism is the lack of music books and suitable part-songs in the schools. There is no regulation against sheet-music, even in the case of Unison songs! A publisher's catalogue, and the expenditure of five or six shillings a year would remedy this. The songs could easily be written up on brown paper and varnished to secure permanence; in this way a stock of songs would accrue, and blackboard space would not shrink. Variety of type is most essential in songs.

The lack of originality in the method of presenting the subject in an interesting manner could be somewhat remedied if each school included amongst its periodicals one or more musical magazines, providing thought-provoking articles on the teaching of singing in schools, as well as good advice regarding music suitable for the different standards.

On the whole the signs are encouraging, and with the spirit which prevails in most schools, the possibilities of sound progress are great.

VOCAL MUSIC: WESTERN DISTRICTS.

MR. P. K. DE VILLIERS, A.R.A.M., A.R.C.O.

It is a great pleasure to be able to report the satisfactory progress which has been made in the majority of training colleges and schools in my area. The interest shown is very keen. This is most probably due to the fact that the teachers are beginning to realise the importance of music, which has a most humanising influence upon the pupils, besides being of valuable help to several of the other ordinary subjects.

Needless to state, the primary object of the teaching of singing is to foster a love for it, so that it may be regarded by the children in later life as an essential part of their existence. It is not sufficient for children to merely sing music. They should hear it also. By this means the love for this subject becomes rooted. Wherever possible, lecture-recitals have been given. These were greatly appreciated by both teachers and scholars. It is further gratifying to be able to report that the incorporation of descants into the school song repertory has been introduced with great success, and many of the well known old songs, such as "Annie Laurie," "All Thro' the Night," etc., have aroused new interest with very pleasing effects, besides being of great value and help for part-singing. Afrikaans songs are gradually being introduced into English medium schools with excellent results; it has been abundantly proved that through singing a second language is easily and more readily acquired. Both English-medium and Afrikaans-medium schools should thus (from an educational point of view) adopt the practice of singing in both official languages. Where people are happy together, singing in this communal way, I am certain they build up something eternal, something of a divine strength and beauty, which weakens the power of evil.

Special mention should be made of the progress with regard to staff-notation in the training colleges, both European and non-European. Several schools have also shown satisfactory progress in this subject. This augurs well for the future.

Another step in the right direction is the raising of the status of music in the Education Department. Candidates have now the choice of taking music as a subject for both the Junior and Senior Certificate examinations, and many have availed themselves of this privilege at the recent examinations. The new syllabus throughout has given the greatest satisfaction both to teachers and pupils alike; and I anticipate that a large number of candidates will subsequently make use of this practical and character-building subject.

It is to be regretted that too little attention is given to class-singing at the various universities in the case of those students who are being trained as teachers. The majority of teachers trained at these institutions are incapable of giving tuition in this subject, and it is to be hoped that this deficiency may ere long be rectified.

In conclusion, I should like to thank both the circuit inspectors and principals in my area (where marked progress has been made) for their help and for the interest which they have shown in my work; through their encouragement and aid, good results have been achieved.

[C.P. 2—'29.]

REPORT OF MEDICAL INSPECTOR FOR 1927 AND 1928.

DR. H. MAUGHAN BROWN, M.D., Ch.B., D.P.H., AND
DR. ELSIE M. CHUBB, B.A., M.D., B.S., D.P.H.

(Embodying report of Hon. Psychiatrist, Dr. R. A. Forster,
M.B., Ch.B.)

During 1927 steps were taken which showed a definite move forward in regard to medical inspection of school children. After marking time for many years with a limited staff totally inadequate to cope with the work we are glad to report that sanction was given to the following additions to our staff, viz., two assistant medical inspectors and four assistant school nurses. These posts were filled during 1928 as follows:

Assistant Medical Inspectors—Leon van Dyk Cilliers, M.D.
Gertrude Neale, M.B., Ch.B.
Assistant School Nurses— Mrs. Alma Davies.
Miss A. M. Glendining.
Miss L. Jacobson.
Miss Krige.

With this increase in staff it has been possible to divide out the Province into more circumscribed areas in which the various officers as a rule will work.

These are as follows:

Chief Medical Inspectors.	Headquarters.	Area.
Dr. H. Maughan Brown	Cape Town	Western Province and Namaqualand.
Dr. E. M. Chubb ..	Cape Town	
Assistant Medical Inspectors.	Kimberley	North West, North East and Central.
Dr. L. v. D. Cilliers ..	East London ..	
Dr. Gertrude Neale ..	East London ..	South and East.
Chief School Nurse.		
Mrs. G. E. Davies ..	Cape Town ..	—
Assistant School Nurses.		
Miss D. Ackermann ..	Cape Town ..	—
Mrs. R. Clark ..	Kimberley ..	—
Mrs. Alma Davies ..	East London ..	—
Miss A. M. Glendining ..	Port Elizabeth	—
Miss L. Jacobson ..	Worcester ..	—
Miss Krige ..	Oudtshoorn ..	—
Miss R. de Waal ..	Cape Town ..	—

With the appointment of the Assistant Medical Inspectors it became possible for Dr. Chubb to obtain leave. During the latter half of 1928 she has been overseas to England and America. It may be pointed out here that periodical leave for purposes of further study and in order to keep abreast of modern developments is vital to successful work and reacts with advantage to all concerned.

The following general summary gives statistics of the work carried out during 1927 and 1928:—

General Total: Medical Inspectors' Work.

	1927.	
	European	Non-European.
Number of schools visited	175	2
Number of training schools visited ...	12	1
Number of indigent boarding houses visited	28	—
Number of addresses to parents, students and teachers	60	—
Total number of children examined ...	13,247	188
	1928.	
Number of schools visited	335	15
Number of training schools visited ...	5	4
Number of indigent boarding houses visited	48	—
Number of addresses to teachers, students and parents	45	—
Total number of children examined ...	17,657	1,161

General Total: School Nurses' Work.

	1927.
Number of medical inspections assisted	310
Number of schools visited apart from medical inspections	349
Number of children examined apart from medical inspections	24,357
Number of homes visited	609
Number of addresses	195
Number of indigent boarding houses visited	50
	1928.
Number of Medical Inspections assisted	487
School visits	842
Number of children examined	39,754
Number of children with Nits	2,935
Number of children with Vermin	473
Number of visits to homes	998
Lectures given	284
Indigent boarding houses and other institutions visited	62

In the past there has been much criticism that the remoter rural areas were neglected, and particularly that the children in the smaller primary schools were not examined. It was contended that these children need more medical supervision than those in

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closer touch with the more populous areas. Hitherto we have not found it possible to do much in the way of visiting such schools. This year with the promise of an increased staff likely to materialise in the near future, we have visited several of the smaller schools. One of the drawbacks to visiting such areas is that the schools are small, often far distant from each other and with poor roads. This means that much time is wasted in travelling and the cost is greater especially where motor transport has to be hired owing to our not possessing motor cars of our own. To some extent this difficulty has been overcome by the inspection work being centralised at certain schools, and the pupils to be examined were conveyed thither by means of their own transport. Owing to the activity and interest of the members of one branch of the S.A.O.U. a visit was recently paid to one area where at three separate centres the children from thirteen different schools assembled and were examined.

The drawbacks to such an arrangement are that as a rule it is not possible to get into personal touch with the parent, and much of the valuable work of medical inspection consists in the discussion with the parent of conditions as regards diet, sleep, exercise and work, etc., which affect the health of the child. One must reiterate this point that this work is not only a matter of pointing out and remedying defects, it is a matter of the education of the parent, teacher and pupil in the right way of living in order to be healthy. During 1927 we examined 1,027 children from 42 small schools scattered in various areas in the Province. Of this number 410 came into the routine group, viz., children of certain ages all of whom are examined. During 1928 children from 165 of the smaller rural schools were examined. We append a table of statistics comparing the defects among these rural children as compared with those among the routine groups in the Province as a whole. From these figures there does not appear to be any evidence that the more rural population in the remoter areas is worse physically than children elsewhere. In certain respects they seem better. The numbers of children examined are not sufficiently large to be absolutely certain on this point, but they are suggestive. The percentage of defective children is somewhat less than that among the total population. This is largely accounted for by the fact that there are fewer defects of the teeth. Most of the schools visited happened to lie in areas where the teeth generally are very good. As regards other defects, nose and throat conditions appear to be worse and defective eyesight better in the rural areas. The difference in the matter of mental deficiency seems marked, but it partly due to the fact that generally speaking attention is not paid by us to this condition in the schools owing to lack of time, whereas in the smaller schools more attention was paid to this question of mental deficiency. The figures given refer to all cases that are probably feeble minded. However, there was a general impression that there was definitely more feeble-mindedness among children in the remoter rural areas.

	Routine Cases.			Special Cases.		
	Province generally.	Remoter areas 1927.	Remoter Areas 1928.	Province.	Remoter areas 1927.	Remoter Areas 1928.
Numbers	9,351	410	750	3,339	617	991
Percentage defective ..	34.5	32.2	33.	48	38.6	37.3
Percentage requiring medical treatment ..	22.8	20	19.	32.3	21.9	23.6
Percentage verminous	4.5	6	5.	6.6	5.1	5.
Percentage with mal-nutrition	4	5.4	6.4	7.7	5.8	5.
Percentage with defective teeth	16.9	11.7	12.5	16.4	12	10.2
Percentage with nose and throat defects ..	3.4	5.4	4.1	7	5	5.2
Percentage with vision defects	5.3	3.7	4.8	12.1	6.8	8.
Percentage with hearing defects	1.7	1.7	2.3	3.6	3.4	2.4
Percentage with mental defects	0.6	2.4	1.7	2.5	3.9	2.1
Percentage with all other defects ..	12	11.5	11.9	16.2	16.2	13.9

The figures included here are from 75 schools visited by the Chief Medical Inspectors and are separated from the total 1928 figures so as to make these statistics comparable with the 1927 figures.

Towards the end of this year there was a conference of school board representatives and others on matters connected with education. Some of the items on the agenda dealt with matters affecting the health of the child. It was a matter of gratification to us to notice the increasing interest which is being taken by the public generally in this matter, and we noted with satisfaction the evidence displayed there of a wider outlook on this question of health in the child and the school than was experienced ten years ago.

WORK OF THE SCHOOL NURSES.

In 1927 we were authorised to increase the number of school nurses to eight, and the four new ones will be appointed and take up their duties early in 1928.

The work of school nurses is extremely important, and differs in many respects from that of nurses in hospitals or in private nursing. As in public health work of all kinds the emphasis lies on education and prevention rather than on treatment and nursing. The chief school nurse, Mrs. G. E. Davies, is reading a paper at the Trained Nurses' Association meeting in Johannesburg, and this and the discussion to follow will be valuable in explaining the aims and duties of the school nursing service.

There should be at least two nurses to every medical officer, and in a developed service there may be ten or twelve. The school [C.P. 2--'29.]

nurse assists at medical inspections, preparing the children, and keeping certain records. With her help the medical inspector is able to deal with more children, and to devote more time to the actual medical examination. But the most valuable part of the nurses' work is that done in "following up" between the medical inspections. When a nurse visits a school alone she calls for all the children noted at medical inspection as in need of treatment, and notes whether they have obtained it. If they have not, she visits the homes of the parents to discuss the difficulty with them. If the delay is due to expense, she puts the parents in touch with hospitals, school clinics or welfare societies. If the delay is due to misunderstanding or to carelessness, the nurse has a talk with the parents and explains how the child is handicapped by his defect. It is these personal talks with the mother in the home which are of the greatest value. The nurse sees the actual difficulties against which the mother has to contend, and is able to talk them over on the spot, and give advice as to diet, meal hours, sleep and other factors which are profoundly important for healthy childhood. When the nurses are able to pay such visits regularly, the percentage of children who obtain treatment often doubles between one medical inspection and the next, while its educational value is manifest.

In addition to this the nurses do routine inspections of children for personal cleanliness and hygiene, and give lectures on home nursing, mothercraft, etc. Unfortunately they have been so occupied with routine work that it has not been possible to develop this branch of the work as much as is desirable. In the future we hope to arrange for regular courses of lectures, particularly for girls, and it would be extremely useful if these lectures could also be given to mothers.

The school nurses exclude cases suspected to be suffering from infectious conditions, and revisit schools from which medical inspectors have excluded cases. The general level of cleanliness is improving. Of 24,257 children examined, 1 per cent. had vermin and 8 per cent. nits. Unfortunately it is often just a few schools and certain families who are largely responsible for these percentages, and in some instances neither principal nor parent seem to realise that to send a child back to school with vermin, scabies or other infectious disease is illegal, and is liable to a heavy penalty.

On this point the chief school nurse reports to us as follows:—

"In spite of the fact that there are now a greater number of schools free from scholars with nits or vermin in the hair, there are some schools where it is difficult to obtain the co-operation of principal and teachers, children 'excluded until clean' being allowed to return to school in the same verminous condition. At one secondary school visited annually for the past five years, the children of some families continue in the same state of uncleanness. It has repeatedly been pointed out to the teachers that if they would undertake to see that the children excluded did not return to the class until they were clean, conditions would vastly improve. The same state of affairs applies to pupils suffering from scabies; they are excluded by the school nurse, but after her visit they are allowed to return to school. Consequently some schools are never really free from this infectious skin trouble. I recently excluded (from a high school) twenty

children with this disease, this same school having been infected for years. The school nurse in the Kimberley area also reports having excluded many children with scabies from country schools. Very often, though not always, the trouble emanates from the indigent boarding house.

"Time has, in some instances, been wasted where school nurses on visiting schools to 'follow up' the medical inspectors' work have found that the cards recommending treatment for children suffering from defects, which should have been sent by the principal to the parents, had been kept at the school, and that the notices inviting parents to be present at the medical inspection had not been sent out, so that to a great extent the value of the doctor's visit was lost. The parents knew nothing of the result, and when visited by a nurse expressed surprise that any treatment or advice was needed for their child."

SCHOOL CLINICS.

The school clinic started at Claremont by Dr. Leipoldt has been of great value to the children on the Cape Flats and in the southern suburbs, who found it impossible to attend the Cape Town hospitals. At medical inspections it is found that numbers of children have attended the clinic for treatment, often accompanied by a teacher who has made careful notes for her own guidance of the suggestions made at the clinic. We are also much indebted to the *Remedial Clinic* started by the Child Life Protection Society, Cape Town, for the help it is giving in putting massage and remedial exercises within the reach of children unable to pay in full for such treatment.

CENTRALISATION OF SECONDARY EDUCATION.

It is necessary to bring the children in secondary standards together to some central school if the secondary education is to be efficient, with proper choice of courses. But it must not be forgotten that the child has a body which must be considered as well if good educational results are to be obtained. The children attending such schools are in the adolescent period of rapid growth and development, and are also at a stage which demands more work at school. And it is just in these years that they begin to travel further to school, and to have irregular meals, with perhaps only sandwiches at midday, after a hurried early breakfast. When such a central high school is built, provision for a midday meal should be considered as essential as a science or woodwork room, and all children who do not go out to a meal should be expected to take something at the school café or dining-room, and should eat it under proper supervision. The fatigue and strain among secondary and high school pupils is a very disturbing problem to us, and prevents educational efficiency as well as normal healthy development.

It is, of course, necessary that such schools should be co-educational, with the exception of those in large towns, where conditions allow of either co-educational or separate schools. But there are certain disadvantages which often follow, which can to a large extent be minimised if we are on the look-out for them. It is

generally agreed that it is not advisable for boys to have no men teachers over them, and this only happens in a few small country schools. But it is also extremely undesirable for a high school girl to have no woman teacher who comes in official contact with her. Some mixed high schools have no woman on the staff at all, and it is difficult to find any one who is responsible for the girls' out-of-school activities, or with whom one can discuss problems affecting the girls particularly.

In these mixed high schools it is often difficult to arrange for regular drill for both boys and girls, and there is a tendency to drop it out for girls altogether, with the result that on the whole the physical condition of the girls is poorer than in a girls' high school. This difficulty can, however, be overcome if tackled properly, as some mixed schools have solved it successfully.

We have so often discussed the urgent question of wrong feeding and malnutrition that we would only say again emphatically that a domestic science course should be available for as many girls as possible. The ideal is, of course, that every girl should be able to take a course in a secondary school, apart from any introduction for it into the primary school. At present it is just in the mixed high schools of the country districts where it is most essential that considerations of economy and staffing make it almost impossible for the girls to have the advantage of this course, which is essentially a girls' course, and a valuable preparation for a woman's most important work.

REPORT OF HONORARY PSYCHIATRIST.

The Honorary Psychiatrist, Dr. R. A. Forster, M.B., Ch.B.U., reports as follows:—

During February and March a mental survey of the pupils in 27 schools in the Wodehouse-Dordrecht area was carried out by Dr. Gillis. Every child, reported by the schools as being two or more years retarded in school work, was examined and individually tested by intelligence scales. As far as possible every new dull entrant was also examined. In these schools were found 33 children who, in terms of the Mental Disorders Act, were clearly feeble-minded, 24 borderline cases, 23 innately backward and 5 psychopathic or neurotic cases.

These 85 children are incapable of gaining any material benefit from instruction in ordinary schools and require special training either in schools for mental defectives or in classes for backward children, according to the degree of intelligence defect.

At the time of this survey there were in these schools 10 per cent. of feeble-minded, backward and borderline cases. The feeble-minded alone numbered 2.6 per cent. In these cases mental inadequacy and consanguinity of the parents appeared as the most frequent factors in the causation of the mental defect.

During April and May the pupils of the Class for Backward Children, Woodstock High School, were examined by Dr. Hafner and Dr. van Dam. Since the previous examination of this class by a psychiatrist in the year 1924 the number of pupils had risen

from 20 to 51. Of the 20 former pupils only 2 remained in the present class and 2 are known to have been admitted to the Alexandra Institution.

Two children were absent at the time of the examination, and, of the remaining 49, only 8 were considered to be definitely feeble-minded. With the exception of two girls, the remaining 41 pupils were more than two years retarded and clearly requiring special training in such a class. These backward children should all be re-examined again at a later date since some of them may not make much intelligence progress and may require to be eventually classified as feeble-minded. The grading into this class was found to be far more satisfactory than at the previous survey in 1924, when 16 out of the 20 pupils were feeble-minded. The class appeared to be serving a very useful purpose, though only two teachers to 51 pupils of all grades of backwardness seems hardly sufficient to enable the best results to be obtained.

It becomes increasingly apparent that backward and mentally defective children should be removed from ordinary school classes, where they can gain but little benefit and where they hamper the efforts of teachers, and be placed in special classes. More backward classes attached to the larger schools in the larger centres are urgently required, and, in the larger centres there is necessity for a special school to which mental defectives could be drafted from the backward classes for special training under teachers who have had experience in teaching mentally defective children. It is not necessary, or financially feasible, to take every feeble-minded child from its home and place it in an institution. If the home of such child is good and if the child exhibits no particular temperamental or moral defect, it would seem advisable that the child should attend a special day school and retain the advantages of home life.

Until proper provision is made for the training in day schools of the backward and the feeble-minded children, I consider that it should be remembered that, while to remove a backward child from an ordinary class or a mentally defective child from a backward class may materially assist such classes as a whole, it would be most unwise to exclude a backward child or a feeble-minded child from school without making any further provision for the training of such a child. The onus of attempting to educate every child is upon us and, though a feeble-minded child may not gain full benefit by the teaching arranged in a class for purely backward children, he will benefit to some extent, and at least, which is very important, he will be under careful guidance for a few hours of each school day.

During the year arrangements were made for the examination of possibly mentally defective children in the Port Elizabeth schools at the mental clinic there, which is conducted by psychiatrists from the Grahamstown Mental Hospital.

MEDICAL INSPECTION STATISTICS.

EUROPEAN SCHOOLS, 1928.

No. of European Schools visited : 335.	Routine Examinations.						Special Examinations.		
	Boys.		Girls.		Total.		Boys.	Girls.	Total.
	Yngr.	Older.	Yngr.	Older.	Yngr.	Older.			
Number examined ..	3,547	2,461	3,188	2,462	6,735	4,923	2,608	2,758	5,366
Number defective ..	1,459	917	1,278	991	2,737	1,908	1,307	1,366	2,673
Percentage defective ..	41	37	40	43	41	39	50	49	50
Number of defective children recommended for treatment ..	1,077	673	969	779	2,046	1,452	935	1,016	1,951
Number of directions to teachers ..	867	346	794	548	1,661	894	627	672	1,299
Number of parents (or guardians) present ..	1,306	330	1,192	450	2,498	780	894	999	1,893
Number of objections ..	—	—	—	—	—	—	—	—	—
Number of verminous children ..	60	16	281	76	341	92	50	253	303

Analysis of Defects :	No. defects present.		No. defects recommended for treatment.				No. defects present.		No. defects recommended for treatment.			
	Boys.		Girls.		Boys.		Girls.		Boys.		Girls.	
	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.	Boys.	Girls.	Boys.	Girls.
Malnutrition ..	174	78	136	34	4	1	3	—	172	173	3	2
Teeth ..	775	432	619	436	612	400	572	419	451	429	411	400
Nose & Throat ..	364	170	345	155	328	414	305	141	304	336	272	303
Eye ..	33	28	35	27	12	9	18	11	44	50	21	29
Vision ..	97	162	97	325	73	122	75	242	218	301	178	239
Ear ..	22	17	11	16	14	6	6	8	26	31	10	17
Hearing ..	28	25	12	18	11	7	6	6	51	37	29	14
Speech ..	2	6	3	2	—	—	1	—	11	6	—	1
Skin ..	53	29	21	17	32	7	14	4	44	35	29	19
Heart :												
Organic ..	36	26	29	19	—	—	—	—	40	32	—	—
Functional ..	34	24	27	19	—	1	—	—	30	25	1	—
Anaemia ..	55	25	71	44	40	18	49	37	51	74	37	57
Lung ..	22	5	19	4	6	1	5	2	18	19	8	5
Nervous System ..	6	11	4	6	3	1	—	2	28	19	4	1
Intelligence ..	11	20	17	7	—	—	1	—	68	38	—	1
Deformities ..	17	25	18	24	9	4	6	5	27	33	6	10
Other defects ..	316	131	262	109	69	22	63	24	231	215	76	73

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.		Girls.		Total.	
	Treat-ment ob-tained.	No treat-ment ob-tained.	Treat-ment ob-tained.	No treat-ment ob-tained.	Treat-ment ob-tained.	No treat-ment ob-tained.
No. of Re-examinations	296		337		633	
No. of children recom-mended for treatment	907		1,206		2,113	
No. of children who ob-tained treatment ..	440		681		1,121	
Defects :						
Dental disease ..	275	299	411	289	686	588
Nose and Throat disease ..	43	47	56	66	99	113
Eye disease and defec-tive vision ..	60	59	166	94	226	153
Ear disease and deafness ..	23	24	18	17	41	41
Other diseases ..	66	31	58	37	124	68

NON-EUROPEAN SCHOOLS, 1928.

No. of Non-European Schools visited: 15.	Routine Examinations.						Special Examinations.		
	Boys.		Girls.		Total.		Boys.	Girls.	Total.
	Yngr.	Older.	Yngr.	Older.	Yngr.	Older.			
Number examined ..	236	135	213	80	449	215	126	157	283
Number defective ..	113	65	96	42	209	107	65	74	139
Percentage defective ..	48	48	45	53	47	50	52	47	49
Number of defective children recommended for treatment ..	91	57	73	37	164	94	48	56	104
Number of directions to teachers ..	43	25	35	13	78	38	16	23	39
Number of parents (or guardians) present ..	129	55	114	32	243	87	70	88	158
Number of objections ..	—	—	—	—	—	—	—	—	—
Number of verminous children ..	29	5	57	11	86	16	11	30	41

Analysis of Defects:	No. defects present.		No. defects recommended for treatment.		No. defects present.		No. defects recommended for treatment.	
	Boys.		Girls.		Boys.		Girls.	
	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.
Malnutrition	18	2	16	2	—	—	—	—
Teeth ..	74	52	52	29	64	49	49	28
Nose & Throat	37	10	21	6	37	10	19	6
Eye ..	3	1	—	1	1	—	—	—
Vision ..	4	6	2	7	4	5	2	6
Ear ..	3	—	4	1	3	—	4	1
Hearing ..	2	—	1	—	1	—	1	—
Speech ..	—	—	—	—	—	—	—	—
Skin ..	2	1	—	1	1	1	—	1
Heart :								
Organic ..	3	8	7	—	1	—	—	—
Functional	4	6	2	1	—	—	—	—
Anaemia ..	3	—	4	1	—	—	3	1
Lung ..	1	2	—	1	1	—	—	—
Nervous System ..	—	—	—	2	—	—	—	—
Intelligence	2	1	1	2	—	—	—	—
Deformities	1	1	—	3	—	—	—	1
Other defects	11	4	12	3	3	2	6	—

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.		Girls.		Total.	
	Treat-ment ob-tained.	No treat-ment ob-tained.	Treat-ment ob-tained.	No treat-ment ob-tained.	Treat-ment ob-tained.	No treat-ment ob-tained.
No. of Re-examinations	6	—	8	—	14	—
No. of children recommended for treatment	17	—	17	—	34	—
No. of children who obtained treatment ..	15	—	11	—	26	—
Defects :						
Dental disease ..	6	1	7	3	13	4
Nose and Throat disease	—	1	—	1	—	2
Eye disease and defective vision ..	4	—	2	1	6	1
Ear disease and deafness	4	—	—	—	4	—
Other diseases ..	2	—	2	1	4	1

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ABBREVIATIONS.

- Sp. .. Special School or Institution.
- Sec. .. Secondary School.
- Prim. .. Primary School.

INSPECTORS AND INSTRUCTORS.

CIRCUIT INSPECTORS :

- H. Anders, B.A., Ph.D. : *Libode, Ngqeleni, Port St. John, Tsolo.*
 J. Anders : *Paarl, Worcester.*
 R. J. Baigrie, M.A. : *Barkly West, Kimberley.*
 A. Bain, M.A. : *King William's Town.*
 W. J. Barker, B.A. : *Ngamakwe, Tsomo.*
 G. Bell, M.A. : *Mount Ayliff, Mount Currie, Umzimkulu, 1927 Glen Grey, Xalanga, 1928.*
 S. Boersma : *Ladismith, Riversdale.*
 W. P. Bond, M.A. : *Albany, Bathurst, Peddie.*
 H. G. Bowden, B.A. : *Engcobo, St. Marks, 1928.*
 R. Bowie, M.A. : *Headquarters Circuit (Cape Division) No. 3.*
 A. L. Charles, B.Sc. : *Cathcart, Queenstown, Stutterheim.*
 J. Chisholm, M.A. : *Glen Grey, Xalanga, 1927 ; East London, Komgha, 1928.*
 L. C. Elton, B.A. : *Port Elizabeth.*
 A. M. Ferguson, M.A. : *Butterworth, Kentani, Willowvale.*
 *W. Freeman, B.A. : *East London, Komgha, 1927.*
 T. Golightly (Acting) : *Aberdeen, Graaff-Reinet, Hanover, Middelburg, Murraysburg, Pearston, Richmond, 1927.*
 W. H. Hall Green, B.A. : *Elliotdale, Idutywa, Mqanduli, Umtata.*
 S. B. Hobson, M.A. : *Mafeking, Vryburg.*
 C. J. Hofmeyr, B.A. : *Britstown, Carnarvon, De Aar, Hopetown, Loxton, Victoria West, Vosburg, Williston, 1927 ; Humansdorp, Uniondale, 1928.*
 K. A. H. Houghton, M.A. : *Fort Beaufort, Stockenstrom, Victoria East.*
 S. G. Joubert, B.A. : *Calitzdorp, Oudtshoorn.*
 N. E. Lambrechts, B.A. : *Gordonia, Kenhardt, Prieska, 1928.*
 R. E. le Roux, B.A. : *Aliwal North, Lady Grey, Barkly East, Herschel.*
 G. J. Louw, B.A. : *Aberdeen, Graaff-Reinet, Hanover, Middelburg, Murraysburg, Pearston, Richmond, 1928.*
 H. B. Luckhoff, B.A. : *Gordonia, Kenhardt, Prieska, 1927 ; Bedford, Cradock, Maraisburg, Somerset East, Tarka, 1928.*
 J. E. Pope, B.A. : *Bizana, Flagstaff, Lusikisiki, Ntabankulu, 1928.*
 J. C. W. Radloff : *Jansenville, Steytlerville, Willowmore.*
 P. J. Retief, B.A. : *Montagu, Robertson, Swellendam.*
 S. G. E. Rosenow, B.A. : *Malmesbury, Tulbagh.*
 J. C. Ross, M.A. : *Engcobo, St. Marks, 1927 ; Mount Ayliff, Mount Currie, Umzimkulu, 1928.*
 P. D. Rousseau, B.A. : *Headquarters Circuit (Cape Division) No. 4, Stellenbosch.*
 J. Roux, B.A. : *Humansdorp, Uniondale, 1927 ; George, Knysna, Mossel Bay, 1928.*
 *A. Scott, B.A. : *George, Knysna, Mossel Bay, 1927.*
 G. Siddle, M.A. : *Alexandria, Uitenhage.*
 A. Sinton, M.A. : *Headquarters Circuit (Cape Division) No. 2.*
 G. M. J. Slabbert, B.A. : *Namaqualand, van Rhynsdorp.*
 E. J. Spurway, B.A. (Acting) : *Bizana, Flagstaff, Lusikisiki, Ntabankulu, 1927.*
 A. H. Stander, B.A. : *Hay, Herbert, Kuruman.*
 *C. H. Stokes : *Bedford, Cradock, Maraisburg, Somerset East, Tarka, 1927.*
 H. R. Storey, B.A. : *Mount Frere, Qumbu.*
 J. F. Swanepoel, B.A. : *Caledon, Bredasdorp.*
 G. C. Theron, B.A. : *Britstown, Carnarvon, De Aar, Hopetown, Loxton, Victoria West, Vosburg, Williston, 1928.*
 O. P. Truter, B.A. : *Elliot, Maclear, Wodehouse.*
 C. J. van der Merwe, B.A. : *Beaufort West, Fraserburg, Laingsburg, Prince Albert.*
 H. Z. van der Merwe, B.A. : *Headquarters Circuit (Cape Division) No. 1.*

* Retired on pension 31.12.27.

- H. J. J. van der Walt, B.A. : *Albert, Colesberg, Molteno, Philipstown, Sterkstroom, Steynsburg, Venterstad.*
 G. H. Welsh, B.A. : *Matatiele, Mount Fletcher.*
 D. J. W. Wium, B.A. : *Clanwilliam, Piquetberg.*
 J. C. Zuidmeer, B.A. : *Calvinia, Ceres, Sutherland.*

INSPECTOR OF TRAINING COLLEGES : H. J. Anderson, M.A.

CHIEF INSPECTOR FOR NATIVE EDUCATION : W. G. Bennie, B.A.

MEDICAL INSPECTORS OF SCHOOLS : H. Maughan Brown, M.B., Ch.B., D.P.H. ;
 Elsie M. Chubb, B.A., M.D., B.S., D.P.H.

ASSISTANT MEDICAL INSPECTORS OF SCHOOLS : L. v. D. Cilliers, M.D., 1928.
 Gertrude M. Neale, M.B., Ch.B., 1928.

HONORARY PSYCHIATRIST : R. A. Forster, M.B., Ch.B.U.

DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES :

Domestic Science :

- Miss W. M. Currey : *Eastern Districts.*
 Miss R. Fouché, B.Sc. : *Western Districts.*

Drawing :

- Mr. W. W. Rawson, A.R.C.A., 1927.
 Mr. J. E. Rawson, A.R.C.A., 1928.

Handwork :

- Mr. J. M. Dovey : *Eastern Districts.*
 Mr. A. Burns : *Western Districts.*

Infant School Method :

- Miss C. Drake.
 Miss E. Tismeer.

Needlework :

- Miss H. Buyskes : *Eastern Districts.*
 Miss C. M. Tinling : *Western Districts.*
 Miss A. A. Rowe : *Transkei.*
 Miss M. Tebbatt : *Transkei.*

Science and Agriculture :

- Dr. S. H. Skaife, M.A., M.Sc., Ph.D., F.E.S.

Vocal Music :

- Mr. G. Newns : *Eastern Districts.*
 Mr. P. K. de Villiers, A.R.A.M., A.R.C.O. : *Western Districts.*

School Nurses :

- Mrs. G. E. Davies : Chief School Nurse.
 Miss D. Ackerman : Assistant School Nurse.
 Miss R. de Waal : Assistant School Nurse.
 Mrs. R. E. Clark : Assistant School Nurse.
 Mrs. Alma Davies : Assistant School Nurse, 1928.
 Miss A. M. Glendining : Assistant School Nurse, 1928.
 Miss L. Jacobson, 1928.
 Miss E. Krige, 1928.

STATISTICS, 1927.

SCHOOLS.

EUROPEAN, COLOURED AND NATIVE SCHOOLS IN OPERATION AT 31st DECEMBER, 1927.

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part-Time.	Farm.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total, Dec. 1927.	Total, Dec. 1926.	Increase.
<i>European :</i>														
Schools under School Boards	7	..	117	82	1,818	9	276	..	..	..	..	2,309	2,356	-47
Labour Colony Schools .. .. .	..	..	1	..	8	..	..	..	..	..	..	9	9	..
Church Schools .. .. .	..	..	..	..	34	..	..	..	..	..	..	34	34	..
Other European Schools	5	1	1	1	25	1	11	..	..	..	..	45	42	3
<i>European Schools, Dec., 1927</i>	12	1	119	83	1,885	10	287	..	..	..	..	2,397	..	..
<i>European Schools, Dec., 1926</i>	12	1	119	84	1,894	12	319	..	..	..	..	..	2,441	..
Increase .. .. .	..	..	..	-1	-9	-2	-32	..	..	..	..	..	..	-44
<i>Coloured :</i>														
Schools under School Boards .. .. .	..	..	1	2	15	5	..	..	..	..	..	23	21	2
Other Coloured Schools .. .. .	..	..	..	..	4	2	..	6	503	..	..	515	497	18
<i>Coloured Schools, Dec., 1927</i> .. .. .	..	..	1	2	19	7	..	6	503	..	..	538	..	..
<i>Coloured Schools, Dec., 1926</i> .. .. .	..	..	1	2	19	5	..	6	485	..	..	..	518	..
Increase .. .. .	..	..	..	..	..	2	..	..	18	..	..	..	..	20
<i>Native :</i>														
Schools under School Boards .. .. .	..	..	..	..	1	..	..	..	..	..	..	1	1	..
Other Native Schools .. .. .	..	..	..	6	..	3	..	..	..	15	1,607	1,631	1,625	6
<i>Native Schools, Dec., 1927</i> .. .. .	..	..	..	6	1	3	..	..	..	15	1,607	1,632	..	..
<i>Native Schools, Dec., 1926</i> .. .. .	..	..	..	3	1	3	..	..	..	15	1,604	..	1,626	..
Increase .. .. .	..	..	..	3	..	..	..	..	..	..	3	..	..	6
Total Schools, 1927	12	1	120	91	1,905	20	287	6	503	15	1,607	4,567	..	..
Total Schools, 1926	12	1	120	89	1,914	20	319	6	485	15	1,604	..	4,585	-18
European Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	2,397	2,441	-44
Coloured Schools	538	518	20
Native Schools	1,632	1,626	6
Total Number of Schools	4,567	4,585	-18

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STATISTICS, 1928.

SCHOOLS.

EUROPEAN, COLOURED AND NATIVE SCHOOLS IN OPERATION AT 30th SEPTEMBER, 1928.

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part-time.	Farm.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total, Sept. 1928.	Total, Dec. 1926.	Increase.
<i>European :</i>														
Schools under School Boards	7	..	119	79	1,833	..	275	..	..	..	..	2,313	2,356	-43
Labour Colony Schools .. .. .	..	..	1	..	8	..	..	..	..	..	..	9	9	..
Church Schools .. .. .	..	..	..	..	34	..	..	..	..	..	..	34	34	..
Other European Schools	5	1	2	1	26	..	8	..	..	..	..	43	42	1
<i>European Schools, Sept., 1928.</i>	12	1	122	80	1,901	..	283	..	..	..	..	2,399	..	-42
<i>European Schools, Dec., 1926</i>	12	1	119	84	1,894	12	319	..	..	..	..	..	2,441	..
Increase .. .. .	..	..	3	-4	7	-12	-36	..	..	..	..	..	..	-42
<i>Coloured :</i>														
Schools under School Boards .. .. .	..	..	1	2	16	..	..	6	523	..	..	19	21	-2
Other Coloured Schools .. .. .	..	..	..	..	4	..	..	..	..	..	..	533	497	36
<i>Coloured Schools, Sept., 1928</i> .. .. .	..	..	1	2	20	..	..	6	523	..	..	552	..	34
<i>Coloured Schools, Dec. 1926</i> .. .. .	..	..	1	2	19	5	..	6	485	..	..	..	518	..
Increase .. .. .	..	..	..	..	1	-5	..	..	38	..	..	..	..	34
<i>Native :</i>														
Schools under School Boards .. .. .	..	..	..	..	1	..	..	..	..	..	..	1	1	..
Other Native Schools .. .. .	..	..	..	6	..	2	..	..	..	15	1,632	1,655	1,625	30
<i>Native Schools, Sept., 1928</i> .. .. .	..	..	..	6	1	2	..	..	..	15	1,632	1,656	..	..
<i>Native Schools, Dec., 1926</i> .. .. .	..	..	..	3	1	3	..	..	..	15	1,604	..	1,626	..
Increase .. .. .	..	..	..	3	..	-1	..	..	..	..	28	..	..	30
Total Schools, Sept., 1928	12	1	123	88	1,922	2	283	6	523	15	1,632	4,607	..	22
Total Schools, Dec., 1926	12	1	120	89	1,914	20	319	6	485	15	1,604	..	4,585	..
European Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	2,399	2,441	-42
Coloured Schools	552	518	34
Native Schools	1,656	1,626	30
Total Number of Schools	4,607	4,585	22

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ENROLMENT.
ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS AT 31st DECEMBER, 1927.

[C.P. 2-29.]

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part-Time.	Farm.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total, Dec., 1927.	Total, Dec., 1926.	Increase.
<i>European :</i>														
Schools under School Boards	749	..	38,153	14,866	73,391	511	1,980	..	..	..	..	129,650	129,241	409
Labour Colony Schools .. ..	..	..	357	..	551	..	..	..	..	..	..	908	896	12
Church Schools .. ..	..	..	..	..	4,720	..	..	..	..	..	..	4,702	4,669	51
Other European Schools	588	112	582	400	1,381	16	76	..	..	..	..	3,155	3,037	118
<i>European Pupils, Dec., 1927</i>	1,337	112	39,092	15,266	80,043	527	2,056	..	..	..	..	138,433	..	..
<i>European Pupils, Dec., 1926</i>	1,298	121	39,283	15,258	78,756	820	2,307	..	..	..	..	..	137,843	..
<i>Increase</i>	39	-9	-191	8	1,287	-293	-251	..	..	..	..	..	..	590
<i>Coloured :</i>														
Schools under School Boards .. ..	..	..	105	733	3,150	231	..	..	..	..	..	4,219	4,176	43
Other Coloured Schools .. ..	..	..	..	..	368	94	..	502	55,477	..	..	56,441	52,646	3,795
<i>Coloured Pupils, Dec., 1927</i> .. ..	..	..	105	733	3,518	325	..	502	55,477	..	..	60,660	..	..
<i>Coloured Pupils, Dec., 1926</i> .. ..	..	..	120	738	3,525	294	..	471	51,674	..	..	..	56,822	..
<i>Increase</i> .. ..	..	..	-15	-5	-7	31	..	31	3,803	..	..	..	..	3,838
<i>Native :</i>														
Schools under School Boards .. ..	..	..	..	..	309	..	..	..	..	..	..	309	306	3
Other Native Schools .. ..	..	..	..	222	..	190	..	..	..	1,560	119,228	121,200	119,827	1,373
<i>Native Pupils, Dec., 1927</i> .. ..	..	..	..	222	309	190	..	..	..	1,560	119,228	121,509	..	..
<i>Native Pupils, Dec., 1926</i> .. ..	..	..	..	164	306	165	..	..	..	1,618	117,880	..	120,133	..
<i>Increase</i> .. ..	..	..	..	58	3	25	..	..	..	-58	1,348	..	..	1,376
<i>Total Enrolment, European, Coloured and Native, Dec., 1927</i>	1,337	112	39,197	16,221	83,870	1,042	2,056	502	55,477	1,560	119,228	320,602	..	5,804
<i>Total Enrolment, Dec., 1926</i>	1,298	121	39,403	16,160	82,587	1,279	2,307	471	51,674	1,618	117,880	..	314,798	..
												Dec., 1927.	Dec., 1926.	Increase.
European Pupils												138,433	137,843	590
Coloured Pupils												60,660	56,822	3,838
Native Pupils												121,509	120,133	1,376
<i>Total Number of Pupils</i>												320,602	314,798	5,804

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STATISTICS, 1928.
ENROLMENT.
ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS AT 30th SEPTEMBER, 1928.

[C.P. 2-29.]

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part-time.	Farm.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total, Sept., 1928.	Total, Dec., 1926.	Increase.
<i>European :</i>														
Schools under School Boards	674	..	37,515	14,415	76,363	..	1,980	..	..	..	..	130,947	129,241	1,706
Labour Colony Schools .. ..	..	..	332	..	658	..	..	..	..	..	..	990	896	94
Church Schools .. ..	..	..	..	..	4,798	..	..	..	..	..	..	4,798	4,669	129
Other European Schools	561	96	982	420	1,079	..	71	..	..	..	..	3,209	3,037	172
<i>European Pupils, Sept., 1928</i>	1,235	96	38,829	14,835	82,898	..	2,051	..	..	..	..	139,944	..	..
<i>European Pupils, Dec., 1926</i>	1,298	121	39,283	15,258	78,756	820	2,307	..	..	..	..	..	137,843	..
<i>Increase</i>	-63	-25	-454	-423	4,142	-820	-256	..	..	..	..	..	..	2,101
<i>Coloured :</i>														
Schools under School Boards .. ..	..	..	114	735	3,353	..	..	..	..	..	..	4,202	4,176	26
Other Coloured Schools .. ..	..	..	..	..	526	..	..	527	58,920	..	..	59,973	52,646	7,327
<i>Coloured Pupils, Sept., 1928</i> .. ..	..	..	114	735	3,879	..	..	527	58,920	..	..	64,175	..	..
<i>Coloured Schools, Dec., 1926</i> .. ..	..	..	120	738	3,525	294	..	471	51,674	..	..	..	56,822	..
<i>Increase</i> .. ..	..	..	-6	-3	354	-294	..	56	7,246	..	..	..	..	7,353
<i>Native :</i>														
Schools under School Boards .. ..	..	..	..	..	354	..	..	..	..	..	..	354	306	48
Other Native Schools .. ..	..	..	..	261	..	125	..	..	..	1,521	124,912	126,819	119,827	6,992
<i>Native Pupils, Sept., 1928</i> .. ..	..	..	..	261	354	125	..	..	..	1,521	124,912	127,173	..	..
<i>Native Pupils, Dec., 1926</i> .. ..	..	..	..	164	306	165	..	..	..	1,618	117,880	..	120,133	..
<i>Increase</i> .. ..	..	..	..	97	48	-40	..	..	..	-97	7,032	..	..	7,040
<i>Total Enrolment, European, Coloured and Native, Sept., 1928</i>	1,235	96	38,943	15,831	87,131	125	2,051	527	58,920	1,521	124,912	331,292	..	..
<i>Total Enrolment, Dec., 1926</i>	1,298	121	39,403	16,160	82,587	1,279	2,307	471	51,674	1,681	117,880	..	314,798	16,494
												Sept., 1928.	Dec., 1926.	Increase.
European Pupils												139,944	137,843	2,101
Coloured Pupils												64,175	56,822	7,353
Native Pupils												127,173	120,133	7,040
<i>Total number of pupils</i>												331,292	314,798	16,494

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P

EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER, 1927

	Schools under School Boards.	Schools not under School Boards.	Total.
<i>European Schools :</i>			
Training Schools	7	5	12
Other Special Schools	—	1	1
High Schools	117	2	119
Secondary Schools	82	1	83
Primary Schools	1,818	67	1,885
Part-time Schools	9	1	10
Farm Schools	276	11	287
Total 1927	2,309	88	2,397
„ 1926	2,356	85	2,441
<i>European Enrolment :</i>			
Training Schools	749	588	1,337
Other Special Schools	—	112	112
High Schools	38,153	939	39,092
Secondary Schools	14,866	400	15,266
Primary Schools	73,391	6,652	80,043
Part-time Schools	511	16	527
Farm Schools	1,980	76	2,056
Total 1927	129,650	8,783	138,433
„ 1926	129,241	8,602	137,843

NON-EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER, 1927.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools	6	502	15	1,560
High Schools	1	105	..	..
Secondary Schools	2	733	6	222
Primary Schools	17	3,518	1	309
Part-time Schools	7	325	3	190
Mission Schools	505	55,477	1,607	119,228
Total 1927	538	60,660	1,632	121,509
„ 1926	518	56,822	1,626	120,133

AVERAGE ATTENDANCE OF PUPILS AT 31st DECEMBER, 1927.

	1927.	1926.	Increase.
European Schools	126,310	126,221	89
Coloured Schools	51,408	48,199	3,209
Native Schools	96,706	95,057	1,649
Total	274,424	269,477	4,947

SEX AND RACE OF PUPILS AT 31st DECEMBER, 1927.

	European Pupils.			Coloured Pupils.			Native Pupils.			Total enrolment, 1927.	Total enrolment, 1926.	Increase
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
1927	71,643	66,790	138,433	30,323	30,337	60,660	55,157	66,352	121,509	320,602	..	..
1926	71,290	66,553	137,843	28,079	28,743	56,822	51,953	68,180	120,133	..	314,798	..
Increase	353	237	590	2,244	1,594	3,838	3,204	-1,828	1,376	..	..	5,804

AGES OF PUPILS.

NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS ON 4th NOVEMBER, 1927.

Age in years.		High.		Secondary.		Primary.		Farm.		Total.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1927.	1926.
		Under 7 ..	435	485	262	249	2,105	1,909	82	65	5,592	5,701
7 ..	892	1,010	603	535	4,530	4,118	104	87	11,879	10,769	
8 ..	1,046	1,203	701	671	4,773	4,451	131	129	13,105	13,839	
9 ..	1,321	1,386	799	738	5,130	4,780	150	129	14,433	13,892	
10 ..	1,462	1,406	767	777	5,001	4,462	136	120	14,131	13,952	
11 ..	1,503	1,539	760	784	4,581	4,383	125	111	13,786	13,810	
12 ..	1,584	1,652	769	733	4,685	4,181	123	98	13,825	14,647	
13 ..	1,988	1,995	852	825	4,474	4,065	113	97	14,409	14,159	
14 ..	2,275	2,216	775	848	3,492	3,205	78	61	12,950	12,910	
15 ..	2,491	2,294	745	704	2,407	2,014	53	45	10,753	10,431	
16 ..	2,126	1,875	461	440	776	507	23	21	6,229	6,029	
17 ..	1,458	1,250	211	176	195	103	6	3	3,402	3,255	
18 ..	762	608	55	62	32	20	1	2	1,542	1,664	
Over 18 ..	629	339	32	15	13	5	2	—	1,085	1,111	
Total ..	19,972	19,258	7,792	7,557	42,194	38,203	1,127	968	137,071	136,169	

AVERAGE AGE, IN YEARS OF EUROPEAN PUPILS IN EACH STANDARD ON 4th NOVEMBER, 1927.

	Subs Stds.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Un-classified.
High ..	7.5	9.0	10.0	11.2	12.2	13.2	14.2	15.0	15.9	16.8	17.8	17.8
Sec. ..	7.4	9.2	10.2	11.4	12.4	13.5	14.0	15.2	16.2	..	..	..
Prim. ..	7.4	9.0	10.1	11.3	12.4	13.3	14.2	..	..	..	..	11.7
Farm. ..	7.3	8.9	9.8	10.9	12.0	13.0	14.0	..	..	..	..	..

CLASSIFICATION OF PUPILS IN STANDARDS.

TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS WERE BEING PREPARED ON 4th NOVEMBER, 1927.

Standards.	High.	Secondary.	Primary.	Farm.	Total.	
					1927.	1926.
Sub-standards ..	4,739	3,154	20,200	454	28,547	28,225
Standard I. ..	2,634	1,612	10,680	339	15,265	15,190
„ II. ..	3,093	1,717	11,131	283	16,224	16,197
„ III. ..	3,402	1,867	11,423	296	16,988	17,101
„ IV. ..	3,666	1,732	10,421	266	16,085	16,559
„ V. ..	3,928	1,623	9,199	251	15,001	14,842
„ VI. ..	4,244	1,518	7,218	202	13,182	13,038
„ VII. ..	5,472	1,277	71	4	6,824	6,419
„ VIII. ..	3,770	774	14	..	4,558	4,346
„ IX. ..	2,213	34	5	..	2,252	2,036
„ X. ..	2,051	41	..	..	2,092	2,197
Unclassified ..	18	..	35	..	53	19
Total ..	39,230	15,349	80,397	2,095	137,071	136,169

TABLE SHOWING STANDARDS FOR WHICH COLOURED PUPILS WERE PRESENTED AT INSPECTION DURING 1927. ARRANGED ACCORDING TO CLASS OF SCHOOL.

Standards.	High.	Inter- mediate.	Primary	Part- time.	Mission.	Total.
Sub-Standard A ..	..	112	809	..	17,883	18,804
" B ..	..	70	431	..	7,557	8,058
Standard I ..	..	63	474	7	7,323	7,867
" II ..	..	83	358	8	5,911	6,360
" III ..	..	60	276	5	4,556	4,897
" IV ..	..	35	219	8	2,489	2,751
" V ..	..	74	157	4	1,281	1,516
" VI ..	..	65	97	8	615	785
" VII ..	71	71	..	..	..	142
" VIII ..	29	45	..	..	..	74
" IX ..	3	..	..	..	..	3
" X ..	3	7	..	..	2	12
Unclassified ..	..	..	5	..	12	17
Total ..	106	685	2,826	40	47,629	51,286

Student-teachers are not included. Of the pupils present at two consecutive inspections 74.9 per cent. were placed in a higher class.

TABLE SHOWING STANDARDS FOR WHICH NATIVE PUPILS WERE PRESENTED AT INSPECTION DURING 1927.

Standards.	Second- ary.	Primary.	Part- time.	In- dustrial.	Mission.	Total.
Sub-Standard A ..	..	38	84	..	41,298	41,420
" B ..	..	39	14	..	17,930	17,983
Standard I ..	..	18	13	..	15,007	15,038
" II ..	..	23	10	..	11,072	11,105
" III ..	..	23	9	..	8,650	8,682
" IV ..	..	19	2	9	5,613	5,643
" V ..	..	78	..	38	2,859	2,975
" VI ..	..	46	..	63	1,915	2,024
" VII ..	130	..	..	..	32	162
" VIII ..	55	..	..	..	..	55
" IX ..	..	..	..	..	..	..
" X ..	..	..	..	..	..	..
Unclassified ..	..	..	..	41	..	41
Total ..	185	284	132	151	104,376	105,128

Student-teachers are not included. Of the pupils present at two successive inspections 61.5 per cent. were placed in a higher standard.

TEACHERS.

European Teachers in European Schools at 30th June, 1927.

European Training	89
Special	11
High	1,747
Secondary	600
Primary	3,570
	(29)
Part-time	2
Farm	301
Itinerant teachers	57
Total, 1927	6,377
Total, 1926	6,310

European Teachers in Coloured Schools.

Coloured Training	21
High	3
Intermediate	8
Primary	14
Part-time	(5)
Coloured Mission	184
Total, 1927	230
Total, 1926	223

European Teachers in Native Schools.

Native Training	72
Secondary	9
Primary	1
Native Mission	36
Total, 1927	118
Total, 1926	123

Total European Teachers in Non-European Schools ..	1927	348
	1926	346

Coloured Teachers	1
Coloured Training	2
High	19
Intermediate	76
Primary	(4)
Part-time	1,060
Coloured Mission	1
Native Secondary	14
Native Mission	
Total, 1927	1,173
Total, 1926	1,152

Native Teachers	4
Native Training	1
Secondary	8
Primary	(5)
Part-time	2
Coloured Primary	68
Coloured Mission	3,313
Native Mission	
Total, 1927	3,396
Total, 1926	3,396

Total number of European Teachers	6,725
Total number of Coloured Teachers	1,173
Total number of Native Teachers	3,396

Total, 1927	11,294
Total, 1926	11,204

Part-time schools: The bracketed figures refer to teachers also employed in day schools.

[C.P. 2-'29.]

TEACHERS.

European Teachers in European Schools at 30th June, 1928.

European Training	86
Special	2
High	1,705
Secondary	605
Primary	3,629
Farm	263
Itinerant Teachers	54
Total, 1928	6,344
Total, 1926	6,310

European Teachers in Coloured Schools.

Coloured Training	23
High	3
Intermediate	9
Primary	18
Mission	196
Total, 1928	249
Total, 1926	223

European Teachers in Native Schools.

Native Training	80
Secondary	9
Primary	1
Mission	48
Total, 1928	138
Total, 1926	123

Total European Teachers in Non-European Schools 1928..	387
" " " " " " " 1926..	346

Coloured Teachers.

Coloured Training	3
High	2
Intermediate	18
Primary	76
Mission	1,165
Native Secondary	1
Native Mission	15
Total, 1928	1,280
Total, 1926	1,152

Native Teachers.

Native Training	3
Secondary	4
Primary	8
Part-time	(4)
Coloured Mission	73
Native Mission	3,256
Total, 1928	3,344
Total, 1926	3,396

Total number of European Teachers	6,731
Total number of Coloured Teachers	1,280
Total number of Native Teachers	3,344
Total, 1928	11,355
Total, 1926	11,204

Percentage Certified.

al.	Percentage Certified.				Total 1926.	Percentage Increase.
	In European Schools.	In Coloured Schools.	In Native Schools.	Total 1927.		
55	97.02	88.03	88.4	94.6	93.4	1.2
39	94.5	82.8	87.9	88.7	86.4	2.3
94	96.9	88.7	88.1	93.2	..	1.5
04	95.9	86.9	85.7	..	91.7	..

y Lower or T.3 Certificate.	Miscellaneous.						Uncertificated.						Total number of Uncertificated Teachers.	Total number of Certificated Teachers.	Total number of Teachers.		
	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Coloured Primary Lower.	Native Primary Lower.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Degree.	Intermediate.				Other University Diplomas.	Matriculation.	No Academic Qualifications.
1	..	3	..	..	1	..	3	..	8	2	..	..	..	..	2	87	89
2	76	249	..	..	13	1	9	22	173	27	4	1	..	..	2	9	11
..	21	179	..	..	2	..	..	4	43	15	3	..	3	..	40	1707	1747
6	128	2507	..	..	..	..	2	7	116	8	4	..	17	58	21	579	600
..	..	[3]	..	..	..	..	..	..	[4]	..	..	..	..	..	87	3483	3570
..	..	4	..	..	..	..	..	4	44	..	..	..	..	..	..	2	2
1	3	241	..	..	..	..	..	..	..	..	..	..	3	38	41	260	301
10	228	3174	..	..	16	1	14	37	392	53	11	2	29	98	193	6184	6377
5	228	3325	..	..	27	2	6	26	367	74	10	1	27	144	256	6054	6310

1	2	4	..	..	..	..	..	..	..	..	..	..	..	..	1	1	21	22
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	5
..	..	18	..	..	..	..	..	..	..	..	..	..	..	..	..	..	27	27
..	1	85	..	..	..	..	..	..	..	..	..	..	..	4	4	88	92	
..	[2]	[3]	..	..	..	..	..	..	..	..	..	..	..	..	..	[9]	[9]	
1	6	1040	54	6	1	..	..	1	8	1	..	..	4	155	160	1152	1312	

2	9	1147	54	6	1	..	..	1	8	1	..	..	4	160	165	1293	1458
..	8	1144	34	1	..	..	..	1	6	..	..	..	3	182	185	1234	1419

..	1	8	..	..	..	..	1	1	4	2	1	..	..	3	6	70	76
..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	11	11
..	1	7	..	1	..	..	..	..	..	..	..	..	..	..	..	9	9
..	..	9	..	1	..	..	..	2	21	..	..	..	4	4	36	40	
..	..	[5]	..	..	..	..	..	..	..	..	..	..	..	..	[5]	[5]	
..	9	2405	2	448	..	..	..	2	2	2	..	..	398	400	2923	3323	

ols.

TO CLASSES OF SCHOOLS.

Percentage Certificated.						
	In European Schools.	In Coloured Schools.	In Native Schools.	Total 1928.	Total 1927.	Percentage Increase.
1	97.8	88.4	88.7	94.8	94.6	.2
4	98.4	76.5	89.7	90.0	88.7	1.3
5	97.9	88.1	88.9	93.8	..	.6
4	96.9	88.7	88.1	..	93.2	..

Matriculation.	No Academic Qualifications.	Coloured Primary Lower.	Native Primary Lower.	Degree.	Miscellaneous.				Uncertificated.				Total number of Uncertificated Teachers.	Total number of Certificated Teachers.	Total number of Teachers.	
					Intermediate.	Other University Diplomas.	Matriculation.	No. Academic Qualifications.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.				No. Academic Qualifications.
..	..	..	..	2	..	..	..	11	3	..	..	..	3	83	86
66	202	..	..	12	1	..	25	166	22	..	2	4	30	1675	1705
19	166	..	..	4	..	..	7	36	3	3	..	1	7	598	605
139	2407	..	..	..	..	..	15	95	3	1	..	14	58	3553	3629
6	217	..	..	..	..	..	1	1	1	..	..	1	18	243	263
..	1	..	..	..	1	..	3	40	..	..	..	..	..	54	54
230	2993	18	2	..	51	349	32	4	2	19	79	136	6208	6344
228	3174	16	1	14	37	392	53	11	2	29	98	193	6184	6377

2	6	..	..	..	..	..	..	1	1	..	..	..	1	2	24	26
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	5
..	18	..	..	..	..	..	..	..	..	..	..	..	..	..	27	27
1	88	..	..	..	..	..	..	..	..	..	..	..	..	1	93	94
3	1029	141	10	..	..	..	1	..	..	..	..	3	182	185	1249	1434
6	1141	141	10	..	..	1	..	12	1	..	..	3	184	188	1398	1586
9	1147	54	6	1	..	..	1	8	1	..	..	4	160	165	1293	1458

1	10	..	1	2	..	1	2	10	..	1	..	..	3	4	79	83
2	..	..	..	..	1	..	..	..	..	..	..	..	..	..	14	14
1	7	..	..	..	..	..	..	..	..	..	..	..	..	..	9	9
..	5	..	..	..	..	..	..	28	..	..	..	..	..	..	34	34
..	[4]	..	..	..	..	..	..	..	..	..	..	..	..	..	[4]	[4]
7	2210	10	619	..	..	..	..	..	1	..	..	1	373	375	2910	3285
11	2232	10	620	2	1	1	2	38	1	1	..	1	376	379	3046	3425
11	2429	2	450	2	..	1	3	27	4	1	..	..	405	410	3049	3459

230	2993	..	..	18	2	..	51	349	32	4	2	19	79	136	6208	6344
6	1141	141	10	..	..	1	..	12	1	..	..	3	184	188	1398	1586
11	2232	10	620	2	1	1	2	38	1	1	..	1	376	379	3046	3425
247	6366	151	630	20	3	2	53	399	34	5	2	23	639	703	10652	11355
248	6750	57	456	19	1	15	41	427	58	12	2	33	663	768	10526	11294
-1	-384	95	174	1	2	-13	12	-28	-24	-7	..	-10	-24	-65	126	61

PERCENTAGE OF PROFESSIONALLY QUALIFIED TEACHERS IN THE VARIOUS CLASSES OF SCHOOLS, 30TH JUNE, 1927.

	European Training Colleges & Schools.	Special.	High.	Sec.	Prim.	Part-time.	Farm.	Coloured Training.	Coloured Mission.	Native Training.	Native Mission.	Total.
Certificated, 1927	97.9	81.8	97.7	96.7	97.5	100	86.4	95.5	87.8	92.1	87.9	93.2
Certificated, 1926	98.8	20	95.9	96	97.3	100	82.2	94.4	86	97.5	85.5	91.7

SEX OF TEACHERS AS AT 30TH JUNE, 1927, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Itinerant Teachers.	European Training Colleges & Schools.	Special.	High.	Secondary.	Primary.	Part-time.	Farm.	Coloured Training.	Coloured Mission.	Native Training.	Native Mission.	Total.
Male	26	2	11	731	229	939	26	27	9	610	42	1,960	*4,612
Female	31	63	..	1,016	371	2,631	3	274	13	826	34	1,423	*6,682
Total 1927	57	89	11	1,747	600	3,570	29	301	22	1,436	76	3,383	*11,294
Total 1926	†	84	10	1,789	639	3,619	47	321	20	1,294	83	3,369	*11,236
Percentage of male teachers, 4th qr., 1927	45.5	9.2	100	41.8	38.2	26.3	89.7	9	40.9	42.4	55.3	57.9	40.8
Percentage, 4th qr. 1926	29.8	100	40.7	36.1	25.3	89.4	9.3	40	43.6	51.8	57.8	40.1	

*Teachers teaching at more than one school are counted once in the total.
†Included in High and Secondary.

RACE OF TEACHERS AS AT 30TH JUNE, 1927, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European Schools.							Coloured Schools.					Native Schools.					Total No. of Teachers.						
	Itinerant Teachers.	European Training Colleges & Schools.	Special.	High.	Secondary.	Primary.	Part-time.	Farm.	Total.	Coloured Training Schools.	High.	Intermediate.	Primary.	Part-time.	Coloured Mission.	Total.	Native Training Schools.		Secondary.	Primary.	Part-time.	Native Mission.	Total.	
European Teachers	57	89	11	1747	600	3570	[27]	301	6377	21	3	8	14	[5]	184	230	72	9	1	36	118	6725
Coloured Teachers	1	2	19	76	[4]	1060	1158	..	1	14	15	1173
Native Teachers	..	..	..	..	..	..	..	..	..	..	..	..	..	..	68	70	4	1	8	[5]	3313	3326	3396
Total 1927	57	89	11	1747	600	3570	[27]	301	6377	22	5	27	92	[9]	1312	1458	76	11	9	[5]	3363	3459	11294	
Total 1926	48	84	10	1732	574	3527	[26]	332	6310	18	7	27	88	[9]	1279	1419	80	12	9	[4]	3374	3475	11204	

Note—Part-Time Schools: The bracketed figures refer to teachers also employed at day schools.

PERCENTAGE OF PROFESSIONALLY QUALIFIED TEACHERS IN THE VARIOUS CLASSES OF SCHOOLS, JUNE, 1928.

	European Training Colleges and Schools.	Special.	High.	Sec.	Primary.	Part-time.	Farm.	Coloured Training.	Coloured Mission.	Native Training.	Native Mission.	Total.
Certificated, 1928 ..	96.5	100	98.2	98.9	97.9	100	92.4	92.3	87.1	95.2	89.0	93.8
Certificated, 1927 ..	97.9	81.8	97.7	96.7	97.5	100	86.4	95.5	87.8	92.1	87.9	93.2

SEX OF TEACHERS AS AT 30TH JUNE, 1928, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Itinerant Teachers.	European Training Colleges & Schools	Special.	High.	Secondary.	Primary.	Part-time.	Farm.	Coloured Training	Coloured Mission.	Native Training.	Native Mission.	Total.
Male ..	26	26	2	752	254	1,022	[4]	24	14	638	54	1,946	4,758
Female ..	28	60	—	958	392	2,710	—	239	12	796	29	1,373	6,597
Total 1928 ..	54	86	2	1,710	646	3,732	[4]	263	26	1,434	83	3,319	11,355
Total 1926 ..	—	84	10	1,794	639	3,619	47	321	20	1,294	83	3,369	11,236
Percentage of male teachers, 1928 ..	48.1	30.2	100	43.4	39.3	27.3	100	9.1	53.8	44.4	65.0	58.6	41.9
Percentage of male teachers, 1926 ..	—	29.8	100	40.7	36.1	25.3	89.1	9.3	40	43.6	51.8	57.8	40.1

RACE OF TEACHERS AS AT 30TH JUNE, 1928. ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European Schools.						Coloured Schools.						Native Schools.						Total No. of Teachers.				
	Itinerant Teachers.	European Training Colleges & Schools.	Special.	High.	Secondary.	Primary.	Part-time.	Farm.	Total.	Coloured Training Schools.	High.	Intermediate.	Part-time.	Primary.	Coloured Mission.	Total.	Native Training Schools.	Secondary.		Primary.	Part-time.	Native Mission.	Total.
European Teachers	54	86	2	1705	605	3629	..	263	6344	23	3	9	..	18	196	249	80	9	1	..	48	138	6731
Coloured Teachers	..	..	..	..	..	..	..	..	..	3	2	18	..	76	1165	1264	..	1	..	..	15	16	1280
Native Teachers	..	..	..	..	..	..	..	..	..	..	..	..	..	..	73	73	3	4	8	[4]	3256	3271	3344
Total 1928 ..	54	86	2	1705	605	3629	..	263	6344	26	5	27	..	94	1434	1586	80	14	9	[4]	3319	3425	11355
Total 1926 ..	48	84	10	1732	574	3527	3	332	6310	18	7	27	[9]	88	1279	1419	80	12	9	[4]	3374	3475	11204

* Teachers teaching at more than one school are counted once in the total.

Note.—Part-time Schools: The bracketed figures refer to teachers also employed at day schools.

SCHOOL BUILDING LOANS ARRANGED FOR YEAR ENDED 31ST MARCH, 1928.

Division.	School.	Remarks.	Estimated Cost of Scheme	Voted 1926-7	Expenditure 1926-7		Amount	Amount expended during the year	
			£	£	£	s. d.	£	£	s. d.
SCHOOLS—£260,942.									
Aberdeen ..	Aberdeen High ..	To complete ..	5,200	4,150	3,247	8 3	810	732	6 2
Albany ..	Alicedale Junction Sec.	Additions ..	800	—	—	—	800	—	—
Albany ..	Riebeeck East Sec.	Purchase of land ..	110	110	—	—	110	95	18 6
Albany ..	Burghersdorp Primary.	Additions ..	500	—	—	—	500	—	—
Alexandria ..	Alexandria Sec.	Additions (to commence).	1,600	—	—	—	1,000	—	—
Aliwal North ..	Klipplaat Primary	New building (to commence).	1,000	—	—	—	500	8	17 0
..	Lady Grey Sec. ..	To complete ..	12,896	5,850	5,896	9 3	2,000	1,794	0 11
Barkly East ..	Barkly E. High	Additions ..	8,928	6,000	1,729	0 5	7,200	5,450	0 0
Barkly West ..	Daniels Kuil Sec.	New building (to commence).	4,500	2,000	—	—	2,000	16	10 3
..	Good Hope Prim.	New building (to commence).	1,500	—	—	—	500	—	—
..	Waldecks Plant Primary.	New building (to commence).	1,800	1,762	10	13 0	1,800	1,533	18 4
Bathurst ..	Port Alfred Sec.	New building (to commence).	10,000	2,000	36	18 9	2,000	—	—
Beaufort West ..	Merweville Sec.	Additions ..	800	—	—	—	800	357	3 0
Bedford ..	Smoordrift Prim.	New building ..	750	—	—	—	750	9	9 0
Bredasdorp ..	Uilenkraal Prim.	Additions ..	375	600	—	—	375	340	12 10
Cala ..	Cala Sec. ..	" ..	2,750	2,500	—	—	2,750	1,331	2 0
Caledon ..	Bot River Station Primary.	To complete ..	1,120	1,136	1,016	13 2	103	103	0 0
..	Grabouw Sec. ..	New building (to commence).	4,300	3,500	—	—	3,500	45	8 3
..	Greyton Sec. ..	New building (to commence).	5,100	2,500	—	—	5,100	4,102	13 11
..	River Zonder End	New building (to commence).	1,250	—	—	—	1,250	—	—
Calvinia ..	Brandvlei Sec.	Additions ..	1,250	—	836	1 10	1,250	533	18 10
..	Calvinia High ..	To complete ..	4,425	4,469	4,100	2 9	325	339	19 3
..	Loeriesfontein Primary.	New building ..	3,768	2,000	17	14 4	3,750	878	0 2
..	Nieuwoudtville Sec.	Additions ..	750	—	—	—	750	30	6 5
Cape ..	Afrikaans Medium	To complete ..	16,587	11,150	9,465	5 0	7,122	8,546	8 9
..	Claremont Coloured.	Alterations, additions and fencing. Further provision.	4,190	1,190	104	11 3	2,358	874	19 3
..	Fish Hoek Prim.	New building ..	4,300	3,500	—	—	4,300	4,248	14 3
..	Muizenberg Preparatory.	New building (to commence).	6,000	—	—	—	1,000	—	—
..	Muizenberg Sec.	Additions (to complete).	1,125	1,000	940	7 1	185	164	6 7
..	Observatory High	New building (to commence).	18,000	8,616	—	—	8,616	8,513	17 9
..	Parow-Goodwood	New building (to commence).	6,500	—	773	1 11	1,000	—	—
..	Regent St., Woodstock Primary.	Additions (to commence).	3,500	—	—	—	2,000	7	11 10
..	Retreat Sec. ..	Additions ..	1,750	—	—	—	1,750	—	—
..	Rondebosch Boys' High.	Manual Training Block.	2,100	2,100	—	—	2,100	2,021	3 11
..	Rondebosch Girls' High.	New building (to commence).	17,000	—	—	—	3,000	—	—
..	Rosebank Collegiate Prim.	To complete ..	2,193	2,150	—	—	43	29	12 0
..	Sea Point ..	Purchase of site and new buildings (to commence).	15,200	—	—	—	5,200	—	—
..	Southfield ..	New building ..	1,750	—	—	—	1,750	106	9 7
..	Springfield ..	Additions (to complete).	736	700	638	9 8	98	95	7 5
..	Wunberg Boys' High.	Additions (to commence).	2,750	—	—	—	2,000	—	—
..	Wynberg Girls' High.	Additions (to commence).	1,900	1,900	—	—	1,900	1,857	15 9
Ceres ..	Ceres High ..	Additions (to complete).	501	500	430	6 6	71	70	13 0
Clanwilliam ..	Citrusdal Sec. ..	To complete ..	3,650	3,500	563	2 5	3,088	2,847	2 6
Craddock ..	Elandsdrift ..	Purchase and alterations) ..	4,500	4,500	—	—	4,500	4,015	4 10
..	Kaalplaats Prim.	Additions ..	433	500	1	16 0	433	408	7 0
East London ..	Cambridge Prim.	New building (to commence).	7,250	2,000	—	—	3,000	—	—
..	Clifton Primary	Additions (to commence).	2,750	—	—	—	1,500	3	12 0

SCHOOL BUILDING LOANS ARRANGED FOR YEAR ENDED 31ST MARCH, 1928.

Division.	School.	Remarks.	Esti-	Voted	Expenditure		Amount	Amount	
			mated Cost of Scheme		1926-7	1926-7		expended during the year	
			£	£	£	s. d.	£	£	s. d.
East London	Orange Grove Primary.	New building (to commence).	2,500	—	—	—	1,500	3	12 0
"	Southernwood Primary.	Additions ..	750	—	—	—	750	3	12 0
Elliotdale	Elliotdale Prim.	" ..	800	—	—	—	800	3	12 0
George	Klip River Prim.	" ..	750	500	—	—	750	—	—
Gordonia	Eenbeker Prim.	" ..	850	—	—	—	850	—	—
"	Elim Island Prim.	To complete ..	791	800	721	1 6	70	69	2 0
"	Keimoes Sec.	Additions (to complete).	1,644	1,650	1,538	6 6	106	97	5 6
"	Warmzand Prim.	" ..	500	—	—	—	500	—	—
"	Witkop Primary	" ..	850	—	—	—	850	—	—
Graaff-Reinet	Kendrew Prim.	To complete ..	1,352	1,350	1,248	9 10	103	108	7 6
"	Union High	" ..	15,800	11,190	11,191	4 6	4,610	4,631	1 9
"	Volksskool	Additions (to complete).	110	110	100	0 0	10	8	3 0
"	" ..	Purchase of playground.	1,200	1,200	—	—	1,200	—	—
Hay	Griquatown High	Additions (to commence).	3,000	2,500	—	—	1,000	—	—
"	Postmasburg Sec.	Additions (to commence).	4,500	5,000	—	—	1,500	—	—
Herbert	Douglas Sec.	Additions ..	3,500	3,500	—	—	3,500	2,915	2 0
Hopetown	Hopetown High	" ..	1,500	3,300	—	—	1,500	92	11 11
Jansenville	Jansenville High	" ..	2,050	2,250	9	4 0	2,040	2,044	12 5
Kendhardt	Alheit Primary	New building ..	3,600	2,500	—	—	3,600	1,319	10 1
"	Kakamas Central	New building (to commence).	6,750	2,300	—	—	3,500	1,391	11 9
"	Kenhardt Sec.	Additions (to complete).	617	750	401	6 3	215	215	0 0
"	Louisvale Sec.	Additions (to complete).	1,850	1,750	1	10 0	1,848	1,744	14 0
"	Neilersdrift Prim.	To complete ..	2,539	2,620	2,470	5 8	69	68	15 0
"	Orangedal No. 1 Prim.	Additions (to complete).	456	470	408	7 6	47	47	0 0
"	Orangedal No. 2 Prim.	Additions to (complete).	456	470	408	7 6	47	47	0 0
"	Paarden Eiland Prim.	New building ..	1,500	1,400	—	—	1,500	1,291	17 7
"	Pofadder Prim.	New building (to commence).	2,000	—	—	—	1,500	—	—
Kimberley	New Main St. Col.	New building (to commence).	7,500	18,000	—	—	2,000	—	—
"	Windsorton Rd. Prim.	New building ..	750	750	6	3	750	23	5 0
King William's Town.	Berlin Secondary	Additions ..	750	—	191	16 0	750	—	—
"	Dale College Prim.	New building (to commence).	12,600	3,000	—	—	8,000	6,868	5 8
"	Girls' High	Additions (to commence).	3,500	—	—	—	2,500	4	19 0
Kuruman	Deben Primary	Additions ..	750	—	—	—	750	3	0 0
"	Kalahari High	New buildings (to commence).	5,000	1,500	—	—	3,500	9	9 0
"	Kuruman Sec.	Water supply ..	150	150	—	—	150	—	—
"	Seodin	" ..	250	250	—	—	250	—	—
Maclear	Ugie Sec.	Additions (to complete).	2,750	—	—	—	1,500	—	—
Malmesbury	Koringberg Prim.	To complete ..	2,050	2,250	496	0 2	1,555	1,614	14 6
"	Moorreesburg High.	Additions ..	501	—	—	—	501	—	—
"	Riebeck W. Sec.	" ..	750	—	—	—	750	—	—
Maraisburg	Hofmeyr Sec.	" ..	1,274	1,000	6	19 2	1,270	1,238	16 0
"	Middelpan Prim.	New building (to commence).	1,000	—	—	—	500	—	—
Matatiele	Matatiele Sec.	Additions ..	1,490	1,500	—	—	1,490	1,342	10 8
Montagu	Ashton Prim.	New building ..	600	600	—	—	600	506	19 6
Mossel Bay	Great Brak River Prim.	New building (to commence).	5,000	6,000	—	—	2,000	—	—
"	Mossel Bay Prim.	New building (to commence).	5,000	5,000	—	—	2,000	—	—
Mount Ayliff	Mount Ayliff Prim.	New building ..	1,350	875	—	—	1,350	1,054	0 9
Mount Currie	Kokstad Sec.	To complete ..	2,594	2,800	2,472	1 9	122	121	8 6
Namaqualand	Garies Sec.	Water supply for school and hostel.	400	400	—	—	400	—	—
"	Grootmist Prim.	To complete ..	2,545	2,545	2,419	16 11	113	61	9 3
"	Soebatsfontein Prim.	Water supply ..	250	250	—	—	250	—	—
"	Springbok Sec.	Additions (to commence).	3,000	—	—	—	1,500	8	5 4
Oudtshoorn	Girls' High	Additions to (complete).	3,500	—	—	—	2,000	4	14 6
"	Oude Murasie Wes Prim.	To complete ..	490	540	460	12 6	29	28	15 0

SCHOOL BUILDING LOANS ARRANGED FOR YEAR ENDED 31ST MARCH, 1928.

Division.	School.	Remarks.	Esti-	Voted	Expenditure		Amount	Amount	
			mated Cost of Scheme		1926-7	1926-7		expended during the year	
			£	£	£	s. d.	£	£	s. d.
Oudtshoorn	South End Prim.	Additions ..	1,250	—	—	—	1,250	400	0 0
Paarl	Lower Paarl Boys' High.	" ..	3,000	1,500	—	—	3,000	2,635	14 0
"	Paarl Boys' High	" ..	2,500	—	—	—	1,500	402	6 0
"	Paarl Practising	New building ..	1,250	—	—	—	1,250	—	—
"	Wellington Boys' High.	To complete ..	14,700	7,700	7,191	13 10	2,509	2,411	4 0
Peddie	Peddie Sec.	Additions ..	2,507	1,700	7	17 0	2,500	1,693	6 5
Piquetberg	Piquetberg High	" ..	1,400	2,500	11	11	1,400	1,320	13 9
"	Velddrift Prim.	" ..	1,230	1,000	3	2 6	1,227	1,205	3 0
Port Elizabeth	Collegiate Girls' Coloured Sec.	To complete ..	11,350	5,000	417	6 0	5,932	5,722	16 0
"	" ..	New building (to commence).	5,000	1,500	—	—	3,500	16	16 0
"	Cunningham Prim.	New building (to commence).	13,000	—	—	—	2,000	15	17 4
"	Dower Coloured Mackay Prim.	Drainage ..	1,360	950	—	—	1,360	1,273	11 0
"	" ..	Additions (to commence).	5,500	—	—	—	2,000	14	5 1
"	Sydenham Prim.	Additions (to commence).	5,000	—	—	—	2,000	1	8 0
"	Walmer Prim.	Additions ..	2,800	2,500	5	8 0	2,795	2,766	1 3
Prieska	Prieska Prim.	New building ..	5,000	2,000	—	—	5,000	1,414	7 3
Prince Albert	Zwemkuil Prim.	Additions ..	1,042	813	491	15 0	550	550	0 0
"	Fraserburg Road Prim.	New building (to commence).	1,250	—	—	—	750	—	—
Queenstown	Girls' High	Additions (to commence).	8,500	—	—	—	2,000	—	—
"	Queens Drive Prim.	To complete ..	6,202	6,198	6,088	19 7	115	15	15 0
Riversdale	Albertinia High	Additions ..	1,500	2,500	—	—	1,500	3	6 6
"	Kleindoorrivier Prim.	New building ..	300	300	—	—	300	—	—
"	Novo Prim.	" ..	1,000	1,000	13	2 3	1,000	—	—
Robertson	Le Chasseur Prim.	" ..	1,000	1,000	—	—	1,000	27	3 0
Somers East	Bellevue Girls' High.	Additions ..	1,000	—	—	—	1,000	—	—
"	Harlen Prim.	Additions to school and residence.	475	900	—	—	475	450	10 0
Stellenbosch	Boys' High	Sewerage ..	620	620	204	0 0	416	416	15 6
"	Gordons Bay Prim.	To complete ..	483	450	140	0 0	343	341	15 10
"	Hottentots Holland High.	New building (to commence).	15,000	—	—	—	1,000	—	—
"	Kuils River	Additions ..	800	—	—	—	800	—	—
"	Sewerage	General ..	1,925	1,600	—	—	1,925	1,861	3 0
Sterkstroom	Sterkstroom High	Additions (to complete).	6,100	6,100	2,859	17 8	3,244	3,045	0 10
Steynsburg	Steynsburg High	To complete ..	7,965	7,975	7,545	9 1	416	415	17 0
Steytlerville	Steytlerville High	Additions (to commence).	4,750	5,000	—	—	2,000	20	0 3
Swellendam	Heidelberg High	Additions (to commence).	3,000	4,500	—	—	1,500	8	8 0
Uitenhage	Selborne	To complete ..	3,960	2,050	—	—	2,760	2,716	7 1
Umtata	Umtata Prim.	Additions ..	750	650	—	—	750	523	9 8
Van Rhynsdorp	Klaver Prim.	To complete ..	1,467	1,507	1,366	17 10	100	80	0 0
"	Nieuwerust Prim.	New building (to commence).	4,550	3,000	—	—	3,550	3,462	5 2
"	Nieuwerust Prim.	Water supply ..	250	250	—	—	250	42	9 11
"	Roodeklipheuvl Prim.	New building (to commence).	2,750	2,750	—	—	1,250	14	16 5
"	Spruitdrift Prim.	New building ..	2,500	2,500	—	—	2,500	1,291	15 7
"	Van Rhynsdorp High.	Additions ..	1,250	—	—	—	1,250	98	6 10
Victoria West	Hutchinson Prim.	New building ..	800	—	—	—	800	—	—
Vryburg	Taungs Station Prim.	New building (to commence).	1,750	2,000	—	—	1,000	20	19 9
"	Vryburg High	New building (to commence).	10,000	4,000	3	16 0	7,000	7,762	10 0
Williston	Williston Sec.	Additions ..	750	—	—	—	750	7	0 0
Willowmore	Rietbron Sec.	Additions (to complete).	1,750	1,750	1,047	19 6	702	694	11 6
"	Waaikraal Prim.	To complete ..	1,000	930	34	12 0	965	928	3 4
"	Willowmore High	" ..	5,100	5,000	2,322	14 3	2,778	2,735	17 6
Wodehouse	Dordrecht Prim.	New building (to commence).	6,000	6,000	—	—	2,000	—	—
"	Greys Pan Prim.	New building (to commence).	1,713	2,245	12	14 9	1,700	987	1 8
"	Indwe Sec.	Additions ..	2,400	1,750	—	—	2,400	2,041	4 6
Worcester	Goudini Rd. Prim.	To complete ..	478	430	429	9 6	48	48	0 0
"	Touws River Sec.	" ..	3,390	2,500	2,026	8 10	1,350	495	6 6

SCHOOL BUILDING LOANS ARRANGED FOR YEAR ENDED 31ST MARCH, 1928.

Division.	School.	Remarks.	Esti-	Voted	Expenditure		Amount	Amount	
			mated Cost of Scheme	1926-7	1926-7			expended during the year	
			£	£	£	s. d.	£	£	s. d.
BOARDING HOUSES—£20,305.									
Albany ..	Grahamstown Boys' High ..	New building (to commence).	9,000	9,000	—	—	2,000	—	—
Calvinia ..	Calvinia High ..	New building ..	3,000	3,000	—	—	3,000	—	—
" ..	Ounap Prim. ..	" ..	1,300	—	—	—	1,300	12	0 0
Carnarvon ..	Van Wyks Vlei ..	" ..	1,600	1,600	—	—	1,600	1,595	0 0
Cradock ..	Kaalplaats Prim.	Water supply ..	175	75	41	4 6	134	60	4 6
Ladismith ..	Ladismith High	New building (to commence).	3,000	3,000	—	—	1,500	6	8 2
Namaqualand	Farquharson Indigent Boarding	New building (to commence).	1,500	—	—	—	500	41	0 10
" ..	Garies Indigent Boarding.	New building (to commence).	3,000	—	275	0 0	1,000	—	—
" ..	Springbok Indi-Boarding.	New building (to commence).	4,000	—	—	—	1,000	5	9 10
Richmond ..	Richmond ..	To complete ..	4,500	3,000	231	10 6	4,270	1,567	0 10
Umtata ..	Umtata ..	Conversion, Old Boarding Dept. and erection of new building.	10,000	—	—	—	2,500	—	—
Van Rhynsdorp	Nieuwerust Prim.	To complete ..	3,906	3,906	3,605	0 0	301	189	10 0
" ..	Van Rhynsdorp High (Indigent Boarding).	New building (to commence).	4,000	—	—	—	1,000	20	17 6
" ..	Van Rhynsdorp	Water supply ..	200	200	—	—	200	64	12 0
TRAINING SCHOOLS AND HOSTELS—£20,956.									
Cape Town ..	Cape Town Train.	To commence ..	18,500	—	—	—	6,500	8,092	19 10
Oudtshoorn ..	Oudtshoorn ..	Purchase of Hostel	6,706	—	—	—	6,706	6,646	9 10
Paarl ..	Men's Hostel ..	Alterations (to commence).	5,380	—	—	—	1,500	—	—
Steynsburg ..	Steynsburg ..	New building ..	6,250	1,000	—	—	6,250	774	16 0
LOCAL LOANS REPAYABLE 1927-28—£27,403.									
Cape ..	S.A. College Sch. and Boarding House.	..	—	—	—	—	25,727	25,726	18 9
Stellenbosch ..	Boys' High ..	..	—	—	—	—	1,676	1,675	12 3
Total ..							£329,606	183,498	7 1

GRANTS OF LAND FOR SCHOOL PURPOSES, 1927.

School Board.	School.	Area.	Donor—1927.
Albany ..	Riebeck East ..	550 sq. rds. 114 sq. ft. ..	Purchased from T. C. Goosen, Esq.
Aliwal North ..	Jamestown ..	1 morg. 394 sq. rds. 114 sq. ft. ..	Executors Estates of the late Alexander James Kidwell, Joseph Bradfield & John Linden Bradfield.
Bathurst ..	Twefontein ..	1 morg. 39 sq. rds. 67 sq. ft. ..	Estate, late William Parry Keeton.
Bedford ..	Bullkraal ..	11 morg. 559 sq. rds. ..	Johannes H. Bosch.
Caledon ..	Rivier Zonder End	240 sq. rds. ..	D.R. Church.
Calvinia ..	Calvinia Pub. School	363 sq. rds. 16·56 sq. ft. ..	D.R. Church.
Calvinia ..	Loeriestontein ..	(1) 595 sq. rds. 120 sq. ft. (2) 584 sq. rds. 82 sq. ft. 566 sq. rds. 140 sq. ft. ..	J. J. Nel, Esq.
East London ..	Cambridge Primary School.	510 sq. rds. 30 sq. ft. ..	Municipal Council of Cambridge.
Gordonia ..	Upington High ..	2 morg. 215 sq. rds. 66 sq. ft. ..	Local Agricultural Com. Local people.
Herbert ..	Saratoga Primary ..	100 sq. rds. 100 sq. ft. ..	Jansenville Mun.
Jansenville ..	Jansenville High ..	300 sq. rds. ..	Trustees Labour Colony.
Kakamas ..	Paarden Island ..	1 morg. 386 sq. rds. 46 sq. ft. ..	Dirk Marthinus Lampbrecht, Esq.
Kimberley ..	Ritchie ..	1 morgen ..	D. J. Vorster, Esq.
Kimberley ..	Windsorton Rd. ..	2 morg. 394 sq. rds. 48 sq. ft. ..	Kuruman Municipality.
Kuruman ..	Kalahari ..	(1) 263 sq. rds. .. (2) 311 sq. rds. (3) 1 morg. 25 sq. rds. 317 sq. rds. 120 sq. ft. ..	D. R. C. Moorreesburg.,
Malmesbury ..	Moorreesburg High	Bought of J. C. Zuidmeer.	
Paarl ..	Paarl Training ..	1 morg. 300 sq. rds. ..	Kerkraad, Aurora.
Piquetberg ..	Aurora ..	1 morg. 333 sq. rds. 16·52 sq. ft. ..	Port Elizabeth Mun.
Port Elizabeth	Coloured Secondary School Site.	300 sq. rds. 4 sq. ft. ..	
Riversdale ..	Klein Doorn Rivier	300 sq. rds. ..	Mrs. P. M. E. le Roux and J. A. F. le Roux.
Robertson ..	Wakkerstroom ..	3 morg. 381 sq. rds. 120 sq. ft. ..	D.R. Church, Robertson
Stellenbosch ..	Somerset West ..	2 morg. 486 sq. rds. 80 sq. ft. ..	Purchased from Estate, late W. P. van Breda.
Sterkstroom ..	Sterkstroom ..	11·21 sq. ft. ..	Sterkstroom Mun.
Stutterheim ..	Stutterheim ..	Lots 1-6 each 65 sq. rds. 11·21 sq. ft. ..	Stutterheim Mun.
Van Rhynsdorp	Nieuw Rust Public	1 morg. 72 sq. ft. ..	J. J. de Kock, Esq.
Van Rhynsdorp	Van Rhyndorp Boarding.	1 morg. 150 sq. rds. ..	D.R. Church, Van Rhynsdorp.
Wellington ..	Wellington Boys' High.	(1) 51 sq. ft. .. (2) 78 sq. rds. 4 sq. ft. (3) 4 morg. 136 sq. rds. ..	Wellington Mun.

UNFORESEEN EXCESSES AND URGENT CASES NOT SPECIALLY PROVIDED FOR YEAR ENDED 31ST MARCH, 1928.

Division.	School.	Amount.
Cape ..	Lansdowne Primary ..	£146 17 9

GRANTS OF LAND FOR SCHOOL PURPOSES, 1928.

School Board.	School.	Area.	Donor—1928.
Albany ..	Alicedale	34 sq. rds. 104 sq. ft. ..	Purchased from R. Bell, Esq.
Aliwal North ..	Klipplaat	223 sq. rds. 37 sq. ft. ..	(1) James Wm. Philips. (2) Emily Ann Jeppe (born Philips). (3) Grace Margaret Clough (born Philips) (4) John Douglas Philips (5) Arthur Waiter Philips. (6) Ruth Madeline Innes (born Philips).
Barkly West ..	Gong-Gong	320 sq rds. 130 sq. ft. ..	Diamond Prop. Mines, Ltd.
Bedford ..	Oude Smoor Drift ..	3 morg. 360 sq. rds. ..	William Johannes Durandt Louw, Abraham Johannes Petrus Louw, Johannes Adriaan Louw and Andries Jacobus Daniel Louw.
Cape ..	Bellville Flats ..	499 sq. rds. 54 sq. ft. ..	Purchased from Emerentia Erskine Gie.
Cape ..	York Road	(1) 10 sq. rds. 137 sq. ft. (2) 35 sq. rds. 81 sq. ft.	Purchased from the Municipality.
Cape ..	Bellville Flats ..	(1) 212 sq. rds. 72 sq. ft. (2) 212 sq. rds. 72 sq. ft.	Purchased from Philip Ezra & Solomon Cohen.
Cape ..	Parow	(1) 208 sq. rds. 48 sq. ft. (2) 312 sq. rds. 72 sq. ft.	V.M.B. Parow.
Cap ..	Canigou (Rondebosch).	58 sq. rds. 129 sq. ft. ..	Purchased from S. Mason.
George ..	van der Hoven ..	1 morg.	Purchased from William Henry v. d. Hoven.
Gordonia ..	Witkop School ..	2 morg. 15 sq. rds. ..	Purchased from Estate, W. Stein.
Ladismith ..	Papkuilsfontein ..	568 sq. rds. 66 sq. ft. ..	A. P. J. Breytenbach.
Maraisburg ..	Hofmeyr	1 morg. 158 sq. rds. 35 sq. ft.	Hofmeyr Municipality.
Mossel Bay ..	Great Brak River ..	2 morg. 2 sq. ft. ..	Searles, Limited.
Queenstown ..	Invani	203 sq. rds. 120 sq. ft. ..	J. M. H. Fincham, Esq.
Springbok ..	Farquharson	10 morg.	Messrs. Nelson & Badenhorst.
Stellenbosch ..	Stellenbosch Boys' Boarding Department.	6 morg. 98 sq. rds. 102 sq. ft.	Transferred by University of Stellenbosch to the Educational Trustees.
Stellenbosch ..	Hottentots Holland	8 morg. 370 sq. rds. ..	Henriett a Wilhelmina F Osler (born Geeringh) and Elizabeth Julia Dorothea Beynon (born Geeringh).
Uitenhage ..	Kirkwood	1 morg. 65 sq. rds. 12 sq. ft.	

PARLIAMENTARY GRANTS, 1927.

SCHOOL BOARD.	SCHOOL.	AREA.
Barkly West ..	Daniel's Kuil	5 morg. 125 sq. rds.
Calvinia	Calvinia Public School, Boarding House.	1 morg. 9 sq. rds. 3 sq. ft.
Gordonia	Keimoes	1 morg. 117 sq. rds. 112 112 sq. ft.
Hay	Postmasburg	1 morg. 150 sq. rds.
Hay	Postmasburg	1 morg. 94 sq. rds. 64 sq. ft.
King William's Town	Breidbach	283 sq. rds. 69 sq. ft.
Montagu	Ashton	312 sq. rds. 72 sq. ft.
Mossel Bay	Mossel Bay	1 morg.
Mount Frere	Mount Frere	500 sq. rds.
Riversdale	Novo School	5 morg. 163 sq. rds.
Tarkastad	Tarkastad Agricultural	150 sq. rds. 24 sq. ft.
Van Rhynsdorp ..	Roodeklippehuvel ..	4 morgen 347 sq. rds.

PARLIAMENTARY GRANTS, 1928.

SCHOOL BOARD.	SCHOOL.	AREA.
Caledon	Grabouw	530 sq. rds. 50 sq. ft.
Clanwilliam	Lamberts Bay	2 morg.
Gordonia	Eenbeker School Site	9 morg. 550 sq. rds. 8 sq. ft.
Gordonia	Lot U. P. School	48 sq. rds. 88 sq. ft.
Hay	Postmasburg	2 morg. 50 sq. rds.
King William's Town	Kieskama Hoek	1 morg. 411 sq. rds 70 sq. ft.
Komgha	School Hostel	4 morg. 435 sq. rds. 23 sq. ft.
Robertson	le Chasseur	500 sq. rds. 80 sq. ft.
Somerset East	Seminary Playing Field	246 sq. rds.
Stellenbosch	Blackheath Siding ..	1 morg. 1 sq. ft.
Vryburg	Youngs Station	2 morg.

GRANTS UNDER SECTION 320 OF ORDINANCE No. 5 OF 1921: 1927.

SCHOOL BOARD.	SCHOOL.	AREA.
Alexandria	Dekselfontein Farm School.	Lot 20-27 portions of Lot No. 7A each 83 sq. rds. 48 sq. ft.
Caledon	Vermont Seaside Township.	1 morg. 38 sq. rds. 36 sq. ft.
Cape	Elsie's River	553 sq. rds. 143 sq. ft.
De Aar	Green Point (V.M.B. Waterdale).	597 sq. rds. 111 sq. ft.
East London	Bonza Bay	566 sq. rds. 134 sq. ft.
East London	Gonubie Park	566 sq. r ds. 135.16 sq. ft.
East London	Nahoon Causeway ..	566 sq. rds. 140 sq. ft.
Knysna	School Site Paradise ..	563 sq. rds. 127 sq. ft.

GRANTS UNDER SECTION 320 OF ORDINANCE No. 5 OF 1921: 1928.

SCHOOL BOARD.	SCHOOL.	AREA.
Clanwilliam	Graafwater	1 morg.
Knysna	Keurboomstrand	543 sq. rds. 48 sq. ft.
Mossel Bay	Hartebosch Strand ..	1 morg. 200 sq. rds.

FINANCE.

EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR YEARS ENDED 31ST MARCH, 1927, AND 31ST MARCH, 1928.

	1927.		1928.	
	£	s. d.	£	s. d.
<i>Administration.</i>				
A 1.—Salaries, Wages and Allowances ..	25,436	7 5	26,335	12 5
2.—Subsistence and Transport ..	222	5 1	318	11 3
3.—Office Equipment, Material and Furniture, including Repairs ..	348	13 4	428	6 5
4.—Rent, Rates and Insurance ..	1	19 8	—	—
5.—Fuel, Light, Water, Cleaning and Sanitary Services ..	206	12 6	133	1 0
6.—Repairs, Renovations and Maintenance ..	422	4 1	250	4 4
7.—Incidentals ..	12,717	6 7	10,578	11 10
Total 2 A ..	39,355	8 8	38,044	7 3
<i>School Boards and School Committees.</i>				
B 1.—Salaries, Wages and Allowances ..	45,342	9 8	44,170	3 2
2.—Subsistence and Transport ..	5,822	18 1	6,181	1 10
3.—Office Equipment, Material and Furniture, including Repairs ..	691	6 8	534	18 5
4.—Rent, Rates and Insurance ..	3,814	12 10	3,955	5 5
5.—Fuel, Light, Water, Cleaning and Sanitary Services ..	216	1 3	224	9 6
6.—Repairs, Renovations and Maintenance ..	61	5 11	53	19 7
7.—Election Expenses ..	159	19 10	2,802	18 2
8.—Incidentals ..	78	3 10	118	8 6
Total 2 B ..	56,186	18 1	58,041	4 7
<i>School Inspection.</i>				
C 1.—Salaries, Wages and Allowances ..	27,261	4 4	27,818	17 9
2.—Subsistence and Transport ..	10,951	12 11	11,696	13 7
3.—Incidentals ..	61	1 5	91	17 9
Total 2 C ..	38,273	18 8	39,607	9 1
<i>Medical Inspection.</i>				
D 1.—Salaries Wages and Allowances ..	3,371	10 2	3,506	16 0
2.—Subsistence and Transport ..	1,084	4 6	1,296	11 9
3.—Incidentals ..	5	9 6	10	14 2
Total 2 D ..	4,461	4 2	4,814	1 11
<i>European Education: Training of Teachers.</i>				
E 1.—Salaries, Wages and Allowances ..	42,296	4 10	43,572	8 10
2.—Subsistence and Transport ..	2,696	18 3	2,683	15 2
3.—School Equipment, Material and Furniture, including Repairs ..	982	6 0	828	18 6
4.—Bursaries ..	204	0 0	—	—
5.—Hostels ..	14,346	15 2	16,679	11 4
6.—Grants-in-Aid, including Hostels under Private Control ..	3,020	17 6	3,028	10 7
7.—Rent, Rates and Insurance ..	565	9 0	275	5 5
8.—Fuel, Light, Water, Cleaning and Sanitary Services ..	497	4 3	558	19 0
9.—Repairs, Renovations and Maintenance ..	2,364	11 6	648	18 1
10.—Incidentals ..	166	13 10	114	2 8
Total 2 E ..	67,141	0 4	68,390	9 7

	1927.		1928.	
	£	s. d.	£	s. d.
<i>Secondary Education.</i>				
F 1.—Salaries, Wages and Allowances ..	58,409	15 1	67,653	9 3
2.—Subsistence and Transport ..	10	13 10	8	0 8
3.—School Equipment, Material and Furniture, including Repairs ..	1,515	7 5	1,552	15 8
4.—Bursaries ..	31,976	10 2	36,551	17 10
5.—Hostels ..	4,262	7 5	4,475	1 0
6.—Grants-in-Aid, including Hostels under Private Control ..	356	8 3	528	11 0
7.—Rent, Rates and Insurance ..	583	12 10	522	0 8
8.—Fuel, Light, Water, Cleaning and Sanitary Services ..	494	15 6	682	19 0
9.—Repairs, Renovations and Maintenance ..	671	9 11	1,129	0 4
10.—Incidentals ..	23	10 10	48	2 8
Total 2 F ..	98,304	11 3	113,151	18 1
<i>Primary Education.</i>				
G 1.—Salaries, Wages and Allowances ..	830,277	10 10	866,105	12 4
2.—Subsistence and Transport ..	706	13 6	647	9 8
3.—School Equipment, Material and Furniture, including Repairs ..	39,009	16 2	40,065	4 10
4.—Bursaries ..	165,690	14 10	171,236	18 10
5.—Hostels ..	2,761	1 11	2,721	2 6
6.—Grants-in-Aid, including Hostels under Private Control ..	1,327	0 4	1,421	17 7
7.—Rent, Rates and Insurance ..	27,336	8 8	27,569	5 6
8.—Fuel, Light, Water, Cleaning and Sanitary Services ..	6,077	2 7	6,982	3 4
9.—Repairs, Renovations and Maintenance ..	13,576	11 5	13,598	15 3
10.—Incidentals ..	165	2 2	78	17 7
Total 2 G ..	1,086,928	2 5	1,130,427	7 5
<i>Combined Primary and Secondary Education.</i>				
H 1.—Salaries, Wages and Allowances ..	725,124	6 4	733,068	12 9
2.—Subsistence and Transport ..	534	8 10	378	3 9
3.—School Equipment, Material and Furniture, including Repairs ..	33,091	14 5	33,245	8 11
4.—Hostels ..	80,791	11 4	84,331	15 9
5.—Grants-in-Aid, including Hostels under Private Control ..	6,404	5 4	5,964	4 10
6.—Rents, Rates and Insurance ..	7,790	2 7	7,209	14 0
7.—Fuel, Light, Water, Cleaning and Sanitary Services ..	7,762	4 9	8,015	10 8
8.—Repairs, Renovations and Maintenance ..	15,122	13 9	13,915	14 10
9.—Incidentals ..	175	10 8	170	4 4
Total 2 H ..	876,796	18 0	886,299	9 10
<i>Coloured Education: Training of Teachers.</i>				
J 1.—Salaries, Wages and Allowances ..	8,585	18 11	10,100	12 0
2.—Subsistence and Transport ..	209	19 0	208	0 6
3.—School Equipment, Material and Furniture, including Repairs ..	449	2 1	296	4 7
4.—Bursaries ..	7,304	19 11	7,298	4 3
5.—Rent, Rates and Insurance ..	2,691	3 10	2,442	10 2
6.—Fuel, Light, Water Cleaning and Sanitary Services ..	93	3 8	111	5 8
7.—Repairs, Renovations and Maintenance ..	54	1 6	121	18 6
8.—Incidentals ..	239	14 6	39	17 3
Sub-total ..	19,628	3 5	20,618	12 11

	1927.			1928.		
	£	s.	d.	£	s.	d.
<i>Primary and Secondary Education.</i>						
J 9.—Salaries, Wages and Allowances ..	182,226	10	7	196,336	8	5
10.—Subsistence and Transport ..	5	19	4	3	17	3
11.—School Equipment, Material and Furniture, including Repairs ..	16,596	11	6	19,109	18	8
12.—Bursaries	—	—	—	0	3	2
13.—Rent, Rates and Insurance ..	4,282	4	7	5,242	2	10
14.—Fuel, Light, Water, Cleaning and Sanitary Services	2,413	3	0	2,583	12	9
15.—Repairs, Renovations and Maintenance	840	18	6	778	2	8
16.—Incidentals	23	13	11	2	19	8
Sub-total	206,389	1	5	224,057	5	5
Total 2 J	226,017	4	10	244,675	18	4

Native Education: School Inspection.

K 1.—Salaries, Wages and Allowances ..	11,601	11	8	11,768	9	1
2.—Subsistence and Transport ..	4,542	3	11	4,751	18	5
Sub-total	16,143	15	7	16,520	7	6

Training of Teachers.

K 3.—Salaries, Wages and Allowances ..	26,002	1	9	27,226	19	4
4.—Subsistence and Transport ..	598	7	4	597	9	4
5.—Bursaries	5,480	7	5	5,145	18	0
6.—Incidentals	1,033	14	10	854	2	2
Sub-total	33,114	11	4	33,824	8	10

Primary and Secondary Education.

K 7.—Salaries, Wages and Allowances ..	174,403	4	4	172,213	14	4
8.—Subsistence and Transport ..	2	18	9	—	—	—
9.—School Equipment, Material and Furniture, including Repairs ..	11,375	0	0	11,302	9	3
10.—Grants-in-Aid	870	16	1	951	15	9
11.—Rent, Rates and Insurance ..	288	1	10	237	15	1
12.—Fuel, Light, Water, Cleaning and Sanitary Services	290	19	0	339	0	5
13.—Repairs, Renovations and Maintenance	0	9	0	48	5	5
14.—Incidentals	0	1	7	19	6	0
15.—Special Grant from Union Government for Native Education ..	62,962	2	1	68,906	5	7
Sub-total	250,193	12	8	254,018	11	10

Technical and Industrial Education.

K 16.—Salaries, Wages and Allowances	6,183	6	3	5,829	13	9
17.—Bursaries	1,413	15	0	1,390	10	0
18.—Incidentals	52	13	6	59	12	9
Sub-total	7,649	41	9	7,279	16	6
Total 2 K	307,101	14	4	311,643	4	8

	1927.			1928.		
	£	s.	d.	£	s.	d.
<i>General.</i>						
L 1.—Examination Expenses	8,056	19	6	10,130	10	3
2.—Good Service Allowances	20,480	3	7	22,205	7	1
3.—Pensions and Gratuities	—	—	—	688	19	9
4.—Contributions to Pension Funds ..	2,614	16	0	79,787	4	3
5.—Printing, Stationery and Advertising	6,762	6	11	7,430	2	8
6.—Telegraphs and Telephones	2,322	14	11	2,662	2	6
7.—Grant to Student Teachers' Loan Fund	100	0	0	8,500	0	0
8.—Grants to Private Hostels for General Education Purposes	528	5	0	484	16	3
9.—Miscellaneous	8,287	1	5	805	10	10
Total 2 L	49,152	7	4	132,694	13	7

Minor Works.

M 1.—Minor Works, including Site Transfer and other expenses, School Footbridges, Fencing and Boreholes	5,365	2	9	7,535	13	6
Grand Total, Vote 2	2,855,084	10	10	3,035,325	17	10

STUDENT TEACHERS' FUND.

INTEREST ON SLAVE COMPENSATION AND BIBLE AND SCHOOL FUNDS.

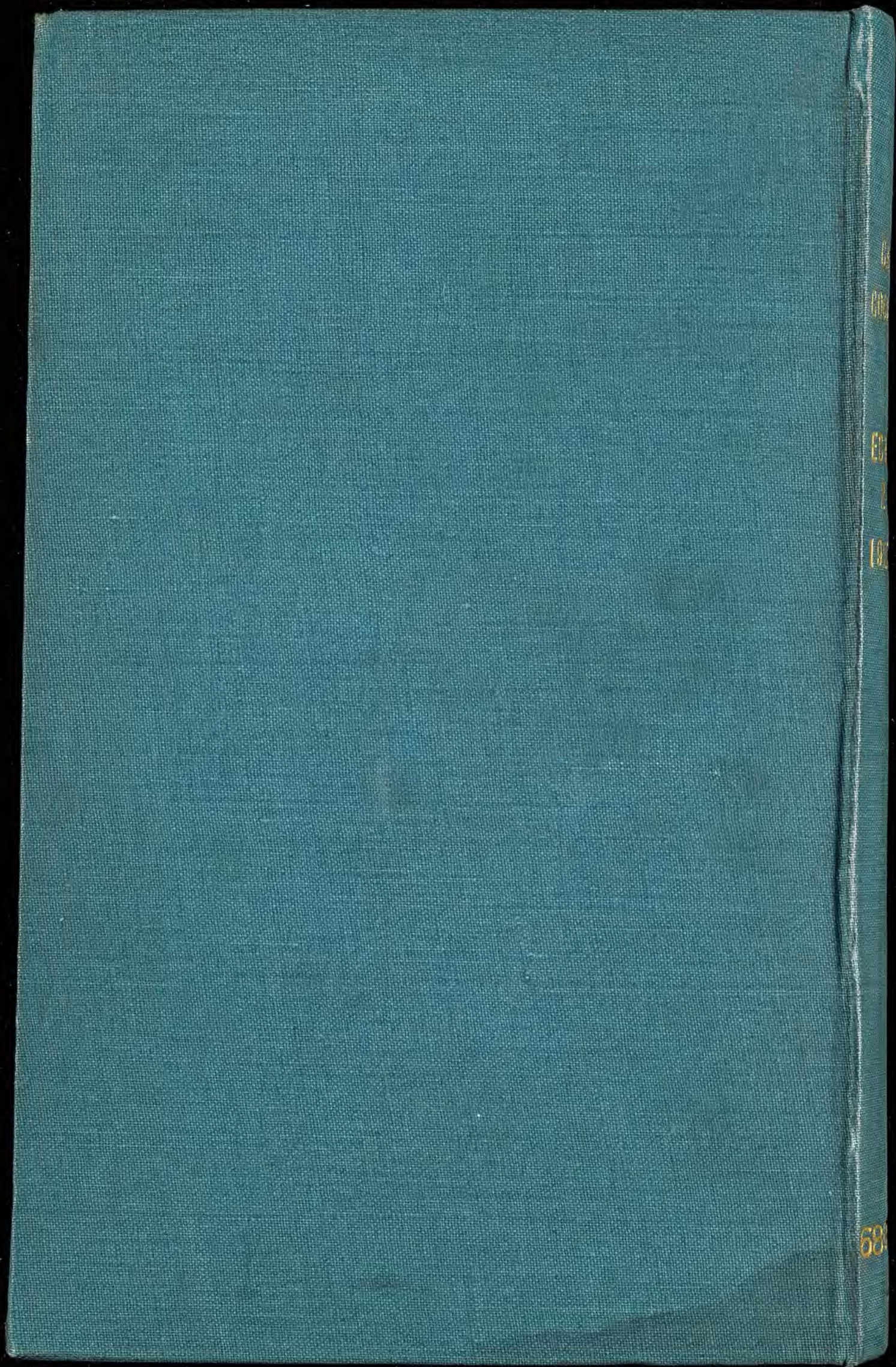
(Under Section 376 of the Consolidated Education Ordinance.)

(1) ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1927.

To Balance 1st April, 1926	£248	15	4	By Allowance to Student Teachers ..	£336	0	0
„ Cash receipt	378	4	8	„ Balance 31st Mar., 1927	291	0	0
	£627	0	0		£627	0	0

(2) ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1928.

To Balance 1st April, 1927	£291	0	0	By Allowance to Student Teachers ..	£420	0	0
„ Cash receipts	381	8	8	„ Balance 31st Mar., 1928	252	8	8
	£672	8	8		£672	8	8



THE
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THE
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LONDON

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