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CAPE OF GOOD HOPE.



DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

Superintendent-General

OF

EDUCATION

FOR THE YEAR ENDED 31st DECEMBER,

1922.

Price: 3s. 6d.

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Department of Public Education,

Cape Town, 4th April, 1923.

SIR,

I have the honour to present to you the report on the work of the Department for the year ended 31st December, 1922.

The general report aims at discussing the most important features of the year's work. Owing to the difficult period of financial adjustment through which we are passing, it is a record rather of hope deferred than of actual progress. It contains few points of detail, as statistical information regarding the various sides of the Department's activities is given in the appendix.

The reports of the inspectors, instructors and organisers relating to the various areas into which the Province is divided for inspection purposes, or to special subjects and departments of instruction, are appended.

Finally, in a separate volume, taking the place of the former quarterly statistical number of the *Education Gazette*, are given details respecting individual schools.

I have the honour to be,

Sir,

Your obedient servant,

W. J. VILJOEN,

Superintendent-General of Education.

The Honourable

Sir Frederic de Waal, K.C.M.G.,

Administrator of the Province

of the Cape of Good Hope,

Cape Town.

[C.P. 2—'23.]

CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

Report of the Superintendent-General of Education for the year ended 31st December, 1922.

I. ADMINISTRATION.

Head Office.

During the year the Department lost the services of two greatly valued members of the headquarters staff—Mr. James Rodger, M.A., who retired on pension after nearly thirty years' service, most of it as head of the examining branch; and Mr. G. H. Freeman, head-messenger and office-keeper, who retired on pension after over forty years' service. Each of these officers had, in his own sphere, distinguished himself by his ability and devotion to duty.

Mr. J. P. Caldwell, B.A., LL.B., took charge of the examinations section, and although he had such assistance as could be given by Inspector Watermeyer, Chairman of the Departmental Examinations Committee, the work of organisation and the conduct of the examinations were carried out with the utmost strain on the staff.

The inspectors of the Public Service Commission made investigation into the work of the head office in the middle of the year. I desire to record my appreciation of the courtesy and tact unfailingly shown by the inspectors, and also of the many helpful suggestions made by them. Though the retrenchments effected in the clerical staff, as a result of their recommendations, have left the Department perilously near to being understaffed, and though, at times, there has been a danger of utter confusion and dislocation owing to the remaining officers being insufficient in number to cope with a sudden increase in the volume of work, I readily admit that, owing to the fact that stagnation rather than development now marks Cape education, there might have been reason to review the position of the purely clerical staff. When our system of education is freed from the shackles that now bind it, an increase in the clerical and administrative staff will, of course, have to be faced.

I must, however, express my disappointment at the failure of the Commission to realise to the full the fact that the performance of clerical and purely routine administrative work

is the least important part of the functions of a modern education department. It was precisely in reference to the more distinctly educational, and the less distinctly clerical, portion of the work of the Department that the inspectors' proposals were most drastic. Whether we are pleased with the feature or not, we must realise that the direction and control of primary and secondary education in the Cape Province are now largely centralised in the Department. If education is to progress steadily, if improvements in the system are to be effected, if the money available for education is to be wisely spent, it is imperative that the senior officers of the Department should have the time to observe, think and plan. Rightly or wrongly, the lead in educational matters now lies with the Department. But if the trumpet give forth an uncertain sound, who shall prepare himself for the battle?

Inspectorate.

Five of the circuit inspectors have retired on pension during the year, namely, Mr. J. Mitchell, Mr. G. P. Theron, B.A., Dr. T. Logie, M.A., Mr. N. Porter, M.A., and Mr. A. E. Hill. All of the service of the three first-named has lain in the Province proper; Mr. Porter and Mr. Hill have worked exclusively in the native territories. The thanks of the Department are due to these officers for the splendid work they have done for education.

To fill vacancies in the inspectorate, six appointments were made, namely, those of Mr. W. J. Barker, B.A., Mr. J. C. Ross, M.A., Mr. G. M. J. Slabbert, B.A., Mr. A. H. Stander, B.A., Mr. J. F. Swanepoel, B.A., and Mr. W. H. Taylor.

The vacancy in the inspectorate caused by the retirement of Dr. Haarhoff as relieving inspector, was filled at the commencement of the year by the transfer from the service of the O.F.S. Education Department of Mr. R. Bowie, M.A. Since taking up duty last February, Inspector Bowie has been engaged in various circuits. His report on impressions gained on the conditions obtaining in, and the educational requirements of, the Karroo and the north-western districts—although far in excess of the space ordinarily allowed to divisional reports—is so interesting and instructive that it is published *in extenso*.

During the year Mr. W. A. Russell, M.A., retired from the inspectorship of high schools, which he had held since 1906. The wisdom of the Department's decision to abolish this special inspectorship was questioned at the time in some quarters. But much water has flowed under the bridge since this post was instituted, and the position had to be reviewed. When the post was established there were only 39 high schools, and the inspection of these could quite adequately be performed by one inspector, especially if it be borne in mind that, of this number, only 24 would have satisfied the present requirements

for recognition as high schools. When the post was abolished there were 84 high schools and 97 secondary schools requiring inspection; and it would obviously have been quite out of the question for one special inspector to cope with the work, while the present financial position precludes the appointment of five additional inspectors of high grade. Moreover, of the 42 circuit inspectors, no less than 30 had themselves been principals of secondary or high schools; while the main teaching experience of 10 others had been gained in institutions of secondary or university rank. If there is one branch of education more than another that the average circuit inspector is qualified to supervise, it is secondary education. Under the new system, it is intended that in the larger high schools two or more inspectors will unite, so as to make full use of varied qualifications. I feel confident that the change will prove a success.

Miss A. M. Cogan retired on health grounds from the post of departmental instructress in needlework, which she had held for a number of years with credit to herself and benefit to the schools under her supervision, first in the native territories and latterly in the eastern districts of the Province.

In her place was appointed Miss H. Buyskes, of the Paarl Training College.

As departmental instructress in domestic science, in succession to Miss M. C. MacIver, whose retirement was referred to in last year's report, was appointed Miss R. Fouché, B.Sc. Miss Fouché has charge of the western districts of the Province, while Miss W. M. Currey, whose appointment came about last year, operates in the eastern districts and native territories.

Mr. A. Burns, formerly handwork instructor in the schools of Port Elizabeth, and latterly in the Cape Town and Woodstock secondary schools, was appointed departmental instructor in handwork to fill the vacancy caused by the retirement of Mr. F. T. Morrison.

II. PUPILS AND SCHOOLS.

Number of Pupils.

The number of European pupils in schools under the Department at the end of 1922 was 137,581, as compared with 135,708 at the end of 1921—an increase of 1,873 for the year. When it is remembered that the increase during the year 1921 was no less than 7,647, the 1922 figure of 1,873 can be characterised only as most unsatisfactory. The blighting effects of what is wrongly called “economy” are clearly traceable here. As will be shown later, the financial stringency to which the Province has been subjected has led to applications for new schools and additional teachers being ruthlessly rejected; and thousands of children who ought to have been gathered into school run a risk of growing up educationally destitute. We have sown “economy”: we are in danger of reaping illiteracy. One wonders if the “economists” realise the magnitude of the damage being done!

Number of Schools.

The number of schools for European pupils at the end of 1922 was 2,524, as compared with 2,662 a year earlier—a decrease of 138. In normal times the Department looks with equanimity on a decrease in the number of schools; for, if no artificial restriction has been placed on the establishment of new schools, and if a satisfactory growth in enrolment has taken place, a fall in the number of schools can, as a rule, be rightly considered evidence of improved organisation of the educational system. But, unfortunately, the times are not normal. Well over two hundred applications have been made for new primary schools, and these have simply not been looked at, the lack of funds preventing the grant of a single application, even to replace a school that had died from natural causes. Of course, it is not likely that, even if the treasury had been overflowing, all of the applications would have been granted; even in normal times educational considerations, no less than financial, would compel the Department to scrutinise very closely each application, and to reject any that was not sound from both points of view. The miserably small increase in enrolment, however, puts it beyond doubt that the fall in the numbers of schools is a disaster and not a blessing. It means that the educational prospects of a large percentage of the future citizens and all they represent are being jeopardised. As the living present, the school is the reflection of the past and the prophecy of the future.

Types of Schools.

The following table shows the distribution of the various classes of schools for Europeans among the groups now recognised:—

	December, 1921.	December, 1922.	Increase.
<i>Training Institutions:</i>			
Training Colleges	3	4	1
Training Schools	10	9	—1
<i>Secondary Schools:</i>			
High Schools	69	84	15
Other Secondary Schools	105	98	—7
<i>Primary Schools:</i>			
Undenominational Public Schools ..	1,945	1,910	—35
Church Schools	36	36	..
Farm Schools	447	338	—109
Poor Schools	1	..	—1
<i>Special Schools</i>	30	29	—1
<i>Part-time Schools</i>	16	16	..
Total	2,662	2,524	—138

The total number of training institutions has remained unaltered. The Paarl Training School gained well-merited promotion to training college rank from the commencement of 1922.

Fifteen secondary schools of the lower group won their way into the ranks of the high schools; seven primary schools were promoted to secondary grade; and an *ad hoc* secondary school, with no primary pupils, was established at Parow. Two other secondary schools of this special type were established in 1921 at Cape Town and Woodstock; they have done good work under difficult conditions, and from the beginning of 1923 have attained high school grading. Through the establishment of the S.A.T.S. “General Botha” as a training ship for South African youths, the Department found itself face to face with a comparatively large body of boys—75 immediately, with the prospect of an increase to 150 in 1923—who had passed through the primary school and were desirous of proceeding to a secondary school with a vocational bias. This necessitated the establishment of a special secondary school with a nautical bias, an institution, like the training ship herself, entirely unique in South African experience. The experiment is being watched with keen interest. The measure of success already attained, satisfies me that the institution meets a real need, and augurs well for the future.

The essential difference between a secondary school graded as a high school, and a secondary school not so graded, now is—or ought to be—that the former offers a complete course of secondary education, extending over four years, whereas the latter offers only the first two years of the course. Formerly there was no distinction as regards range of curriculum between the two types of secondary institution, for each offered the complete course; the main distinction was merely that the

high school had more pupils in the secondary standards than the secondary school not graded as a high school. For reasons which have been fully set forth in previous reports and which, therefore, need not be repeated, this distinction, or rather lack of distinction, inevitably led to secondary schools in small country villages attempting to cover the whole ground with great loss of efficiency and at utterly disproportionate cost.

The new grading scheme, which was introduced in 1920, has promoted both efficiency and economy. Some of the small secondary schools have abandoned the classes above the junior certificate stage (standard VIII.); others, by reason of the rapid growth in the secondary enrolment which has been such a feature of recent years, have been enabled to meet the requirements prescribed by law for grading as high schools, and have been so graded. To-day standard IX. and X. classes are to be found only in some half-dozen secondary schools not graded as high schools; and even these few exceptions will, it is expected, shortly vanish.

The large decrease in the number of farm schools, as compared with the much smaller loss in the number of primary schools, points to steady progress along the road of centralisation of educational facilities. At the same time, it must be noted that the loss in farm schools would not have been nearly so great, if all deserving applications could have been granted. Although the farm school often tends to be inefficient and unduly expensive, circumstances do arise where it affords the only solution of the problem. Unless we are prepared to embark on a costly boarding scheme, we are not yet in a position to do without the farm school.

As regards the special schools, it falls to be remarked only that the Salt River Technical Classes have now been transferred from the jurisdiction of the Cape Provincial Administration to that of the Union Government, and form the nucleus of the new Cape Technical College. The College is housed in the newly-erected "Polytechnic" buildings in Cape Town, and should fill an important place in the educational system of the Province. As pupils may be admitted to the College with as low a qualification as standard VI. however, careful watch will have to be exercised to obviate wasteful overlapping between the College and the secondary institutions of the Department. Subject to this, the proclamation of the College as a place of "higher education" is a step in the right direction; and it is much to be wished that the Union Government could see its way to take within its jurisdiction also the Cape Town College of Music and the schools of art in Cape Town, Grahamstown and Port Elizabeth.

The part-time schools remain stationary, not only as regards their number but also as regards their usefulness. When funds for necessary development again become available, the organisation of these schools will require to be tackled in earnest.

Some of them are doing very good work; but one cannot resist the impression that there is a lack of aim in much of their work. The question of direction and co-ordination of their energies is at present under consideration.

Assistance to Pupils.

It is often necessary to do more than merely provide the school and the teacher; there are many pupils who live so far from the nearest school that they must either be conveyed to it daily, or be boarded at or near it. The well-to-do parent can be left to look after his own child in this matter; but many of the parents of our school children are too poor to be able to pay for transport or boarding, and State intervention thus becomes necessary:—

The Department's general policy is as follows:—

- (1) Children living within three miles from school should walk to school.
- (2) Children living not less than three nor more than six miles from school should ride to school.
- (3) Children living more than six miles from school should board at or near the school.

These general rules are, of course, subject to modification according to the circumstances of different parts of the country, *e.g.*, the transport to school of a child living four miles away may be put out of the question by an impassable river, a bad road, or no road at all.

A fairly complete system of transport and boarding assistance to necessitous pupils has been evolved. In the primary area a transport bursary, not exceeding sixpence per school day, may be allowed to pupils falling within the second of the three groups given above. In the secondary area the transport grant is made on an annual basis—not exceeding £5 per annum if cart or tram is used, or £7 10s. per annum if motor car or train is used.

Where transport is impossible, provision exists under section 290 of the Consolidated Education Ordinance for boarding grants not exceeding £18 per annum to European pupils within the compulsory age period, whose parents are in absolutely indigent circumstances; or the pupil may be boarded at one of the indigent boarding houses established under chapter 21 C. of the Ordinance. In the secondary area, boarding bursaries of £20 per annum (in standards VII. and VIII.), or £25 per annum (in standards IX. and X.), are given to promising and necessitous pupils who must leave home in order to obtain secondary education.

In addition to all this assistance from government sources, there are a number of more or less private bursary funds, through the agency of which much good work is being done;

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and it is greatly to be desired that there will be no slackening of effort in this direction. It will have been noted that the primary object of the departmental bursary system is to annihilate distance, and that, almost entirely, it affects the country child only. But the town child often needs assistance; and, moreover, there are country children who, for one reason or another, just fail to qualify under the departmental bursary scheme. It is to help cases such as these, and sometimes to supplement the departmental bursary, that private bursary funds are very useful.

The Department is very grateful to various public and private bodies for the help they have given in this matter. Details of a few recent cases will doubtless prove interesting :—

- (1) The Port Alfred Municipal Council has given bursaries covering the cost of tuition of four pupils at the local secondary school.
- (2) The Regent Street Primary School, Woodstock, has founded two scholarships for its ex-pupils, covering half the cost of their fees at the Woodstock High School.
- (3) The sum of £162 has been given to the De Aar High School by the Divisional and Municipal Councils, the Dutch Reformed, Gereformeerde and Anglican Churches, the Masonic Lodge, the Sons of England and the Order of Buffaloes, to provide bursaries for promising and necessitous pupils in the secondary standards; the sum of £30 has been raised to defray the cost of books of deserving pupils.
- (4) At Mossel Bay a scholarship has been founded to enable a past student of the local high school to attend a university.
- (5) At Petrusville the "Danie Smal Bursary Fund" has been instituted to assist deserving pupils to obtain secondary education.
- (6) The Robertson School Board has raised, by means of concerts and bazaars, a sum of over £300 to enable deserving pupils in necessitous circumstances to profit by a course of secondary education at the local high schools, more especially in connection with the recently instituted course in agriculture.
- (7) Worthy of note, too, is the effort made by the pupils of Matatiele Secondary School who, during the year, raised a sum of £70 from the sale of young trees grown from seeds provided by them. Inspector Taylor rightly points out that such efforts are bound to prove of benefit, not only to the pupils themselves, but also to the community as a whole.
- (8) Special mention should be made of the bursaries that will accrue for the benefit of Alexandria from the

munificent bequest of the late Mr. J. C. Krog, who has left virtually the whole of his estate, amounting to some £25,000, for educational purposes.

- (9) Hundreds of children are receiving assistance towards their education through the agency of the South African Masonic Education Fund, the Port Elizabeth Masonic Educational Scheme and other masonic bodies.

Instances like these could be multiplied. The Department welcomes this species of voluntary taxation for educational purposes.

III. TEACHERS.

Training of Teachers.

The training institutions continue, on the whole, to do very good work in supplying primary teachers. These teachers are of two main grades: those holding the primary teachers' lower certificate, which is obtainable on the successful completion of a two years' course of training beyond the junior certificate standard, and those holding the primary teachers' higher certificate, which is obtainable on the successful completion of a two years' course of training beyond the matriculation standard.

In addition to these courses, some of the institutions offer courses of training for specialist teachers of various types. To obtain admission to any one of these courses, a student must first have obtained a general teaching qualification—the primary lower certificate, or the first year of the primary higher course. This principle, namely that general training as a teacher must precede specialist training, has been adopted in respect of all types of specialist teacher save one. The exception is the music teacher, who is engaged in teaching pupils individually and, therefore, has little need of general training.

The main advantages of the plan are:—

- (1) The specialist is the better teacher of his own subject, if he is able to view it in its proper perspective in regard to other subjects.
- (2) The possession of a general teaching qualification gives the specialist professional status, and discourages undesirable sectionalism among teachers.
- (3) In schools where the specialised work is not of sufficient quantity to occupy the whole of a specialist's time, he is able to do useful work in other subjects.
- (4) If, on the completion of the course of training, a specialist post is not immediately available, the teacher is qualified to take an ordinary post pending the occurrence of a vacancy in his particular province.

All but two of the special courses extend over one year only. Four institutions (from 1924 this number will probably be reduced to three) offer the infant school teachers' course; one offers a combination of drawing and manual training; and one offers a combination of drawing and nature-study.

The Cape Town Training College has made an excellent beginning with a two-year course of training for physical culture teachers. The instructress, Miss M. C. Black, was specially selected for the post in England, and the students have, in addition, the advantage of lectures from the College staff and from the medical professors of the University of Cape Town.

Teachers of domestic science are trained at the centre attached to the Cape Town School of Domestic Science.

In one matter, some reorganisation of the training institutions will have to be attempted: Hitherto no limit has been placed on the number of students that may be enrolled at any of the institutions; almost unrestricted choice of training institution has been allowed to students. As a result, the enrolment at some institutions has fallen below the point at which it is economical to maintain an adequate staff, and the enrolment at others is so large as to endanger efficiency, and to overtax practice facilities. However one may dislike placing any restriction on the free choice of students, it is clear that some measure of reform is called for. At present there is nothing to prevent, say, 200 students enrolling themselves at an institution organised, staffed and equipped for the requirements of 150 students only, while at a neighbouring institution organised, staffed and equipped for 200 students, only 150 are enrolled. If due economy is to be exercised, the staff and facilities of the former institution must be increased as soon as possible, and those of the latter decreased; and, as the total enrolments are not finally known until after the commencement of the school year, it will be readily realised that the work of both institutions is thrown out of gear for a considerable period. The problem bristles with difficulties, and there is the widest divergence of opinion among the governing bodies of training institutions as to its proper solution; but it is hoped to arrive at some scheme which, while not pleasing everybody, will combine the maximum of efficiency and economy with the minimum of departmental interference.

Grants to Student-teachers.

The grants at present paid to European students in training as teachers are as follows:—

Primary Lower	(1st year)	..	..	..	£16
„	„	(2nd year)	..	..	20
Primary Higher	(1st year)	..	..	..	20
„	„	(2nd year)	..	..	40
Special	..	..	..	..	24

In some cases, these amounts are augmented by indigent boarding grants of £12 per annum.

The Department has had under consideration the question of recommending a revision of the scales of grants. There appears to be no sound reason why the grants for any particular course should vary during the different years of the course; or, indeed, why a student residing within easy reach of a training school, and who is not actually in necessitous circumstances, should receive the same grant as a boarder. Admittedly, it is a sound principle that students taking

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special or higher courses should receive higher grants. The Department is of opinion that the present system should be reviewed, and that a distinction should be made between day students and boarders.

Much to everybody's surprise, the Union Government has absolved itself from all responsibility, other than payment of the salaries of lecturers, in connection with the training of teachers. As a result, no provision was made by the Union Education Department for bursaries for student-teachers at university institutions. The Administration, acting on the advice of the Department, decided, with the funds at its disposal, to provide grants for student-teachers attending secondary teachers' training courses at the University of Cape Town, the University of Stellenbosch, the Huguenot University College, Wellington, and Rhodes University College, Grahamstown. No grants were made available from provincial funds for primary student-teachers, as it was felt that ample provision for the training of this grade of teacher existed in the provincial training institutions.

The amount provided for the above purpose on the estimates of 1922-23 was £5,000. The actual commitment at the end of the year was £3,185, and the amount required in 1923-24 to meet payments to students, enrolled during 1922-23, will be £2,590. This leaves a balance available for new students during the academic session 1923-24 of £595. The amount already asked for by the university institutions for new students actually enrolled is close on £6,000. As stated, the Union Government disclaims further liability for this expenditure; the Provincial Administration can only authorise one-tenth of the amount actually required, and—the Department urgently needs the teachers! For, if there is one area in which properly trained teachers—especially male teachers—are needed imperatively, perusal of the reports of inspectors Anderson, Bain, Logie, Spurway and Welsh—to mention no more—will show that it is the secondary department of our schools.

University Diplomas and Degrees in Education.

Most of the university institutions have had under consideration the issue of diplomas and the institution of degrees in education. As previously stated, by arrangement with the university institutions, the Department has definitely decided to confine its attention to the training of primary teachers only, leaving the training and certification of secondary teachers to the university institutions. Most of the latter, on their part, have similarly discontinued the training of primary teachers. The University of Stellenbosch and Rhodes University College, Grahamstown, acting in collaboration with the agricultural schools at Elsenburg and Grootfontein respectively, are making a special effort to train teachers qualified to give instruction in our schools in nature-study

and agriculture, in accordance with the requirements of the approved curriculum. Rhodes University College and the Huguenot University College, Wellington, have instituted courses for the training of teachers of domestic science. Such teachers may be said to fall into two groups:—

- (1) Those who teach the practical subjects of domestic economy: cookery, needlework, etc.
- (2) Those who teach the science or sciences which are the basis of an understanding of the practical work: biology, physiology, hygiene, chemistry, etc.

The differentiated secondary courses prescribed by the Department presuppose both types and, indeed, the departmental domestic science course, ending in standard X., needs both, if the most desirable options are chosen. But no training course should attempt to produce a blend of both types. Any such attempt will produce a teacher who will be unsatisfactory, both on the practical and on the scientific side. The university institutions should, therefore, aim definitely to train either teachers of the practical subjects or teachers of the science subjects related to, and contained in, the departmental domestic secondary school course.

Teachers of the practical subjects, trained hitherto at the Cape Town School of Domestic Science, have followed a two years' practical course super-imposed on a one or two years' course of ordinary professional training. It is doubtful, therefore, whether the first alternative will be a wise one for the university institutions, because the output from the Cape Town centre has so far proved more than sufficient to meet the existing demand; and there is a possibility of the new Cape Technical College taking over this function, if the Department were to discontinue it.

So far as the degrees in education are concerned, the Department heartily supports the project. Teachers trained at university institutions, and holding university degrees, will be very useful and, doubtless, will in years to come prove the main source of supply for the higher posts in the educational service. To meet the practical requirements of the present and the immediate future, it is suggested that, as far as possible, teachers trained at university institutions should be prepared to teach not less than three secondary subjects. The vast majority of the secondary institutions are very small and, consequently, have limited staffs. In the past great difficulty has been experienced owing to the paucity of the subjects professed by secondary teachers. It is only in a very few large high schools that a teacher can be set aside for each subject.

Supply of Teachers.

The number of teachers employed in European schools at the end of 1922 was 6,169. Of these 5,518 were certificated and 651 uncertificated.

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In the preceding chapter it has been shown how the economy campaign has damaged education by diminishing the number of schools. This species of damage affects rural education mainly. But harm has also been done to the schools in the villages and towns through the Department's inability to create, when required, additional teaching posts in existing schools.

When, nearly two years ago, there arose the need for economy (or rather for special measures of saving money—for the Department has consistently exercised proper economy in the staffing of schools for years past), the position was met by a stiffening-up of the staffing rules, whereby schools were required to provide for a ten per cent. increase in enrolment without additional assistance. Had it been possible to adhere to the new staffing rules, all would have been well; for, although the old rules by no means represented overstaffing, it was possible, without undue loss of efficiency, to add slightly to the burdens of the teachers. But, unfortunately, the growing financial stringency speedily made the new rules a dead letter. No additional posts could be granted, no matter what the necessity. Over 130 applications for additional posts have been rejected, even though, after careful scrutiny of existing staffs, a number of posts had been retrenched in other schools.

As may well be imagined, the position in some schools is deplorable in the extreme. How can a young and inexperienced teacher be expected to afford education worthy of the name to over fifty pupils distributed through all the standards of the primary course? Yet this is what is perforce being attempted in more than one single-teacher school. When it is remembered that a short time ago it was strongly urged in the Provincial Council (and with some show of reason) that a second teacher should be appointed to a country school as soon as the enrolment reached twenty, it will be seen that the economy campaign is forcing us to attempt the impossible.

What we are apt to lose sight of in the staffing of the larger schools is the fact that, when a teacher is already bearing the maximum burden, a slight addition to it makes the whole burden impossible to be borne. If it be agreed that forty-eight pupils in a single standard represents the maximum number that a primary teacher can be expected to teach (and many educationists hold strongly that even this number is far too large), the saddling of the unfortunate teacher with the care of sixty pupils not only gives the additional twelve a shoddy substitute for a real education, but seriously impairs the value of the education given to the original forty-eight. Thus, a little saving often means a large waste of money.

The restriction in the number of posts has caused the unemployment of a very large number of teachers. The schools are crying out for teachers; the teachers are eager for work;

but the money required to bring the teachers to the schools is lacking, and both teachers and pupils are suffering.

It is particularly disappointing that several of the young students who have completed the course of training as physical culture mistresses at the Cape Town Training College are looking in vain for posts. If it is remembered that all these students, before being admitted to the physical culture course, have to obtain the ordinary professional qualification, it is all the more surprising that committees and principals of the larger primary schools do not make a point of having on their staffs at least one teacher specially trained and qualified in physical culture, with an eye to the physical well-being of the pupils attending their schools. The fact that physical culture students retain, in ordinary posts, the salary determined by length of training, and not the special certificate held at the conclusion of the course, fosters the belief that the physical culture students will be quite ready to utilise their special qualifications in this way. The medical inspectors report that they have discovered numerous cases of physical defects requiring remedial exercises. Yet, in many primary schools, there is no one on the staff competent to give instruction in the ordinary forms of drill and physical exercises. It is hoped that this matter will engage the serious attention of all concerned.

The existence of a large number of qualified, but unemployed, teachers is bound to have a serious effect not apparent at first sight. There is a fall this year in the number of students entering upon a course of training for the teaching profession; and one of the causes, if not the main cause, of this fall is the belief, steadily gaining acceptance, that the teaching profession is overstocked. It will be clear from what has already been stated that this belief is entirely mistaken: that the present unemployment among teachers is due not to the lack of work requiring to be done, but to a financial set-back which everyone hopes will prove to be only temporary. But the public cannot be relied on to probe beneath the surface for reasons. They know that a large number of young people who have given years of their lives, and incurred considerable expenditure in training for the teaching profession, are now thrown aside and left without employment; and they conclude that the educational service no longer offers a fruitful field of labour for more than a very few. All the signs point to a shortage of teachers in 1925; and, unless we are careful, the shortage will persist for a number of years after that. The result will inevitably be the panic-stricken offer of inducements to enter the teaching profession; and it is not inconceivable that, in the long run, the State will have to spend much more money than would have been necessary, had the temporary financial pressure not compelled us to tamper with natural growth. This kind of thing is called "economy."

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Qualifications of Teachers.

It is pleasant to turn from these gloomy thoughts of the mischief that the organised pursuit of "economy" is causing in the schools to a review of the figures regarding the qualifications of teachers. Here there is unmistakable evidence of progress. During the year there was a fall of 163 in the number of teaching posts in the schools under school boards—the schools in which the vast majority of our European pupils are educated. Yet the number of certificated teachers increased by 131, the number of uncertificated teachers decreasing by 294. Of the 5,797 teachers at work under school boards, only 615, or a little more than 10 per cent., are uncertificated; and it must be remembered that many of these teachers are only in a technical sense unqualified—they have had considerable teaching experience and possess good academic attainments, in some cases honours degrees of recognised universities.

Married Women Teachers.

Until the year under review, the Department has refrained from laying down rigid rules in regard to the employment of married women as teachers, preferring to deal on its merits with each case as it arose. It has now appeared desirable, however, to make some definite pronouncement as to the Department's policy, arrived at after full consideration of the matter by a departmental committee and thereafter by the Teachers' Advisory Board.

The Department considers that, other things being equal, school committees should observe the following order of preference in the selection of women as teachers:—

- (1) qualified unmarried,
- (2) qualified married,
- (3) unqualified unmarried,
- (4) unqualified married.

For the purposes of this rule the primary teachers' lower certificate should count as a qualification no less than, *e.g.*, the primary higher; thus in a primary assistantship an unmarried teacher with the primary lower certificate should normally receive preference over a married teacher with the primary higher. Further, widows, wives whose husbands are shown by medical evidence to be incapacitated from earning a living, and women divorced or legally separated, should be regarded as single, rather than as married women.

When, however, a married woman teacher applies for appointment, is nominated by the committee and is not adversely commented upon by the board, the Department will assume that she and the local authorities are satisfied that her domestic duties will not interfere with the proper

performance of her school work; and if the selection is satisfactory on educational grounds the Department will not, upon the ground of her marriage, object to her appointment.

In the case of accouchement, a married woman teacher will be required to take special leave without pay for the period extending from the commencement of the complete quarter preceding accouchement to the end of the second complete quarter subsequent to it. Thus, if accouchement takes place in August, the teacher will be required to take special leave without pay from the preceding 1st April to the succeeding 31st March.

It is naturally expected that, when a woman teacher in the service of the Department is to be married, she should duly advise the school authorities and resign her post, as through such action a completely new position is created. It occasionally happens that a woman teacher is married without previously notifying the authorities, and in such case it becomes necessary for the Department, through the managers concerned, to call upon the teacher for her resignation in the changed circumstances. This course should be followed in all such cases; and the post should be advertised as vacant, at the latest from the end of the quarter succeeding that in which the teacher was married, thereby giving the board or manager concerned an opportunity of suitably filling the post. It is, of course, open to the teacher resigning the post to make application for it afresh; and her application would then be dealt with as above indicated.

It will be noted that, in general, the onus of deciding whether married women shall be employed as teachers rests on the local school authorities. For obvious reasons, the Department is compelled to exercise wide powers in financial and technical matters. But the question of the employment of married women instead of single women, like the question of the arrangement of school hours, is one which is neither financial nor technical: it is eminently one which bodies of responsible local people, such as school committees and school boards, are in the best position to decide.

After indicating its own preference in the matter, therefore, the Department is content to leave the settlement of the question to the local educational authorities, and will intervene only when committee and board are unable to agree. Where there is no evidence of disagreement, the Department will ignore the conjugal condition of women nominated for appointment as teachers, and will deal with cases as they arise on purely educational grounds.

Migration of Teachers.

We are still far from an effective solution of this problem—"the moth-like flitting of teachers from school to school," as Inspector Bond aptly calls it. Last year considerably more
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than half of the teachers changed their posts. While this indicates that the average tenure of a post is something less than two years, the actual position is not nearly so satisfactory. The case really is that a number of teachers hold their posts for a considerable period, while the remainder chop and change about so frequently as to obviate any possibility of continuity in education, and to destroy the value of their work. It is the country schools that are the worst sufferers. Some unfortunate schools seem to be doomed to be for ever staffed with teachers who have just taken up duty or have given notice to leave. Good work is impossible under such conditions.

The Department has given the matter much thought with a view to finding a remedy for the evil. The law provides that an increment may be withheld on account of repeated changes of posts. A penalty of this kind must, however, be inflicted with extreme care: it is possible to cite instances where frequent changes have occurred, but have not been unreasonable. A scheme, however, has been devised whereby, at regular intervals in a teacher's career, his record during the past few years will be carefully reviewed in this respect; and, if it is found that he has been guilty of unreasonable changes of post, suitable action will be taken.

It should be noted that this evil of undue migration of teachers is part of the price we pay for leaving the selection of teachers in the hands of the school committees. It is believed that the people of the country are, as a whole, of opinion that the selection of teachers (subject, of course, to the approval of the Department) should remain with the committees, though one wonders at times whether this opinion is as strong as it is commonly believed to be. But it is generally overlooked that, when the committees are given the power to select their own teachers, the teachers, too, acquire unrestricted choice of employment. Many teachers are not slow to avail themselves of their opportunities of obtaining constant change of scene.

The problem would be easy of solution, if teachers were selected for appointment by one central body for the whole Province. When a teacher once received an appointment to a post, he would remain in that post for some considerable time; for it is not likely that the central appointing body would transfer him elsewhere, until he had served there for a reasonable period. Such a system would have many other advantages from an educational point of view. For example, let us say that six teachers are desirous of obtaining posts, and that six posts under different local authorities are vacant. Under the present system it may quite well (and often does) happen that all six teachers apply for two of the posts. Four posts are left without teachers, and four teachers are left without posts. Appointment by a central body would remedy this. Moreover, the scheme would be economical. In the

ordinary course every year a number of posts in schools become redundant, and a number (a larger number) of new posts have to be created. Under the present system, full notice has to be given to the redundant teachers, *i.e.*, at least a quarter's salary has in each case to be paid unnecessarily; the redundant teachers have to be "thrown on the market" without the Department being able to assist them to posts; and the schools where new posts have been created have to wait some time, before they can obtain the urgently required additions to their staffs. A central body with complete power to transfer teachers as occasion required could obviate all this. Further, there would be a saving in advertisements and in administrative expenditure, caused by the unnecessarily large number of changes of teachers.

The system could also be worked in such a way as to suit the best interests of teachers and local authorities. A teacher desiring to obtain an appointment in a particular district or in a particular type of post could notify his wishes to the central body; and his wishes could, as far as possible, be met, subject of course to the exigencies of the service as a whole. In the same way local school authorities could intimate their desires to the central body. Lastly, there would be the great advantage that, where a teacher, though not incompetent or guilty of any offence, proves to be a misfit in his particular post (and cases of this kind constantly arise), he could be transferred to a more suitable post, with advantage to himself and to everybody else concerned. At present, matters have to be allowed to go from bad to worse, while what was at the outset only a little incompatibility, in the end furnishes material for an educational quarrel of first-rate importance.

Whether the selection of teachers by the Department or by a central appointments board will ever be practical politics in this democratic country, it is not easy to say. But, there can be no doubt whatever that such a plan would, from the educational point of view, be a vast improvement on the present unsatisfactory state of affairs.

Teachers' Furlough.

As was the case last year, it was found necessary to limit the expenditure available for teachers' furlough for the financial year 1922-23. The amount available on this occasion was £5,000. Applications were received from 283 teachers, but, in consequence of the limited amount available, it was only possible to grant furlough to 50 teachers with at least twenty years' service, who had not had furlough during the previous ten years.

In dealing with applications for furlough, the procedure adopted last year was again followed, namely, teachers, who wished to proceed on furlough during the financial year 1922-23, were invited to lodge their applications prior to a given date;

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the funds provided for furlough were then allocated amongst the most deserving cases, the length of the applicant's service being the determining factor in arriving at a decision in regard to each application.

Retirement of Teachers.

Section 203 of the Consolidated Education Ordinance introduced a new principle in regard to the retirement of teachers :

"The retiring age of teachers shall normally be fifty-five years in the case of women, and sixty years in the case of men ; provided that on having reached the age of fifty years in the case of women, and fifty-five years in the case of men, a teacher may voluntarily retire or, if in the opinion of the Superintendent-General it be in the public interest, may be required to retire ; provided further that the Superintendent-General may authorise the retention of a teacher's services beyond the normal retiring age, if, in the opinion of the Superintendent-General, such retention be in the public interest."

The new rule was brought into force for the first time during the year under review. It was decided that retirements on pension due to age should normally take effect at the end of March each year. The reason for this is that it is deemed to be generally in the public interest for a teacher to cease work at the end of the school year, rather than at some point within the the school year. As the school year ends in December, and as a teacher retiring on pension is entitled to three months' furlough on full salary, he proceeds on furlough in January and on pension in the following April.

To show how the rule works, concrete examples may be given; A man born on a date falling within the period 1st April, 1863 to 31st March, 1864 retires on 31st March, 1924 ; a man born on 1st April 1864 would retire only on 31st March, 1925. Thus A may be only one day younger than B, and yet may work a year longer. But anomalies of this kind are inevitable whenever a line is drawn ; the use of the term "public interest" makes it plain that the interests of the schools only are to be considered.

The retention of teachers until the completion of the school year is one class of exception to the general rule of retirement at fifty-five in the case of women and sixty in the case of men. Beyond this, the term "public interest" has been very strictly construed in regard to teachers employed in European schools. Where a school is passing through a transition period, it is occasionally desirable to retain the principal in his post for a time ; and where, after proper advertisement, a successor cannot be obtained to a teacher normally due to retire, that teacher's appointment must be extended, so as to permit of a further attempt to fill the post.

On a somewhat different footing, but nevertheless worthy of special treatment, are teachers who in a sense have contractual rights. There is, for example, the teacher who entered the service of the Department at a late age, who was allowed by the law to contribute to the pension fund, who has not yet served for a period sufficiently long to earn a pension, and who might be hardly treated, if under the new rule he were compelled to retire without pension and without refund of his contributions. In these cases, if recommendation to that effect is made by the local authorities, the Department is prepared to acquiesce in the retention of the teacher until such time as he has earned a pension.

It has been a severe wrench to the Department to lose so many of its tried and trusted teachers, most of them as fit as ever they were. But, perhaps, it is better to retire when perfectly fit for work than to remain at one's post until it is proved beyond all peradventure that one has become absolutely unfit. There have been too many instances in the past of school authorities, with a hazy idea of paying a graceful compliment, persuading teachers to defer their well-earned rest. The result has inevitably been that inefficiency, consequent on failing strength, has marred the memory of noble work done for education in former years.

IV. COURSES OF INSTRUCTION.

Rural Primary Education.

The rural primary school presents a very difficult problem. The best qualified and most experienced primary teachers, as a rule, seek employment in the towns in preference to the country; the town schools are housed usually—though by no means invariably—in buildings erected for educational purposes; and the mere aggregation of pupils in a town school makes for efficiency, since it becomes possible to charge each teacher with one class only or, at the most, two classes.

Far different is the case of the average country school, with its inexperienced teacher holding only the primary teachers' lower certificate, with its quarters in an out-building on a farm, and with a multiplicity of classes presenting a problem that would tax the abilities of the ablest teacher. Yet, generally speaking, the education of a country child costs more than that of a town child. It is plain that the main avenue of improvement in rural education is the betterment of organisation and methods of teaching, and not great additional expenditure.

It has been felt that the primary curriculum followed in town schools is too heavy a programme for country schools; and accordingly a committee has been appointed to draft a course especially for single-teacher schools. This committee issued a valuable report, which was published in the *Gazette* in August for discussion. Criticisms and suggestions are now being received; and soon, it is hoped, the curriculum will be published in its final form. The Department's aim is that rural primary schools should reflect as closely as possible their environment, and should be made as useful as possible to the country child. There should be a real difference between the primary education given to the country child and that given to the town child. The introductory note to the Primary School Course states clearly that the Department wishes to encourage principals of schools to exercise a larger measure of freedom than has hitherto been possible. The difference between the country primary school and the town primary school largely lies not in the fact that different subjects are taken, but that the subjects which are common to both town and country school are dealt with from a different point of view.

Of special value is the proposed course in nature-study, in which subject the difference will be most marked. Here, a wide choice of topics is allowed, and teachers are expected to draw up detailed schemes of work, with a view to giving a definite bias in the direction of school gardening and subjects of rural point, as a necessary and valuable preparation for specialised study in agriculture later on.

In this matter a considerable amount of work has already been done. The majority of teachers leaving the training

institutions with the primary teachers' lower certificate go to single-teacher schools; and the staffs of all the training institutions keep the needs of these schools steadily before them. A special article on the organisation and conduct of the single-teacher school, with a suggested time-table, has already appeared in the *Gazette*, and also a series of articles on the subject in *Die Unie*. Inspectors and teachers are thinking and experimenting, and there can be no doubt that we are evolving a body of doctrine that cannot but be of great value to the teachers in these schools.

It is sometimes suggested that in the Dalton plan lies the final solution of the single-teacher school problem; but I am afraid that the problem of the constant change of teachers in country schools, to which reference is made elsewhere, will have to be solved first.

In a number of divisional reports, reference is made to the subject of centralisation of rural schools, which bids fair to become a hardy annual. Inspector Kreft lays stress on the fact that while, on the one hand, shortage of funds has necessitated centralisation and so assisted the Department in furthering its policy in that direction, the congested state of the schools and the inability of the local people to provide adequate accommodation have, on the other hand, in many cases militated against the success of the scheme. Similarly, several important attempts at centralisation have miscarried in Inspector Rein's circuit. An interesting and exemplary instance of local co-operation and self-help is cited by Inspector Rousseau in the case of Terras, in the district of Worcester, where sufficient funds have been raised by the farmers in the neighbourhood to erect, at their own cost, a two-roomed school building. Perhaps the best example of what school boards can do in this connection is the case of Wodehouse, quoted by Inspector Stokes. Here the number of small rural schools has been reduced from 27 to 10, resulting in a saving of well over £1,000 per annum to the State, in addition to the enhanced efficiency of the instruction given. Any reference in this report to centralisation would be incomplete without special mention of the successful efforts made, despite local opposition, by Inspector Rosenow, in the district of Piquetberg, and Inspector Roux, in the Humansdorp school area.

Urban Primary Education.

Under this head we may consider the large primary schools in the towns and the primary departments attached to secondary and high schools. Though the paralysing effects of financial pressure have not been absent, it is pleasing to record that, on the whole, the year has been one of distinct educational progress. The new primary curriculum is practically in general operation, and many teachers have thrown themselves with vigour into the task of making it a success. Articles on

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the teaching of all the subjects of the curriculum have appeared in the *Gazette*; and the Department hopes soon to republish them in volume form, and to place a copy in the hands of each primary teacher and student-teacher. The idea is not to dictate to teachers the methods they are to employ, but to stimulate thought, discussion and experiment.

In a number of schools most interesting work is proceeding. The Dalton plan is being tried here and there, and is yielding satisfactory results. Experiments are being made in other schools in the classification of pupils, with a view to accelerating the rate of progress of the brighter pupils, and of making proper provision for those who are unable to keep pace with the average class. Intelligence tests have been conducted in the Cape Division by Inspectors Charles and Sinton; and in this connection it is pleasing to refer also to the work done by Professor Reyburn, of the University of Cape Town.

Secondary Subjects in Upper Primary Standards.

Several of the inspectors, notably Inspector Hobson and Inspector C. J. van der Merwe, express disappointment at the re-introduction of secondary subjects into the primary departments of certain high schools. The practical outcome of this is that, in almost every case, pupils, passing standard VI, at a rural or small town school, are either kept for two years in standard VII, on coming to a high school or would, as Inspector Freeman points out elsewhere, be better for two years in standard VII, before going on further in the secondary course. In deference to the strong representations made by the principals of certain high schools, mainly in the Cape Peninsula, the Department agreed to amend its decision precluding the introduction into the primary standards of all secondary subjects, on certain definite lines which were printed in last year's report, and from which it will be noticed that the concession, granted at the time, was subject to the definite proviso that pupils coming from primary schools, where these subjects were not taught, were not to be retarded, if they had reached the required standard of proficiency in the ordinary subjects of the primary school course. The Department is satisfied that its decision is the wisest in the circumstances, and trusts that principals of secondary and high schools will faithfully abide by the agreement.

Of the practical subjects excluded from the primary school course, cookery as a branch of domestic economy is, perhaps, the only one that calls for special comment; partly because domestic economy, in accordance with the policy formulated, is restricted to secondary schools except at centres where adequate provision for its instruction exists, and partly, also, because the syllabus in cookery was held by the instructresses to be too elaborate and expensive, and was consequently revised. The amended syllabus is now used in the majority

of primary schools where cookery is taught. The change has been welcomed by teachers, and is reported to be economical and practical.

Secondary Education.

The departmental secondary syllabus was published for the first time in 1920. Only a few schools were able to adopt it immediately; but in 1921 a very large number of schools took it up, with the result that at the end of 1922 no less than 1,533 candidates entered for the junior certificate examination, as compared with 271 in 1921, the first year in which the examination was held. The senior certificate examination will be held for the first time in December next.

The syllabus was revised at the end of 1921, and may be said now to have assumed, more or less, its final shape. Of course, minor amendments and improvements will from time to time have to be made.

Up to the present the Department has not compelled any of its secondary institutions to substitute the departmental syllabuses for those of the university. There appears to be little need for such coercion; for, although some schools seem for the present to be too conservative or too pusillanimous to take the plunge, the rate of increase in schools adopting the departmental syllabus is quite satisfactory. It is far better for the new syllabus to win its way on its own merits than as a result of a fiat from headquarters. At the same time, one feels there must be something wrong with a system of public education in which the school examinations are conducted by a university.

For all purposes of the departmental teachers' examinations, the senior certificate ranks with matriculation; and the Public Service Commission has notified its willingness to accept, in lieu of matriculation, a senior certificate gained on a choice of subjects which is quite satisfactorily wide. The Joint Matriculation Board, too, is prepared to accept the senior certificate in lieu of matriculation, provided that the subjects taken in the examination are those allowed in the matriculation scheme.

The Department is grateful to the Public Service Commission and to the Joint Matriculation Board for the recognition given to the new certificate; but it is earnestly hoped that the latter body will go a step further, and recognise any approved form of secondary school leaving certificate as qualifying for admission to the universities, subject to special conditions for enrolment in particular courses. The limited concession so far obtained exempts the holder from matriculation, only if he has passed in a language other than English or Dutch. No hardship is entailed on the pupil strong on the linguistic side by compelling him to take English, Dutch and (say) French or German or Latin; but the pupil whose interests are not linguistic and literary suffers. Either he is forced to

substitute a third language for a subject more useful to him, or he is encouraged to drop either English or Dutch. He may matriculate on English and Latin; he may matriculate on Dutch and Latin; he may not matriculate on English and Dutch. Why should a dead language like Latin or any other foreign language be given a privileged position over the two official languages of the Union? We have all agreed to recognise South Africa as a bi-lingual country; the Act of Union assumes the fact, and much legislation has been passed since Union to smooth the path of our coming citizens to bi-lingualism. Yet we encourage intending university students to drop English or Dutch, and allow them to study both languages in their high school days only at the price of some subject that possibly is of greater interest and value to them. Surely for a boy of scientific aptitudes the second of the following courses is the better:—

(1)	(2)
English.	English.
Dutch.	Dutch.
Latin.	Chemistry.
Physics.	Physics.
Mathematics.	Mathematics.
History.	History.

I sincerely trust that wiser counsels will soon prevail, and that non-linguistic pupils who are aiming at admission to a university will be permitted to select a suitable course, and yet be allowed to study both official languages of their country.

Technical and Industrial Education.

Satisfactory arrangements have been completed, and suitable courses of study prepared, for the training of girls, at Adelaide, and boys, at Uitenhage, as teachers for the proposed one-teacher industrial departments attached to specially selected indigent boarding establishments.

Provision has been made at Willowmore to equip a limited number of indigent boys as motor mechanics. It is to be regretted that the Department was not consulted, in the first instance, in the establishment of this school, for the suitability of Willowmore as the centre for a motor industrial department is open to doubt. When the Department was first called in to frame a special curriculum for the new institution, it was already a going concern. Since then difficulties, principally of a financial and staffing nature, have interfered with the progress of the school, for the efficiency and organisation of which the Department is held responsible. If it is not possible to meet the essential needs of the school, the Department would as lief have it closed down.

A new industrial school was opened in the course of the year at Karreedouw for the benefit of boys of the poorer type

residing in the neighbourhood, where timber is easily to be obtained from the extensive forests of the adjacent districts.

So far the only school in the industries of carpentry and cabinet-making under the Department has been the Knysna Trade School. Here the apprentices—some sixty in number—undergo a careful course of training for three years under the personal guidance of the principal, Mr. H. Veen, and a thoroughly competent staff of instructors. At the end of that period the boys are placed by the principal, who is ably assisted in the management of the institution by a local advisory board, with leading firms in the Province, more especially at Port Elizabeth, for a further apprenticeship. So thorough is the training that apprentices completing their course have no difficulty in securing profitable positions, mostly with large business firms requiring their services.

Reform in Industrial Education.

For some time past it has been recognised that the work of those institutions, roughly classified as European industrial schools, was not proceeding on well-organised lines.

Efforts to improve the state of affairs have been made by the Department by exercising closer supervision over the training given, by raising the standard of admission, as far as possible, for all apprentices, and by formulating and applying definite syllabuses of practical work and book instruction. Unfortunately, by reason of existing conditions, it has not been possible to carry out effectively these measures of reform. From the point of view of the State, no less than that of the educationist, it is imperative that all industrial school-work should be on the best organised lines, especially as industrial training is one of the most costly branches of education. Further, it is essential that the training given should be definitely related to the life of the community, if there is to be justification for the expenditure involved.

Among the inherent difficulties of the problem may be mentioned the control of institutions by the Union Government as well as by the Provincial Administration, the varied forms of management and principles of Government aid in provincial institutions, and the different types of apprentice provided for. These factors have all tended to the postponement of the effective reform of industrial schools. In these circumstances, a review of the position, with a view to action, seems most desirable.

In addition to certain "certified" institutions under the control of the Union Government, there are at present in operation the following industrial schools and departments:—

1. Industrial or trade schools established and maintained by the Provincial Administration :

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Knysna Trade School.

2. Industrial schools established and maintained by the Provincial Administration but controlled by school boards :

Karreedouw Trade School.

3. (a) Industrial schools established by church authorities and aided by the Provincial Administration ;
 (b) Industrial schools, also called *huishoudscholen*, established by the Afrikaanse Christelike Vrouwen Vereniging, and aided by the Provincial Administration ;
 (c) Industrial schools established by the General Commission for Poor Relief of the Dutch Reformed Church, and aided by the Provincial Administration ; and
 (d) Industrial schools established by individual ministers of the Dutch Reformed Church, and aided by the Provincial Administration :

Adelaide Boys' Industrial School.
 Adelaide Girls' Industrial School.
 Cape Town Salesian Institution.
 George Girls' Industrial School.
 Riebeeck West Girls' Industrial School.
 Tulbagh Girls' Industrial School.
 Oudtshoorn Boys' Industrial School.
 Wellington Girls' Industrial School.
 Uitenhage Boys' Industrial School.
 Worcester Boys' Industrial School.

4. Single-teacher industrial departments established and maintained by the Provincial Administration in connection with indigent boarding houses :

Montagu Industrial Department.
 Ugie Boys' Industrial Department.
 Ugie Girls' Industrial Department.
 Willowmore Industrial Department.
 Lady Grey Boys' Industrial Department.

5. Schools for training instructors for the single-teacher industrial departments :

None have yet been specially established for the purpose, but, as previously stated, training departments have been instituted at Uitenhage and Adelaide.

Any attempt at re-organising this important branch of education must necessarily take account of the certified institutions under the Union Government, for occasionally it is found that separate industrial schools under the two administrations exist in the same town.

On a first review of the position, it became manifest that before well-considered action could be taken, the Department should be in possession of all the salient facts, and it was accordingly decided to ask the Rev. J. H. van Wijk, Organising Commissioner of Indigent Boarding Houses and Industrial Schools, and Mr. A. Burns, Departmental Instructor in Manual Training, to visit the industrial schools of the Province, and to submit a general report on the position, with their recommendations. Their report, which is published as an annexure, contains much valuable information in regard to the existing position of our industrial schools, and it also offers many useful suggestions. Perusal of the report makes it abundantly clear that early action is called for, if value is to be obtained for the comparatively heavy expenditure on the industrial training given.

Prominent among the reforms that are pressing may be mentioned :

- (1) The placing of all industrial training under one State authority.
- (2) The adoption of standard VI. as the admission standard for all industrial training.
- (3) The adoption, throughout all trade departments, of clearly defined syllabuses of training and book instruction.
- (4) The recognition of a period of trade shop-work as the natural close of the industrial school training of every apprentice.
- (5) The appointment of skilled instructors in all trades and industries.
- (6) The avoidance of overlapping among industrial institutions, and the concentration of vocational training in suitable centres.
- (7) A fuller recognition of training in agricultural industries.

While it is fully recognised that reform in the direction suggested might lead to additional expenditure at the present juncture, when every effort is being made to curtail the education bill, it is nevertheless felt that the time is ripe for the country to consider the whole question, and for the Department to move in the direction indicated.

V. EXAMINATION AND INSPECTION.

The following table, arranged in parallel columns, shows the number of candidates entered for the various departmental school and professional examinations during the year under review, and the corresponding numbers for the previous two years :

	1920.	1921.	1922.
<i>Student Teachers :</i>			
Native Primary Lower (Prep.) ..	—	—	736
First Year Junior	1,385	1,136	303
Second Year Junior	922	945	905
Second Year Senior	817	856	—
Third Year Junior	1,020	819	980
Primary Lower and First Year Primary			
Higher	958	1,024	1,194
Primary Higher	92	109	121
<i>Domestic Science :</i>			
Cookery	7	8	7
Dressmaking	7	7	3
Housewifery	2	5	7
Laundry Work	2	8	4
Millinery	10	7	4
Needlework	6	6	3
<i>Kindergarten :</i>			
Infant School Course	37	40	47
Higher	44	22	—
<i>Drawing :</i>			
Freehand	114	97	164
Model	264	287	346
Geometrical	53	49	42
<i>Needlework :</i>			
Course I.	5	6	—
Course II.	3	2	—
Course III.	—	1	—
Course IV.	3	1	—
Course V.	4	—	—
<i>Woodwork :</i>			
Branch I.	53	38	68
Branch II.	35	33	50
Cardboard Modelling	7	7	194
<i>Bi-lingual Certificate</i>	13	14	67
<i>School Examinations :</i>			
Secondary School Junior Certificate ..	—	271	1,533
Geography	46	68	55
History	66	54	99
<i>Art Examinations :</i>			
Anatomy	2	—	4
Architecture	—	—	1
Design	28	13	19
Drawing from the Antique	2	1	6
Drawing the Antique from Memory ..	1	—	1
Drawing the Head from Life	10	21	13
Drawing in Light and Shade	58	56	44
Modelling Design	17	8	9
Modelling from the Antique	1	1	2
Modelling Ornament	6	9	8
Monochrome	2	—	—
Painting from Still Life	43	36	33
Painting the Head from Life	7	4	4
Perspective Drawing	19	23	23
Principles of Ornament	16	14	22
<i>Special Courses :</i>			
Physical Culture, First Year	—	6	7
Physical Culture, Second Year	—	—	6
Drawing and Needlework	—	—	7
Drawing and Manual Training	—	—	5
Totals	6,187	6,112	7,146

The comparatively large increase of 1,034 over the preceding year is due to the secondary school junior certificate examination, for which 1,533 candidates were entered. Of these, 61 per cent. passed, a percentage corresponding closely with that of the junior certificate examination of the University of South Africa. At the departmental junior certificate examination, merit awards of £10 each were made to the eleven candidates in the first grade, who had obtained over 70 per cent. of the aggregate marks.

For the university junior certificate examination no less than 3,169 candidates were entered from schools in the Cape Province alone, as compared with 2,258 from the rest of South Africa, including Rhodesia and South-West Protectorate. The Cape Province had 1,949 passes out of a total of 3,387.

For the matriculation examination 1,414 candidates were entered from Cape Province schools as compared with 651 from the rest of South Africa, including Rhodesia and South-West Africa. Of the 125 candidates who obtained a first-class pass in this examination, 106 were from the Cape Province.

So far as the results of the public examinations can serve as a criterion, there is every reason therefore for satisfaction, provided those interested in the work of our schools do not set too much store by these results, but simply regard them as a general indication of progress achieved.

The divisional and special reports of inspectors, instructors and organisers appear as an appendix. They form most interesting reading, and provide much food for calm reflection on sundry topics of educational importance. It is hoped, that all interested in, or connected with, the work and administration of our schools—teachers, local authorities and legislators—will avail themselves of the opportunity of acquiring, at first hand, reliable information from responsible officers regarding such important matters as the staffing of schools, the erection of suitable school buildings, proper accommodation for teachers in rural areas, the *pros* and *cons* of centralisation, the premature introduction of secondary subjects into primary schools, the praiseworthy examples of local effort and initiative among pupils, parents and committees, and, last but not least, the dangers attending the policy of removing indigent pupils in large numbers from their native *veld* to uncongenial urban surroundings.

While on the subject of inspection, it should be stated that it has been the policy of the Department of late years to get into closer touch with the teachers and their associations, with committees, boards and other educational authorities, with a view to more sympathetic and harmonious working in matters connected with education. In many cases inspectors have also made a practice of attending, as far as possible, meetings of the local authorities for the purpose of giving first-hand information and advice in matters affecting educa-

tional policy and the working of the schools under their charge, and offering helpful suggestions regarding the carrying out of the ordinary duties of these bodies. Such meetings have proved not only beneficial to the inspectors, committees and boards concerned, but have also been the means of lightening the work and reducing the correspondence of the head office. The Department hopes that these consultations will become the rule rather than the exception—the more so now that inspectors have under their direct supervision all the schools—primary, secondary and high—in their circuits.

VI.—NON-EUROPEAN EDUCATION.

Coloured Education.

At the end of 1922 there were 48,309 coloured pupils in 426 schools under the Department. Of these, 3,675 pupils, in 17 schools, were under the supervision of school boards; almost all of the remainder were under the churches.

The 426 schools fall into the following groups:—

Training Schools	.. .. .	4
Primary Schools with secondary "tops"	.. .. .	2
Mission Primary Schools	.. .. .	399
Other Primary Schools	.. .. .	18
Part-time Schools	.. .. .	3

The four training schools are those at Zonnebloem (Cape Division) and Kimberley, under the Anglican Church; Salt River, under the Wesleyan Methodist Church; and Uitenhage, under the Congregational Church.

The two institutions affording combined primary and secondary education are the Trafalgar School, Cape Town, and the New Main Street School, Kimberley. These schools, which are styled "intermediate schools," are under the control of the respective school boards.

The majority of coloured school children receive only a shortened primary education in a mission school. As good work as possible is done under very difficult circumstances. Nearly all of the buildings have been designed primarily for church purposes; and the accommodation available is usually taxed to the utmost. Indeed, many of the schools are seriously overcrowded. In a Cape Town school the plan is being tried of a "double shift" for the greater part of the school day. The pupils are divided into two groups, and each group attends school for three hours a day only. For one hour the two sections are in school together, and during this period subjects such as singing and drill are taken. Had some such arrangement not been made, a large number of children would have had to go without education. The whole question of coloured education needs early and serious attention.

As was stated in my last report, a curriculum for coloured primary schools has been drawn up and published in the *Gazette* for discussion and criticism. So far, not many helpful suggestions for improvement have been received. The curriculum will soon be published in final form, and the schools will then, for the first time, have the advantage of a curriculum specially designed to meet the needs of the coloured people.

The number of teachers employed at the end of the year was 1,129. This number, divided into the total enrolment, works out at an average of about 43 pupils per teacher. Earlier in this report, reference has been made to the serious shortage of staff in European schools. When it is remembered

that the average number of pupils per teacher in these schools is about half of the corresponding figure in coloured schools, it will be agreed that the latter are in a sorry plight.

Additional funds are urgently needed for the development of coloured education, and especially for sick-leave facilities, additional teachers, new schools and improvement of salaries.

To put into effect sick-leave regulations for coloured teachers, a sum of £800 will be required immediately. Many cases of real hardship are constantly arising under the existing antiquated regulations, which were promulgated as far back as 1887. A teacher, with less than five years' service, at present may not receive any salary during absence, and other teachers may only receive the balance of their salary after the substitute has been paid. Leave regulations for holiday purposes are not asked for, but in bare justice something should be done for those teachers who, owing to illness, are unable to remain at work.

The minimum amount required for additional teachers is £8,000. Much more than this would be needed, if existing schools were staffed as they should be ; but, partly on account of the present financial depression and partly, too, because of the dearth of sufficiently qualified coloured teachers, it will be practically impossible to meet present requirements in this respect.

For new schools it is estimated that a sum of £4,500 would be immediately necessary. When times are admittedly so bad that thousands of white children cannot be given even a primary education, the prospects of improving the conditions of the coloured people are remote ; but the case is so urgent that it deserves the most careful and sympathetic consideration, especially if it is realised that, after all, it is wiser for the State to invest its money in schools than in prisons and reformatories.

It is fully recognised that the present lean time is most inopportune for asking for more money to increase the salaries of coloured teachers. Last year £10,000 was provided for this purpose, and existing anomalies were removed. To improve coloured teachers' salaries, however, a sum of £25,000 would be needed. The commencing salary of a coloured teacher is only £6 a month, and something should be done to ameliorate the present unsatisfactory condition of affairs.

All told, then, a sum amounting approximately to £40,000 is required for the purpose of immediately bringing about much-needed relief in the matter of coloured education.

Native Education.

There were 1,602 native schools under the Department at the end of 1922, with a staff of 3,353 teachers and an enrolment of 117,776 pupils.

In regard to native education there is little need for me to do more than refer to the full and interesting report of the Chief Inspector for Native Education, which is published as an

appendix. I desire to bear witness to the excellent work that Mr. Bennie has done, and is doing, for native education. His appointment to the chief inspectorship two years ago has been justified by the progress which has been achieved, largely through his instrumentality. Improvement is especially being effected in industrial work, a most desirable form of school activity for natives, although, inevitably, efforts in this matter are being seriously hampered for lack of funds.

Details of what has been accomplished in establishing this branch of primary school instruction, as well as in carrying out the new primary and teachers' courses in general, will be found in the report referred to. The policy indicated in the section dealing with interdenominational control has the Department's cordial support as a wise policy tending to economy of effort and increased efficiency.

I desire to emphasise the necessity of providing means for the long overdue addition to the salaries of native teachers, sick-leave facilities, and for carrying out the necessary developments and appointments. As in the case of European teachers, we are now finding no need for the services of scores of young natives who have been trained as teachers. Indeed, in the words of Inspector Houghton, "it is difficult to say where the hundreds of student-teachers who sat for their final qualifying examination this year are to find posts."

Under the provisions of the Financial Relations Fourth Extension Act, the Department will now have to look to the Union Government for the funds required to bring about a betterment of native teachers' salaries and conditions of service. For this purpose an advance of £60,000 has recently been made by the Department of Native Affairs, to be distributed among the four provinces of the Union. Needless to say, this amount is wholly inadequate to give the teachers a wage commensurate with their work and responsibilities. To pay native teachers in the Cape Province on the minimum of the scale suggested by the Native Affairs Commission would require the sum of £70,000 ; while to place their salaries on a satisfactory basis, it is computed that a sum of £135,000 would be needed.

The scale drafted by the Native Affairs Commission is far below the scales of pay for native clerks and interpreters in the Transkeian Territories ; under this scale, many a teacher would financially be in no better a position than an ordinary houseboy performing menial service in Cape Town. And yet teachers are required to go through a three years' course of preparation for their work ; and, as trainers of the young, their task is responsible, and demands skill and initiative. Early consideration of their case is all the more necessary because, as a class, the native teachers in this Province have borne the hardships of their condition with exemplary patience, which deserves to be recognised by a substantial measure of relief.

[C.P. 2—'23.]

VII. SCHOOL BUILDINGS AND EQUIPMENT.

Buildings completed during the year.

Some progress has been made with the erection of new buildings and with extensions to existing buildings. Great care is exercised in scrutinising all proposals for building operations, not only from the architectural point of view but also from the educational and hygienic point of view. The present needs are ascertained, and the prospects of growth of the school under consideration are painstakingly estimated so as to avoid, on the one hand, a too extravagant scheme and, on the other hand, a scheme which will be outgrown almost as soon as it reaches actuality.

The following new buildings or additions were completed during the year 1922 :

Division.	School.
Albany	Riebeeck East (Reconstruction).
Caledon	Hermanus (Additions).
Cape	Albert Road, Woodstock.
"	Ashley Street.
"	Rochester Road (Additions).
"	Wynberg Girls' High.
Carnarvon	Van Wijksvlei.
Clanwilliam	Citrusdal.
"	Zandberg.
Elliot	Elliot (Additions).
Ladismith	Van Wijkdorp (Additions).
Maclear	Maclear (Additions).
"	Ugie.
Molteno	Molteno Secondary (Additions).
Montagu	Girls' High.
Nieuwoudtville	Nieuwoudtville Secondary (Additions).
Oudtshoorn	Buffelsdrift.
"	Van Wijkskraal (Additions).
Paarl	Monte Bello Boarding (Reconstruction).
Springbok	Grootmist Boarding.
"	Soebatsfontein.
Stellenbosch	Girls' Hostel (Training).
"	Somerset West (Additions).
Uitenhage	Loerie River.
Victoria West	Vosburg.
Vryburg	Stella.
Wellington	Girls' High (Additions).
"	Hermon.
Wodehouse	Dordrecht (Additions).
Worcester	Botha's Halt (Purchase).

Experience goes to show how essential it is, in the interests of education and of sound administration, that the Department should not only be consulted in individual schemes, but should also be the main determining agency in the allocation of funds

provided for school buildings. The vast expanse of territory over which the Department exercises the necessary supervision, the varying needs of rural and urban areas, and the great divergences prevailing among various parts of the Province are all elements to be reckoned with in determining the order of urgency. This co-ordinating function the Department is pre-eminently qualified to discharge, as, by reason of its intimate knowledge of the educational needs of the Province, it is in the best position to adjudicate upon the comparative urgency of respective applications.

Want of Equipment.

As regards equipment, the effect of the present cry for economy has been felt chiefly in the secondary area. Many secondary and high schools have suffered through the Department's inability to incur expenditure on sorely-needed apparatus. The curriculum has in the past been unsparingly criticised as being too theoretical and adapted more to the needs of the exception than of the rule. It is highly unfortunate, therefore, that, when reform came at last, when greater flexibility was introduced and courses undominated by university requirements were instituted, the money was not forthcoming to make the new courses a success from the outset. "Bookish" education is cheap; "practical" education is dear. It costs far less to prepare a boy for entrance to the university than it does to give him an industrial, a commercial or an agricultural training of equal length. During the past year we have been forced to resort to some queer makeshifts. We have tried to train typists with no machines at all at first, and with an almost impossibly meagre supply afterwards; and we have striven to teach the elements of agriculture with a few kindergarten spades as the only implements.

Here it is convenient to chronicle the fact that 1922 saw the revocation of the system introduced two years ago, whereby all pupils in free primary schools and departments received free books and requisites without reference to their ability to pay. Now, those who can, must pay; the free supplies being given only to those not in a position to do so.

VIII. FINANCE.

Educational Expenditure.

In a sense, the whole of this report is one on educational finance, for in almost every chapter the money, or rather the lack of money, for educational purposes has had to be dwelt upon. If the report is to be a true record of the year's activities and difficulties, such references can hardly be avoided. During 1922 finance was the dominating factor, and education had to take second place.

Apportionment of Expenditure.

The expenditure on education during the financial year ended 31st March, 1922, was £2,450,629 5s. 4d., as against £2,003,566 19s. 10d. for the previous year. The following statement shows how these totals were made up:

	1920-1921.		1921-1922.	
	£	s. d.	£	s. d.
1. Head Office (Administration) (including Transport)	19,302	10 6	24,992	3 0
2. Inspection (including Transport)	49,928	16 10	52,106	14 11
3. Training of Teachers	133,795	12 7	147,785	6 7
4. Schools under School Boards (Grants-in-aid)	1,095,216	15 7	1,460,896	3 6
5. Schools not under School Boards	68,610	10 7	73,800	10 5
6. Schools under Missionary Control	241,607	11 10	296,624	5 10
7. Industrial Schools	30,607	2 11	32,291	1 9
8. Good Service Allowance	16,432	6 2	14,226	7 0
9. Pension Fund	—	—	—	—
10. Incidental Expenses	84,474	6 5	102,902	1 0
11. War Bonus	166,054	18 1	137,789	15 0
12. Indigent Boarding-Houses	97,536	8 4	107,214	16 4
	£2,003,566	19 10	£2,450,629	5 4

School Board Finance.

The following figures show the income and expenditure for the years 1920 and 1921:

	INCOME.	
	1920.	1921.
Government Contributions:		
(1) Grants	£705,413	£820,102
(2) Deficits	464,920	507,164
(3) Grants (Boarding-House)	—	17,851
Total Government Contributions	£1,170,333	£1,345,117
Local Contributions:		
(1) School Fees	£200,291	£149,900
(2) Sale of Books, etc.	13,325	4,463
(3) Other	6,572	9,607
(4) Rates	98	571
(5) Boarding Departments	114,176	121,670
Total Local Contributions	£334,462	£286,211
GRAND TOTAL	£1,504,795	£1,631,328

EXPENDITURE.

	1920.	1921.
(a) Administration:		
(1) Salaries of School Board Officers	£39,253	£41,799
(2) Other Expenses	16,424	28,640
Total Administration	£55,677	£70,439
(b) Schools:		
(1) Salaries of Teachers	£1,188,380	£1,344,621
(2) Other Expenses	224,625	250,541
Total Schools	£1,413,005	£1,595,162
(c) Boarding Departments	£149,320	£143,344
GRAND TOTAL EXPENDITURE	£1,618,002	£1,808,945

The principal item of expenditure, of course, is on teachers' salaries, which actually constituted 68.7 per cent. of the total expenditure. On European education, the actual expenditure was £2,217,691. Taking the European school population at 135,708, the average cost per European pupil at 31st March, 1922, was £16 6s. 10d., as compared with £2 9s. 0d. for the non-European pupil. Calculated on the above figures, the average cost per pupil to the State was £8 1s. 7d. An important and increasing item of expenditure is indigent boarding-houses, on which, for the calendar year 1922, the amount of £145,734 was expended; while £30,000 was provided for boarding and conveyance bursaries to pupils receiving secondary education.

Critics of educational finance are prone to make comparison between the cost of education in the Cape Province and, say, that of England, quite unmindful that educational work performed in a young country under pioneering conditions is bound to be more expensive, and that the population of England is fifty times as large as the European population of the Cape Province, while the area of the latter is five times as large as that of England. The combination of a small population and a large area always makes for expensiveness. A much fairer comparison would be between the Cape Province and the other provinces of the Union. Taking the whole question of expenditure per head on the basis of the European population, the amount for the Cape is £3 3s. 2d., for Natal £3 17s. 9d., for the Free State £4 6s. 5d., and for the Transvaal £4 19s. 0d., showing that there is a considerable margin in favour of the Cape Province.

Appended is a comparative statement showing the enrolments at 31st December, 1921; the estimated expenditure for 1922-23; and the average cost of education per pupil per annum in the four provinces.

	ENROLMENTS.			Total.
	European.	Coloured.	Native.	
Cape Province	135,708	47,368	110,519	293,595
Transvaal	121,172	4,052	29,489	154,713
Free State	45,046	20	16,214	61,280
Natal	24,465	11,878	36,602	72,945

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EXPENDITURE.

	European. £	Coloured. £	Native. £	Total. £
Cape Province ..	2,057,308*	158,215	237,770	2,453,293
Transvaal ..	2,643,108*	36,270†	45,285	2,724,663
Free State ..	814,700*	—	5,300	820,000
Natal ..	532,539*	43,168†	43,500	619,207

* Includes all general administration, etc., charges.

† Includes expenditure on education of Indians.

AVERAGE COST OF EDUCATION PER PUPIL PER ANNUM IN THE FOUR PROVINCES.

	European.	Coloured.	Native.
Cape Province ..	£15·16*	£3·34	£2·15
Transvaal ..	£21·81*	£8·95†	£1·54
Free State ..	£18·08*	—	£0·33
Natal ..	£21·77*	£3·67†	£1·19

* Includes all general administration, etc., charges.

† Includes expenditure on education of Indians.

IX. MISCELLANEOUS.

Language Provisions.

Attention is drawn to the report of the language inspector who, during the year under notice, visited, in addition to ordinary schools where his presence was specially required, also the training institutions, with a view to guiding and instructing students in training in regard to the practical application of the language provisions of the Ordinance. In this work Miss Elton ably assisted, more especially in connection with institutions attended mainly by pupils whose home language was English.

Several of the inspectors refer in their reports specially to the subject of Afrikaans, which may now be said to have superseded Nederlands as a subject and medium of instruction in most schools. Of special interest in this connection is the report of Inspector Hofmeyr on the experiment tried by him, with considerable success, in the schools of his circuit.

Steady work is also being done in the way of providing home-language instruction for minorities. It is surprising how much of this work requires to be done year after year. Under the stress of circumstances, some schools have never really applied the full language provisions until this year; but it is pleasing to note that obstacles and difficulties, which have hitherto proved insurmountable, have at last been cleared away.

It is not always the case that the institution of parallel classes for the minority of pupils settles the matter in a particular school. It is sometimes found that, after parallel classes have been established, the minority rapidly dwindles until special provision is no longer warranted. After the parallel classes have been discontinued, the minority begins to increase until parallel classes again seem to be justified, and their absence constitutes a grievance. This type of difficulty is of course found only in congested areas, where several large schools exist close to one another. In such a case the only effective remedy is to confine parallel classes for the minority to one of the schools, and to refuse to enrol the pupils forming the minority at any of the other schools. Such a plan does not seem to me to be in conflict with the law and, certainly, is educationally sound.

One sometimes hears the opinion expressed that, if all teachers were bi-lingual, difficulties in connection with medium of instruction would cease. This is not correct. If you place a teacher who is equally conversant with each language in charge of a standard III. class, having an enrolment of forty English-speaking and two Dutch-speaking pupils, it is impossible for the teacher to educate the forty mainly through the medium of English, and the two mainly through the medium of Dutch, without giving the latter an entirely disproportionate share of attention.

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In large primary schools or departments where the prevailing medium is English, there seems to be an increasing desire to appoint special teachers of Afrikaans as a subject. For this plan there is little to be said on the educational side; and it is certainly a very extravagant one. It involves a complete class-teaching staff and a special teacher of Afrikaans. The salary of this additional teacher is clear waste of money. The better plan is to ensure that some of the class teachers appointed are able to teach Afrikaans efficiently, and to exchange them when necessary with the teachers of other classes.

Indigent Boarding Houses.

This feature of our educational system is the subject of a special report from the Organising Commissioner. "What is to become of those pupils," asks Mr. van Wijk, "who have not passed standard VI., who have reached their sixteenth year, and who therefore must, in terms of the Ordinance, leave their boarding houses"? As a way out of the difficulty is suggested "the establishment of one large central industrial department with more than one trade for the pupils of this class."

Inspector Welsh rightly points out that "at present none of the pupils in these institutions are able, on completion of their primary education, to proceed to a course of industrial training. . . . So long as this continues, it is highly questionable whether any material results can be looked for in return for the heavy expenditure involved. A standard VI. certificate may be an asset, but in itself it cannot afford any youth the means of earning a decent livelihood."

The Administrator has taken power under the Ordinance to establish one-teacher industrial departments for the purpose of providing industrial education to the inmates of indigent boarding houses on the completion of the primary school course.

There are now 163 indigent boarding establishments dotted all over the Province. A sum of £145,734 11s. 8d. was expended this year on indigent boarding grants. About 7,000 indigent pupils are at present lodged in these institutions. At Montagu, Ugie and one or two other centres, one-teacher industrial departments have already been established. The question is whether the demand for apprentices is sufficiently large to absorb the number of school leavers. If not, what is to become of them? If it be borne in mind that these indigent pupils all hail from the land, one cannot help expressing surprise that, save for isolated and voluntary efforts made here and there, for example at Seodin, near Kuruman, and at Katkop, in the district of Calvinia, no agricultural industrial schools have been specially established for indigents, having regard to the fact that agriculture is the staple industry and mainstay of the country.

Worthy of note in this connection are the efforts of the Cradock School Board to establish an agricultural industrial school at Marlow, three miles from Cradock. This proposed school would accommodate 30 boys, who would be drawn from the indigent class; and the boys would be given practical instruction in agriculture, dairying, and practice in handling and caring for large and small stock. After a three years' course, which would include the above, and would also comprise such work as levelling of ground, fencing, irrigating, sowing, planting, reaping, shearing, etc., the boys would be in a position to take situations on farms, with profit to their employers and to themselves. The farm is owned by the Board, and is 25 morgen in extent. It consists of alluvial soil, which is capable of being irrigated, and water is available from the Fish River at a yearly rental of £1 per morgen. In addition, the Board has a lease of 35 morgen of the Rietfontein Outspan, adjoining Marlow, at a nominal rent of £1 per annum. Further, the Board rents from the Railway authorities the farm Driefontein, in extent 3,000 morgen. At present the Board owns 200 head of large stock and 1,100 head of small stock; and has, moreover, to its credit in the bank the sum of £5,000. From the experiment successfully tried at Kaalplaats Primary School, the Board believes that the necessary buildings, including a class-room, could be erected for, say, £3,000. That would leave a sum of £2,000, with which to pay for implements, fencing material, etc. The Board further believes that by levelling the ground and planting lucerne, the farm would be so remunerative as to defray, at least, the salaries of the manager and assistants. A conservative estimate of the return to be gained from lucerne is £1,250 per annum, while, by feeding stock, this sum could be increased. Especially would this be the case as long as Driefontein is available; but, even without it, Marlow is bound to be a paying proposition, and sufficiently large for the purpose. The Board has the cordial support of the Department in the furtherance of its laudable object to bring indigent lads "back to the land." For, while it is questionable whether, in offering trade instruction, there will be sufficient openings for indigent boys when trained, there can be no doubt that there will always be plenty of openings for boys trained and skilled in farming operations.

It is, perhaps, too late in the day to question the wisdom of the system whereby indigent boarding houses have been established almost exclusively in the villages and towns, instead of preponderantly on the land. There are to-day many thinking people of the opinion that this excessive concentration of country children in the towns is by no means an unqualified boon. They advocate a return to the old system by which a grant of £12 per annum per child was made towards the boarding of indigent children at country schools. It is pointed

out, with some force, that this system not only was less expensive to the State than the present one, under which the cost per child is doubled, but also had the advantage of educating the child in his native environment, instead of alienating him from the land and depriving him of daily contact with the varied activities of farm life.

Moreover, it cannot be gainsaid that, owing to the inflow, in large numbers, of rural indigent children, the town schools, in many cases, have become so congested that the Department is unable to cope with the numerous demands for additional buildings, increased staffing and improved status of schools.

There is yet another aspect of the question. In many parts, especially in the north-western districts of the Province, there is considerable feeling against the indigent boarding houses among the relatively large section of middle-class farmers who, while not being opulent, cannot be said to be indigent. By offering free grazing, water, and a measure of employment to poorer families of the *bijwoner* type, these farmers in bygone days easily gathered together the number of children required for the establishment of a school on the farm. Thus their own children were educationally provided for; and the children of the *bijwoner* and of the poor neighbour could also receive suitable instruction, while remaining in their natural surroundings where their boarding cost the State nothing. To-day, the poor whites, instead of *trekking* to the schools, are careful not to live within three miles' reach of them. They naturally prefer the State to have the care and expense of housing and feeding their children. There is real danger that the indigent boarding house system, noble in its conception and patriotic in its purpose, in many instances, is tending to become a pillow for indolence.

School Thrift Movement.

The national thrift campaign sprang into being directly from the economic conditions consequent on the Great War. There was need then, as there is need to-day, and ever will be, for scrupulous care in the handling of our private and public resources; and the thrift movement was initiated for the purpose of making that need more apparent to the citizens individually, and to communities as a whole. The success of the Union Loan Certificate Thrift Movement, despite covert opposition and overt discouragement, stands out as an eloquent testimony to what has been achieved in this connection. At the end of the year, the Union Loan Certificate Committee had issued no less than 4,242,626 certificates. This is all the more creditable in view of the retarding effects of the prevailing industrial and commercial depression.

Gratifying, indeed, is the measure of support given to the movement by a large number of schools in the Province. With a view to stimulating healthy competition among the

schools, the Central Committee, on which the Department is represented by Inspector Sinton, has made an earnest appeal to principals to establish savings associations. Already a comparatively large number of these associations exist, and in the open competition among the various school associations last year, the Jagger Thrift Cup was won by the Stikland Primary School, the Victoria Walk Primary School, Woodstock, and the Central Primary School, Port Elizabeth. Other institutions that gained high places in the competition were the Girls' High School, East London; Ceres Primary School; Peddie Secondary School; Arsenal Road Primary School, Simonstown; York Road Primary School, Wynberg; Anderdale Primary School; and Camps Bay Primary School. It will be observed that, on the whole, secondary and high schools are still conspicuous by their absence; but it is pleasing to note that the movement is spreading among primary pupils, many of whom will, in time to come, advance to higher grades of schools.

Thrift is one of the basic qualities making for good citizenship. The movement under reference deserves the fullest possible support, for it makes everyone, no matter how humble or poor, a direct shareholder in the public finances. It assures to the people as a whole the direction and control of the finances of the State. It affords an opportunity for wise investment; it discourages wild speculation by limiting the number of certificates purchasable by any individual to one thousand; it is national in the highest sense of the word, since it makes every citizen a useful factor in the life and activities of the nation. In short, Union Loan Certificates are, beyond doubt, the safest, the most prudent and, at the same time, the most patriotic of all existing investments.

Teachers' Registration Board.

Proposals have been made by the Union Government during the year for the establishment of a teachers' registration board. As there seems to be a considerable amount of misapprehension in regard to the Department's attitude on this matter, I welcome this opportunity of making the position clear.

The Department will favour the establishment of an advisory board to determine the respective status of the various teachers' certificates which from time to time come up for evaluation. Such a board would take account of all the teachers' certificates issued by the education departments and universities of South Africa, would assess their importance, and would place them in categories, somewhat on the lines laid down in section 211 of the Ordinance. The board would also indicate in what categories extra-Union certificates held by South African teachers fall; and it is in this direction, perhaps, that its most useful work would be done. The proper assessment of such certificates is often an exceedingly difficult matter.

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Each department has now to make its own inquiries and to come to its own conclusions ; and so is often doing over again work that has already been done satisfactorily by some other department.

Such a board would be an institution of real value. Its work would be mainly that of co-ordination ; and co-ordination of teachers' certificates is a work that is urgently needing to be done in the Union. Five education departments and four universities are issuing teachers' certificates ; and, if confusion is to be avoided, a body of the kind suggested is almost a necessity.

The board should not, however, have the power to stigmatise and treat as an uncertificated teacher any person to whom one of the education departments has already issued a certificate ; such a course would make confusion worse confounded. Nor should the board be empowered to compel (either directly or indirectly) any department to raise or to lower its standards of admission to the teaching profession. The departments are steadily striving to raise these standards ; but each department knows its own difficulties far better than any mixed assemblage of professors, teachers and officials.

Further, the board should not have the power to exclude from the schools any uncertificated teachers whose services may be required. There are many uncertificated teachers who have done, and are doing, good service ; there are isolated schools for which it is very difficult to secure certificated teachers. If uncertificated teachers are not freely employed as required, children must go without education. The Department has unceasingly striven to secure certificated teachers for the schools ; but to lay down hard-and-fast rules regarding the employment of uncertificated teachers is the surest way to kill education in a young country.

If these safeguards are provided, the Department can urge no criticism of the proposal to establish a register, other than that such a register would seem to involve the unnecessary expenditure of labour and money. But it is well to remember that there is very little warrant for the opinion one sometimes hears expressed, *i.e.*, that a Union teachers' register would raise the status of the teaching profession by bringing about a higher standard of qualification. The truth of the matter is that the keeping of a register has little, if any, effect on the supply of qualified teachers. An adequate supply depends upon a reasonable standard of entrance, reasonable scales of pay and conditions of service, and careful organisation of schools so as to make the best use of the staffs available. In some desperate way the Department struggled along until 1910 without a register of teachers ; the percentage which certificated teachers bore to the whole body of teachers rose from 45, in 1899, to 62, in 1910. In the succeeding period of eleven years (1910 to 1921), the percentage rose to 79 ;

and during the second period a teachers' register was kept. The similarity of the rises in the percentage shows how unrelated to each other are a teachers' register and teacher-supply, at any rate in the Cape Province.

Report of Committee on Agricultural Education.

Reference was made in last year's report to the Committee appointed by the Minister of Agriculture to consider and report on the subject of agricultural education throughout the Union. While much of the report falls outside the scope of those branches of education which have been specially assigned to the provinces, certain recommendations submitted by the Committee, over which I had the honour to preside, have a direct bearing on primary and secondary education and on the training of teachers.

The Union Government in the course of the year approached the Administration with a request for its views and recommendations, from the provincial standpoint, on those points dealt with by the Committee which fall immediately within its purview. The matter altogether is of so much moment to education that no apology need be made for reprinting the resolutions of the Committee in so far as they concern the aspects of the question already referred to. I propose giving in each case the exact terms of the recommendations, with the Department's views and comments thereon. The resolutions are numbered as in the report.

Recommendation 18.

"While agriculture as such cannot be taught in rural primary schools, the course followed in such schools should be brought into closer touch with the pupils' environment, especially through the medium of nature-study and, where possible, school gardens."

Steps have already been taken to carry out the principle affirmed in this resolution. The nature-study code prescribed for our schools is a very wide one, and the teacher can give as strong an agricultural bias to his nature-study course as he desires. A list of agricultural topics, suitable for inclusion in the nature-study lessons of the rural primary school, has been published in the GAZETTE. In most of our schools only one lesson a week, of about 45 minutes' duration, is devoted to nature-study ; but, in the GAZETTE, the Department has recommended that at least two hours per week be devoted to this subject in rural primary schools.

Furthermore, I have appointed a committee which will meet shortly in order to discuss the whole question of agricultural instruction in rural primary schools.

Recommendation 19.

"The course of training in the lowest grade of primary teachers' certificate should be framed so as to meet the [C.P. 2—'23.]

requirements of the single-teacher rural school: the student-teachers should be trained to handle a multiplicity of classes and topics of rural point and reference should bulk largely in the course."

The principle affirmed in this resolution has been followed by the Department for some time past. At certain of our training schools a feature is made of the single-teacher school, and the student-teachers are specially trained for work in the rural primary schools. There are serious difficulties in the way of the introduction of the elements of agriculture into the course followed by these teachers; these difficulties are, chiefly, the lack of qualified instructors in the subject, and the lack of time in an already full syllabus for the inclusion of agriculture. Something is being done, however, even in the face of these difficulties. I have detached the Inspector of Science from his work in the schools, and have instructed him to devote his whole time to the training schools and to spend a month at each of them in giving a concentrated course in nature-study with an agricultural bias.

Recommendation 20.

"As a minority of intending rural teachers (from whom will be recruited the principals of the larger rural primary schools) would probably be prepared to take a one-year or two-year course of training in agriculture, after obtaining the primary teachers' qualification, such courses should be established at the schools, or faculties, or both."

A one-year course for teachers who have obtained the primary teachers' certificate is being instituted this year at Grootfontein School of Agriculture. I have no means of estimating the measure of support this course will receive; but it is very doubtful whether, for the present at least, the demand will justify the establishment of more than this one course.

Recommendation 21.

"The Provincial Administrations should be requested to encourage these students to take such courses by offering them commencing salaries appreciably higher than those offered to teachers not so trained."

The salary scales are so framed that any teacher who spends a year extra in training starts at an appreciably higher salary than he would have done had he not taken this extra year's training. For example, a male teacher with the primary lower certificate will start at £135 per annum, whereas, if he takes the extra year's course to be established at Grootfontein, he will, on the successful completion of this extra year, commence at a salary of £180 per annum.

Recommendation 22.

"Short courses for teachers already holding posts in rural schools should be instituted, and teachers should be given facilities to attend these courses."

The short courses held during the winter vacations at the schools of agriculture are very popular, and are usually attended by numbers of teachers. The special teachers' course held at Grootfontein was well attended, and fulfilled a very useful function. Unfortunately, it is not the teacher from the small rural primary school that one usually finds at these courses, but the better qualified teacher from the larger urban schools. No special facilities are at present granted to teachers to encourage them to attend; the courses are held in the vacation, and the teachers must pay their own expenses. Here assistance from the Department towards the teachers' expenses would be useful.

Recommendation 23.

"While agriculture as such cannot be taught in secondary institutions designed for general education, courses which include one or two agricultural subjects should, whenever possible, be established in secondary and high schools."

In the new secondary school syllabus issued by the Department some two years ago, agricultural science, biology, gardening and elementary agriculture, and manual training were included as optional subjects. The course including these subjects was called the "Agricultural Course," and extended over two years (standards VII. and VIII.). Several schools asked to be allowed to commence the course, but permission had to be refused in most cases owing to the shortage of funds. Although equipment was refused, an agricultural course on the above lines was started at the Robertson Boys' High School, and much valuable work was done, despite the lack of official support. The work is still being continued, although the Department has been unable to supply the necessary gardening tools, let alone other requisities. Furthermore, the school has not even been allowed to utilise the proceeds accruing from the sale of the produce of the experimental plots, money with which it was hoped to purchase a little sorely needed equipment.

At the beginning of the third quarter of last year, the Inspector of Science proceeded to George under instructions from me to start an agricultural course at the George High School. When the course was started, the only equipment in hand consisted of nine spades, supplied to the school some years previously for the purpose of school gardening. Local support, together with a generous gift of 100 fruit trees from Messrs. H. E. V. Pickstone and Bro., and of seeds from Messrs. C. Starke & Co., made the establishment of the course possible.

[C.P. 2-'23.]

The pupils themselves cleared and fenced off a morgen of ground (portion of 14 morgen given by the Municipality), and planted the hundred fruit trees. Experimental plots were started with the seeds from Messrs. Starke & Co., and with fertilisers purchased by the principal from private funds. The Administrator visited George at the end of the term, and expressed sympathy with, and approval of, the work that was being done. He promised to do his best to supply the badly needed equipment, provided the school paid half the cost. A modest requisition for some £80 worth of material was drawn up, and the school raised the necessary £40 as its half share of the cost. But the Administration found itself unable to pay the other half. Consequently the school did not get its equipment, and the course is threatened with collapse.

These two cases are quoted to show how progress on the lines recommended in the above resolution has been absolutely impossible, owing to paralysing economies. If this much needed reform is to be carried into effect, we must expect applications for agricultural equipment from at least fifty secondary and high schools. Taking Robertson and George as a criterion, the initial equipment should cost about £120 per school on an average; therefore, the total cost of supplying equipment should be about £6,000. This does not include the cost of land; but for the present, at least, only such schools as have, or can obtain, sufficient land should be allowed to start the course, for the cost of purchasing land would be prohibitive.

Recommendation 24.

“At carefully selected centres there should be established special agricultural secondary schools. The course offered at such agricultural secondary schools should commence after the completion of the primary school course and should cover two years.”

There is no question that some schools of this special type are urgently required in the Province. They will serve a very useful purpose in providing for pupils for whom the schools of agriculture are too advanced. The only question, in my mind, is what is the best method of essaying the problem of the establishment of these schools. The recommendation, as contained in the report, clearly does not contemplate the development of existing secondary schools into agricultural secondary schools. In my judgment, the better plan would be to push on with the development of agricultural courses in existing secondary schools as proposed in connection with recommendation No. 23, and to allow the most suitable of these to develop the agricultural side, adding an agricultural subject and dropping an academic subject from year to year, until the character of the curriculum so changes that from being an institution for general education with an agricultural bias, the school becomes

an institution for agricultural education in which the pupils' general education is not neglected. Only a few schools should meanwhile be allowed to develop in this way; and the centres should be carefully selected so as to represent the varied conditions of the Province. By proceeding step by step in this matter, valuable experience would be gained, and dangerous experiments, which might quite conceivably bring agricultural education into disrepute, would be avoided. Further, the cost would be spread over a number of years, and thus become less burdensome. To make my meaning quite clear, we may take an imaginary example. Suppose a secondary school has the agricultural course of the departmental secondary school syllabus established, the subjects taken would include:

1. English.
2. Afrikaans.
3. (a) Arithmetic. (b) Book-keeping.
4. History or Geography.
5. Science (Biology and Physical Science).
6. (a) Manual Training. (b) Gardening and Elementary Agriculture.

After this course had been in successful operation for a year or longer, the school might be allowed to substitute, say, horticulture for one of the academic subjects. In the following year another agricultural subject might be substituted, and so on, until finally we should arrive at a school offering a course in the following subjects:

1. English.
2. Afrikaans.
3. (a) Arithmetic. (b) Book-keeping.
4. Agricultural Biology.
5. Field Husbandry.
6. Animal Husbandry.
7. Horticulture.

It is very difficult to estimate the cost of the establishment of such schools in the manner suggested; but it would possibly be in the region of £1,000 per school.

The total amount of expenditure involved in carrying out the above recommendations would be about £10,500, of which £5,500 would be a recurrent annual charge. This, it must be borne in mind, is the additional cost that would be incurred entirely on the three items dealt with in recommendations 22, 23 and 24. On other items expenditure would, as indicated, also be involved, but such expenditure would not be additional to what would be incurred in any case.

Provincial Finances Commission.

I think it will not be out of place to refer to the Commission appointed by the Union Government, towards the close of the year, for the purpose of inquiring into, and reporting on, the finances of the provinces with a view to possible economies.

The task imposed upon the Commission was, in many ways, an unenviable one, principally because of the great variations existing between the provinces. Foremost, there is the difficulty as regards population: Taking the census of 1921, the whole European population of the Union was 1,519,488, of whom in the Cape there resided 650,609 Europeans; in Natal, 126,838; in the Transvaal, 543,485; and in the Free State, 158,566. With regard to the natives, there were in the Union 4,697,813 natives, of whom the Cape had 1,640,462; Natal, 1,139,804; Transvaal, 1,495,869, and Orange Free State 421,978. The coloured population of the Union was 535,548, domiciled almost entirely in the Cape, where there were 484,252; Natal, 11,107; Transvaal, 22,291; Free State, 17,898. There were 165,731 Asiatics in the Union, of whom the Cape had 7,696; Natal, 141,649; Transvaal, 15,991; and Free State, 395.

The visit of the Provincial Finances Commission in December gave an opportunity to place before it the position of the Province in regard to educational finance. At the moment, our fate is in the lap of the Commission. Having regard to the fact that it was primarily appointed by the Government for the purpose of seeking and finding possible avenues of economy or—to use a familiar and more portentous phrase—“to pare the nails till the blood comes out,” little good can be expected from the report of the Commission which, at the time of writing, is still a sibylline book. One can only trust that as a result of the Commission's investigations, the present barriers to educational progress will speedily be removed.

The Commission will, however, have served a useful purpose if, in its quest of economy, it does no more than establish uniformity of standard, and equality of treatment, between the provinces on important points in regard to which, at present, the greatest disparity exists. As such, I venture to suggest the standardisation of teachers' salaries with a view to the evolution of a national scale of salaries throughout the Union; the conditions of leave and furlough for teachers; the settlement of the vexed question of local allowances to teachers; the principles on which loans and grants in aid, if any, should be made to students in training at provincial and university institutions; the determination of which branches of education should be free and which not; the fixing, for the whole of the Union, of a uniform scale of school fees in the event of education, or any branch of it, not being free; and last, but not least, with a view to establishing a greater measure of co-ordination, and preventing gap and overlap, the formulation of a clear line of policy and action between the provinces and the Union in technical and industrial education.

X. CONCLUSION.

If the picture portrayed above does not convincingly convey the impression that there is grave danger of education suffering a severe set-back owing to normal growth being stifled, nothing will. Summing up the situation depicted in the foregoing pages, the dismal facts remain that there are at the present moment some 220 applications for the establishment of new European schools, mostly in the rural areas, which cannot be considered owing to the absence of all funds for development. Over 130 requests for the appointment of additional teachers in existing European schools, mostly in the secondary area, cannot be granted for the same reason. In many European schools today the average number of pupils per teacher is over 50. In coloured and native schools the position—as the reports, particularly of the Chief Inspector for Native Education and of Inspectors Charles, Sinton and Watermeyer, show—is even worse. New school buildings and repairs to existing buildings are sadly in arrear. Both the headquarters staff and the field staff are numerically unequal to the ever-increasing volume of work, and the staff of medical inspectors and nurses is so deficient in numbers that the pupils in the rural areas and remote towns have, perforce, to be left unvisited. All this, and more, is happening at the very time when there is every prospect of unparalleled growth and development consequent on the reforms in the content of education, and when some 700 young teachers are about to enter the profession on the completion of their professional courses of training.

To me, as Head of the Department, nothing is more gratifying than the loyal support and unflinching devotion to duty, under most trying circumstances, of the members of my staff, both at headquarters and in the field. Without their unswerving support and unstinted co-operation, the task would have proved well-nigh impossible.

It is a duty, then, which I gladly perform, to bring to the notice of those, in whose hands rests the power to promote, the claim of those deserving officers whose advancement in the Service is long overdue.

MEMORANDUM FOR DROUGHT INVESTIGATION
COMMISSION REGARDING NATURE STUDY AND
AGRICULTURE IN SCHOOLS OF THE CAPE
PROVINCE.

The following notes have been drawn up in response to a request from the Drought Investigation Commission for information concerning nature study and agriculture in the schools of the Cape Province. The headings to each section are, in each case, quoted from the circular letter sent out by the Commission.

- (1) *Is the nature study code in our schools drawn up in the best possible manner to serve as a foundation of an agricultural education?*

The nature study code of the Cape Province was not intended to serve as a foundation of an agricultural education; the subject is taught mainly to train the children's powers of observation, and to arouse an intelligent interest in their environment. In the primary school course of the Province, the nature study syllabus is a very wide one, and is intended to provide an outline of subjects from which a selection may be made by the teachers. The course was designed to meet, as far as possible, the needs of both town and country schools in various regions of the Province. A teacher can, however, give as strong an agricultural bias to the course as he desires. Such topics as the following are included in the course:—

Standard I. :

Talks about domestic animals.
Germination of bean and mealie, including observations on growth.
Pictorial weather chart.

Standard II. :

Life history of locust.
Wild and tame animals of neighbourhood: their relationships with man.
Gardening implements, and their uses.
Vegetables.

Standard III. :

South African farm animals and their products.
Noxious weeds.
Soil erosion.

(N.B.—The Drought Investigation Commission is incorrect in the statement given on p. 15 of the Interim Report, that "to the Orange Free State goes the credit of having been the first to introduce the study of soil erosion to the school child,

and her sister province, Natal, followed suit a few years later; but the two larger provinces of the Union have as yet made no move in this laudable direction." The study of soil erosion has been included in the nature study course of the Cape Province for several years past.)

Standard IV. :

Studies of typical insects.
Studies of a flowering plant.
Slooting and its prevention.
Soil, and its constituents.
Farming routine: farm implements and their uses.

Standard V. :

Study of an insect pest.
Farm animals; breeds, care, food, etc.
Birds, useful and harmful to crops.
Seasonal study of a deciduous fruit tree.
Pruning, budding and grafting.
Further study of local weeds.
More detailed study of soils.
Agencies of denudation.
Irrigation.

Standard VI. :

Life history of a tick.
Ticks in relation to disease.
Further study of farm animals, with special attention to sickness and disease.
Poultry.
Ostriches.
Bees.
Different methods of soil cultivation.
Manures and fertilizers.
Further study of irrigation.
Meteorological charts.

- (2) *Do we have a sufficiency of elementary natural science in our primary schools?*

All schools are expected to devote one and a half hours per week to geography and nature study (combined) in standards I. and II., and two hours per week in standards III. to VI. In rural schools, however, the Department suggests that two hours per week be devoted to nature study in all classes: but this is optional and is left to the discretion of the teacher.

- (3) *Should we extend the agricultural plots at our schools, or does the time of vacations or other obstacles adversely affect the utility of such plots and render them of little value?*

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In the Cape Province, school gardening is officially encouraged but very few schools maintain a garden. The main obstacles are lack of enthusiasm and knowledge on the part of the teachers, lack of suitable ground attached to the schools, lack of equipment and lack of water.

- (4) *Is the time available too short to permit of an agricultural education sufficient for the future citizen? If so, should certain subjects now taught be removed from the syllabus, or should another year be added—i.e., the standard of compulsory education raised?*

The great majority of the pupils leave school after passing standard VI. and the time these children spend in school is all too short to permit even of a sound general education. The subjects included in the primary school course are all basic and fundamental, and not one of them could be omitted without serious detriment to the child. Consequently, the standard of compulsory education should be raised as soon as is practicable; if the leaving standard were raised to standard VIII., instead of standard VI., this would give two more years in which something could be done in the way of agricultural training.

- (5) *Is it to be recommended that every child in the Union up to standard VI. or VII. take the same agricultural course, irrespective of the profession he proposes to take up?*

Nothing can be done in the way of formal vocational training in the primary school. Teachers are expected to give the necessary bias to their nature study lessons that will bring the pupils into close and sympathetic touch with their environment; consequently topics of rural point and reference will bulk largely in the courses given in rural primary schools, but will find little place in urban schools. For this reason the nature study code is made as wide and elastic as possible.

- (6) *If the shortage of suitable teachers is a serious obstacle to the carrying out of a scheme of agricultural education in our primary schools, what can be done to remedy this defect immediately?*

This question has been very fully dealt with by the Committee on Agricultural Education, and valuable suggestions are put forward in its report. The Department is already taking steps to carry out the resolutions embodied in the report of the Committee.

- (7) *Would vacation courses and increased remuneration to qualifying teachers meet the case? Is there a danger that such a makeshift, stop-gap system will bring agricultural education into bad odour, or could one expect it to be successful considering the large proportion of teachers recruited from rural districts?*

This aspect of the question is also fully and ably dealt with by the Committee mentioned in paragraph 6 above.

- (8) *Is the teaching of agricultural subjects in secondary schools as necessary as in primary schools, or may it be assumed that after the highest compulsory standard has been passed, the pupil (or his guardian) may be allowed individual choice, and if he desires pass over to the agricultural schools?*

Effective teaching of agriculture can only be expected to commence in the secondary area of the school. In the Cape Province an agricultural course for standards VII. and VIII. has been instituted; this includes, in addition to English, Afrikaans, mathematics, and history or geography, a course in elementary biology, agricultural science, and manual training. This course has, so far, been taken up in a few schools only, and even in these it cannot be taught effectively owing to the lack of funds to buy the necessary equipment. Many other schools are, however, desirous of taking up the course as soon as qualified teachers and the funds for equipment are available. The schools of agriculture will only take pupils who have reached the junior certificate standard. Therefore the nature study course of the primary schools and the above-mentioned agricultural course constitute the sum total of the agricultural training any boy can receive as far as standard VIII. This is obviously inadequate, but no more can be done at present owing to the lack of teachers and of the funds necessary for development. The two schools of agriculture situated in the Cape Province cater for some 150 pupils; there were 137,581 European pupils on the roll of the schools in the Province at the close of the December quarter, 1922; these figures show that the schools of agriculture, excellent though their work be, cannot possibly meet the needs of the country; more must be done in the schools. Developments on the lines suggested by the Committee on Agricultural Education are urgently needed.

**REPORTS OF INSPECTORS AND DEPARTMENTAL
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INSPECTOR: MR. W. G. BENNIE, B.A.
CHIEF INSPECTOR FOR NATIVE EDUCATION.

The period covered by this report, the second year since the creation of the post of a chief inspector, has been, to those concerned with native education, one of absorbing interest, severe financial limitations and strenuous effort, but with a reasonable amount of gratifying success.

New Courses.—It will be remembered as the year in which were launched the new primary school course and the lower of the new courses of training for teachers. Unfortunately in the circumstances of the country the native primary higher and the infant school teachers' courses could not be begun. The courses initiated involved so much that was new, and the lack of funds was so acute, as to make the carrying out of the requirements a matter of considerable difficulty. In all branches of the work, those responsible were required to give much time and thought to finding ways and means for getting over, or sometimes round, the various obstacles that presented themselves. The zealous efforts of the Department's field officers, of school managers and of teachers, however, have made it possible to report substantial progress towards putting native education on a sound basis, in accordance with the recommendations of the Native Education Commission of 1919.

Policy.—Critics may point—and have pointed—to various directions in which they consider that more should have been attempted, or in which the accomplishment falls short of the ideal. But all practical educationalists will admit that it is sound policy in the first instance to attempt no more than there is a reasonable prospect of carrying out successfully, and that, in so large an organisation as the native education of this Province, progressive modification is better than violent change, especially when all developments proposed have to be carried out without increasing the total expenditure. They also know that great masses move slowly, and that complete accomplishment in a system, dealing with the education of 111,000 children, cannot be attained in a few months. During the year various newspapers devoted leading articles to native education, in some of which the Department was taken to task for not making more provision for industrial training. The interest which these articles evinced in the industrial education of the native was welcomed by the Department, in the hope that it might lead to greater interest on the part of the public, and possibly to more liberal provision for the needs of native education, of which the industrial type is by far the most expensive. At this stage of the country's progress there are probably few thoughtful men who will deny that the native is made a more useful citizen by receiving a suitable education. Nor does the native ask for it as for charity; he is prepared to bear his fair share of the burden. But he does ask for facilities to be provided, by which he may realise his legitimate aspirations towards civilisation. Money spent in assisting him to this is a sound investment, since there are few factors that will be more powerful in the general development of South Africa than the growth of a loyal and intelligent body of native citizens.

[C.P. 2—'23.]

SUPPLY OF SCHOOLS.

The classification and the number of schools in operation during the fourth quarter of 1922, as compared with the corresponding quarter of 1921, were as follows:—

	Number of Schools.							Total 1921.
	Train- ing.	Second- ary.	Prim- ary.	Even- ing.	Indus- trial.	Mis- sion.	Total.	
Province ..	6	1	1	3	5	530	546	549
Transkei ..	8	—	—	—	4	1,044	1,056	1,053
Total, 1922..	14	1	1	3	9	1,574	1,602	—
Total, 1921..	14	1	1	3	9	1,574	—	1,602
Increase ..	—	—	—	—	—	—	—	—

It is with great regret that one has to report no increase in the number of schools, especially at a time when the people are so increasingly anxious to give their children the benefits of education. There are throughout the Province a large number of schools for which aid cannot be given, and which are being supported by local effort. To appreciate what this means, one needs to know how impoverished the native population is at present. It is greatly to be hoped that the provision of funds to meet these needs will not be too long delayed.

Post-Primary Schools.—In addition to the need for many new mission schools, there is great need of additional provision for schools in which pupils may be educated beyond standard VI., in order to qualify themselves for the primary higher course of training, or for interpreterships and other similar posts. At present the only such school is at Lovedale, and this cannot take any more than it has. To meet this need it is proposed, as soon as funds for development can be obtained, to open at well distributed centres, in the first instance, a limited number of secondary schools going up to standard VIII.

NUMBER OF PUPILS.

The number of pupils enrolled in the several classes of native schools during the fourth quarter of 1922, with the total numbers for the corresponding quarter of 1921, are as follows:—

	Number of Pupils.							Total 1922.	Total 1921.
	Train- ing.	Se- cond- ary.	Prim- ary.	Even- ing.	Indus- trial.	Mis- sion.	Total.		
Province ..	836	116	294	142	181	39,324	40,893	39,988	
Transkei ..	886	—	—	—	71	69,926	70,883	70,540	
Total, 1922..	1,722	116	294	142	252	109,250	111,776	—	
Total, 1921..	1,828	96	266	177	262	107,899	—	110,528	
Increase ..	-106	20	28	-35	-10	1,351	1,248	—	

It is much to be regretted that owing to the lack of sufficient accommodation in many cases, and to insufficient staff in others, considerable numbers of children have been unable to gain admission to schools. This applies especially in towns. In addition to the numbers in aided schools, many children are attending schools for which Government aid cannot be given. The whole school-going population is therefore considerably larger than would appear from the statistics given.

During the year epidemics have not interfered with school attendance quite as much as in 1921, but there will always be a need for the children's services in the home or the field, or in the town to earn a little money by casual employment. Under these circumstances one cannot look for much higher average attendances than those disclosed by departmental statistics, viz., 78.7 in the Province proper, 80.1 in the Transkei, and 79.6 in the Province as a whole. The last is slightly in advance of the corresponding average for 1921.

ATTAINMENTS OF PUPILS.

The following table shows how the pupils presented for examination during 1922 were classified, the percentage for each class for 1921 being given for purposes of comparison.

Class.	Second- ary.	Prim- ary.	Even- ing.	Indus- trial.	Mis- sion.	Total.	Per- cent- age. 1922.	Per- cent- age. 1921.
A ..	—	64	68	—	41,905	42,037	43.0	42.7
B ..	—	35	30	—	14,796	14,861	15.3	15.4
I. ..	—	24	10	—	12,805	12,839	13.1	13.0
II. ..	—	25	7	1	9,732	9,765	10.0	9.9
III. ..	—	19	7	7	7,470	7,503	7.7	7.9
IV. ..	—	13	6	35	5,431	5,485	5.6	5.7
V. ..	—	32	3	55	2,966	3,056	3.1	3.2
VI. ..	27	27	—	91	1,712	1,857	1.9	1.9
VII. ..	48	—	—	—	38	86	.09	.1
VIII. ..	45	—	—	—	—	45	.05	.02
Pupil teachers	—	—	—	—	97	97	.1	.13
Unclassified	—	—	—	48	—	48	.05	.07
Total ..	120	239	131	237	96,952	97,679		

In this table students in training schools have not been included. There has been little change in standard of attainment. Unfortunately the proportion in sub-standard A has advanced instead of receding. The matter of securing better progress in this portion of the school is engaging serious attention, and inspectors have been asked to insist on better methods of instruction at this stage more particularly. Before teachers' qualifications can be substantially improved, provision must be made for a very much larger proportion than 5 in 10,000 to reach the stage of standard VIII.

TEACHERS.

At the end of the year 3,353 teachers were employed in the native schools of this Province; 2,481 were fully certificated and of the remainder a large proportion had passed the first or second [C.P. 2-'23.]

years of the pupil teachers' examination. The percentage of certificated teachers was 74.6 for the Ciskei, and 72.7 for the Transkei, the proportion of certificated men being considerably higher than the proportion of certificated women. The figures indicate a substantial advance on those for 1921, when the percentages were 69.3 for the Ciskei and 68.1 for the Transkei. The improvement would have been greater but for the fact that uncertificated teachers appointed before 1922 may not be removed from their posts save for misconduct or proved inefficiency. Appointments of uncertificated teachers made subsequent to 1921 are, except for a few specially exempted, approved only as temporary, and may be terminated at three months' notice, if a certificated successor is available. At present a considerable number of trained native men are unable to obtain teaching appointments, but as soon as the way opens out again, and it becomes possible to open new schools and make new appointments in existing schools, it should be possible to absorb all that are trained.

The percentage of male teachers in the Ciskei was 56.5, in the Transkei 58.7, and in the whole Province 58.0.

Teachers' Salaries.—The salaries of native teachers continue to be wholly inadequate. It was hoped that in the Financial Relations Bill of 1922 some provision might be made for their improvement, and it was a great disappointment to learn that the Government found itself unable to make this provision. The news was broken to the natives at the meeting of the Transkei General Council in May. The manner of its acceptance was a tribute to the patient loyalty of the people, for not only were a number of members themselves teachers or the parents of teachers, but the whole council knew that this would involve setting aside, for the purpose of continuing the 20 per cent. bonus to teachers, the large sum of £17,000 which was badly needed by the council for its own schemes of development. Full recognition should be made of the generous manner in which the Transkei General Council, the Western Pondoland General Council and the Eastern Pondoland Trust Fund for two years have come to the assistance of the Department, by paying this bonus to all native teachers within their respective areas.

At various meetings held with teachers during the year, the question of their inadequate salaries was naturally brought up, but they loyally accepted the position when it was put before them. Their whole behaviour in this matter during years of waiting, and especially during the last two years of hope deferred, should be recorded to the credit of the native teachers, and gives them a fair claim for the substantial increase of their salaries during this year, at whatever cost.

Staffing of Schools.—The growing demand for education among the natives, and the provision made for free education, have led to considerable increase in the enrolment of many schools. For nearly two years it has not been possible to sanction the appointment of additional teachers to such schools: The result is that many schools are greatly understaffed. The natural effect is that the teacher is discouraged by feeling that he is required to do more work than he can possibly overtake, and the children fail to receive proper attention.

Managers and Teachers.—The relations of managers and teachers have been affected to some extent by the Administration's assumption of all responsibility for teachers' salaries, and by the provisions of Ordinance No. 5 of 1921 (Consolidated Education Ordinance). Many teachers, however, have been under the impression that the Ordinance deprives the manager of control over his schools. On the other hand managers at times have misunderstood the enquiries which have to be made by the Department in respect of dismissals. In course of time it is hoped that these misunderstandings will be dissipated: that teachers will realise that recent legislation does not deprive the manager of his position as the employer of the teacher, and that managers will understand that enquiries instituted by the Department in cases of dismissal cast no reflection on them, but are necessitated by the fact that the Department must be able to justify its sanction to dismissals, in the same way as in the case of appointments.

TRAINING OF TEACHERS.

As already mentioned the first year of the new native primary teachers' lower course came into operation at the beginning of the year. Students of the second and third years in training schools naturally carried on the work of the old pupil teacher junior course, and the first final examination of the new course will not be held until 1924. Towards the end of the year arrangements were made with the authorities at Healdtown and Lovedale training schools for beginning the higher primary course in 1923 with their existing staffs, by reducing the number of students in the lower course.

The number of candidates who entered for the examinations at the end of the year from the fourteen native training schools of the Province and two approved centres, and of those who succeeded, are as follows:—

	N.P.L. I. Year	P.T.Jr. II. Year.	P.T.Jr. III. Year.	Total.
<i>Native Training Schools.</i>				
Number of Candidates ..	629	536	524	1,689
Number who succeeded ..	426	442	354	1,222
<i>Other Schools.</i>				
Number of Candidates ..	47	33	23	103
Number who succeeded ..	32	26	15	73

A number of native candidates in training at training schools designated as coloured, are not included in these numbers.

Native Primary Teachers' Lower Course.—The first year of the lower course is one of preparation for the professional training of the second and third years. The general education of many, especially of those who pass standard VI. in out-station schools, is so limited as to render them unable adequately to benefit by a course of professional training, and the first or preparatory year is designed as far as may be to remedy this defect. It embraces much that is fresh, and is intended in the first place to bring the student's education into close touch with his needs, and to make it in general much more practical than it has been. Special emphasis is laid on manual and industrial training, in which each student is expected ultimately to take three branches, viz., for boys: woodwork, gardening and native handwork; and for girls: needlework, domestic subjects and native handwork. In 1922, however, owing to lack of funds for the necessary additions to staff and equipment,

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only the first and third of these were made actual requirements for the examination. Training schools were urged, however, to take up gardening for boys and domestic subjects for girls as far as their means permitted. The response to this request was highly gratifying; gardening was taken in all training schools attended by boys—in some of them with conspicuous success—and wherever it was possible to arrange for systematic instruction to girls in domestic subjects, this was done.

At the final examination of the preparatory year the papers of many of the students showed a low standard of English. On this occasion regard has been had to the heavy work involved in beginning a new course of a different type from the old, but in future it will be necessary to require a higher standard of English for a pass, not only in this examination, but in the primary school course, where the foundation of a knowledge of the English language must be laid.

In order to encourage initiative and elasticity, principals of training schools are allowed to draw up and submit for approval their own detailed schemes for the teaching of physiology and hygiene, and of elementary science. The manner in which these subjects had been taught was tested by an oral examination on the occasion of my visit to the training schools, and at the close of the year each school conducted an internal examination, the results of which were sent in for moderation, together with the questions set and a representative number of scripts. The diversity of standard shown was such that the question of setting a more definite syllabus and an external written test was considered. In view of the representations made by certain of the teachers, however, it was decided to give the system another year's trial.

In certain of the training schools sound instruction had been given in the native language but in others this subject had been left too much to teachers from practising schools, who had not had sufficient training or experience in educational method to bring out its full value. It is most desirable that all teachers in training schools should have a working knowledge of the native language, and be able to teach it themselves, but until we have staffs thus qualified it will be necessary for principals to exercise a considerable amount of supervision over its teaching. More supervision and guidance should also be given to the students' private reading, for which a supply of suitable books in the native language should be provided in every training school library.

INSTRUCTION IN THE PRIMARY SCHOOLS.

The new primary course, published at the end of last year, was introduced into the schools as early in 1922 as possible. A beginning was made in many of the requirements without waiting for the annual inspection. Arithmetical test cards, in which the exercises set dealt largely with subjects familiar to the pupils, were prepared by inspectors of experience, moderated, and published, up to standard III., in English, Xosa, Sesuto and Sechuana. Beyond that standard it is held that the pupils should know sufficient English to understand arithmetical exercises simply stated.

Assistance for Teachers.—The need of a series of vacation courses to enable acting teachers to deal with the new course satisfactorily is urgently felt, but it has not been possible for the Department to undertake these, for lack of funds. In the beginning of 1922,

however, summer schools were organised by the authorities of the Emgwali and Lovedale training schools. These were largely attended, some coming at their own expense from places as remote as Pondoland. Inspector Houghton also carried through a successful course at Baziya during the Easter vacation. The result of these efforts was a quickening of enthusiasm for the new work, and much help in dealing with subjects that were new to the teachers. In addition to these courses, meetings of teachers were held by inspectors, at which the requirements and the best methods of dealing with them were explained and discussed. Miss Cogan was released from examining work during the first half of the year, for the purpose of giving instruction in Native handwork in the training schools, and in suitable centres where acting teachers should be assembled. Moreover teachers of experience were asked to prepare, for publication in the EDUCATION GAZETTE, simple articles on the best methods of teaching the subjects of the curriculum. These were then sent out for criticism and suggestions to others whose experience was likely to be helpful, and finally prepared for the GAZETTE. Six of these articles were published before the end of the year, viz., on hygiene and health in the school, and on the teaching of needlework, domestic subjects, singing, native language and woodwork. The rest are still in process of preparation or modification. When the series is complete it is hoped to re-issue it in book form.

English.—As indicated in an earlier paragraph, the standard of English in the primary schools as a whole will have to be raised considerably. This is probably the most difficult subject for the native teacher to teach. For years past the inspector of training schools and the principals of these schools have given much thought to finding the most effective methods of teaching English, and if teachers on taking up their work would follow the lines of their training conscientiously, great improvement would follow. Unfortunately many slip back into the old mechanical methods in which they were taught. Principals are repeatedly urged to see that conversational lessons on the direct method are given daily, and to put the sub-standard classes under the best assistants. The advice is often not welcomed, and is sometimes considered to be a fad of the inspector's, but where it has been insisted upon and carried out, the teachers have had to confess to a marvellous improvement.

Manual and Industrial Training.—As educationalists may well suppose, the organising of manual and industrial training has been attended with considerable difficulty. This is at no time a branch of education easily provided for, and at a time when no additional expenditure can be incurred, the difficulty is increased manifold. It was decided, however, to appeal to magistrates and other government officials, to school managers, and to the people through their headmen, to co-operate with the teachers in providing means for the training desired; and to the teachers to exercise their ingenuity and powers of initiative to devise methods for carrying out, as far as possible, the requirements of the course. Inspectors, instructors and instructresses were at all times ready with their advice. The response to the appeal was, on the whole, most gratifying.

Gardening.—As schools were generally built on ground specially selected for its dryness and general unsuitability for cultivation, the Native Affairs Department, on the advice of the Chief Magis-

trate of the Transkeian Territories, made it possible to secure, where necessary, pieces of arable land in the neighbourhood, and this facility was extended to the Native Reserves in the Ciskeian area. One of the conditions attached is that the ground is to be fenced, and here local effort has to be relied upon for the fencing of the ground. In some cases assistance was given by the people, and in others teachers were advised to set the pupils to work to put up a fence of sods and aloes. Gardening tools have been obtained in some cases by borrowing, and in others from funds raised by means of school entertainments. After the garden has become productive, it is possible to make good the deficiency of equipment by the sale of the produce.

Native Handwork.—In some quarters one found a reluctance to take up native handwork because of its association with the more primitive form of native life in this country, and, in the case of male teachers and students, because with the natives it is held to be women's work. This reluctance, however, disappeared when the educational and economic value of the work was pointed out. Suitable material of one kind or another is found in most parts of the country. In the towns and in the interior and dry portions of the Province, however, material is not readily obtainable without expense. Simple work in timber got from packing cases, and in tin, has been suggested, but even these require implements of some kind, which the Department has been unable to provide. Much good has been done by exhibiting specimens of work done in schools, and an exhibition of work sent by Inspector Houghton to the summer school at Lovedale and then to Cape Town, and another organised by Inspector Kreft at Bensonvale, served not only to show teachers and the public what could be done, but did something towards providing a market for completed work of approved quality. Much thought has been given to this question of the sale of work done. Since a subsidiary object of the inclusion of handwork in the school course is to provide pupils with some home industry by which they may help to implement the earnings of the family after they have left school, it is necessary that they should learn to produce work of a kind and quality that will find a market. As a step towards solving the problem, I accompanied the Treasurer of the Transkei General Council on a visit to parts of East Griqualand to investigate the home industries of the Basuto tribes living there, who have special skill in handicrafts, and to discover by what means such work could best be distributed for sale. Valuable information was received but the problem has not yet been satisfactorily solved. In the meantime arrangements have been made for the sale of handwork on a percentage basis in Cape Town, and it is hoped to make similar arrangements in other large towns.

Spinning.—On the trip referred to above we were struck by the work done by the Basuto in mohair and wool, with no other implement than their fingers and a wire or bone hook. The making of the yarn by means of the fingers, however, is slow, and yields an uneven yarn. The people were advised to purchase spinning wheels, which would do the work better and in a fraction of the time now taken. It was satisfactory to learn later that as a result of our visit one of the schools was getting a spinning wheel, in order that the children might spin locally produced mohair and wool into yarn for knitting and crocheting.

Domestic Subjects.—To provide training for the girls in cookery, laundry-work and housewifery very little could be done, beyond what was previously done in the institutions. In the first place few native women have had any systematic training in these subjects, and in the second, the subject requires a special room, some equipment, and material to work upon. The training schools in which there are girl students give such instruction as their facilities allow, and at two, viz., Lovedale and Tiger Kloof, where there are trained teachers of domestic subjects, it is hoped to provide a course for those who desire special training. When we have the necessary teachers, it is possible that a beginning may be made in a number of the large primary schools, even if the instruction has to be given in a large hut. The course drawn up by Miss Currey is simple and well adapted, and requires little in the way of equipment.

INDUSTRIAL SCHOOLS.

The attention being paid to the manual and industrial training of children in the primary schools should in time make itself felt in the general life of the people. At the same time the importance is realised of training a certain number of natives to be skilled tradesmen. The aim of the training is that these should not go out to work as journeyman workers under European contractors, but that they should establish themselves among their own people, working for them in businesses of their own. To take only the building and carpentry trades, it may be remarked that, since in many parts of the territories the people can now get building allotments, in place of the former communal tenure, there is some encouragement now to build roomed houses. One sees here a large field for the native tradesman. Then with the growing interest in improved methods of agriculture will increase the demand for better farm implements, and the repair of these and of wagons and carts, should provide work for native blacksmiths. In general, as the mass of the people rises, the need for tradesmen will increase, and conversely, having a supply of tradesmen of their own among them is bound to encourage the demand for articles of civilised life.

Unfortunately it has not been possible to extend the departmental support given to schools devoted to this branch of native education, which is realised to be of great importance in the uplifting of the people. Cordial recognition must therefore be given to institutions like Lourdes and St. Cuthbert's which do so much in this direction with very little financial help from the Department.

BUILDINGS, FURNITURE AND EQUIPMENT.

Under this heading there is little change to report, but special mention should be made of the action of the Chief Magistrate of the Transkei and the committee of the Eastern Pondoland Trust Fund, in making available a large loan from the fund for the purpose of carrying out a scheme of new buildings for the Emfundisweni training school.

Free Supply of Books.—During the year the Provincial Council passed an Ordinance providing that parents of children in primary schools should pay for their children's books, save in cases where the parents' circumstances were such as to make this a hardship. The decision in such cases is left by the Ordinance to the manager.

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At the Transkei missionary conference held in October, missionaries represented that they were not in a position to discriminate between parents who could pay without hardship, and those who could not. It is manifestly impossible for the manager of a large number of native schools to undertake such work. On the other hand the general state of the natives in the Transkei is at present one of extreme poverty. Stock and grain, where the people have these, fetch little money, and in many parts last year the crops were a failure and the people have to buy their food. The matter is one that should be dealt with in such a way as to enable free supplies to be made to native schools without requiring that the manager should institute an enquiry into the circumstances of individual parents.

In a large number of schools work is carried on with great difficulty owing to the inadequacy of the furniture and equipment, and substantially increased funds are required to supply pressing needs.

INTERDENOMINATIONAL CO-OPERATION.

The native schools of the Province are under missionary control, and it is to be hoped that this will continue for some time to come. But difficulty has arisen through a certain amount of undue competition and overlapping, as between one church and another. In the past it has often been the unpleasant duty of an inspector to adjudicate upon rival claims to government aid in a particular area. Moreover, in course of time, by reason of such denominational rivalry, several schools have been established where by joint action the work could be more economically and better done in one or two central schools. Whenever opportunity occurs, missionaries have been urged to join their forces, in committees representative of all the bodies concerned. In certain places, where this has been done, the results have fully justified what was claimed for the system. One regrets to have to report, however, that in several instances which came up during the year, where the amalgamation of existing schools would have conferred a boon on the community, one or other of the managers found himself unable to agree to such amalgamation, for reasons that were not convincing. The people themselves are, as a rule, anxious to further such schemes, for they realise the benefits that will follow from carrying them out. They realise that their children will be better taught if, say, five teachers engaged in two schools are brought into one school, so that each teacher may have one or two classes to teach instead of three or four. Efforts in the direction aimed at will not be relaxed, and I am convinced that when a few such schemes for joint action have been carried through in different parts of the country, the advantages will be so apparent as to overcome the opposition that prevails in certain quarters.

THE TRANSKEIAN INSPECTORATE.

The Transkei lost two inspectors during the year, Mr. N. Porter, who retired in October, and Mr. A. E. Hill, in December. Both had seen long years of service among the natives, and I desire to add my tribute to the successful work they did, often in remote and rugged areas and under circumstances of considerable physical hardship. The Transkei has also lost the services of Mr. R. J.

Baigrie and Mr. J. Chisholm, transferred to the Province proper. Both these inspectors had thrown themselves with enthusiasm into the carrying out of the new primary course. On the other hand in their new areas they will continue to have the supervision of important native centres and their services will not be lost to native education. Mr. W. H. Taylor was appointed to take Mr. Porter's place, and Messrs. G. H. Welsh, W. J. Barker and J. C. Ross to the three remaining vacancies. The assistance of these gentlemen in the uplift of the native people is cordially welcomed.

OUR PRESENT NEEDS.

In my last annual report a paragraph was devoted to future developments. These proposals all required additional funds, and since additional funds were not forthcoming there is little more to do than to state again those needs of native education that are most pressing.

1. First and foremost comes the improvement of teachers' salaries.

2. Linked with the above is the provision of pay for sick leave and the establishment of a pension scheme.

3. Provision should be made for sufficient teachers in existing schools, to ensure that no teacher shall have more pupils than he can deal with satisfactorily, and deserving schools which are at present being supported entirely by local funds should be taken over by the Department.

4. Facilities to enable intelligent pupils to carry their education beyond standard VI. should be provided. For this purpose at least five new secondary schools should be established at suitable centres.

5. There is great need for more teachers qualified to teach standards V. and VI., and for well trained infant school teachers. Facilities should be provided for the primary teacher's higher course to be taken at several additional schools besides those already referred to, viz., Healdtown and Lovedale, and for the infant school teachers' course to be taken at approved training schools.

6. An urgent need, without which the native primary teachers' course for women cannot be satisfactorily completed, is for training school teachers specially trained in domestic subjects, and for the necessary equipment.

7. While the progress made in native handwork under present circumstances is recognised, it is clear that this branch of the work will not obtain its full development until a special instructor, giving his whole time to investigation, instruction, the supply of material, organisation, and the sale of finished work can be appointed.

8. The content of the new primary course throws much additional work on the circuit inspector. Apart from this, natural development also has made the burden in certain circuits more than a man can carry satisfactorily. Two additional inspectors in the Transkei should be appointed, and if possible, an arrangement should be made to give relief to one or two inspectors who have large reserves in the Ciskei.

9. The whole system of our industrial schools should be revised, developed and extended. The cost of this would naturally be very considerable.

10. Vacation courses by which acting teachers can better qualify themselves for the primary course should be arranged for.

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GENERAL.

At the close of my last annual report I stated that in spite of difficulties caused by the financial circumstances of the country, there were many hopeful features for the future of native education. Although much that it was hoped to accomplish has not been attained, it is possible to say that the hopes expressed have been abundantly justified. The progress made is the result of the factors which were then referred to—the keen desire of a large and increasing body of the natives for the education and uplifting of the race, the evident keenness with which most of the primary teachers have taken up the new course, the enthusiasm and skill which staffs of training schools have brought to bear upon their work, the interest of missionary managers in all measures for the improvement of the people, and their co-operation in the schemes of the Department, and the unsparing efforts of the Department's field officers in stimulating and guiding educational effort in their respective areas. Reference has already been made to valuable assistance received from the chief magistrate of the Transkei and other officers of the Native Affairs Department. Much help and valuable suggestions of a constructive nature have been received from Colonel E. Muller, Chief Clerk to the Chief Magistrate. Officers of the Transkei General Council have also given valuable help; the Director of Agriculture and his assistants are always ready with advice on matters connected with school gardening. The financial assistance granted by the Transkeian and West Pondoland General Council, and the East Pondoland Trust Fund, in connection with teachers' salaries, has already been referred to.

From the foregoing report, it will be seen that the present position of native education is that, in spite of financial stringency, steps of far reaching importance have been taken during the year, and that the way has been prepared for further and greater steps to be taken. But we are reaching the limit of our present resources, and the realisation of the measures of development so urgently required must depend on funds to be provided by the Government. The situation demands that these be provided on a liberal scale.

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

TRAINING COLLEGES AND SCHOOLS.

From March to October, 1922, I was on vacation leave, this being the first period of furlough which I have had since my appointment in 1908. In consequence I was unable during 1922 to inspect all the training schools under my charge, a number of institutions were, however, visited by me, particularly in the 4th quarter. But the main requirements of the new courses, which were to come into operation in 1922, had been fully discussed by me with the training school authorities during 1921. This fact, combined with the generally sound organisation of the training schools and the ready help of my colleagues, made it possible for the work to proceed smoothly and efficiently during the short period of my absence. In this connection I desire particularly to thank Mr. W. G. Bennie, the Chief Inspector for Native Education, and Mr. J. F. Swanepoel, Language Inspector.

In these circumstances my report is somewhat briefer than usual, and relates rather to general developments than to details of the actual work in the training schools.

I. European Training Colleges and Schools.

There were, in 1922, four training colleges and nine training schools. In addition to the training colleges there were three training schools, Cradock, Graaff-Reinet and Kimberley, which prepared students for the primary teachers' higher certificate. The total number of students in training for the primary teachers' certificates, higher or lower, was 1,546, including 34 primary lower students who were being trained at the girls' high schools of Riversdale and Worcester. Of this total 211, or 13.6 per cent., took the course for the primary higher certificate; in 1921 the corresponding percentage was only 9.6. The percentage of male students was, in the higher certificate course, 14.2; in all courses combined, 14.1.

Quota of students to each training school.—Attention was drawn, in my report for 1921, to the unsatisfactory distribution of students among the training colleges and schools. In 1922 the enrolment of certain training schools was both beyond their capacity in regard to boarding accommodation and—what is more serious—out of proportion to the local facilities for practice teaching. On the other hand there were centres where hostels, erected at great cost, stood half empty. This problem is now being thoroughly investigated with a view to arriving at a satisfactory solution. At the same time the closely related question of practice facilities is being inquired into.

Staffing.—The difficulties encountered in securing assistants capable of giving effective instruction in methods of teaching do not diminish. Graduate teachers, trained for the secondary field, are often well qualified to give instruction to the students in cultural subjects and advanced work in language and other subjects. But they are ill gifted to guide young students in the details of methods of teaching appropriate to the primary school. Formerly this work was done, and done well, by teachers of the P.C. type. But the supply of these is for various reasons running low, and there is grave fear that, unless steps are taken in some way to provide teachers specially trained for this work, the efficiency of our student teachers' professional training may be adversely affected. A suggestion is here hazarded that secondary teachers who wish to undertake method work in training schools should be required to serve a year's apprenticeship in a selected departmental training college; during that year they would, under guidance, make a full and intensive study of primary school methods and their practical application in school. But, whatever solution is adopted, the difficulty indicated should be faced without delay.

Courses of Training.—The new or revised teachers' courses are being introduced step by step. In 1922 the first year of the primary lower course was brought into operation as well as the revised primary higher (final year) course. The working of these courses will be closely followed; so far they appear to give reasonable satisfaction. Time will show whether, in two years after the junior certificate stage, as efficient a type of teacher can be produced as in three years after passing standard VII.; if not,

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the course of training for the lower certificate might ultimately be increased to three years. But it would be unwise to introduce a fresh change hastily. In 1920 an avenue was opened by which students who obtained the primary lower certificate in the first grade or were specially recommended could proceed to a two-year course leading to the higher certificate. An important change introduced in 1922 is that by which training colleges are allowed themselves to organise a suitable first year course for such students. There is clearly room in this first year for valuable elements of general education as well as for some degree of specialised professional training.

In 1922 there were 47 students taking the infant school teachers' course and 12 taking the physical culture course. At Paarl Training College special courses in manual training and drawing were instituted.

General Progress.—During the year considerable attention was given in certain training schools to the problem of the one-teacher school. Attention is now being directed to the question how far the ideas underlying the "Dalton Plan" and other schemes of "supervised study" would be of practical value in this connection. The publication of a simplified primary school syllabus for one-teacher schools is warmly welcomed; this course will be kept specially in view in the training schools. The forthcoming Departmental handbook on methods of teaching, etc., in the primary school should be of great value to students in training as well as to acting teachers. A free copy should in my opinion be issued to each student in training.

II. Non-European Training Schools.

Native Training Schools.—There are 14 native training schools, the enrolment in which in 1922 was 1719, as compared with 1828 in 1921. In the first year of the course there were 636 students, as against 727 in 1921. This is the new first-year course, introduced in 1922, and is non-professional in character. It is expected that, after taking this "preparatory" year, in the examination for which a high standard is being demanded, the students will be much better fitted for the work of the two professional years which follow.

The new native primary higher course will come into operation—at two centres—in 1923. This is a very important development.

Coloured Training Schools.—In 1922 there were 4 coloured training schools with an enrolment of 323 students; in 1921 there were 317 students. It should be remarked that there is a considerable native element, specially at Kimberley, in the coloured training schools. The concentration of the training of coloured teachers entirely in training schools should be aimed at in the near future; as far as European and native training is concerned, the process is already practically complete. In 1922 coloured mission schools had no fewer than 179 students in training (89 first year, 46 second year, 44 third year).

In 1922 appeared a revised primary school course for coloured schools. There will follow the drafting of new courses of training for coloured teachers; and it should be possible to introduce these new courses in 1924. In the sphere of coloured education, as in the native, there is need for a higher as well as a lower type of primary school teacher and also for the training of special infant school teachers.

INSPECTOR : MR. J. F. SWANEPOEL, B.A., LANGUAGE INSPECTOR.

During the course of the year I visited a large number of high, secondary and primary schools. The ground covered comprises the whole of the north western and north eastern districts as well as a large portion of the eastern districts.

My plan of campaign was to discuss the principles underlying the teaching of the second language with the teachers individually and collectively. Wherever possible lessons were given to illustrate these principles.

My impression is that the direct method of teaching the second language is rapidly gaining ground, but there are still many schools in which formal grammar is regarded as the basis of all language teaching, and in which a great deal of valuable time is wasted over such subjects as parsing and dictation.

Training Schools.—I also visited all the European training institutions during the latter half of the year. In eight of these the English was also examined this year. A satisfactory feature of the work in these schools is the great improvement in Afrikaans, which has now completely ousted Nederlands. The standard of efficiency attained in English in some centres still leaves much to be desired.

Teachers.—Our supply of bilingual teachers is adequate to our needs but they are wrongly distributed. There is a strong tendency for those teachers who are well qualified in Afrikaans to drift into the Afrikaans-speaking centres and for those who are strong on the English side to drift into the English-speaking centres. It is therefore not uncommon to find a large school well staffed with teachers who are fully qualified to teach the first language but with nobody specially qualified to teach the second language. This uneconomic distribution is directly responsible for a great deal of the deadly mechanical "grind" into which the teaching of the second language often degenerates.

It is satisfactory to note that in a few centres the local authorities do everything in their power to secure the services of a "mixed staff."

INSPECTOR : DR. S. H. SKAIFE, M.A., M.Sc., Ph.D., SCIENCE INSPECTOR.

The past year has been one of continued disappointment, owing to the lack of funds for necessary equipment and development. Some of our secondary schools are entirely without equipment for the teaching of science, and others are inadequately equipped, yet requisitions from these schools have had to be persistently refused on account of the financial situation.

The publication of the valuable report of the committee on agricultural education early in the year stimulated interest in agricultural education on all sides, and several schools asked to be allowed to commence agricultural courses. Permission had to be refused in most cases owing to the expenses entailed, despite the fact that the lack of such courses in our rural secondary schools is probably the chief weakness in our educational system to-day. Although equipment was refused, an agricultural course was commenced at

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the Robertson Boys' High School, and much valuable work was done in spite of the discouraging lack of official support. The work is still being continued, although the Department has been unable to supply even the necessary gardening tools. Furthermore, the school was not even allowed to utilise the proceeds accruing from the sale of the produce of the experimental plots for the purpose of purchasing a little sorely-needed equipment.

At the beginning of the third quarter of the year the inspector of science proceeded to George, under instructions from the Superintendent-General of Education, to start an agricultural course at the George High School. The salary of a science master for a quarter was saved in this way, and it was hoped that a little money for the purchase of equipment would thus be rendered available. When the course was started the only equipment in hand consisted of nine spades, supplied to the school some years previously for the purpose of school gardening. Local support, together with a generous gift of fruit trees from Messrs. H. V. Pickstone and Bro., and of seeds from Messrs. C. Starke and Co., made the establishment of the course possible. The pupils themselves cleared and fenced off a morgen of ground (portion of fourteen morgen given by the George municipality) and planted a hundred fruit trees. Experimental plots were started with the seeds received from Messrs. Starke and Co. and with fertilizers purchased by the principal from private funds. The Administrator visited George at the end of the term and expressed sympathy with and approval of the work that was being done. He promised to do his best to supply the badly needed equipment, but unfortunately, later on, he found it impossible to do anything in the matter owing to the financial stringency. In consequence, the agricultural course at the George High School is threatened with collapse.

The above two cases are quoted in detail in order to show how progress has been absolutely impossible owing to unavoidable but paralysing economies. On all sides there are insistent and legitimate demands that increased facilities should be furnished for the establishment of agricultural courses in our rural secondary schools, but the Department, whilst fully sympathising with these demands, has been unable to grant the requests owing to the lack of funds.

The Departmental science syllabus, including biology and elementary physical science, has been taken up in many of our secondary and high schools during the year. At the Departmental junior certificate examination held in December, 1921, some eighty candidates offered themselves in this subject, whilst in the examination held in December 1922 last, there were eight hundred and nineteen candidates. The standard attained in the biology this year was considerably higher than that of last year and augurs well for the future. The introduction of biology into our schools has been long delayed, but it is now being fast taken up and cannot fail to exercise a beneficial influence in many directions. It is interesting to note that for the first time in the history of the matriculation examination in this country a candidate took biology in the last examination. It is an astonishing fact that in a country like South Africa, where biological problems are of such vast importance and loom so largely in the daily lives of the agricultural population, so little attention has been given to this subject in our schools in the past.

Comparatively little time could be spent in visiting primary schools during the year and, in those that were visited, the impression gained served only to confirm the previous year's impression, namely, that nature study is probably the worst taught subject in our primary schools. Once more it is necessary to repeat that this is not due to lack of ability or willingness on the part of the teachers, but to lack of the necessary training and knowledge. In order to remedy this as far as possible under the existing circumstances, a change of policy is to be inaugurated during the coming year. The inspector of science is to devote his whole time to the training institutions, spending a month at each in order to give courses in nature study (with an agricultural bias) to the students in training. Little can be done in the time available, but it is thought that this little will be better than nothing. At the same time a special course of one year's duration is to be established at the Grootfontein School of Agriculture for teachers who have taken the primary lower or primary higher teachers' course and who are willing to devote another year to specialised training. This course has been instituted in accordance with the recommendations of the committee on agricultural education mentioned above, and it now remains to be seen what support will be given to it by student teachers.

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

RELIEVING INSPECTOR.

The mode of life in the north-west is quite different from that of most other parts of the Province, and the system to be adopted in bringing the children of school-going age into school requires special treatment.

These districts are sparsely populated and the majority of the people are engaged in pastoral pursuits, while those who dwell along the river banks are engaged also in agriculture. For the most part they lead nomadic lives, trekking about after pasturage for their flocks, and consequently the attendance of the children at school is very intermittent. Those engaged in agriculture have a very precarious existence, as the rainfall in these parts is very slight and uncertain. In both cases the parents require the help of their children, as little or no native or coloured labour is available, and in many cases more value is placed on this help than on the advantages to be gained by giving their children a chance at school.

Distances between farms are also very great and where schools have been opened, these are generally for the farmer's own children, so that, when he treks, the school is closed down and his neighbour makes application for the transference of the school to his farm where the same round is followed, with the result that schools are being opened and transferred practically every quarter, and the children have no continuity of school life.

To put the compulsory clauses into effect in these areas is a very difficult matter, and when the Ordinance is enforced, the parent is usually quite pleased when his children reach the age limit of 16 years, irrespective of their low standard of attainment, so that he can make use of them in his work.

The schools that are opened are usually of the one-teacher type and, under the circumstances, the home life of the teacher

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cannot be otherwise than uncongenial. As most of the schools are far from the nearest station, the expense of reaching the railway during holiday times is so prohibitive that this largely accounts for the trekking spirit manifested by the teachers in these districts, and it is not unusual to find that schools have a change of teacher every quarter.

These are a few of the difficulties against educational progress in these out-of-the-way parts, and the problem resolves itself into how to get stability and permanency in educational matters. The only solution that I can arrive at is a system of centralisation, whereby the children of school-going age can be left in boarding-houses attached to the school, while the rest of the family is on trek, and the success of such a system will depend greatly on the funds available for transport and on boarding grants.

There are already several centres in operation where the schools are supported by indigent children, and their education up to the age limit is now assured. The indigent boarding school system has been in force only for a short period, and consequently the majority of the pupils have been brought into the schools at a very advanced age. As time goes on, this will automatically right itself, provided the compulsory clauses of the Ordinance are rigidly enforced; meanwhile these indigent boarding houses are doing an excellent work by giving this class of child the opportunity of attending school, and thus tending to raise the standard of education throughout the community.

The attendance at the town schools has received a great impetus since the establishment of indigent boarding houses, and in the districts under review the children of school-going age have been fairly well garnered in. It is, however, not altogether advisable to draft all the indigents into the towns, especially in these districts where distances are so great, first on economic grounds, and secondly, and this is the important reason, because the training of the children should be along practical lines to fit them more particularly for the economic needs of the district where later they have to earn their living.

As above stated the indigents are provided for, but there is a great number of children of what may be termed "middle class" parentage, who are still without education. These parents have property of their own, which is in most cases heavily bonded, and they are anxious enough to have their children educated, but have no educational facilities near at hand, and they cannot afford to pay for boarding away from home. To these parents the indigent grant does not apply, although they are as much in need of help as the parents of the indigents, and this class is really of more use to the State than the latter, as belonging to the sturdy yeoman type which is too proud to beg. Granting schools to these people does not meet the difficulty, owing to the reasons stated above, viz., trekking, etc., and such schools, when granted, must necessarily be small one-teacher schools. Experience has proved that the small one-teacher school is an expensive and inefficient system of education and a little consideration will make this apparent even to the uninitiated,—generally the number on the roll is from 8 to 12 pupils, and these are divided into 6 to 8 classes working up to the leaving standard of the primary school, viz., standard VI. The large number of classes handicaps the teacher to such an extent that the usual procedure is for him to confine his attention to the highest

classes, which get a smattering of the 3 R's before they leave school, and as a consequence the lower classes are neglected. These schools have to be stocked completely with blackboard, maps, etc,—in fact, with all the equipment of a large school,—and in my opinion, the upkeep of these schools is not worth the expense when compared with the resultant inefficiency. Where it is absolutely necessary to have one-teacher schools, they should not be allowed to proceed beyond standard IV.

The school boards in these districts are alive to the necessity of centralisation, as already they have established such schools at Paardekraal in the Nieuwoudtville district, Central Karroo, Diepdrift, Elandsvlei, Katkop, etc., in the Calvinia district, while the school boards of Williston and Fraserburg are also endeavouring to establish central schools at suitable centres in their districts, but want of funds at present prevents more schools of this type being established. It may, however, be pointed out that the expense would only be an initial one, which would be counterbalanced by the closing of the existing small schools and the much greater efficiency obtained.

Where the district is small and compact, with the district town fairly centrally situated, e.g., Fraserburg, centralisation could best be effected by concentrating on the town school, and the curriculum of such a school should be adapted to the economic needs of the district rather than along the usual lines of the town school course to matriculation.

The curriculum of the central rural school should have a more practical bias, and indeed the code for rural education should have a different aim from that for urban areas, as the country school child comes to school with quite different ideas and impressions from those of the town child, and no doubt, our present system of the same curriculum for both classes of school is responsible for a great deal of the influx of the country population into towns, as the system tends to prepare the child for town life rather than the life to which he should be accustomed in the country.

In the larger country schools that I have visited where boarding establishments are attached, the pupil's time after school could be more advantageously employed. There should be no necessity for much time being spent on home lessons, and, as a rule, the time spent after school is not mapped out unless for the hewing of wood and drawing of water. Having nothing definite to do is bad for the child and leads to slack habits being formed.

Agricultural courses should be a *sine qua non* in these schools, as, in addition to the educational advantages to be derived from this essential part of the rural school curriculum, the boarding establishments would be made largely self-supporting. It should be quite possible for enough grain to be sown, and vegetables to be planted, to supply the "house" with these commodities, and one or two cows might also be kept. The pupils would also feel more self-respect, if they knew that they were contributing to their own support. If necessary, the time given to the ordinary subjects might be curtailed to give more time to the practical side of education.

School Buildings.—All the town and village schools in the north-west districts are overcrowded and additional classrooms are urgently needed.

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Nieuwoudtville.—Three new classrooms have been added to the town school during the year. To complete the requirements, a woodwork room and a laboratory are necessary.

Calvinia.—A girls' hostel is urgently required. At present, there are 35 girls from the country, housed with private families in the town, and this number will be augmented in 1923; an extension to the existing boys' hostel is also urgently required. It will shortly be advisable to house the secondary department of the school in buildings separate from the primary school.

Brandvlei.—The village school is overcrowded, and the church hall is hired as an annexe for school purposes. At this centre a new indigent boarding house is in process of erection.

Loeriesfontein.—School building is sufficient for the present needs of the village, but the site is not very suitable. The school hostel is unsatisfactory.

Fraserburg.—A new classroom is being added. More use should be made of the hostel by pupils from the country.

Williston.—The town school is overcrowded and the church hall is hired for school purposes.

Staffing.—Most of the teachers in the town schools are certificated and the majority of the country schools are also now staffed by certificated teachers, except in the Williston district.

In the town schools, the lower classes have received a great influx of old children from the country since the indigent boarding-house system was instituted. Wherever possible, these older pupils up to standard II. should be placed under one teacher to be worked up in Dutch, English and Arithmetic so that, after a year's tuition, they may be promoted to classes more commensurate with their ages.

The holding of staff meetings after the inspection has proved very helpful.

The teachers in the country are usually young and fresh from the training colleges. They are generally full of enthusiasm but lack experience, and have no idea of how to keep the pupils in a school of 6 or 8 classes fully occupied and properly employed. This is part of their training which does not appear to receive the attention it should. Systems of grouping the classes for the various subjects are probably the best means of conducting these schools efficiently, and it would be of great benefit if short holiday courses were instituted in the towns, to demonstrate to these young teachers how the classes should be grouped.

Subjects of instruction.—The subjects specially requiring attention are writing, language, arithmetic, nature study and geography, and proper systems of grouping the classes would help considerably in improving the work.

Writing appears to be sadly neglected, and although the writing in the copybooks is usually supervised, this is for the most part done in a very perfunctory manner. The ordinary written exercises of the pupils are in most cases slovenly and careless. The habits of care inculcated, by insisting on neat and careful writing, are a valuable aid to the moral training of the child.

It is to be recommended that all the classes in country schools should be grouped together for the formal teaching of writing for two periods per week.

Language teaching.—Teachers require instruction in the best methods of introducing the second language which, in these districts, is English. Formal teaching in this language is usually begun too early and before the pupils have made sufficient progress on the conversational side. The teachers also do not make sufficient use of this language in the school. Where conversational lessons are given, the answers and sentences are very stilted, and it would be better to make sentences on a picture or object lesson, so as to form a continuous composition. Written compositions are too frequently given as tests, instead of being taught. Dictation is generally very good indeed, and this subject appears to be made somewhat of a fetish in the schools. Without detracting from the value of correct spelling, I am of opinion that too much time is devoted to the constant repetition of spelling words, and part of this time would be more advantageously spent in teaching some of the more valuable and important subjects.

Arithmetic is on the weak side and too much value is placed on the mechanical working out of sums on the rules learnt. Much more mental should be given, first to elucidate rules, and second, to promote speed and accuracy. Calculations bearing on the everyday life of the pupils should be much more frequently given, and the pupils should be encouraged to think out what the approximate answer should be, before working out examples. There is also a lamentable want of accuracy in working out the simplest sums.

Nature study is very seldom found on the timetable in the country school, and, when it is professed, has little living interest to the children. The lessons should be made of more practical value by following along the lines of the pursuits of the people in their ordinary vocations. This subject should also be closely correlated with the ordinary geography lesson.

History and Geography. In the town schools which prepare pupils for the departmental leaving certificate examinations, progressive schemes of work should be made out from the lowest classes to lead up to the syllabi for these examinations.

REPORTS OF CIRCUIT INSPECTORS, EXCLUDING TRANSKEI.

INSPECTOR: MR. J. ANDERS.

CIRCUIT: CALITZDORP, OUDTSHOORN.

During the year under review 111 schools were inspected. As from 1st October I was relieved of the work in the Prince Albert division. It will now, I trust, be possible for me to pay increased attention to the needs of the country schools.

In various directions progress is noticeable; it is a pleasure to be able to report that in several country schools the standard of efficiency is of an encouraging character. This is all the more gratifying when the difficulties with which many teachers are

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confronted are borne in mind. Amongst the difficulties are those of irregular attendance, lack of support, and total indifference on the part of some parents. While encouraging work is being done in some schools, the progress in others in similar circumstances is very limited. It is a truism that the enthusiastic teacher who keeps abreast of times, and by private reading and study adds to his store of knowledge, makes a success of his work. If that enthusiasm could increasingly be fostered, and if the incessant migration of teachers could cease, educational advance would be assured. That the state of education is mainly in its primary stages is evident from the following table showing the percentage of pupils in the secondary standards :

	1922.				1921.			
	VII.	VIII.	IX.	X.	VII.	VIII.	IX.	X.
Oudtshoorn ..	3·8	3·3	1·8	1	3·4	3·4	1	·9
Calitzdorp ..	2·1	2·1	·3	·4	2·1	1·2	·5	·5

The number of children in the two divisions who are mentally weak gives, I fear, rise to serious misgivings. Various reasons may be adduced for the backwardness of many of the children referred to. One, it would appear to me, is that connected with close blood relationship. One wishes that it were possible for the medical inspectors of schools to extend their useful activities to the country schools. The time has, I think, come when, in the interests of these unfortunate children to whom the ordinary primary school course is practically meaningless, special provision should be made. Poverty is another contributing factor. For the underfed children within the municipality of Oudtshoorn a good square meal is during term time provided by the child welfare society. Between 60 and 70 children are thus daily cared for.

It is a matter for regret that manual training for boys is confined solely to the secondary and high schools, and even there the work is done amidst difficulties. In the town of Oudtshoorn it has not yet been found possible to meet the urgent needs of the boys most in need of woodwork training. It is hoped that when funds again become available this defect will be remedied.

The needs for proper school accommodation at Van Wykskraal and Buffelsdrift have now been adequately met. Additional rooms are in the course of erection at Calitzdorp; otherwise the position as commented upon in the last annual report remains unchanged.

Non-European Schools.—The percentage of pupils in standard IV. and above is exceedingly small. Parents do not take full advantage of the facilities within their reach; promising pupils are often withdrawn. Yet it is surprising to see the really good work produced in some schools, and that in the face of overcrowded class rooms. The percentage of pupils in standards IV., V. and VI. in the Oudtshoorn division is 4·5. Most coloured parents send their children to school to acquire a knowledge of the English language. While many pupils make good progress, there can be no doubt that if they were to begin through the medium of Afrikaans they would progress more rapidly. In respect of this matter repeated recommendations are made, and where they are acted upon the result promises well for the future.

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

CIRCUIT: KINGWILLIAMSTOWN.

European Education.—The new training college at Kingwilliamstown is now well on the way to completion, as is also a small addition to the Frankfort Secondary School. This and some patching, which is only a small fraction of what is required to keep the existing schools in a satisfactory state of repair, constitute the sum of what has been accomplished in building during the year. The need of additional classroom accommodation for the Boys' High School and the Central Primary School, Kingwilliamstown, and for the Berlin Secondary School, and of additional boarding accommodation for the firstmentioned, becomes daily more urgent.

Little difficulty is experienced in filling vacancies for teachers of the lower primary classes, but it is exceedingly hard to find teachers with academic qualifications, or even without them, for the higher primary classes of large schools; and standards which some years ago would have been taught by a graduate pass every few months from one temporarily appointed T. 3 teacher to another. Qualified secondary assistants also are scarce; none could be got for any of the secondary schools of the circuit this year, but the high schools were more fortunate.

Improvement is wanted in the method of dealing with bad attenders. The teacher reports to the committee and the committee reports to the board, or should do so; but in a recent instance a backward pupil apparently in good health was withdrawn from school for a full quarter, and though the teacher twice brought the case to the notice of the committee that body took no action. The pupil, who could ill afford to do so, lost a quarter's schooling.

The standard of attainment is in most subjects satisfactory; in Afrikaans, which has now almost entirely displaced Nederlands, it is rising; in nature study it is somewhat low.

Native Education.—The number of satisfactory school buildings is very small. Owing to the poverty of the people it is difficult to get any improvements or even urgent repairs effected. Better houses are needed for native teachers, but it is not likely that they will ever obtain them till they show that they are neither unable nor ashamed to work with their own hands. Lessons on the construction of simple buildings might very well replace some of the lessons in woodwork, which pupil-teachers receive in the training schools and often fail to turn to account after they leave them.

The progress made by the pupils is surprising when one considers how unpunctual and irregular in attendance most of them are at all times except just before inspection. The form of hand-work most generally taught is rush-weaving, but rope-making from aloe fibres, stone-cutting, pottery and cookery are also attempted. School gardening is carried on in seven schools. Vacation courses conducted by competent instructors in these subjects are greatly needed.

Most schools are fairly liberally staffed though in one—the Higher Mission School, Kingwilliamstown—a single teacher was for a time attempting to teach eighty-three pupils in standards V. and VI.; he is still working unaided, but with fewer pupils.

Cupboards large enough for the storage of school requisites should be supplied to nearly all schools. If this were done, school

books could be made to last much longer than at present. Other furniture is also badly needed.

A fair salary scale for the teachers continues to be the most clamant want of native education.

INSPECTOR: MR. S. BOERSMA.

CIRCUIT: NAMAQUALAND, VAN RHYNSDORP.

In consequence of the financial depression and various other causes progress in this circuit has not been so marked as during the previous year. A few schools have been closed and the establishment of new schools had to be postponed from time to time for the reason mentioned above.

The new boarding houses at Soebatsfontein and Grootmist have been completed during the year. Through unavoidable causes it has not as yet been possible to make a beginning with the erection of a new school building at Springbok. At Bowesdorp building operations in connection with the new boarding house were commenced, but these were suspended at a later date, as the transfer of both school and boarding houses to the new "kerkplaats" is under consideration. In some places an improvement in the suitability of rented buildings was noticeable. Much can be done in this respect by refusing to consider applications for the establishment of new schools until a suitable schoolroom has been provided.

Instructions have been given to provide for a more rapid promotion of the older pupils in mission schools. In this way it is hoped to bring about a change in the existing unsatisfactory position, in which by far the majority of the pupils remain in the sub-standards for years, and only a relatively small number ever gets beyond that stage. It is a matter for regret that so little attention is paid to manual work in these schools.

The results of the instruction in the various subjects were generally more satisfactory in 1922 than in previous years. Some teachers, however, lose sight of the fact that regular and systematic instruction is well-nigh impossible without well-considered schemes of work. In the instruction in the second language too much value is placed on reading and recitation, with which a beginning is very often made at too early a stage, while too little attention is given to the oral and written expression of thoughts.

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

CIRCUIT: ALBANY, ALEXANDRIA, BATHURST.

During 1922 the principals of the Boys' High School, the Girls' Secondary School and the Elementary School retired from the posts, which they had filled with conspicuous zeal and success for many years. The community at large and the Department are their grateful debtors.

Buildings.—The Grahamstown board has obtained the consent of the Department to raising the Girls' Secondary School to the status of a high school. An additional classroom block for the girls and a boarding-house for the boys will be erected, and the present boys' boarding-house will be taken over by the girls. This step is felt to be in the true interests of both schools, and will give scope for

development. From time to time reports mention the deplorable state of certain hired schoolrooms. Children must not be condemned to years of purgatory in a nasty den that a few pounds would convert into a decent building. On the other hand it is a pleasure to visit schools which are well fenced and kept and have trees and flowers round them.

Staffing.—No excuse is needed for again referring to the evil of evils, the moth-like flitting of country teachers from school to school. So long as this continues, neither teachers nor pupils can be interested in their work or really happy. This evil is aggravated by the alarming number of teachers who suffer from chronic ill-health, partly the result, perhaps, of overwork during the secondary and training school stages and the neglect of health safeguards. A delicate girl-teacher is a burden to herself and to her pupils. In the eyes of competent judges health, energy and a good complexion are worth a score of "ologies" with delicacy of constitution.

Subjects of Instruction.—Progress is being made in Afrikaans by English-speaking pupils, but there is a dearth of interesting class-books. Many of the readers deal almost exclusively with the dull routine of everyday life, such as sowing, shearing, marketing, a sheep farm or the kraal, whereas all children love to be lifted a little above the earth they know so well. Poems learnt by heart should have literary merit; pupils should not be asked to recite pieces like "Hoogmoed" with the expressive, but hardly aesthetic line about the frog "Met al sy ingewande uit." One is sorry to find in some remote Dutch-speaking areas a real danger of children being allowed to leave school unilingual, not because they dislike English, but because it can be politely shelved when the actual lesson is over. Teachers should encourage pupils to converse as much as possible in the second official language. In the larger schools both languages are being carefully taught, and additions are being made to the libraries, without which language teaching is a mere shadow of reality. In country schools drawing, nature-study, drill and singing might easily be made more recreative in character to afford relief from close book work. History and geography are receiving proper attention, but it is difficult for young teachers to realise that much simple explanation and revision are necessary and that a tangle of biographies is not history.

General.—The late Mr. J. C. Krog of Alexandria left a large sum of money to benefit deserving and necessitous pupils within the division. This generous legacy will serve to supplement the secondary school bursaries. One hopes that in the near future every country child who passes standard VI. with credit will be able to proceed to a secondary school. In November, at Alexandria, an educational conference was held at which parents, teachers and others interested in schools exchanged views. The experiment was a great success and may be repeated. More provision for games is necessary at the Grahamstown Girls' Secondary School and at the Port Alfred and Riebeek East secondary schools. At all single-teacher schools a bat and ball, gardening and nature-study excursions can solve to some extent the problem of outdoor recreation.

Native and Coloured Schools.—The Higher Mission School Committee has bought the school buildings and hopes to get transferred to the school a large piece of adjacent ground for gardening and games. Additional accommodation is needed at the Grahamstown

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Wesleyan Mission School and at the Port Alfred Wesleyan Native School. A garden plot has been secured for the Alicedale Mission School, and all schools attempt gardening and weaving. The new syllabus is in force and is proving a success. During the year three teachers' meetings were held in Grahamstown at which various difficulties were discussed by the inspector and staffs. A word of thanks is due to the teachers for their loyal co-operation and patience under difficulties.

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

CIRCUIT: CAPE DIVISION NO. 1.

The school board was unable to do anything in 1922 to relieve the serious accommodation difficulties which exist in this circuit. The Cape Town Secondary School has qualified for high-school grading in 1923, but must still work in class-rooms taken from the West Cliff Primary School which, in consequence, is seriously overcrowded. The two high schools at Sea Point and the primary school at Three Anchor Bay all hire outside accommodation. The growing demand for secondary education, coupled with the lack of facilities for free primary education for boys in this area, will aggravate the position in the near future, unless some relief is forthcoming. In the other European schools the position is satisfactory.

The only new building opened in 1922 was a portion of the Ashley Street (Coloured) School which is intended ultimately to replace the Albertus Street building. This new provision has not relieved the serious overcrowding which exists in the board and mission schools. The school life of the coloured pupil is undoubtedly lengthening, so that the number of available places for new pupils is steadily decreasing. All the schools keep waiting lists and are constantly refusing new pupils. One large mission school in a crowded area has dealt with the problem by shortening the school day to three hours for the youngest group of pupils; about 100 additional pupils have been thus provided for.

Since 1920 the classification of pupils in the larger schools has been in the hands of the principals. The individual examination of standard VI. in 1922 afforded a means of testing the value of the change. Nearly 85 per cent. of the 670 pupils examined passed the test. This satisfactory result indicates a sound classification and efficient teaching and furnishes a justification of the change in the method of inspection. It is a striking fact that of the 570 pupils who passed the test, 498 (or nearly 75 per cent.) expressed their intention of entering on a secondary course. It has been frequently stated that pupils in urban areas pass out of the primary school when they are too young for satisfactory employment or apprenticeship. This contention was not borne out by an investigation of the position at the end of 1922. Only 70 standard VI. pupils in this circuit were leavers, and only four of these would be under 15 at the end of 1923.

A healthy spirit pervades the primary schools, and a steady improvement is noticeable in the quality of the teaching. In spite of the larger classes due to existing financial stringency, there is a growing tendency to make the pupil the unit instead of the class. One school has experimented with the Dalton plan for the teaching of history, geography and literature in standard VI. A careful

scrutiny of the work done and a few hours spent with the teacher and pupils in the class-room gave convincing proof of the value of the new method. Another school is steadily accumulating much valuable material for individual work in most subjects of the junior standards. This increase in self activity is changing the atmosphere of the class-room by effecting a right relationship between teacher and pupil.

The change from Nederlands to Afrikaans as a second language is now complete. No one in touch with the schools can doubt the wisdom of the change. The teachers are more competent to do the work on modern lines, and the pupils are more interested in the subject. It is now quite common to hear a lesson in Afrikaans in the lower standards without a word of English, and with the pupils readily responding. In a short time this steady improvement should be reflected in a lightening of the work of the language teachers in the secondary schools.

The Afrikaans medium school in Camp Street has now passed the experimental stage, and its enrolment warrants the employment of two teachers.

Throughout the year my work has been much lightened by the cordial and unstinted support accorded by the school board and the teachers.

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

CIRCUIT: BEDFORD, CRADOCK, SOMERSET EAST.

Accommodation and Enrolment.—In the urban areas no changes in the existing accommodation have been made during the year, and the enrolments of the high and secondary schools, though steadily increasing, do not as yet demand additional provision. In the primary schools of Cradock and Somerset East, however, there is congestion, and until funds are available it has been considered advisable to suggest that the primary departments of the secondary and high schools in these towns should afford relief, more especially by the transference, from the primary schools, of boys of and above standards III. and IV. In the rural area several grants have been made available for building and reconstruction of certain primary schools where congestion is imminent (as at Harlen and Klipfontein in Somerset East division). Centralisation and amalgamation of schools has practically reached the limit in all divisions of the circuit, and further steps in this direction are possible only by the building of new central schools. Many conveyance grants have been sanctioned during the year and all the indigent boarding houses are full.

In the mission schools of the circuit the accommodation is still very inadequate, and schemes of amalgamation have been mooted whereby accommodation, efficiency, and probably economy may be obtained. Managers, however, are opposed to denying to native and coloured children the privilege of attending school after passing six years of age, and the infant departments are crowded, very much to their detriment, at the present time with large numbers of immature children who attend irregularly. The staffing of these infant departments is therefore inadequate.

Equipment and Requisites.—The equipment and requisites required for the efficient teaching of certain subjects, such as history, geography, and nature study are in most schools rather meagre.

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Globes, physical maps, contour maps, birds' eye views, etc., historical atlases, pictures of other lands and peoples, thermometers, barometers, rain-gauges, and specimens of products and industries, books of reference, etc., are all desirable, and such aids to verbal instruction are entirely absent in most of the lower-grade schools in town or country.

Curriculum.—In native schools it may be some time before the new syllabus produces the desired effect of developing more intelligent interest than formerly in the various subjects of instruction, but it is safe to assert that enthusiasm has been imparted into several mission schools by the introduction of the mother tongue, of the simpler syllabuses, and of manual work. In many schools where such has been possible, steps have already been taken by the staffs to make a beginning with grass weaving, mat and basket making, and gardening, for which special supplies of equipment and tools are practically unnecessary. The second or official language in coloured and native schools is English, and efficiency in the use of this latter language need not recede with the introduction of the mother tongue.

In other schools the teaching of languages is slowly improving, and mother-tongue instruction has had a livening effect on the intelligence and reasoning of the pupils. In most Afrikaans-speaking schools there is great interest taken in the second language, but there are still a few English-speaking schools where the second language is very backward. Though the periods for language instruction are in most schools divided more or less equally between the two languages, at least in the upper standards, the instruction in the second language has too little of the direct method of oral and conversational practice. Unfortunately also in many schools the school library has too few books, especially in Afrikaans, suitable for the lower classes, and the love of reading is not developed early enough.

Such subjects as nature study, history, and geography are too often taught as mere feats of memory, without evoking a real and human interest in the pupil. Arithmetic is slowly becoming more practical in its bearing on daily environment, and there is improvement also in the attention to the value of mental work. Hygiene, physical culture, and games are systematically attended to in most schools.

General.—In the secondary departments of the circuit the difficulty mentioned in last report about the selection of candidates for the secondary courses from standard VI. of the primary schools is to some extent borne out by the fact that it seems to be increasingly evident that a large percentage of the pupils in standards VII. and VIII. cannot overtake the requirements in less than three years.

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

CIRCUIT: PORT ELIZABETH.

During the first three quarters of 1922 I acted as one of the two language inspectors, and in this capacity visited some fifty schools, the majority being secondary and high schools in country districts. As most of the pupils are Dutch-speaking, special attention was paid to the methods employed in teaching English. The centres where the second language is being taught with the greatest measure

of success are those in which the direct (conversational) method is systematically followed throughout the primary standards. Old traditions, however, die hard, and in too many schools a large share of the time available for language teaching is still being spent on daily dictation exercises, at the expense of oral practice and general reading.

In the English-speaking centres visited, Afrikaans has replaced Nederlands as a subject of instruction. The transition period is an awkward one, but on the whole satisfactory progress is being made.

The literature teaching in the secondary departments of certain schools reaches a commendably high standard in both languages.

At the beginning of the fourth quarter I was transferred to the newly formed circuit of Port Elizabeth. The existing school accommodation, both for European and for coloured pupils, is heavily taxed. The local school board has adopted a scheme for future development suggested by the Superintendent-General of Education during his visit to Port Elizabeth in July last. Another problem in this district is that of meeting the growing desire of the coloured and native peoples for post-primary education. Owing to the lack of funds, this question has to stand over for the present.

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

CIRCUIT: EAST LONDON, KOMGHA, STUTTERHEIM.

During the year there were no changes of area in my circuit, and the work followed almost exactly the same lines as in the previous year.

The chief and almost the only building erected during the year is the new East London High School which will shortly be occupied by standards VII. to X. of the existing boys' school, thus leaving the old building to house a primary school. When the whole scheme, which includes a boardinghouse and a residence for the principal, is completed, a noteworthy addition will have been made to the public buildings of the town. The additions that are needed to the Komgha Secondary School are not yet begun. There is no urgent need of additional buildings in any other part of the circuit.

In the larger town schools this year class inspection has replaced individual inspection to a large extent in the standards below the fifth, but there does not seem to be much enthusiasm among teachers for the change. Some of them apparently prefer to leave the responsibility for promotions to the inspector.

The flow of pupils from the primary schools to the secondary and high schools is increasing to a satisfactory extent; the enrolment in standards VII. to X. has been almost doubled in the last three years. But the supply of male secondary teachers is still insufficient to meet the demand.

The need of more boarding houses to accommodate this influx is very evident. What is specially needed is a boarding department in connection with the Girls' High School in East London. Many children from farms are at present boarding with relations in the towns for the purpose of obtaining secondary education.

One feature that calls for frequent remark in this circuit is the difference between the town children and the country children

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in what may be called their "teachability." The country pupils in too many cases are slow in grasping an idea and are particularly shy in framing answers to oral questions; in comparison with them the town children seem quite brilliant. One expects to find some difference in this respect but not as much as does actually exist, since this is not a remote and inaccessible part of the country. One explanation that is frequently given for this slowness is the use of the Kaffir language as a medium of thought, so that ideas have to be mentally translated before they can be expressed. I do not think that this is the whole explanation, since quite a number of country children do not know Kaffir; the lack of connection between school subjects and the free open-air life led by most children is largely responsible for the lack of interest. Country children need to be encouraged to find in books the stimulus which town children obtain from the varied scenes around them. The pupils who have passed standard VI. in a school on a farm would frequently be better for two years in standard VII. before going on further in the secondary course.

This circuit with its generally green aspect would seem ideal for school gardening and its related nature study, but the absence of means of irrigation in the dry winters and the long holidays in summer play havoc with the gardens. Nature study for various reasons is not as attractive as might be expected; many teachers are not interested in it and children are apt to think that they know more than their teachers about outdoor things. Perhaps the new generation of teachers, coming with a better scientific equipment from the training schools, will effect a change in this respect. Even the drawing of natural objects often betrays very limited powers of observation.

With regard to school-hours it is to be hoped that the remarks made by the medical inspectors in their last year's report will help to convince teachers and parents as to the fallacy of the advantages to be derived from having a one-session school day. One of the worst and at the same time most frequently heard arguments in favour of this practice is that the children are needed for work for their parents in the afternoon. Seeing that very nearly all the children in primary schools are under fifteen years of age this ought to be a reason for the teacher doing his best to prevent the exploitation of the child. In town schools and in others, where most of the pupils have not far to walk to school, there does not seem to be any valid reason why the school-day should not be divided into two sessions with an adequate break between them.

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

CIRCUIT : MAFEKING, VRYBURG.

At the Vryburg High School the question of accommodation is very acute, and the £4,000 recently granted for building additional class-rooms is not sufficient. The enrolment is now over 500, and, if the numbers continue to increase, the school will ultimately have to be split up into two separate schools. Secondary subjects are unfortunately again being taught in the primary department, which in practice means that almost every child coming into the high school after passing standard VI. at one of the country schools is doomed to two years in standard VII. A great deal of money

is being spent in the Vryburg district on indigent boarding grants and transport allowances to indigent children. In the town alone the annual expenditure on education is well over £12,000. What with drought, falling prices and locusts, the district has passed through three most disastrous years. The parent able to pay for schooling and boarding has almost ceased to exist, and efforts are being made to collect money to pay the fees of most of the children in the secondary department.

The Mafeking Secondary School has been making steady progress for the last three years, and promises to become a very successful school. The district, however, is dreadfully backward educationally; the poverty of the people, the long distances and the bad roads, the proximity of the Transvaal with its higher salaries, the absence of an adequate local allowance, all combine to make the position of the country schools almost hopeless.

The number of children not attending school is above the average, especially in the Mafeking district where, up to the present, there has been no indigent boarding house. The attendance, too, has been unduly irregular. The imposition of a few fines would do a lot of good, but both boards seem extremely reluctant to prosecute.

The articles on the primary curriculum published in the *Education Gazette* from time to time have been a great help to teachers, especially the articles on the one-teacher school and on the minimum requirements of the syllabus in the country primary school. Much more attention is being paid to the grouping of classes, the correct distribution of the work and the framing of proper schemes of work, than was formerly the case. A number of teachers unfortunately do not take the trouble to read these articles nor indeed any article on education. The number who go to school without proper previous preparation of the day's work is even greater.

Special efforts have been made during the year to improve the very low standard of attainment in the native schools. Special gatherings for teachers have been held, and addresses given on the new syllabus and on methods of teaching; but these schools are still in a most unsatisfactory state. Many are overcrowded and understaffed; the attendance is bad; there are excessive subdivisions of sub-standards with unnecessary loss of time; lack of co-operation between the various denominations is causing waste of effort; the reluctance of the teachers to teach the native language is keeping the younger children from proper mental development; committees practically do not exist; the parents are not sufficiently keen; and many of the teachers have not the necessary enthusiasm or backbone to tackle the new syllabus.

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

CIRCUIT : MALMESBURY, PAARL.

Language teaching.—At the beginning of the past year a circular was addressed to all the large schools in my circuit, drawing special attention to the bearing of language-teaching on all other work in the primary area and urging all teachers to make language-teaching a matter of special concern.

During the last four months of the year, 468 standard VI. pupils were subjected to a detailed examination in all essential subjects, but with particular attention to their language-work, the tests for [C.P. 2—'23.]

which were carefully prepared with a view to ascertaining the pupils' ability (1) to follow intelligently an oral explanation or description, (2) to reproduce orally and in writing, (3) to express their own thoughts and feelings and (4) to read and recite. The tests were graded A and B according as the language was first or second, and they were, as far as possible, identical for all pupils, and the exercises were corrected, revised and marked in collaboration with the class-teachers.

General results were very satisfactory and showed steady progress on sound lines. The more interesting details are here summarized for purposes of comparison with future standard VI. results, which should increasingly show the effect of the excellent language-work which is now being done in the lower standards of all these schools.

Summary.

The two languages taught are Afrikaans and English, and of the pupils examined 412 were Afrikaans-speaking and 56 English-speaking.

1. The highest class-average in 1st language ..	78%	} Diff. 36
The lowest class-average in 1st language ..	42%	
2. The highest class-average in 2nd language ..	54%	} Diff. 18
The lowest class-average in 2nd language ..	36%	
3. Total average obtained in 1st language ..	67%	} Diff. 20
Total average in 2nd language	47%	

4. The girls show greater efficiency in language than the boys, and their oral work is much better. Arranging all twelve schools in order of language merit we find the three girls' schools at the head of the list, a mixed school fourth and a good boys' school fifth, the difference between the first and the fifth being only 5 per cent.

This difference between boys and girls was very strikingly brought out in one of the mixed schools, which had exactly 16 boys and 16 girls in standard VI., and all local pupils. The girls averaged 60 per cent. in the 1st and 44 per cent. in the 2nd language, and the boys 32 and 25 respectively.

One is tempted to ask: are girls so much better linguists by nature at this stage? Are women also better linguists or are they more painstaking teachers than men? Are girls at home under better control than boys, or are they temperamentally more conscientious workers than boys?

5. In districts like Paarl and Malmesbury it is comparatively easy for an English-speaking child to become bilingual.

33 (or 58%) English-speaking pupils obtained at least 50 % in 2nd language.

91 (or 22%) Afrikaans-speaking pupils obtained at least 50% in 2nd language.

Of 34 pupils who obtained at least 75% in 2nd language, no less than 12 were English-speaking.

6. The gap between the two languages, which is not unreasonably wide when prevailing conditions are reckoned with, is likely to be reduced as soon as present improved methods of teaching a second language will have had time to produce results. The interesting question that is engaging the serious attention of all earnest teachers in the circuit is: What can we do to help our Afrikaans-speaking pupils to a better attainment in English?

Progress in the smaller schools is still retarded by frequent change of teachers, but in this respect, and also in regard to quality of work done, there are hopeful signs of improvement, and the effect of grouping in accordance with the modified syllabus for single-teacher schools will be watched with considerable interest.

With regard to mission schools progress has not been as satisfactory as was anticipated. Inadequate accommodation and staffing are serious obstacles. But incompetency and lack of real interest on the part of teachers are also serious causes of retardation. On the other hand, the good schools, though limited in number, are doing increasingly good work and their success is proof of what is possible of attainment with coloured children. At Paarl 30 pupils were examined for standard VI. and 19 passed a thorough test with credit.

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

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

1. The number of schools in this circuit amounts to 95.

In the districts of Hanover, Murraysburg and Richmond the number of country schools has steadily decreased, with the result that the enrolment in the town schools has shown a corresponding increase. Applications for new schools had to be refused owing to the financial stress. It is to be hoped that the financial position will improve in the near future, so as to make the establishment of new schools possible.

2. Additions to the present class-room accommodation are needed at Graaff-Reinet, Murraysburg and Aberdeen. New school-buildings are urgently needed at Adendorp.

The enrolment in coloured and native schools has increased considerably since the introduction of the system of free education and free books.

The majority of these schools are overcrowded.

3. The question of the accommodation for teachers in the district of Aberdeen deserves the special attention of the local school authorities. The lack of suitable boarding accommodation is no doubt one of the main causes of the constant change of teachers in that district.

No application for the establishment of a new school should be sanctioned by the board, unless it is convinced that the boarding arrangements are quite satisfactory.

4. Very satisfactory work has, on the whole, been done in the town schools and in several one-teacher schools.

The teachers have, in the main performed their duties with commendable zeal and energy. We still come across teachers who take up teaching for the sole purpose of earning a little pocket money, or who regard it as a stepping stone until something better turns up. This type of teacher is fortunately gradually disappearing.

It must again be pointed out that no teacher should appear before a class to give a lesson without previous preparation.

Conscientious work in a class-room is not all that is needed.

Conscientious home-preparation stimulates interest, improves the quality of the class-room work, and leads to success.

The large majority of teachers are, however, men and women who devote themselves whole-heartedly to their work.

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5. The language teaching in the town schools shows a decided improvement; this is no doubt due to the fact that much more time is now given to conversational practice.

Oral composition in the second language should take a more prominent place in schools, where one of the official languages is the sole medium of instruction.

Our aim should be to see that every pupil who has passed standard VI. should be able to express himself fairly satisfactorily in writing and in speech in both official languages.

In the one-teacher schools reading, recitation and dictation exercises receive the lion's share of the time allotted to language instruction. An earnest effort must be made to improve the speech of the pupils by *insisting* on correct speech (English and Afrikaans), and by grouping the classes as much as possible for all oral work.

A short daily exercise in oral practice in the second language is suggested.

Spelling is still treated in the majority of schools as a dictation exercise; very little attention is given to actual instruction by means of word- and sentence-building.

6. The language difficulty at Graaff-Reinet appears to have been satisfactorily solved by the establishment of an Afrikaans-medium school and of an English-medium school. These two schools have fully justified their existence.

7. I wish to thank my colleague, Inspector Craib, for co-operating with me in the inspection of the larger urban schools.

It was my first experience of such joint inspections. I am, however, convinced of the value of such joint visits and do hope that as regards the high schools and the larger secondary schools this will now become the rule.

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

CIRCUIT : BARKLY EAST, ELLIOT, MACLEAR, XALANGA.

Inspections.—Ninety-five inspections were held during the year and fifty informal visits were paid.

All the pupils were examined individually in all classes up to and including standard VII.

The individual examination of pupils in standard VII. is necessary in order to ascertain whether pupils in receipt of boarding bursaries should continue to receive the grant or not.

Buildings.—The additional class-rooms at Maclear and Elliot and the new school building at Ugie have been completed, and the accommodation at these centres is now ample.

At Barkly East, however, school is still being held in four different buildings in various parts of the town.

Extensions are also needed at the Cala town school, which has lately been raised to the secondary grade.

Centralisation.—Two native mission schools at Cala have been amalgamated.

An important scheme of amalgamation in the Elliot division to embrace five schools has, owing to local opposition, been temporarily abandoned. One can only hope that the parents concerned will realise, before it is too late the advantages obtained by the amalgamation of small one-teacher schools.

General.—The general level of attainment was, undoubtedly, higher than that in the previous year. Composition, however, is still the weakest subject. With few exceptions Afrikaans has now taken the place of Nederlands in the schools in this circuit, and with good results.

There is, however, a tendency to neglect the second language; not, perhaps, wilfully. Teachers should make more use of the second language as medium, and the aim to be kept in view should be the creation of future citizens who will, in every way, be of greater use to the State, on account of their bilingualism.

In many native schools in this area progress has been somewhat hampered by the want of books. This is, however, being gradually remedied.

INSPECTOR : MR. H. H. G. KREFT, B.A.

CIRCUIT : ALBERT, ALIWAL NORTH, HERSCHEL.

The financial stringency has overshadowed everything during the year under review. It was not always realised that the Department was not to blame for this unfortunate state of affairs, and this made matters unpleasant at times.

One result of this lack of funds is particularly regrettable. It has tended to make the centralisation of country schools unpopular. The establishing and re-opening of schools being out of the question, the country people were forced to centralise. This effect in itself was good, and on the whole the people made the sacrifices necessary to send their children some distance to a central school willingly. When, however, these schools became overcrowded, and there were no funds to make provision for the increased numbers, the people were inclined to blame centralisation, the very principle for which they had been advised to send their children to a central school.

In the course of the past year the Burghersdorp school was raised to high school grade. The whole school of about 600 pupils, accommodated in three different parts of the town, was found to be beyond the control of one principal, and so the school was divided into two—an elementary school working up to standard II., and a high school working from standard III. to standard X. This arrangement has worked so well that it provides a strong argument in favour of establishing separate elementary or kindergarden schools.

A new high school building is now being completed, and will be occupied at the beginning of 1923.

Last year the main subject of my report was the general attitude in schools towards the teaching of language. It was pointed out that, in contrast with former years, not enough importance was attached to accuracy and facility in the use of language. It is regretted that no improvement can be recorded in this respect, and that it should be found necessary to refer to the matter more pointedly this year:—

1. There are not a few teachers who are trying to teach Afrikaans, and who have nothing more than a superficial conversational knowledge of the language. They have not studied the language and are not able to help their pupils over the many difficulties presented by such a young language as Afrikaans. Among these difficulties may be mentioned local dialectic differences and misspellings in the older reading and library books.

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2. There are other teachers who, as students, were not strong in one or other of the official languages, and who are now not sufficiently concerned to gain that conversational practice, and do that amount of reading, which are essential if one wishes to become, and remain, proficient in a language.

3. There are many teachers in native and coloured schools trying to teach the home languages of the pupils, although they themselves have but a smattering of the language. Whilst there are no funds for vacation courses, and whilst it is impossible for most of these teachers to return to training schools, they must be prepared to do what many of their colleagues are doing to-day, viz., to prepare themselves for all new requirements in their work by private study.

In this connection it is particularly pleasing to draw attention to some teachers who took time by the forelock in preparing themselves for the new requirements in language teaching, and who are now giving lectures and classes to their colleagues, in many cases without making any charge. A few such enthusiastic teachers in each town and district will soon help to improve the present state of affairs, which must be regarded as unfortunate.

INSPECTOR : DR. T. LOGIE, M.A., PH.D.

CIRCUIT : CATHCART, QUEENSTOWN, STERKSTROOM,
STOCKENSTROM.

All schools in the circuit have been inspected during the year with the exception of four, which it was impossible to reach owing to flooded rivers during the latter part of the fourth quarter. During the year many informal visits have been paid and it was found that the attendance on these occasions was very high in the European schools, and that the attendance in the native schools shows constant improvement. Few irregularities were found on the occasion of these visits.

The teaching staff in European schools is generally adequate, but great difficulty is still experienced in securing properly qualified male teachers for secondary positions in schools. Owing to the large increase in the numbers in native schools the number of teachers on the staff of many of them is quite inadequate. This is especially so in the lower classes. In one school there were 180 on the roll and there were only two teachers. It is impossible to report much progress in putting into operation the new curriculum for native schools. The native mind works very slowly and teachers trained under the old curriculum are ill-equipped for putting a new and more extended one into operation.

In material things connected with education the greatest need is a complete revision in our method of building school buildings. If adequate supervision were exercised it should not be necessary to spend large sums of money on repairs within two or three years after a new building has been completed. A building was completed in Queenstown involving a very large expenditure. The work was passed by all connected with the supervision of the construction, including an official of the Department of Public Works. In less than six months afterwards water was leaking into almost every room. A mere casual glance shows that the tiles were not properly laid. Another building in the same town, completed less than

five years ago, is also in need of extensive repairs. Tenders were called for repairs to a school building in Balfour, completed about four years ago, and the amount of the tender was a very considerable sum. Very large sums of money have been wasted either because of the use of poor material, poor workmanship, or lax supervision.

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

CIRCUIT : JANSENVILLE, PRINCE ALBERT,
WILLOWMORE.

At the beginning of the fourth quarter Prince Albert was substituted for Steytlerville; but as all the schools in the latter division and only the high school of the former were inspected by me, the following report treats of the work in the circuit as constituted prior to the readjustment.

Despite the handicaps imposed by financial restrictions it is pleasing to be able to report that real progress has been made during the past year. This becomes the more evident when the results are reviewed and summarised. Definite improvement was the most marked in regard to the following matters:—

1. An almost entire elimination of the monotony in speech so common a year ago.
2. Better phrasing and voice modulation, and clearer articulation in reading.
3. More memorisation and expression and better comprehension of the recitation passages.
4. More accuracy in Afrikaans spelling.
5. Paragraphed compositions are now the rule and no longer the exception.
6. Neater and more carefully supervised exercise-books.
7. Teachers' record books are now in use throughout the circuit, and are generally kept very satisfactorily.

The improvements can, to some extent, be accounted for by the fact that the number of uncertificated teachers in the circuit has been reduced from 24.5 per cent. to 13.8 per cent.; and that fewer teachers have failed to remain at the same post for a complete year. Only in the case of nineteen schools was it found that no apparent progress had been made. Of these three have already been closed, five have not been able to retain a teacher for a complete year, and four still have uncertificated teachers in charge of them. In regard to the remaining seven, the only explanation is an apparent lack of whole-hearted devotion to duty or ineffective teaching, or both.

Centralisation of education has received, and is receiving, very careful consideration, and a good deal has been accomplished. During the course of the year eleven country schools were closed, two prior to and nine subsequent to the annual inspection; and at the end of the third quarter the Union Memorial primary and the secondary school at Steytlerville were amalgamated.

The rapid increase in enrolment at the high schools is making the matter of accommodation a difficult problem. Even when limiting the work in the coloured schools to standard IV, the accommodation remains inadequate, with the result that the senior and junior departments of such schools have to be housed apart.

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With the exception of one or two schools, where quite a number of the pupils write equally good compositions in both the official languages, the second language is still much weaker than it ought to be, after every allowance has been made for adverse local circumstances. Where, however, the teacher is determined that—in the best interests of the children—they shall have a satisfactory working knowledge of both the languages by the time the primary course is completed, and where the methods recommended are employed, the future can be viewed with hope.

A word of praise is due to those teachers who have acted on suggestions offered, and to those who have endured discomfort for the sake of the children whose future welfare they have at heart.

INSPECTOR: DR. T. W. REIN, M.A., Ph.D.

CIRCUIT: FORT BEAUFORT, PEDDIE, VICTORIA EAST.

The past year has been one of stagnation, if not of actual retrogression. Owing to the prevailing financial stringency it has not been possible to open new schools, nor to reopen old schools which for some reason or other had been temporarily closed. This drastic measure has been applied in an equal degree to white schools as well as to native schools. For the same reason it has not been possible to appoint additional teachers, even where the schools were seriously understaffed. There have also been occasions when requisitions for additional desks and furniture had to be turned down. In one large kindergarten department the teacher was still without a desk or a table, and three children had to be squeezed into desks that were designed to hold only two. It is sincerely to be hoped that during the next financial year it may be possible to mete out more generous treatment to the schools concerned.

School boards have during recent years been urged, wherever possible, to centralise or consolidate educational facilities, either by merging two or more schools into one, or by drafting the children for whom provision had to be made into existing schools. The latter policy has been chiefly followed in the division of Fort Beaufort, and the former in the division of Peddie. In Victoria East little has been done in either respect. As a result of this policy of centralisation and consolidation, the number of transport grants has of course increased very materially; but even so there has been a vast saving in expenditure. In most cases not only economy, but also efficiency has thereby been served; but in a few glaring instances efficiency has distinctly suffered. Notably in two schools, both in the division of Fort Beaufort, the attendance has risen to such an extent as to demand the appointment of an assistant. Even the most resourceful teacher can scarcely be expected to cope, single-handed, with the work entailed by approximately 40 pupils distributed over seven or eight classes, and taught bilingually. Although it is recognised that the demand for assistance is clamant, no relief could hitherto be afforded owing to the lack of funds.

It is also owing to the lack of funds that several of the centralisation schemes in the Peddie division are still in the air. Whenever such a scheme is projected, one invariably meets with great

opposition from the parents, and sometimes also from the school boards concerned. When eventually, after much correspondence and discussion, the boards have been convinced of the educational advantages to be derived and are prepared to take action, it is disheartening to find that the scheme has to be abandoned for the time being through the fact that funds for the erection of the necessary building cannot be made available.

Owing to the fluctuating nature of the population in rural areas it is, in my opinion, not wise to erect buildings of a permanent nature. Buildings of this type are generally too costly, and have the distinct disadvantage that they cannot be moved to other sites, should occasion arise. The buildings should rather be of a portable nature. They should be of corrugated iron, lined with brick, boarded and ceiled. Such buildings can be erected at a relatively small cost, are quite comfortable in all weathers, and—should a need for a school no longer exist in that area—can be taken down and re-erected elsewhere. An excellent building of this type is to be found at Wooldridge (Peddie) which as regards design and dimensions might serve as a model for all schools of this kind. This building was erected, before the War, for less than £100.

Notwithstanding the obvious disadvantages under which schools have been working during the past year, the teachers as a body deserve credit for faithful and loyal service. In country schools one is of course still confronted with the problem of migration, but to be fair and just, one cannot withhold a certain amount of sympathy when one bears in mind the uninviting and unattractive conditions to which young teachers are at times subjected. Where a really comfortable home is afforded, one often finds that teachers remain in their posts for years, are contented and happy, and render good service.

Meetings with native teachers were held in the early part of the year in various centres to explain and discuss the new syllabus for native schools. This is now in force throughout the circuit, and during the coming year all schools will be examined on the new lines. Handwork has been taken up with considerable enthusiasm, and some very creditable work in claymodelling and grass-weaving was exhibited in some schools visited during the latter part of the year.

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

CIRCUIT: BREDASDORP, MONTAGU, SWELLENDAM.

School Boards.—One more board has been formed in the circuit, viz., for the District of Barrydale, which formerly fell under the control of the Swellendam school board. All boards have conducted their activities with smoothness and expedition during the past year.

Centralisation.—Except at Heidelberg, where two mission schools are prepared to amalgamate, very little has been accomplished directly in the matter of centralisation. Strenuous opposition on the part of the majority of parents still remains, and this opposition has not yet been overcome.

Accommodation.—At Swellendam a new building for the secondary department of the public school will probably be completed during the coming year. The school boarding-house, which has for some

years been supplying accommodation for three classes, will once more be available for boarders. At Heidelberg the existing buildings have proved too small for all classes, and additional rooms have been hired elsewhere. In other centres, secondary and high schools have sufficient accommodation.

In the country, buildings erected by the Department and the majority of hired rooms are, generally speaking, satisfactory. There are some, however, which leave much to be desired.

New Schools.—Unfortunately, owing to financial stringency, a number of applications for new schools had to be refused, with the result that for a small number of pupils, who could not be taken up in boarding houses or private schools, educational facilities have not yet been provided.

Private Schools.—Most of the private schools are intended to serve temporarily only, and generally have no more than two or three pupils classified in the lower standards. All of these were inspected, and it has not been found necessary to report unfavourably on their continuation.

Primary Departments.—By judicious grouping of classes the difficulty, experienced in most single-teacher and two-teacher schools, of reaching a satisfactory standard of attainment in such subjects as history, geography, composition and reading, has been relieved, but not removed. In larger schools, generally, good progress may be recorded.

Secondary Departments.—Comparatively few changes have taken place in secondary staffs, but where these have occurred, it has been difficult to find teachers to fill the vacancies. Owing to continually varying qualifications of teachers replacing others on the secondary staffs, and the difficulty experienced in organising generally, very little has been offered by secondary and high schools beyond the academic courses. It is trusted that, with the development of these schools, better provision may be possible in the near future.

Boarding Bursaries.—With few exceptions, pupils drawing boarding bursaries for secondary education have given satisfaction.

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

CIRCUIT : CLANWILLIAM, PIQUETBERG.

Administration.—In my report for the year 1919, I suggested that the instruction in a single-teacher school should be limited to standard IV. It is a most difficult matter to carry this out in practice. As a rule, the child who has passed standard IV. is obliged to remain at such a school because his parents are not in a position to board him at a central school. Neither can we refuse his attendance at the school, because the law requires that he should pass at least the sixth standard, that is to say, if he has not yet reached his sixteenth year. It would be fruitless to apply for an indigent boarding grant, because one of the regulations states that such a grant can only be given when the child lives more than three miles from the nearest school.

We are thus more or less obliged to saddle the poor teacher in such a school with eight classes (viz., sub-standard A—std. VI.). This is, in my opinion, not fair to the teacher, still less to the pupils. Would it not be possible for the Administration to overlook such

cases and to allow a child who has passed the fourth standard at a single-teacher school to draw an indigent boarding grant, if he lives more than three miles from the nearest central school? (By a central school is meant a school with two or more teachers on the staff. This allowance must naturally be for poor children only.)

Further, could there not be legislation to the effect that all parents, who are in a position to do so, should send those of their children who have passed the fourth standard at a single-teacher school to the nearest central school or boarding school?

These few changes would prove a valuable boon to education and would make the work of the teacher in a single-teacher school so much more attractive.

It is gratifying to be able to report the fact that the Dutch Church at Redelinghuis has decided to establish an indigent boarding department at Paleisheuvel. The Citrusdal congregation intend doing likewise at Citrusdal, while the Dutch Reformed Church of Clanwilliam has already done so at Doornbosch. It is recommended that similar institutions be opened at Piquetberg, Porterville, Aurora, Redelinghuis, Leipoldville and Graafwater. The indigent boarding department at Clanwilliam has been in existence for some considerable time.

School Supply.—A small beginning has been made with the amalgamation and centralisation of schools, but it is a most difficult task.

Subjects.—It is noteworthy that the idea that arithmetic is the only failing subject still exists. As a consequence too much time is still spent at this subject, while composition gets too little. Although so much time is spent at arithmetic, I cannot note any improvement in it. This is because the work is still done too mechanically. It would be better if more time were given to practical work in this subject.

There are instances where handwriting has actually improved, but there is still a general tendency to write neatly only in the copy books, while the daily work can certainly not be regarded as tidy.

The work done in grammar is still mechanical, while too little time is devoted to conversational lessons in the second language. During the reading and recitation lessons, the pronunciation is still too often very slovenly.

Buildings.—The necessity for additional class-rooms is still felt at Piquetberg and Porterville. No beginning has as yet been made with the proposed new buildings at Velddrift, Platkloof, Halfmanshof, Pools and Krom Rivier, although they are all extremely necessary. Solid buildings have now been erected at Citrusdal, Zandberg and Paleisheuvel. There is a crying need for a new building at Graafwater.

The girls' boarding department at Piquetberg is now completed and has been formally opened.

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

CIRCUIT : ROBERTSON, TULBAGH, WELLINGTON,
WORCESTER.

With one exception there is no pressing need for additional accommodation in any board schools in this circuit. The one exception is the boys' high school at Wellington. Rooms will have [C.P. 2—'23.]

to be found outside the school in 1923 to accommodate all the classes. A new school should be built with the least possible delay. A site is already provided.

All coloured schools in this area are overcrowded. They are provided with poor and insufficient furniture. Many of the centres are too poor to provide additional accommodation for themselves. At Tulbagh the manager of the Rhenish Mission proposes to erect an approved building in the location, to provide for the education of his people. The management of the Worcester Rhenish school is adding some additional classrooms. For the other schools there is no hope of extension without help from outside.

This is one of the circuits where a great deal has been done in the past for education. Everywhere in the districts one finds school buildings with a principal's house attached. These have been built and paid for by local effort or by the Kerkeraad of the Dutch Reformed Church. The importance of centralisation has long been recognised. In four instances only is further centralisation possible. The Wellington Station School is only one mile from the practising school. The practising school consists of 72 pupils and is too small to allow of efficient practice by the student-teachers without injury to the pupils. The Tulbagh Station School and the Drostdy Primary School should be absorbed by the Tulbagh High School. In the Hex river valley there are three schools which should centralise: The Orchard Primary and the Spes Bona Primary should amalgamate with De Doorns Primary.

At Spes Bona the neighbouring farmers acquired an extensive piece of ground, built a substantial school and dwelling-house and paid for these after years of hard work. It is not possible to persuade these people to sacrifice all this and centralise on De Doorns. At Orchard there is no proper school building and amalgamation with De Doorns will be agreed to if proper transport is provided. Three schools in the division of Worcester have voluntarily decided to centralise, viz., The Nonna P.F. (already closed), and Tweefontein Primary and Rodewal Primary, which will close in March, 1923; the pupils will go to Terras. The neighbouring farmers have subscribed the funds, have asked the Public Works Department for a suitable plan and are busy erecting a suitable up-to-date two-roomed building at Terras. The new school will be opened in April, 1923. The people are transporting all materials needed free of cost and the building will not cost more than £1,000. During 1922 the people concerned have also erected suitable school buildings at Olifantsberg and Eilandia, in the Division of Worcester. Thus the financial stringency is not an unmixed evil but is bringing back the old Cape Colony policy of self-help in educational matters.

During the year under review much has been done by most of the high and secondary schools and by the large primary schools to add English and Afrikaans books to the school libraries. By means of bazaars or concerts some schools raised as much as £80 for this purpose. Many of the district schools are not in a position to raise money in this way, and should be helped by the Department.

There are comparatively few English-speaking pupils in this circuit. The teachers realise how important oral composition is, and much time is devoted to English oral composition. Afrikaans has superseded Nederlands in all the schools of this circuit. The quality of Afrikaans shows steady improvement. Weakness was

shown here and there. On enquiry it appeared that the teachers concerned had not taken the trouble to study the language systematically. Several cases of this kind were found in high schools.

On the whole the teachers are conscientious and hard-working and do good work often under great difficulties, especially now that expenditure is restricted and large classes remain undivided.

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

CIRCUIT: HUMANSDORP, UNIONDALE.

Inspections and Visits.—This year it was possible to inspect all the schools in this circuit, viz., two high, three secondary, 96 primary, two farm, 17 mission, and four private schools, or 124 schools in all. Besides this, 104 informal visits were also paid. Frequent rains and consequent floods, more especially in the Gamtoos Valley and in the Zitzikamma, rendered these visits at times very difficult and often dangerous. The attendance at most of these visits was, however, very satisfactory.

Buildings.—During this year not much was done in the way of the erection of new school buildings, or the extension and renovation of existing ones, chiefly owing to the existing financial stringency. Special mention must, however, be made of the ideal school building erected by private enterprise and at a very moderate figure at Klein River, in the Uniondale district. A very handsome building was also put up at Opkomst, while the long desired Government school building at Hankey is now nearing completion and will be available for the secondary school at the beginning of the new year. A few other primary and mission school buildings have also undergone improvements, but a large number, including the other secondary and high schools, are still badly in need of repair and additional accommodation. It is understood that the extensions at the Joubertina secondary school will be taken in hand at an early date. The provision of the necessary sanitary conveniences at many of the country schools needs attention.

Staffing.—The position as regards the continued appointment of unqualified teachers shows a further improvement. Of the 189 teachers whose work was inspected during the year not more than 26 were only partly qualified, or still unqualified. The retention of these unqualified teachers is largely due to the fact that it is found very difficult, and often impossible, to secure or maintain the services of qualified teachers in the less attractive parts of the circuit. In spite of this fact, however, applications are often still made for the establishment of new schools at places where it is well known to all concerned that no respectable teacher will be able to remain. Such applications are now, naturally, turned down at once. Mention must also be made here of certain abuses in connection with the appointment of teachers, that are apparently becoming more frequent every year.

In more than one case during the past year well qualified and experienced teachers had applied for certain situations, but these applications were secretly withheld by the recipient and some relative or unqualified teacher was nominated for appointment, with the remark that no better applications had been received. In other cases although applications were called in the usual way, the appointment of a certain teacher was a foregone conclusion, and

one party was usually responsible for the manipulation of the whole scheme, also for personal reasons. Other abuses that have crept in may be mentioned, but this may suffice to prove that gross injustice is in this way being inflicted on those who have gone through a full course of training and are often forced to go without a situation for at least one quarter, on account of such practices.

Inspection Forms, Registers, Schemes and Records.—It is felt that in several schools more pains should be taken with this important branch of the school work, as careless errors, incomplete forms and registers, muddled schemes and records, or an entire absence of these, often characterised the work of such schools. In other schools, however, it was very gratifying to find just the opposite, and in these schools the inspection results were, generally, of a correspondingly satisfactory nature.

Curriculum.—In all but about five primary schools Afrikaans has now superseded Nederlands, and the progress made during the last two years has been very satisfactory. The same can, however, not be said of English. Except in the larger schools and in a few of the primary schools, English is still very backward. In some schools there is even marked retrogression. More attention to oral work may serve to stop this retrogression. Geography and history are now generally taught on more intelligent lines.

Centralisation of Schools.—The possibilities for centralisation remain great but it is felt that, as long as certain interested parties continue to oppose this wise policy with such fallacious arguments, misstatements and personal attacks, as followed on last year's report, not much hope of success without a considerable amount of friction can be entertained.

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

CIRCUIT : GEORGE, KNYSNA, MOSSEL BAY.

Centralisation.—The number of state-aided schools in my circuit to-day is 127; at the end of 1919 it was 134. The bare statement would give the impression that there had been retrogression, but a comparison of the enrolment of pupils on these dates shows that there has been a very marked advance. In almost every case the closing of a school has meant centralisation. No fewer than five schools have been closed in one portion of the Mossel Bay division during the period named, but the pupils have not suffered, for their needs have been met by the provision of either boarding or transport facilities. Other schemes of centralisation are under consideration by the various school boards and, when means are available for carrying them into effect, a further reduction in the number of schools may be expected. Centralisation means, or ought to mean, increased efficiency. Teachers are responsible for fewer classes and the larger number of pupils in each standard makes competition possible. As class inspection is adopted wholly or in modified form in the larger schools, the time of an inspector can be more profitably employed than in many single-teacher schools, where the inexperience of the teacher, or her unwillingness to give her candid opinion regarding weak pupils, leads to loss of time and precludes the possibility of that full discussion of difficulties which is so desirable.

Class Inspection.—I am fully convinced that the introduction of this system was a wise step. Unfortunately, teachers are still to be found, even in larger schools, with whom the desire to please parents, or the fear of having more failures than other members of the staff, weighs more than the real interests of the pupils, but as principals realise more and more the need for closer supervision this objection will gradually disappear.

Teachers' Meetings.—As it is impossible to pay informal visits to all schools in the circuit during the course of the year, I have for the past two years been holding meetings at various centres in the country, and have thus been able to come into closer touch with those teachers who stand in greatest need of encouragement and help. These meetings are, I feel assured, more helpful and stimulating to teachers than informal visits and the economy in time is considerable. In many cases the suggestion that the teachers whom I have called together should hold quarterly meetings of their own has been adopted.

Losses to Education.—The year has been marked by two sad events. On New Year's Day Mr. Tom Searle, a prominent member of both the Mossel Bay Divisional and the George school boards, passed away. He was a strong man of sound judgment and, being free from racial and political bias in the discharge of public duties, his opinion carried great weight. I can testify to the valuable services rendered by him on several occasions.

A few weeks ago the Rev. J. A. Beyers, chairman of the George school board, had a seizure and for some days his life was despaired of. Though, happily, he has recovered to some extent, it is doubtful whether he will be able to resume active duties. I question whether there is anyone in the Union who has taken a more whole-hearted interest in education than he or who, with the same opportunities, has accomplished so much. He has been unsparing in his efforts to promote the welfare of the children in the district, and there is not the slightest doubt that it was the worry entailed by the responsibilities which he had undertaken on their behalf that led to the breakdown.

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

CIRCUIT : STEYTLERVILLE, UITENHAGE.

In view of the fact that I assumed duty in this circuit only in the third quarter of the year, no comparisons can be made with the standard of work attained in the schools in the previous year. Moreover, the alteration in the circuit, whereby the division of Steytlerville was substituted for that of Port Elizabeth, took effect only in October, and the inspections of all the schools in the village and division of Steytlerville had been held earlier in the year by my predecessor in that portion of the circuit. This report in consequence deals only with the schools in the division of Uitenhage.

As regards the four town schools under the control of the board, an educational survey was made in July with a view to utilising the existing accommodation to the best possible advantage, and a scheme of reorganisation was thereafter laid before the board. The recommendations contained therein are to take effect at the beginning of the coming quarter. The opening of the new junior school, which has been erected in close proximity to the training

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school, will relieve the two high schools of all classes up to and including standard IV. This measure will secure ample accommodation for the pupils in the secondary departments, will enable the Innes Primary School to discard its commercial and technical class and to confine itself to the exercise of the legitimate functions of a primary school, and will necessitate the retention of only five of the ten rooms hitherto hired to accommodate the overflow from the schools concerned.

The period under review has seen few changes in the personnel of the staffs. As a set-off, however, against the continuity of work thus assured, is to be recorded the partial frustration of the teachers' efforts by the pernicious influence of local distractions, notably bioscopes. The majority of the pupils appear to be contented with a minimum of thinking and private reading outside the class-rooms, and far too little use is made of school libraries. The results of the individual inspection of the standard VI. pupils in the four largest schools in the town furnish convincing evidence of the truth of this statement; out of 186 pupils presented for inspection in that standard, as many as 85 (about 46 per cent.) failed. To cope with this evil the co-operation of parents and teachers is absolutely essential.

The position as regards the rural schools of the division appears to have undergone practically no change during the past year. The possibilities of centralisation in the district have been discussed with the board, but hitherto the difficulty of evolving a scheme or schemes by which the double aims of efficiency and economy will be secured has proved insuperable, the financial stringency precluding the erection of the necessary buildings and the broad-casting of indigent boarding grants, which the distances or the nature of the roads would render necessary. The claims of the Sundays River Valley, with its rapidly growing population, for extended educational facilities are exceptionally pressing. In this connection it is gratifying to note that efforts to raise a loan of £5,000 locally for the erection of a building to house the pupils of the Kirkwood Secondary School have been successful, and the completion of this building in the coming year will fully meet one of the most urgent needs. In the case of the Selborne Secondary School opposing interests militate against a local decision as to the most central spot for the erection of a suitable building, and meanwhile the work of the school continues to be carried on under extremely adverse conditions.

In the remoter parts of the district the drudgery of instructing ill-clad and under-nourished children, the apathy of some, the aggressiveness of other parents, and the monotony of the life, make a faint appeal to any but devoted enthusiasts, and tend to perpetuate the migratory species of the teaching profession.

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

CIRCUIT: CAPE DIVISION NO. 2.

A new school capable of accommodating about 200 pupils has been built at Lansdowne Road, a rapidly growing suburb on the Cape Flats railway, and will be opened in the first quarter of 1923. A primary school for girls is in course of erection on the Mountain Road site at Woodstock, and should be ready for occupation in the

middle of the year. The girls of Balfour Street Primary School will be transferred to it. The entire Balfour Street School will then be available for the Woodstock High School. It is expected that there will be some surplus accommodation for a time. If so, it may be used profitably in various ways—to get rid of the Oxford Street hall occupied by Regent Street Primary School, and to provide more suitable accommodation for the mentally defective pupils at present housed at Regent Street.

The part of the circuit most in need of buildings is Observatory, where the two high schools at present occupy three halls for their junior pupils. The point to be settled is whether to build a primary school to take both boys and girls up to and including standard III. and thus afford relief to both high schools, or to build either a new high school for boys or a new high school for girls.

Rondebosch, as stated last year, also requires buildings. Some eight acres of the Erinville estate have been transferred to the management of the girls' high school as a site for a new high school for girls.

The Rhodes Avenue Primary School terminated its existence at the end of 1922, and will henceforth be incorporated in the Mowbray Primary School.

The standard VII. classes at Mowbray and Claremont were discontinued, and all secondary education is now concentrated in the high schools, of which there are five in the circuit.

The curriculum at Observatory Girls' School was extended to embrace standard IX. and will now include standard X.

Bursaries have been provided at Woodstock by generous and public-spirited members of the community and of the high-school staff, and are available for pupils of the various primary schools of the neighbourhood.

Intelligence tests were applied in most of the European schools. Speaking generally, it was found that the average intelligence was higher in the residential areas than in the industrial.

The accommodation provided for coloured children is by no means adequate, and there seems little prospect of any betterment under the present regulations.

Children have been turned away and have been denied the right of education. The school managements at various places have felt it their duty to provide first of all for the children of members of their own denomination, and children of other denominations have been ejected to make room for them. It is very much to be regretted that the question of religious denomination should intrude itself into the domain of education.

INSPECTOR: MR. E. J. SPURWAY, B.A.

CIRCUIT: BARKLY WEST, KIMBERLEY.

All the schools in the circuit were inspected during the year. Inspector Hobson took five rural schools for me and also assisted me with the two high schools at Kimberley. The amount of inspection work was so heavy that it was possible to pay only 28 informal visits.

The divisions of Kimberley and Barkly West were experiencing a severe drought, and the city of Kimberley was passing through a time of serious depression owing to the partial closing down of the De Beers mines. In spite of these drawbacks the enrolment was not seriously affected.

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The prevailing financial stringency prevented the erection of any new school buildings. Considerable additions to the existing buildings are needed at Windsorton, Klipdam, Daniel's Kuil, Longlands and Boetsap in the division of Barkly West, and at Warrenton in the division of Kimberley. At all these places, buildings, not in all cases suitable, have to be hired at exorbitant rates. A new school building has long been promised for the coloured children in Kimberley. Beaconsfield Coloured School also needs an additional classroom. A few applications for new schools have had to be refused, and so have applications for additional teachers, especially in the case of native schools.

The new primary course is now followed in all schools. The principle of grouping classes in the single-teacher schools has been largely adopted, but these schools can never reach the state of efficiency of which they are capable until means have been devised for preventing the frequent changes of teachers that almost make one despair—in the Barkly division over half of the teachers in the rural schools had taken up their duties since the previous inspection.

The new primary course for native schools is being gradually introduced, but little manual training has as yet been undertaken. In this dry region it is doubtless difficult to find suitable material, but development may be expected as the teachers learn what is being done elsewhere in the Province.

In the Barkly West division nearly 80 per cent. of the teachers are certificated, while in the Kimberley division only three teachers out of 257 are not certificated. For the higher posts in the larger schools in Kimberley itself much difficulty has been experienced in securing the services of male teachers. In some of the purely boys' schools female teachers have had to be appointed, a course to which there is some objection.

The attendance in coloured and native schools has greatly improved in regularity. Some of these schools are overcrowded and understaffed. It is, therefore, an easy matter to exclude pupils whose parents will not undertake to send their children regularly, and this method of dealing with the matter has been frequently put into practice.

The cry of the native teachers for better salaries is becoming more clamant. This question needs urgent attention, for quite a number of such teachers are both faithful and earnest and their efforts should be duly rewarded.

In the schools along the River Diggings there is no provision for the teaching of woodwork except at Barkly West. This is a serious lack, for the children attending these schools would find abundant opportunity for the practical application of any knowledge that they might acquire in this branch of school work.

In the schools at Kimberley practically every child receives instruction in both official languages. A very creditable level is reached in English Composition in these schools. Much weakness, however, is found in this subject in the rural schools. Afrikaans in place of Nederlands has now been adopted in practically all the schools of the circuit. Far more freedom and accuracy is now achieved than was formerly the case.

The great majority of the teachers in the circuit have done faithful work. Moreover, they have interested themselves in the welfare of the children at a time when, but for their help, many children would have suffered from lack of food and clothing.

My relations with the school boards in my circuit have been of a cordial nature, and I should like to express to the members and to the secretaries my appreciation of the valuable help they have always given to me.

INSPECTOR : MR. C. H. STOKES.

CIRCUIT : GLEN GREY, WODEHOUSE.

Buildings.—The additions to the buildings of Dordrecht High school have considerably increased convenience and efficiency in working, but more accommodation is still urgently needed. It is regrettable that the lack of a boarding house retards the development of the Indwe Secondary School.

Teachers and Schools.—Owing largely to the forward policy of the school boards and missionary superintendents the percentage of certificated teachers has increased, whilst fewer changes of staffs, especially in urban schools, have occurred. The Wodehouse School Board has formulated a scheme whereby ten schools will supersede 27. Even with liberal estimates for rents, salary, and conveyance grants, at least £1,100 will be saved annually. For the three items just mentioned, the average cost per pupil in the 27 schools will be reduced from £13 3s. 0d. to £10 4s. 0d., approximately the highest cost per pupil (£10) in A3 schools in Wodehouse in 1914. In several schools of 11 to 14 pupils, there are seven or eight different classes; in such cases, centralization must produce increased efficiency. Indeed, with centralization and the recently-published modifications of the primary course in the remaining one-teacher schools, rural education should advance apace. In native schools, the general employment of children in agricultural work interferes seriously with the attendance. The large proportion of pupils in the sub-standards calls for notice, for, unquestionably, there is much undue retardation, although the retention of children of twelve years (sometimes fifteen) among others of six or eight is obviously mischievous. The teachers of the sub-standards are often poorly qualified and usually too few.

Subjects of Instruction.—In European schools, geography, history, and recitation have considerably improved, probably because handbooks exactly covering the requirements are now obtainable. Composition, however, is still unsatisfactory in both languages. Punctuation receives but little attention. Quotation marks are generally ignored in standards IV. and V., whilst (except in urban schools) the younger children usually fail to use full stops or capital letters. The zeal of the missionary superintendents, the interest of the Council, and the gradual awakening of the natives themselves doubtless contribute to the distinct progress which is evident in many directions in Glen Grey. Much may be hoped from the new primary course. The prominence given to manual training makes a strong appeal. Gardening has been begun in eight schools and grass (or other) weaving in 33 others. Clay modelling is, however, the favourite manual occupation. But many teachers have yet to realise that little, imperfect models of oxen and horses have small educational value, and that children not attending school are often proficient in such work. It should be clearly seen that, among other things, carefully considered grouping of similar and (afterwards) related forms, as well as the order of their development and treatment is essential to sound teaching.

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INSPECTOR : MR. G. P. THERON, B. A.

CIRCUIT : CALEDON, STELLENBOSCH.

Buildings.—In spite of financial stringency some measure of progress can again be reported under this heading, although less than what was accomplished during any of the last fifteen or twenty years. A long over-due extension scheme was completed at The Strand by means of a local loan, while at Hermanus two fine classrooms and a principal's office were added to the accommodation.

In the case of the Stanford Secondary School, where congestion in the primary department is most serious, plans for the necessary additions have been approved and, if the requisite amount can be borrowed locally, it is probable that the school will be adequately housed within six months. At Caledon similar proposals have been adopted and are likely to be carried into effect during 1923.

The Gordon's Bay Primary School with an enrolment of about a hundred pupils still remains without its proper habitation, the school being held in utterly unsuitable hired premises. At Greyton (Caledon) educational growth is also hampered, partly by want of sufficient accommodation.

Repairs to existing buildings are in a few cases somewhat seriously in arrear, a circumstance which may result in structural damage unless the necessary steps are taken without much longer delay.

As regards the coloured mission schools, practically all those situated in the urban areas of the circuit are more or less dangerously overcrowded, sometimes necessitating the refusal of fresh applicants for admission. An example worthy of imitation is that at Stanford, where the people during the course of several years collected amongst themselves and friends the necessary funds for the erection of quite a fine stone building, so that the school no longer need be held in the church.

Staffing.—In schools for Europeans the percentage of certificated teachers is 94·8, persons without the required qualification usually holding a temporary post. In coloured schools 70·6 per cent. of the teachers are certificated.

In country schools it sometimes happens that the successful applicant for a vacancy in January has no credential apart from the statement that he or she has been a candidate at the lower primary examination in December. In case of failure the school suffers through the necessity of a second change of teacher during the year, if not also on account of unsatisfactory work, a state of things which need not occur if school committees took note of reliable information in regard to the candidate's standing in class at the training school.

Subject of Instruction.—With the substitution of Afrikaans for a more difficult Nederlands one naturally expected that the Dutch-speaking child would, in view of this relief, have an improved opportunity of gaining a practical knowledge of English. Thus far this result has not been in evidence, even in the case of certain of the better class schools. Nor is there any marked improvement in the Dutch-speaking pupil's oral expression in Afrikaans, while the written composition in this language is often very poor, especially as regards vocabulary, which is mostly restricted to the narrowest limits. In so far as a working knowledge of the second language is concerned, the change has been vastly in favour of the English-

speaking child who learns the simple Afrikaans with almost surprising facility.

Arithmetic is generally the most successfully taught subject, but there remains room for improvement in the mental work of all classes above standard III.

The teaching of history and geography still remains somewhat disappointing, owing in most cases to the meagre knowledge of the average teacher and the lack of facility in verbal expression. The teacher who looks up questions in a text book has not yet entirely disappeared. In cases where teachers have followed the oft repeated advice to add to their own knowledge of these important subjects by private reading, increase in efficiency and in power of interesting pupils in their work has been the invariable and gratifying result.

Enrolment and Attendance.—Taking the latest available figures, namely those for the quarter ending September 30, 1922, it is found that the number of schools for European children in the circuit was 77 with a total enrolment at that date of 4,996 pupils, while at the corresponding date in 1921, the figures were 82 schools and 4,923 pupils, showing a gain of 73 pupils in spite of the fact that there were five schools less in operation in September, 1922, than there were twelve months before.

The number of coloured schools remained stationary during the period referred to, but the total enrolment increased from 3,023 to 3,203.

The attendance in European schools is uniformly satisfactory, while in the schools for coloured children irregularity is frequent and persistent in spite of the efforts of teachers and managers.

INSPECTOR : MR. C. J. V.D. MERWE, B.A.

CIRCUIT : BEAUFORT WEST, CERES, LAINGSBURG,
SUTHERLAND.

In most of the schools where the same teachers have been working for two or more consecutive years very satisfactory progress is being made, and gradually an appreciable standard is being attained. On the other hand, the work has greatly suffered in the predominant majority of those schools which have been affected by frequent changes of teachers.

It is a pleasure to be able to testify to the loyal devotion with which most of the teachers apply themselves to carrying out their charge. There are, unfortunately, others who have not yet realised that the highest satisfaction is to be derived from work well done; their number, however, is not disturbing.

The primary school course is succeeding in placing teaching on a broader base, and in making it more effective, in the lower standards especially. In two secondary schools, standard VI. is, however, still regarded as a stepping stone to the matriculation examination, in so far as some considerable amount of time is being devoted to Latin and mathematics. This is especially regrettable when it is borne in mind that the brunt of the clamouring some years back for a modified syllabus was levelled in the first instance against this overlapping of primary and secondary study. The contention was in favour of subjects of a more practical character on behalf of the vast majority of pupils who branch off and leave

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school after standard VI. Unfortunately this (practical) element is still lacking almost entirely also in the case of those schools where Latin, etc., are not taken up before the standard VII. stage. It is true some nature study is indeed being done, but there is danger of its playing a very subordinate part in the curriculum, and accordingly of its being of greatly reduced value. For the rest there are no substitutes for Latin, algebra and geometry. Standard VI. therefore would appear to call for reformation, at least to some extent. It would seem a desirable change to drop nature study, and substitute instead a course in elementary agriculture—practical as far as possible—for boys. For girls a similar course might be outlined in elementary domestic economy. Both boys and girls should receive some instruction in elementary physiology and in hygiene. To render the work possible in mixed schools, the change proposed would have to take effect in standard V. The girls of standards V. and VI. might then be grouped together on the one hand, and the boys of the same standards similarly on the other. And then to pass standard VI. at the annual inspection, the candidate should show a competent knowledge of the physical geography prescribed in the primary school course, the geography of the world in broad outline, and South African history similarly in broad outline.

Many farm school buildings are not suitable. As far as possible the room intended for the school should not be built or altered, as the case may be, without previous consultation with the circuit inspector in regard to essential details.

INSPECTOR : MR. H. Z. v. D. MERWE, B.A.

CIRCUIT : LADISMITH, RIVERSDALE.

Speaking generally, the past twelve months have been a period of normal accomplishment. At one stage progress was interrupted by a recurrence of epidemic influenza, which caused a more serious dislocation of work than on the occasion of previous outbreaks; the majority of schools, however, recovered rapidly, and such as were visited towards the end of the year bore little evidence of the trying time through which they had passed.

The completion of the new science laboratory at the Riversdale Boys' High School, and of new buildings at Adamskraal and Boschrivier in the division of Ladismith will greatly facilitate the organisation of work at these institutions. The provision of additional classroom accommodation is essential at Ladismith, and is also urgently necessary at Albertinia.

Both the boys' and the girls' school hostels at Riversdale were closed down during the past year for want of adequate support. The general conditions under which many country pupils board, especially those on whose behalf boarding bursaries have been issued, often leave much to be desired. The cause of the not infrequent failure of promising country pupils to come up to expectations after their enrolment at secondary institutions must be sought in the lack of proper home control. The problem is a serious one and should continue to engage the attention of local authorities.

Very little has been accomplished in regard to the centralisation of rural primary education. The apathy and at times the open hostility of parents and committees, combined with the inability of the Department to sanction expenditure on the erection of central

schools at the present juncture, have sufficed to nip several promising schemes in the bud. It is, however, very pleasing to note that the advantages of centralisation are being realised by an ever increasing section of the community.

The migration of teachers continues, although a slight decline in the number of resignations can be reported. Unnecessary breaks in the continuity of work seriously retard the progress of pupils and incidentally serve to bring the teaching profession into disrepute with parents and managers.

In regard to the general work of the schools, no outstanding merit or demerit falls to be recorded. Afrikaans has replaced Nederlands in 61 out of the 101 European schools in this circuit and in such schools the change has proved most beneficial. In rural schools many pupils in the lower classes spend a considerable portion of the day in occupations of little educational value. The adoption of the plan of organisation outlined in the *Gazette* of the 3rd August last should considerably lighten the teacher's burden, but it is found that little improvement will be effected until adequate preparation of lessons becomes the rule rather than the exception.

Coloured education is proceeding on approved lines, but the majority of town schools are severely handicapped by inadequate housing. Managers are exhorted to take steps to improve the conditions under which their teachers are required to carry on their duties.

INSPECTOR : MR. H. J. J. VAN DER WALT, B.A.

CIRCUIT : COLESBERG, MARAISBURG, MIDDELBURG,
MOLTENO, STEYNSBURG, TARKA, VENTERSTAD.

Buildings and Organisation.—Building operations have now been begun on the new high school at Colesberg and on the high school and hostel at Middelburg. The congestion at these schools will therefore be relieved during the coming year. It has long been imperative to consider the matter of re-organising the school at Middelburg; this step will now become possible. A school of 750 pupils is very unwieldy and cannot be properly organised and superintended by one principal. The question will now soon have to be settled as to whether the school is to be divided into a primary school of 600 pupils and a high school of 150 pupils—or into a preparatory school containing 180 pupils, a primary school with 420 pupils and a high school of 150 pupils. This latter procedure would seem to be educationally more sound but, as it will involve increased expenditure, may not be a feasible proposal for the present.

With (or even without) the proposed re-organisation of the Steynsburg schools, additional school buildings are urgently needed there, and it is hoped that it will be found possible to proceed next year with the scheme agreed upon last April.

Centralisation.—With the establishment of indigent boarding houses in all the towns of my area, excluding Steynsburg, where, however, one will be started next year, the pupils have come to be congregated in the urban schools and many rural schools have in consequence been closed down. Owing to the sparse population of these parts, it will not be possible to centralise education any further, except possibly in the case of four Molteno rural schools, which will be dealt with next year.

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It was pleasing to note that the pupils of these boarding houses have made very fair progress in their studies. Many instances were found where they were at the top of their classes; the majority get on well while the failures are few. This proves the wisdom of establishing these hostels, where these pupils are cared for better physically than is possible in many of their homes, and where their studies are regulated methodically and habits of orderliness and cleanliness are inculcated.

It is hoped that it will be found possible in the near future to extend the scope of these boarding houses to allow some, who show aptitude, to proceed with their studies beyond the primary stage, and others to take some manual or agricultural course, which will better equip them for their future lives and make of them a valuable national asset.

A good deal is being done to save at least the children of the class of persons who have fallen on evil days; much still remains to be done.

Expansion.—Owing to the financial stringency a number of new rural schools urgently needed are on the waiting list. While some of the pupils for these proposed schools have temporarily been provided for, there are cases of pupils who have to go without education. The strain has also been felt very severely in the urban schools where many classes exceed the maximum number of pupils. In two of the larger schools the congestion has been so great that several teachers have had to take charge of classes of 50 or more pupils, while others have had to be responsible for classes of the maximum size. It was hardly surprising to find that the standard of attainment had under such circumstances been lowered.

Another bad effect has been to deprive principals of the time needed for supervision—which is very necessary owing to the growth in the size of their schools and the introduction of class inspection.

INSPECTOR: MR. C. E. Z. WATERMEYER, B.A., LL.B.
CIRCUIT: CAPE DIVISION NO. 3.

Accommodation and Staffing.—Lack of accommodation and understaffing have been serious obstacles to progress during the year. The extent to which this must have been so may be gauged from the following facts. In almost every school one meets with the lament that it has been found necessary to refuse admission to pupils because of want of class-room space. In some schools every bit of floor space and of seating accommodation is occupied by the pupils and it is with difficulty that the teacher and the inspector can find standing room. In several class rooms the average floor space per child is less than four square feet. Matters in this respect are naturally worst in mission schools, but are often quite serious in schools managed by the board.

The average number of pupils per teacher throughout the circuit is approximately 35; in the mission schools it exceeds 40. The average in 10 of these last visited by me lately was found to exceed 50; in a large public school I found it reached 48.

Board and Lodging for Teachers.—A serious problem in the circuit is the question of board and lodging for teachers within reasonable distance of their schools. The number of those who live at com-

paratively great distances from the scene of their daily work is comparatively large. The constant travelling backwards and forwards is a severe tax upon their powers, as well as a waste of time. In certain cases special conveyances are provided, and the cost is excessive. Where resort is made to travelling by rail, the exigencies of the time-table often make it difficult to fix the hours of attendance so as to ensure the full five hours of school instruction, and to provide at the same time for reasonable breaks. Even if this can be done successfully, teachers are compelled to rush away immediately after the close of the afternoon session, and cannot remain to deal with numbers of minor matters to which they would ordinarily give their attention, failure to do which makes all the difference in a school.

Instruction.—Considering the disadvantages under which teachers labour, the quality of the work is surprisingly good. The number of teachers who keep abreast of modern theory and practice shows a steady increase. One is pleased to note, too, that teachers evidence increased readiness to approach the inspector for advice and suggestion. All this is encouraging.

Malnutrition.—Reports made by the medical inspectors upon certain schools visited by them have confirmed a conviction I have long entertained that there is serious malnutrition among the pupils in a large number of our schools, and that the conditions under which many of the children live are sapping their vitality. The houses, in many cases, mere hovels, are small; children cannot get to bed at a reasonable hour—not until their elders decide to retire—and are then kept awake through the night by fleas; in the early hours of the morning they are routed out to attend to the milking, to make coffee for parents and elder brothers and sisters who must set off to work, or to perform other duties; food is small in amount and bad in quality. As a result of all this vitality is low. In some few instances, attempts are being made to feed the more necessitous pupils at school, but little has as yet been done in this direction. The position calls for the earnest attention of all who have the welfare of our children at heart.

INSPECTOR: MR. G. H. WELSH, B.A.
CIRCUIT: HAY, HERBERT, HOPE TOWN.

Buildings.—Additional class rooms are urgently required at Griquatown, Postmasburg, Strijdenburg and Saratoga. At Bucklands the existing buildings are altogether unsuitable and are seriously overcrowded. At Douglas one additional room is already required, and further accommodation will probably be needed during next year, when the construction of the railway to the village will be in progress. New buildings are in course of erection at Niekerkshoop and Campbell.

Staffing.—Considerable difficulty continues to be experienced in obtaining certificated teachers, and in the country schools changes of teacher are very frequent. The shortage of male secondary assistants generally throughout the Province is reflected in the staffing of the six secondary departments of schools in this circuit, not one of the secondary assistants employed being fully qualified. It seems evident that if efficient staffing is to be hoped for, the early re-introduction of the local allowance system is a pressing need.

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The percentage of uncertificated European teachers in this circuit is as follows: Hope Town, 13; Hay, 28; Herbert, 29.

Equipment.—The majority of the schools are satisfactorily equipped, but difficulties in obtaining supplies of books and materials have been disappointingly frequent. Lengthy delays often occur in obtaining transport from rail-head to the schools. A great saving of time would be effected if consignments of requisites, where these are not too bulky, could be despatched by post.

Indigent Boarding Houses.—The number of boarders in the eight indigent boarding houses of the circuit has now increased to 434, the expenditure on supervision, rent and capitation grants being over £9,000 per annum. The following table illustrates the distribution of indigent boarders in the three districts of the circuit:—

	European Enrolment.	Indigent Boarders.	Percentage of Indigent Boarders to Enrolment.
Herbert	943	30	3.1
Hope Town	648	105	16.2
Hay	980	299	30.5
Total	2,571	434	16.8

At present none of the pupils in these institutions are able on completion of their primary education to proceed to a course of industrial training, as contemplated in the relevant Ordinances. So long as this continues, it is highly questionable whether any material results can be looked for in return for the heavy expenditure involved. A standard VI. certificate may be an asset, but in itself it cannot afford any youth the means of earning a decent livelihood.

Non-European Education.—In native schools an attempt is now being generally made to carry out the provisions of the new syllabus in regard to the teaching of native languages. The main obstacle in this area is the fact that in many schools no one native language is spoken by even a majority of the pupils. Owing to the nature of the country, school gardening is not possible except at a very few of the schools. Instruction in various native handicrafts has been begun in two schools, and if these experiments prove successful, other schools may be expected to begin such work next year. In spite of the severe drought which has prevailed during the year there is no marked falling-off in non-European enrolment in this area.

INSPECTOR: MR. D. J. W. WIUM, B.A.

CIRCUIT: GORDONIA, KENHARDT, KURUMAN.

General.—The opening of fourteen new schools in this circuit had to be deferred through lack of funds. Nevertheless, noticeable progress can be reported: (1) the number of pupils in the secondary departments of the high schools at Upington and Kakamas have fully justified the status to which these two schools were raised at the beginning of the year, and (2) the enrolment for the circuit has increased by 424, of whom 98 belong to non-European schools.

Buildings.—The provision of a standardised type of school building, fulfilling the requirements in light, ventilation, floor, ceiling and suitable out-offices, has, during the last few years, been accepted as a *sine qua non* for the establishment of new country schools. The gratifying result has been the erection of several fairly comfortable school rooms.

Class-room accommodation in the bigger schools is altogether inadequate. New school buildings have been approved of for Seodin and Putzonderwater, but additions are urgently needed at the following schools: Upington High, Kakamas High, Keimoes Secondary, Alheit, Kenhardt and Orangedal (I. and II.) To carry out this building programme a sum of at least £25,000 will be required. In erecting smaller buildings a great deal would be saved if the work were carried out departmentally.

Curriculum.—The teaching staff as a whole has done very creditable work. With a few exceptions the teachers are interested in the progress of their pupils and they have done their best to bring freshness to their work and to make more of the increased facilities provided by the syllabus.

Where, in accordance with section 298 of the Consolidated Ordinance, Afrikaans superseded Nederlands as subject of instruction, it was endeavoured to obtain a gradual change. Afrikaans has now been introduced into most schools and the second or third standard has this year been reached.

The secondary course at the two high schools includes the teaching of agricultural science, domestic science and book-keeping. It is felt that the primary school, especially in the north-western districts should, besides fulfilling its chief function of teaching the essentials of the curriculum, try to prepare its pupils to become independent and successful inhabitants of these outlying parts, by making the instruction of a more practical nature. The boys, besides being taught woodwork, should make some study of cattle, sheep and horses, or if they live on the banks of the Orange River should take agricultural science. The girls, on the other hand, should be instructed in the weaving of wool and some branches of domestic science.

In this circuit only one school has been equipped for the teaching of woodwork, but unfortunately, even here this subject was totally neglected in the past year.

The Orange River Area.—Some 300 miles of the Orange River fall within this circuit, along which several extensive settlements and irrigation works are in existence. The schools along this part of the river had at the annual inspections of this year an enrolment of 2,256, and, as soon as funds are available, four more schools will be opened, at the following points: (1) Karos (District of Kenhardt), (2) Nil Desperandum, (3) Elim Island and (4) Sternham.

The children on the numerous islands often experience great difficulty in crossing the streams which separate them from the nearest school. As many as twenty-six children had to be provided for in the indigent boarding-houses at Keimoes. A much cheaper way of providing for the schooling of these children would be to construct footbridges across the streams, wherever possible, in order that they could reach the existing schools. A footbridge

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across one of the main streams has just been completed which will enable a number of children from the islands to reach the Neildersdrift Primary School. The Provincial Administration provided the material for this bridge and the parents did the work free.

Further irrigation schemes for the numerous fertile islands immediately east and west of Keimoes and below Buchuberg are, I believe, under consideration.

Should these materialise, a fairly large influx of settlers might be expected, for whom further schooling facilities would have to be provided and new school sites would have to be selected.

Indigent Boarding-houses.—There are in this circuit at present fourteen indigent boarding-houses, with 686 boarders who cost the Provincial Administration in maintenance, rents and superintendents' grants about £13,600. With the exception of the Kenhardt boarding houses all were visited this year by the Rev. J. H. van Wyk, whom I accompanied in the Kuruman district last July. There is a strong tendency to overcrowd these boarding-houses. To check such overcrowding it seems very desirable that the inspector of indigent boarding-houses or the circuit inspector be required to certify that suitable accommodation is still available before fresh grants are authorised.

For the sake of economy the law should, however, empower the Administration to remove, at its discretion, children whose parents subsequently come to reside near a school.

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

CIRCUIT : BRITSTOWN, CARNARVON, DE AAR, PHILIPSTOWN, PRIESKA, VICTORIA WEST.

During the first quarter of the year under review I inspected or visited all the schools in the sandy stretches at the back of the Hay district. At the commencement of the second quarter I was transferred to this circuit. In September I took ill and had 1½ month's sick-leave, during which time Inspector Bowie, who had charge of the circuit, examined 2 high schools, 5 secondary schools and 3 mission schools on my behalf. I wish to take this opportunity of expressing my thanks for his valued assistance.

Owing to the above facts I have not had time to acquaint myself with every school in my present circuit; I have however inspected or visited all but a small number and, though no comparisons can be made with the work produced in former years, I am pleased to be able to report that in some cases general efficiency ranks high, in the majority of cases it is satisfactory whilst in a few cases it is decidedly low. In the last instance this was almost invariably attributable to changes of teachers.

At Vosburg an important building scheme has been carried out and about three months ago the secondary school moved into the new building. Extensive and very necessary and adequate additions are also being effected to the secondary school at De Aar, which, it is hoped, will be completed in the course of some four or five months. In consequence of these measures which, in view of the prevailing financial stringency, must be regarded with much satisfaction, the accommodation in the village schools is now on the whole adequate and suitable. At De Aar, however, the roll

has increased to such an extent that the school has become too large and unwieldy for one man to supervise, and the splitting of the school under two separate principals requires serious consideration. The privately owned buildings, in which nearly all the rural schools are carried on, are in some instances still far from satisfactory; too many of them have windows that are too small, unboarded floors, and flat roofs that are either unceiled or ceiled only with canvas. Extremes of temperature are often experienced in these parts, and for health reasons the school boards concerned must in future be prepared for an increase in the urgency of the Department's requirements in regard to suitable accommodation.

In all but a few schools Afrikaans has superseded Nederlands, and the change is proving highly beneficial in as much as the progress of the pupils, their power of expression and the development of their mental faculties have been noticeably enhanced. In connection with this teachers cannot be too strongly urged to keep themselves thoroughly conversant with the standardised and recognised forms of Afrikaans; for it was disappointing to find how poor the form and idiom of an occasional teacher's Afrikaans were.

Through the provision of indigent boarding grants, boarding and conveyance bursaries, liberal facilities both for primary and secondary education are afforded in nearly all the divisions comprising this circuit. The crowded state of most of the indigent boarding houses and the phenomenal increase in the enrolment of the majority of the village schools, testify to the magnitude of the want supplied by the ordinances concerned.

It is pleasing to note that the curricula for native and coloured schools have been overhauled and made more practical. These are now better suited to equip the pupils for their future walk in life. At present however the outlook as a whole is not encouraging, for most of the teachers lack the education, initiative, experience and training to deal effectively with the requirements.

REPORTS OF CIRCUIT INSPECTORS : TRANSKEI.

INSPECTOR : DR. H. ANDERS, B.A., PH.D.

CIRCUIT : LIBODE, QUMBU, TSOLO.

Of the 150 schools in my area I inspected 145, besides paying 30 informal visits to various schools including the training school at Shawbury.

The past year saw the gradual introduction of the *new native syllabus*. I convened no less than nine meetings of teachers with a view to explaining the aim and requirements of the new curriculum. Some schools, more than others, have made an earnest attempt to carry out as far as at present possible the new course. School gardening, an entirely new subject, has been taken up at St. Cuthbert's, at Somerville, and at Mbokotwana, while preliminary steps have been taken in two or three other centres. Teachers are continually advised to plant trees on school plots, and many have been planted. Of course, to carry on school gardening successfully, fences or hedges are required, tools are needed, and constant attention must be given to plants and vegetables

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during term time as well as during the vacations. Given good will and persistence, much may yet be accomplished in this direction. Basketry, grass-weaving, clay modelling, rope-making and other kinds of handwork are receiving increased attention. But, commendable though the efforts are which have been made, teachers sorely need guidance and instruction in matters affecting manual and industrial training, to which great importance is now attached. Regular courses are given in hygiene at St. Cuthbert's, and the *Lovedale Health Reader* is used in many schools. Woodwork is taught only at St. Cuthbert's and Qanqu, not yet at Shawbury. Native reading has never suffered neglect in my area, but more attention is now given to Kafir recitation and to Kafir grammar and composition, as required by the new syllabus.

In *Standard VI.* a somewhat higher degree of attainment is now demanded, and pupils are expected to have a reasonably good working acquaintance with English, written and oral. The raising of the standard has been attended (as might have been expected) by a lower percentage of passes this year.

With regard to organisation, the work of the school is often distributed in impossible ways. It is obviously necessary that more thought should be given to proper grouping of classes for instructional purposes in such subjects as geography, composition, history and even reading; to planning and drawing up of schemes of work in connection with the teaching of oral composition, manual work, and drill.

Appointment of Teachers.—In view of the difficulty of removing a teacher when he may prove unsuitable, managers now often appoint "on probation," before the appointment is made permanent. This procedure seems to answer very well, especially in cases of new and untried teachers.

A new building for the primary European school at Tsolo is greatly needed, as I have said time and again.

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

CIRCUIT: ENGCOBO, ST. MARK'S.

The chief feature of the year's work has been the introduction of the new syllabus. Meetings were held during the first quarter in various centres throughout the circuit, and at these the teachers were given advice and instruction. As far as was possible in such limited time, hints and lists of topics were given, to facilitate commencement with the new subjects.

The results have been closely watched during subsequent inspections in the succeeding months. Handwork has been attempted by almost all schools. Mats and baskets made of rushes and grass have formed the principal objects. Some schools did very neat and promising work with Amakasi. A promising beginning has been made at the school garden of All Saints' to grow a large supply of certain raw material, e.g., Imizi, which is difficult to obtain in the neighbourhood and which is very useful.

Teachers from certain of the schools under the Keilands Mission attended an exhibition of native handwork at Marianhill in Natal. In addition to the benefits they themselves received, they have assisted others by bringing back specimens of work. These have

been shown to teachers at meetings held during the fourth quarter, and this has proved very helpful and stimulating.

Modelling, exclusively in clay, has been attempted with very little educational, and no artistic, success.

Gardening has been commenced in almost all schools. Many teachers have worked hard to overcome the difficulties connected with this subject, the opposition of parents, the lack of implements and the expense of enclosing the ground. In some cases money has been raised by means of school concerts, in others the headman has levied a small subscription on all the members of the location.

It is too early to speak of satisfactory results with the garden produce, but it is obvious that many teachers have little idea of how to proceed after they have prepared the ground. It is very necessary for the teachers to realise that the produce of the school garden belongs either to the children separately or to the school as a whole; it certainly does not belong to the teacher. If teachers claim for themselves the garden produce, they will justify the objection which parents have most frequently advanced against the introduction of this subject.

It would be stimulating to hold competitions for the best school garden produce in suitable areas. Mealies for some time will be the commonest product, and parents under certain conditions might also compete.

If the produce of those school gardens, which have been cultivated on the best principles, obviously excels, it may hasten even the adult native to adopt better farming habits.

In certain parts of the Transkei there are demonstrators trained on, and sent out by, the experimental farms belonging to the General Council. If their work included supervision of all school gardens within their area, progress would undoubtedly be much more rapid. So far as cultivation of the ground is concerned, there are at present too many teachers who treat their own land not a whit better than the most uncivilised native in the location. Such teachers will make very poor instructors in school gardening.

Nature study and hygiene have been very disappointing and most of the teachers appear to be afraid even to try to make a beginning. Perhaps it is difficult to realise their ignorance of and difficulties with these subjects.

The article in the *Education Gazette* on hygiene seems to miss the fact that most of the native teachers have yet to learn the veriest rudiments of this subject, and that they require the most elementary instruction in the simplest and clearest manner. A list of topics suitable for lessons would be very helpful to most of the teachers.

It is obvious, however, that the new syllabus is going to make great improvement in the education given to native children. It will be most necessary to see that the treatment of the subjects by the teachers remains fresh and real and does not become stereotyped and dead.

The teaching of English as a spoken language continues to improve in this circuit. In almost every school oral lessons in English form a regular part of the work of the sub-standards. It is very necessary for every teacher to possess a pronouncing English dictionary and to learn to make constant use of it.

The publication of a small pamphlet or of notes in the *Education Gazette*, dealing with the correction of the chief errors in pronunciation, especially of the English vowel sounds, to which natives

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are liable, would be extremely useful. A careful examination of the common mistakes made by native pupils in English dictation exercises shows how frequently the errors are due to mis-pronunciation by the teacher.

It is sincerely to be hoped that the financial position will, at an early date, make it possible to introduce the salary scale for native teachers.

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

CIRCUIT: MOUNT FLETCHER, MOUNT FRERE.

All buildings with bare iron roofs have now been lined with grass or reeds, and the few new buildings erected during the year have been provided with more or less effective means of ventilation.

Local authorities and teachers have been urged to enclose the school grounds with stock-proof fences. Some years ago an effort in this direction was made by the resident magistrate of Mount Frere, but the scheme was not continued by his successors, and in most schools the fence had fallen into disrepair and become ineffective for any purpose. During the year, however, several of the fences were rebuilt and in some instances where no fence had previously existed new fences were begun. Before school gardening can be attended with any success, it is essential that this work be completed.

The question has often been raised as to the disposal of the proceeds of the school garden, and the principle has always been emphatically laid down that the proceeds of any sales arising from the school industries belong to the school and are to be used for school purposes only—for the purchase of tools and materials required in connection with the industrial work carried on in the school. In this connection teachers were advised to keep, and to teach their pupils to keep, a simple account of all income and expenditure.

Three schools in the division of Mount Frere and one in the division of Mount Fletcher were selected on account of their central position and the facilities available, for the establishment of three nurseries from which young trees could be supplied to schools for tree-planting. A suitable piece of ground was selected, seeds—seligna gum and pinus pinaster—were provided, instructions given, both by the inspector and the forest officer, as to the procedure to be following in rearing the trees, and the teachers of the selected schools supplied with the government pamphlet on the rearing of trees from seeds. It will not be possible to judge the results of the experiment for some time. The ideal aspired to is to have every school in the circuit surrounded with a belt of trees. This ideal is not impossible of achievement provided all interested in native education—managers, headmen, teachers and others—give what assistance they can in this direction. The headmen as a rule have proved to be very indifferent so far as educational progress in any direction is concerned, and teachers have in many instances carried on their work only with difficulty in consequence of this lack of interest on the part of the headman.

Little progress can be reported in school gardening owing to the lack of tools and suitable grounds. The raising of money for the purchase of tools by means of school concerts is often not

feasible, since all the proceeds of the concert are often swallowed up in providing food for the members of the audience and the teacher very often finds himself out of pocket. Some progress has been made in other directions, notably in grass-weaving and in clay work, though the attempts were often very crude. It was found that in some schools the services of the women of the location had to be commandeered to give the first lessons to teachers and pupils in these subjects.

During the early part of the year efforts were made by means of meetings with teachers and by talks at inspection to explain what was demanded under the new school course. The meetings were well attended and teachers showed keenness and a desire to equip themselves to meet the changes. From the beginning of the fourth quarter schools were inspected on the new course and the impression formed was that, whilst in a few schools very little or no effort had been made to introduce the new course, most teachers had made a laudable effort to carry it out.

INSPECTOR: MR. A. M. FERGUSON, M.A.

CIRCUIT: BUTTERWORTH, NQAMAKWE, TSOMO.

Enrolment and Attendance.—Calculated at the time of the annual inspection, the enrolment in 126 schools was 12,358 and the attendance 11,471. While the attendance showed an increase of almost 20 per cent. compared with that of last year, the number of teachers had been reduced by 7. There is no doubt that this must be considered as one of the heaviest circuits in the whole Province, as no fewer than 11,295 pupils were inspected individually. Besides, 83 informal visits were made during the year.

European Schools.—It is hoped that the scheme of enlarging the premises of the Tsomo Primary School, carefully drawn up by the committee, will be sanctioned at an early date, as the accommodation is now quite inadequate and inconvenient.

The introduction of Afrikaans into all the European schools had simplified the presentation of the Dutch language to English-speaking pupils. This was particularly noticeable in the Butterworth Secondary School, where, through the adoption of the direct method in classes below standard V., a real start had been made in acquiring the language.

Native Schools.—The outstanding feature during the year was the meeting held at Blythswood Institution, when the chief inspector of native education met fully 120 male teachers, and discussed with illumination the teaching of the subjects of the new primary course. Only the principals of standard V. and VI. schools were invited, 49 in all; but that did not deter 70 more from attending who were not invited. Teachers have acknowledged the educational uplift which such a meeting gave them, and one is bound also to acknowledge with gratitude the spirit of loyalty to the Department and of harmony which prevailed, in spite of the disappointments and undoubted difficulties which native teachers have to face. The personal contact of the teachers with the chief inspector of native education was a unique experience of which the teachers gladly availed themselves. The thanks of the Department are due to Rev. R. Godfrey, principal of Blythswood, for making such excellent arrangements for the comfort of the visiting teachers.

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Buildings.—In spite of financial and economic difficulties, the great majority of the schools have been kept in repair, and are now clean and fairly wholesome buildings internally—this was the case, at any rate, at the time of the annual inspection. An increasing number of teachers teach their classes outside, where sufficient shade is available, an arrangement very much to be recommended, and even urged.

I. Table showing—

		Increase.
No. of Teachers	344	— 7
No. Certificated	278	10
No. Uncertificated	66	— 17
Percentage Certificated	80·8	4·5
Percentage Uncertificated	19·2	— 4·5

II. Table showing the number of schools teaching up to—

	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
Increase ..	5	8	— 4	1	— 1

III. Table showing—

	Std. VI.	Increase.
Enrolment	332	3
No. present at Inspection	319	19
No. passed	203	36
Percentage of passes	63·6	8

Standards V. and VI.—In spite of the increased demands made upon these classes, it is pleasing to record an improvement in the majority of them, which reflects credit upon the earnestness and teaching ability of the teachers. More, however, will still be expected from them under the new primary course.

Handwork and School Gardening.—Basket, mat and hat weaving, clay modelling and rope-making were practised in almost all schools with interest and encouraging success. School gardening, however, presented more difficulty; but in the larger schools arrangements were being made to begin this important out-door occupation at an early date.

It is pleasing to record one's gratitude to missionaries, magistrates, traders and others for many acts of kindness during the year.

INSPECTOR: MR. W. H. H. GREEN, B.A.

CIRCUIT: IDUTYWA, KENTANI, WILLOWVALE.

1. *Buildings.*—Several necessary new buildings of an improved type are still awaited, having been delayed by the usual causes—poverty, sickness and, last but by no means least, apathy. A few good buildings, however, have been erected during the year, and it is hoped that with patience and the exercise of a certain amount of pressure more will be erected in the near future.

2. *New Schools.*—Several applications have been received for aid to new schools. In nearly every case, owing to the state of the exchequer, these have had to be refused. Some half-dozen of these are cases meriting favourable consideration, and recognition will be urged as soon as the position warrants it.

3. *Teachers.*—The qualifications of native teachers continue to improve each year, as more fully trained teachers are received from the training schools, and the inefficient among the uncertificated teachers are eliminated.

4. *Standards V. and VI.*—It is very gratifying to be able to note a great improvement both in the enrolment in these classes, and in the quality of the work achieved in them. The privilege of teaching standard VI. has been extended to two additional schools, in areas where there was ample scope for such a class, and the record of these schools encourages the hope that good results will justify the action taken. In one school where the work has been unsatisfactory and where the people have failed to provide the necessary accommodation, this privilege has been withdrawn. It is hoped that this may be only a temporary measure, as there is great need for such a school in the area affected.

5. *Curriculum.*—A beginning has been made with the working of the new syllabus in the native schools. Meetings were held in the various districts of the circuit at which teachers were invited to mention any points which required elucidation, and difficulties were explained. These meetings were well attended, and have had an excellent effect in awakening enthusiasm and simplifying the task of the teachers. During 1922 a certain amount of latitude was allowed and in the majority of cases certain subjects were inspected on the lines of the old syllabus. In 1923 the new syllabus will be insisted on in its entirety, though some allowance will, of course, be made for shortcomings due to lack of familiarity.

6. *English in Native Schools.*—In accordance with the policy of the Department greater efficiency has been demanded than formerly in oral English in all classes, and in written English composition in the higher classes. It has always been felt that far better results might be achieved in these respects, if the teachers could be induced to give the matter a fair trial, and in isolated instances this has been proved again and again in the past. Now that teachers have been made to feel that it is the will of the Department, and not the whim of an individual visionary, that English should be taught on more rational lines, a distinct improvement is noticeable in the great majority of schools.

7. *Conclusion.*—In conclusion, I wish to record, as usual, my sense of the devoted and earnest co-operation of various missionaries in my circuit, but for which it would be almost impossible to carry on the work, as far as the native schools are concerned. In various ways, too, help has been received from the magistrates and their staffs, and in many instances from the traders, who as a general rule take a very real interest in the welfare of the native people.

INSPECTOR: MR. A. E. HILL.

CIRCUIT: BIZANA, FLAGSTAFF, LUSIKISIKI, MOUNT AYLIFF, NTABANKULU, PORT ST. JOHN'S.

Every school in the circuit was either inspected or visited during the calendar year. As 154 inspections were held and 53 visits were made, it is evident that this could be done only by taking several schools together on some occasions.

Financial conditions have again retarded progress. Several schools, both white and native, had to be refused Government aid, although they had reached the stage of meriting it. In some white schools there was some understaffing. In these cases teachers did not take advantage of the suggestions made in a recent *Gazette*,

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for grouping classes together for various subjects, which would have considerably lessened the difficulties. In native schools also some teachers had charge of excessive numbers, and consequently a high standard of work could not be reached.

The European school buildings are now fairly satisfactory. The same cannot be said of the native schools. These are often left to the tender mercies of a native builder, whose views regarding lighting and ventilation are very crude. It would be advisable to draw up plans of model buildings, which would act at least as a guide to those concerned, and would lead to some sort of standardisation of buildings. In only a very few cases do school buildings exist which can be called at all satisfactory. Indeed in some cases, if it had not been for the poverty of the people, the grants would have been taken away.

The enrolment and attendance have again suffered on account of the poverty of the people. In some cases suitable clothing could not be provided for the children, while many of the older boys had to go out and seek work. Typhus, fever and influenza were also largely responsible for the low numbers.

On the whole the standard of work has slightly improved. History and geography are perhaps the weakest subjects. A scheme of work should be drawn up at the beginning of the year and closely followed; failing this, the teaching of these subjects is apt to become haphazard and sketchy. In native schools there is a great lack of intelligence in reading, though to this there have been some pleasing exceptions. Far too little time has been given to oral composition, the only sure foundation for good written composition in the upper classes. This subject has been a frequent cause of failure in classes above standard III. A higher standard in composition is now required from standard VI., as the pupils who pass it are eligible for entrance to a training school.

This year has been an important and interesting one in the world of native education owing to the introduction of the new primary school course. All schools in the circuit are now working according to this course, and during the last quarter all the inspections were held under changed conditions. During the first three quarters all teachers were instructed in the new work, either individually or collectively. Several meetings were held at suitable centres in the various districts for the purpose of explanations and guidance. These were well attended and the teachers evinced considerable keenness and interest in endeavouring to master the new conditions. The native mind is conservative and slow to adopt new methods, and most inspections revealed weaknesses and failure to grasp the real spirit of the new course. The principal fault was too little attention to the Kafir side. Thus Kafir spelling and grammar were not always taught. Owing to the difficulty of obtaining books, many of the classes were not provided with suitable Kafir reading books. In recitation very few prose extracts were presented. The handwork shown was varied and plentiful. Grass plaiting was particularly good. Very little progress had been made with school gardening. This was due to the delay in marking off a site, the lack of implements and the difficulties in connection with fencing the garden. It will be interesting to see how this branch of the course is developed. On the whole the new course has been well received by all concerned, and promises well for the future educational advancement of the natives.

In Eastern Pondoland the proportion of certificated teachers to uncertificated, once so meagre, is advancing rapidly. Only those uncertificated teachers who show a real aptitude for teaching will eventually be left in the schools.

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

CIRCUIT: ELLIOTDALE, MQANDULI, NGQELENI,
UMTATA.

Buildings.—The Umtata High School is in urgent need of additional permanent classroom accommodation. The present buildings were planned when the average maximum enrolment expected was under two hundred; now that the roll stands at two hundred and eighty, the conditions in which the work of the school has been carried on may be imagined.

Most of the native schools are inadequately housed, and under the present system of control it is difficult to see when an improvement can take place. The missionaries possess no building funds; the natives in most parts lack both the money and the initiative to erect suitable school houses. Perhaps in the near future the Transkeian Territories General Council's contribution to the development of native education may become available for building purposes.

There are still one or two unceiled iron buildings in use, but most of the iron roofed schools have now been ceiled with either reeds or calico.

Teachers.—The percentage of certificated native teachers continues to rise. There has been a commendable keenness on the part of most to equip themselves for the work of teaching the new primary school course, officially introduced at the beginning of the year. Nearly one hundred and fifty of them attended at their own charges a week's vacation course held during the Easter holiday when instruction in the new syllabus was given; and in spite of many difficulties not a few have loyally striven to carry out the spirit of the new course in their schools. With such men and women it is a pleasure to work.

The number of young certificated men teachers without posts is increasing. The unqualified teachers still retained in the schools of this circuit are either under notice to leave or have proved their efficiency by years of faithful and successful service. If similar conditions hold in other areas it is difficult to say where the hundreds of student-teachers who sat for their final qualifying examination this month are to find posts.

School Subjects in European Schools.—For some years past efforts have been made to improve the teaching of the second official language in the European schools but in only two of these are the pupils really becoming bilingual. In some cases this is because the teachers are uni-lingual, but in others, where the staff is competent to teach both languages efficiently, much more might be done. When parents in these districts realise with what a handicap a child who can speak only his mother tongue is starting life, they will surely insist on effective teaching of the second official language being given in the school.

School Subjects in Native Schools.—The new primary school course has been followed, in whole or in part, in all the native

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schools. Handwork is being taught more or less successfully in all, and especially in the larger schools the work done shows improvement. One teacher has been employed as an instructress in hat and basket making, visiting various centres, and her assistance, much appreciated by the teachers, has been of real value. School gardening has been taught in about fifty schools, with success varying in proportion to the initiative, energy and intelligence of the teacher. Some of the best gardens have been seen at single-teacher schools.

Xosa is receiving more attention and oral English composition shows considerable improvement. Singing too has improved, and the experiment, introduced two years ago, of holding local district competitions and of encouraging entries from small as well as large schools, has been a success. Over forty schools competed this year and the increased interest awakened was evidenced by the gathering of over five thousand Europeans and natives at the final competition in November.

INSPECTOR: MR. W. H. TAYLOR.

CIRCUIT: MATATIELE, MT. CURRIE, UMZIMKULU.

After only a term's work in this circuit it is not possible to do anything more than give a series of impressions of the work; yet these impressions may prove useful because it is at such a time that contrasts are particularly noticeable.

Additional accommodation is required for both the Matatiele and Kokstad secondary schools, more especially so in the latter case. Both schools have equipment for the teaching of woodwork and it is a pity to see the benches stored in out-of-the-way corners because no room is available for the work. The new building at Cedarville is now practically full.

The European teachers in this circuit have not used to any great extent the freedom of organisation which is now allowed them, and arithmetic and dictation still figure much too largely in the time table. Formal grammar is overdone and is generally treated on analytic rather than synthetic lines. Spelling is still associated with a class reading book. Far too little reading is attempted and recitation is too often learned by the children as a mechanical exercise, the poem rarely being selected because of its literary value. In history and geography local work should receive more attention. It is impossible to think of a history scheme in this circuit which does not deal fully with native life and tribal organisation. Yet this does not appear in any of the schemes submitted. There is also a strange hesitation on the part of teachers (who are often fully qualified), in the matter of using Afrikaans as a medium. The Cedarville school is an exception to this and some really good work has been done in both English and Afrikaans. One item worthy of special note is the excellent work in gardening and nature study undertaken at the Matatiele Secondary School. In connection with this work an income of £70 was made last year from the sale of young trees raised from seeds by the scholars. Not only has the school library benefited but it is almost impossible to estimate the effect this is likely to have on the environment.

It is pleasing to note the healthy tone existing amongst both teachers and scholars throughout the circuit, and I am convinced that with such willing material any necessary changes will be made speedily and efficiently.

With regard to the native schools, the outstanding feature is the failure to group *consecutive* classes where grouping is necessary, as is so often the case. Much valuable time is wasted on this account. In many schools the distribution of work amongst the members of the staff is faulty and the infant teacher has far too much work. Judging from the commotion which follows a request for a black-board it is evident that in most schools far too little use is made of this valuable piece of apparatus; indeed it is usually in such a bad condition that it is almost impossible to use it. Mere memory work figures far too largely, and it is no uncommon thing when history and geography are being examined to have the answers (which are invariably lengthy and in complete sentences), given simultaneously! The abuse of the simultaneous answer is a marked feature in all schools, and it is a very rare thing to meet a teacher who insists on individual answering to any extent.

Yet much good work is being done, and particularly is this true with regard to native handwork. From the beautiful gardens at Maria Zell to the humble woodwork carried out with a pocket knife as sole tool at the Griqua school in Kokstad, is a far cry and covers much work likely to prove of real value to the native in after life. A word of warning is necessary, however: in one case a teacher received a request from another who lived miles away, to collect material for handwork and send it to him. This is not in accordance with the spirit of the new syllabus, which clearly intends the occupations selected to be in keeping with the environment.

In conclusion I would like to take this opportunity of thanking very sincerely all those who have helped a strange traveller on a strange road. The memory of their kindness and hospitality will be a lasting one.

NEEDLEWORK AND NATIVE HANDWORK IN THE TRANSKEI.

MISS A. M. E. EXLEY.

On the European side, as the domestic course has not been chosen by any of the four secondary schools, needlework has been taught in the primary schools alone. In these, with the exception of one or two schools in which there has been a frequent change of teacher, marked progress has been made, and practical work has been done. In order to bring these scattered schools into closer touch with one another, an experiment made last year has been repeated, and again an informal exhibition of work has been held, this time at Butterworth public school in December. Excellent exhibits were sent from sixteen schools, and in all parts the keenest interest was shown.

In the native schools no notable advance in needlework has been made. Though the new primary school course and the teachers' preparatory course have come into operation, the transition from old to new is gradual, and no appreciable results can be expected for several years. The most valuable sphere of work is offered in visits to out-station schools, and, when possible, in gathering

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together small groups of acting teachers for short courses of instruction. Such courses are eagerly welcomed in all districts, and are undoubtedly useful, especially in groups of schools that are without European supervision.

In the training institutions the requirements of the new preparatory course have made more apparent than ever the lack of grounding in most of the students. Even in schools where the sixth standard is, on the whole, efficiently taught, needlework is often in the hands of a young, inexperienced teacher, who finds the mere control of her class a difficulty. Native principals who give sympathetic attention to the teaching of needlework in their schools are rare; consequently, though girls may pass their standards in other subjects, they seldom have any intelligent knowledge of this one, and, though the new course has been framed to meet this need, it is impossible during one year to atone for a long period of neglect.

During the last quarter, owing to the absence of a third needlework instructress, four of the Cis-Keian training schools were visited for standardisation of marks, and an opportunity was afforded of conferring with all European teachers engaged in training natives, and of viewing the work as a whole. The interchange of ideas, the comparison of methods and the discussion of the needs of the divers parts of the country were invaluable, particularly as many of the students in training come from the Transkeian territories.

The introduction of native handicrafts into schools has now become fairly general. At this initial stage much of the work is very crude, difficulties have been experienced in finding large enough supplies of suitable materials, and even where good results have been achieved it has not yet been possible to get a steady supply of articles uniform in quality, or saleable as anything but curios. But splendid efforts have been made to overcome obstacles, and it is a pleasure to record the wonderful way in which the European teachers at training centres have tackled this entirely new and unknown branch of work, and with what success they have interested and stimulated their pupils.

In spinning and weaving steady progress is being made, and applications for admission to the school of weaving are still beyond the available accommodation. Several apprentices have just finished their course, and two, who returned home in September, have made a good start with wool spinning. An unexpected development has arisen in the desire of several to purchase looms, which the school is trying to supply. The outcome will be watched with great interest, and it remains to be seen whether the girls will be sufficiently resourceful and persevering to establish the work as a village industry. Spinning with the hands in native fashion has been tried in Tsekong Mission School, Mount Fletcher, and a spinning wheel is shortly to be introduced, with a trained native girl to give the first lessons, and it is hoped to produce good yarn for knitting.

In conclusion, though the development of handicrafts is being urged at a time of financial stress, and though innumerable problems in connection with it have to be faced, the enthusiasm of many of the teachers and the growing interest of the general public make the outlook hopeful, and give encouragement to increased effort.

REPORTS OF DEPARTMENTAL INSTRUCTORS.

INFANT SCHOOL METHOD.

MISS C. DRAKE.

On the whole the year has been one of progress. There has been a steady improvement in method in almost all schools, as a result of a fuller understanding on the part of teachers of the present trend of education—making the individual rather than the class the teaching unit. Quite a number of teachers are now fairly skilful at planning individual occupations, and dividing their pupils into sets according to their ability. But here a fault is often noted. The teachers concentrate too exclusively on one set and leave the others too long without supervision. Often a child misunderstands some initial step in the work set, and without guidance wastes the whole period.

Standard I. is still a difficulty in many schools. Few school committees and principals have grasped the importance of appointing a teacher for this class holding the infant school teachers' certificate, so that the work may be well graded during this transition period. The children are expected to fall at once into strict class discipline and to give up all practical work. Their progress is therefore retarded for a time.

The difficulty of getting material and apparatus constitutes a real hindrance to the progress of the work, especially in those schools where the children come from poor homes and find it difficult to bring money. Another great hindrance to progress is the lack of nursery training before the children come to school. Many come with dulled minds, undeveloped senses and bad habits. Therefore much of the work is remedial, and often very little progress can be noted during the first few months.

INFANT SCHOOL METHOD.

MISS E. TISMEER.

Seeing that 1922 is my first experience of the real infant school work, very little can be said about it.

My general impression is that the work could be made far easier in the sub-standards. The work is greatly handicapped by the admission of children at all times during the year. It would be a great advantage to both teachers and children if the newcomers could only be admitted to the school twice a year, after the annual inspection and six months later.

The sub-standards and standard I. could then easily be taken in two years, one year for the sub-standards and one year for standard I.

A great need is felt of specially trained infant school teachers, for it has been proved during the past year that untrained infant school teachers, whilst doing their utmost, have failed to make a success of the work.

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DOMESTIC SCIENCE.

MISS W. M. CURREY.

Secondary and Primary Schools.—A far larger number of secondary schools are now taking domestic science in standards VII., VIII., IX and X., and many others are anxious to take it up but are prevented from so doing by the lack of available funds. There is still a shortage of fully qualified teachers which is a great drawback to the work, as is also the want of sufficient laundry and housewifery equipment. During February and the early part of March, Miss Fouché and I visited certain centres together; this was a most helpful arrangement in every way, and if it could be repeated at some other time it would materially assist the work, as it tends to the formation of a definite and good standard of both teaching and examinations. During our time together we were able to draw up a new cookery syllabus for the primary schools and also one for coloured schools. The primary school cookery syllabus has been tried for 6—9 months in primary schools, and teachers have all welcomed the change and find it far more economical and interesting. There are 2,026 pupils in primary schools, 679 in primary departments of secondary schools, and 945 in secondary departments taking domestic science.

Industrial Schools.—Adelaide Industrial School was re-organised during the year and a fully qualified domestic science teacher appointed. Work is now proceeding on satisfactory lines. Other industrial schools are handicapped for lack of competent teachers. In all these schools the teaching of domestic science should be thorough and definite, and therefore it is necessary that capable people with a thorough knowledge of domestic science should be appointed.

Native Schools.—Wherever it has been possible, domestic science has been started at native training schools, but want of funds for teachers' salaries and for necessary equipment and accommodation has made it impossible to begin in many centres. The industrial course started at Lovedale a year ago has worked well and the results at the inspection were very good indeed.

DOMESTIC SCIENCE.

MISS R. FOUCHÉ.

During the year all the schools in the western area in which instruction in domestic science is given were visited.

In February a new primary syllabus was drawn up and tried in all the schools. Teachers have reported that the new syllabus has proved both satisfactory and economical. All report a saving which in some cases is as high as 60 per cent.

Schools and Pupils.—In the western area instruction in domestic science is given in 23 primary schools and 17 secondary and high schools. The number of pupils in primary schools and in the primary departments of secondary schools is 1,528, and in secondary departments 541. Owing to the financial situation no new centres were opened during the year.

Training of Teachers.—Seven students entered for cookery at the School of Domestic Science, Cape Town; seven completed their course in housewifery, and of these four remained to take the course in laundrywork.

There will hardly be any demand in the future for teachers holding only the cookery certificate, and it will be advisable for students to take housewifery and laundrywork as well.

Only six teachers in the western area are at present fully qualified. The lack of equipment is hampering the work in many of the secondary schools.

NEEDLEWORK : WESTERN DISTRICTS.

MISS A. CAIRNCROSS.

Owing to the urgent need for economy work has been somewhat restricted, consequently all efforts have been confined to the training of teachers and to work of the course taken for the secondary school junior certificate.

Training of Teachers.—The new course prescribed for the primary teachers' higher and lower certificates have proved very satisfactory. This course deals with all classes in primary schools. More attention is given to practical teaching, and the nature of the work done during both years of training should equip young teachers more fully than has hitherto been possible. Considerable interest has been shown by the teachers responsible for this subject and results of the year's work are most encouraging. Acknowledgment is due to all, and especially to those who have retired after long and faithful service in this branch of work.

Domestic Science Training Centre.—Good work has been done throughout the year, but numbers trained and the poor standard of attainment have offered little scope for special progress. It is understood that the present year promises more in this respect.

Opportunities of class teaching have been afforded students in two Cape Town secondary schools and at the Good Hope Seminary Girls' High School. Lessons have been given to standards VII. and VIII. under supervision of the class teacher and of the teacher in charge of the students, without disorganising the general scheme of work for the year. Co-operation on the part of the principals in each case was most helpful. Valuable assistance has also been given by the principals of the Cape Town Training College and School in providing pupils to form classes for demonstration lessons at the domestic science centre.

Secondary Work.—This includes work done at schools that presented candidates for the secondary school junior certificate.

In December, 1921, twenty-one candidates were presented for examination in the western circuit. The total number examined in December, 1922, was one hundred and ninety-three; a further increase is most probable in the near future.

The general standard of work is not sufficiently high nor is it yet on an even basis, as far as the teaching is concerned. Several teachers presented good work. On the other hand some of the work submitted was so poor that the teachers' lack of knowledge was only too evident.

Parents' lack of support in providing necessary materials is a serious difficulty.

Decisions to adopt this course, made late in the year, can only lead to failure at examination. These difficulties must be overcome in order that all may reach a standard of efficiency.

Primary Schools.—Little time has been available for these and visits were paid only where special need arose.

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Practising Schools.—Excellent work has been done at Paarl, while the Cape Town Training College School and the Robertson Practising School show marked improvement.

At Wellington the numbers are far too small for this school to answer its purpose fully.

Coloured Training Schools.—A fair standard has been maintained. Lack of thorough teaching in schools affects the students' work most seriously. Other adverse conditions are lack of accommodation, allocation of insufficient time to needlework, lack of facilities for practical teaching in this subject, combining of two or three classes for the sewing lesson.

Coloured Schools.—Very few have been visited owing to lack of time. The general standard may be judged by the inefficiency of pupils sent to training schools after passing standard VI., of whom the majority are ignorant of the fundamental principles of needlework. This is no doubt due to various causes, of which the chief appear to be inability to manage large classes, incompetence of teachers, and overcrowded conditions in many schools, especially in the lower standards, where it is well nigh impossible for even competent teachers to carry on good work. For all this close supervision is the only remedy that can be suggested, and that is impossible under present conditions of service.

VOCAL MUSIC: EASTERN DISTRICTS.

MR. F. FARRINGTON.

The past year was spent like many preceding years. Owing to the urgent need for economy certain training schools were not visited, viz., Shawbury, Emfundisweni, Mvenyane and Bensonvale. The need for help at these institutions is so great that any neglect must lead to reduced efficiency. As far as economy of transport is concerned all these places are badly situated. The failure to carry out this tour also prevented attendance at six native choir competitions. Fortunately, several of these competitions were ably carried out by the circuit inspectors.

Since the appointment of the first departmental instructors a great change has taken place regarding the training of teachers. Formerly, pupil-teachers were recruited in two's and three's all over the country. Gradually, a great change came about. Training schools and colleges were opened and the concentration which resulted made it unnecessary for pupil-teachers to be attached to the schools in which they had received their early education. The advantages of the later system are obvious, but many a good acting teacher owes his training to the practice he had in some obscure country school.

A great change has also taken place in secondary schools which have increased both in numbers and enrolment. In the past, singing has generally been fairly satisfactory in the primary standards, but there has been regrettable neglect in the secondary departments, especially in boys' schools. The Grey High School of Port Elizabeth is an outstanding example to show that good part singing can be obtained from the secondary standards. As student-teachers are drawn from the secondary standards it is evident that the continuance of singing classes in these standards is necessary, since it is expected that teachers will be qualified to teach singing as well as other subjects.

At the instigation of the Department, a small committee recently considered the question of singing in the secondary and training schools. They felt that some little time should be devoted to class singing throughout the classes of every school. Further, the syllabus for pupil-teachers was considered, with a view to making it wider and more helpful.

In conclusion, I beg leave to add that in my opinion the instructors in singing have not only seen their best days—each has been at work here for nearly 30 years—but the office of departmental singing instructor has seen its day and should be abolished. Before long the instructors must retire from their labours. They have been the pioneers. Part of their work could be done by a music inspector—a good man with some reputation in the musical world could be appointed. Part would fall on the shoulders of the circuit inspectors. The actual instruction and training of teachers should be done by specialists attached to the various training colleges. Tests for classes might be put in the hands of circuit inspectors, who could apply them as they do tests in other subjects. The circuit inspectors should also foster any choir competitions which may exist in their areas. All tests should of course be supplied by the Department. Every school should be encouraged to give at least one concert a year to parents and the general public. In urban areas the interest of school boards should be enlisted with a view to a combined concert once a year. Last year concerts were given in Port Elizabeth, East London, Queenstown, King Williamstown and Uitenhage. The programme was confined to ordinary school songs and the choirs of the various schools sang separately. To show that school singing, although considered a non-utility subject, is really of great interest to parents, it may be mentioned that over £300 was taken altogether at these concerts and most of this was devoted to the schools' improvement funds.

VOCAL MUSIC: WESTERN DISTRICTS.

MR. ARTHUR LEE.

1. The spirit and thoroughness with which training college staffs teach vocal music is most commendable. There is always a small percentage of new students of but slight musical attainments, but where these are taken apart for three months' training in first principles, they are able to participate in the general class work with profit. Some of the colleges report that they found in last year's entrants a slight falling off in ability to read music.

2. As is only too well known, the results of teaching singing as witnessed in a class are elusive. No singing lesson should be allowed to pass without a few pupils being called upon to sing alone. Unless this is done a swing of the pendulum can scarcely be avoided. It is very desirable, too, that the efficiency of the best pupils be certified in those schools where there are teachers who are accredited examiners of the Tonic Sol-Fa College.

3. The facts of notation cannot be grasped by merely looking at them; they must be frequently written. The mental part of musical training in our primary schools is based on the Tonic Sol-Fa method with its acceptance of ear training as fundamental and all else as superstructure. Although the majority of teachers are not specialists in music, they have succeeded to a surprising degree

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in giving their pupils a vocal command of music by means of this method. Many of the first musicians at last acknowledge that through the Tonic Sol-Fa system young people can find their way through the mazes of the staff notation. Here and there reading from the staff is taught in standards V and VI. in primary schools. Ability to read therefrom is now required in all secondary schools.

The results of teaching should be frequently tested by written exercises in translation of short phrases from one notation to the other. During the year's rest which should be allowed to boys when the voice is changing, transcription, ear training and listening to lessons on appreciation is all that can be expected. It is just at this stage, however, that boys can take in more than they can produce and they should not be denied the privilege of hearing on the gramophone the best works of the best composers played or sung by the best artists.

4. A new choir challenge shield was founded this year for the Mission Schools of Inspector Rosenow's circuit. These trophies are now so numerous and the areas they cover so large that it is only possible to fit in about half of them into a year's itinerary. The time has arrived when management of competitions should be gradually taken over by local committees. The Province is well besprinkled with a goodly number of gifted and enthusiastic conductors and if the scope of these musical functions be enlarged so as to embrace both vocal and instrumental solo contests they could not fail to exert a beneficial influence on the spread of art.

DRAWING : WESTERN DISTRICTS.

MR. W. W. RAWSON, A.R.C.A.

Drawing in the primary school is well established, and fluctuates only in the quality of teaching, dependent upon the nature and amount of supervision during the year. It is a subject that makes heavy demands upon the teacher, if properly taken, but if the teacher has a mind to ignore proper principles, a fair appearance may be presented to those who are uncritical as to method, and only judge from finished appearance of completed drawings.

In the secondary schools my misgivings of former years have been justified. Very little drawing of secondary grade is now done, and the ground formerly gained in schools aiming at a general matriculation standard has been largely lost. There are now very few schools professing drawing above standard VI. This is deplorable in two particular ways. Drawing of secondary grade should be and is designed to be, as elementary art, the link between primary school drawing and the schools of art in any national scheme of art education. Schools of art that may not be approached by definite stages in the ordinary school life of pupils are not likely to fulfil their proper functions. Pupils instructed in drawing only to standard VI. are not fit to enter any worthy school of art. Further the hiatus in standards VII. and VIII. to which I have drawn attention, concerns the training of teachers very gravely.

Student teachers, presumably of standard VIII. grade, will be found to have had no drawing beyond standard VI. grade, and instead of being taught to teach drawing they must be taught to draw. In all training centres tuition in drawing is in excellent hands, and the work is of a most praiseworthy kind. During the coming year it is hoped to encourage more practice in the actual

teaching of drawing, but so long as prospective teachers enter upon their course of training with insufficient knowledge of the rudiments of the subject, progress in drawing will be hampered.

The year under review has been the first of a course compounded of drawing and manual training, devised for teachers of a semi-specialist type. This course was held at Paarl, and suffered greatly owing to the current poverty as regards educational supplies.

Given a fair chance, the course will be of value. Presumably, however, the teachers emerging from this course are destined for secondary schools. It is unlikely that this destiny will be fulfilled as regards drawing, for the reasons already given. Teachers of this type will generally be available to teach other subjects besides those in which they have specialised, thus enabling them to be occupied their whole time in centres not having sufficient advanced drawing and manual training to occupy them wholly.

Where there are two high schools and a training school or college, the whole time of an art teacher may be occupied, and in such cases a teacher of higher grade is required, whose training must proceed within an art school. To meet this need the art teachers' certificate was instituted. Beyond a doubt, centres such as Oudtshoorn, Wellington and Kimberley require such teachers, and their appointment would make for true economy. As it is, art teachers' certificates are being issued as earned, and little is done with the product of the sound training that they represent. Few of those who have gained this certificate are returning value for their training. Some have gone to other provinces and been successful; others have been absorbed in crafts or businesses where their training is valued.

A school of art is the highest point in the scheme of progress that has been outlined in the foregoing.

The school of art in Cape Town ought to be a centre radiating influence on all the schools of the district by means of courses suitably devised for acting teachers. It should also affect all crafts in some measure, working in sympathy with the technical schools and with employers of labour. In more advanced countries attendance at an art school is required of all apprentices, courses being devised for various crafts.

There are very great possibilities awaiting development in Cape Town, such as might favourably affect education generally throughout South Africa. At present these possibilities are not being developed.

DRAWING : EASTERN DISTRICTS.

MR. H. CHRISTIE SMITH, A.R.C.A.

In the midst of changes of curriculum, the introduction of new secondary courses, and the consequent alteration in time allocation, drawing could hardly remain unaffected, adversely or otherwise. There has been a general diminution of time devoted to drawing and with few exceptions drawing instruction does not go beyond standard VI.

In the primary standards there appears to be little change for the worse in the quality of the work produced, but it is quite certain that progress will be hampered both by the reduction of time, and the knowledge that there is little or nothing beyond standard VI.

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Prior to the introduction of the new secondary courses most secondary schools carried drawing on to quite a high standard, and in a few schools it was continued right through the school, even matriculation students having a period a week for the subject. In these upper classes was to be seen the result of a continuous and complete course of drawing instruction, and to my personal knowledge numerous students following a university course have testified to the valuable assistance of graphic illustration acquired by them in their school days.

It is time that drawing may be taken as a matriculation subject and that the Department provide a general course for boys and girls in which drawing figures, but in the Eastern Province there are but two schools, one secondary and one high school which profess drawing above standard VI. Thus practically all the higher, the more advanced and the most instructive part of the syllabus has gone. It may be that a lack of teachers capable of dealing adequately with the secondary school course requirements for drawing has influenced many schools in avoiding the general course for boys and girls, in which case it is desirable that means should be provided in training centres for overcoming this difficulty. In every centre there are students who show exceptional ability in drawing and who as a rule are keen on teaching the subject, and for these it should be possible to provide some specialised training to qualify them as teachers of more advanced drawing than that required of the ordinary teacher, and which would fit them especially as teachers of secondary departments. A course mid-way between the existing D. 2 and D. 1 courses would serve, and could be undertaken in some, if not all, the training centres. In the training of teachers the actual drawing long since reached, and has since maintained, a very high standard. The change now being effected by the Department, which will give more Departmental time and instruction to training centres, should have an excellent effect particularly in broadening the view of young teachers as regards the value and place of drawing in school, in increasing its scope and influence as a subject, and extending its usefulness as the ally of other subjects.

In native training centres there is much to be done of a reconstructive character. At present the drawing requirements for native pupil teachers are substantially the same as for Europeans but while drawing is familiar to the latter from the kindergarten it is a foreign subject to the native till he becomes a pupil teacher, and as a teacher he is not required to teach drawing. Here there is real need for formulating a course of drawing for native centres, which will take full recognition of existing conditions and provide native pupil teachers with a course of instruction which will be of real help and value to him, both as student and teacher.

HANDWORK : WESTERN DISTRICTS.

MR. A. BURNS.

Primary Schools.—Owing to the severe economies which have had to be practised during the year 1922, no development in the primary area has been possible. Several schools desiring to commence woodwork have been unable to obtain equipment, while others through lack of efficient instructors have temporarily

abandoned the subject. In very few schools is cardboard modelling taught.

Secondary Schools.—It is gratifying to be able to report an increase in the number of pupils taking woodwork as a subject in the secondary area. Owing to lack of instruction in the primary standards the work of the instructors in the secondary standards is rendered very difficult, as without proper preliminary training it is almost impossible for the pupils to attain to the standard desired. As no metal work equipment has been available no instruction has been given to boys in standards IX. or X.

Training Schools & Colleges.—In this branch of the subject is most progress to be reported. Owing to the conditions existing in the primary and secondary schools many of the students commence their course of training without any previous instruction in woodwork or cardboard modelling. In the short time at their disposal they have to become competent to teach the subject to the primary standards. The task is a very difficult one, but the instructors at the different training centres have done excellent work and the results are on the whole satisfactory. With regard to the teachers' special woodwork certificate, greater proficiency in the use of the tools and drawing instruments and a much wider knowledge of the subject are necessary. During the year special instruction was given at Cape Town, Paarl, and Wellington. With the development of the work in the secondary standards more competent instructors were found necessary. To meet this demand a special course in woodwork and simple metalwork was conducted at Paarl. Both students and teachers are to be congratulated on the progress made in this class.

Considerable difficulty has been experienced in securing teachers competent to give instruction in cardboard modelling to the lower standards. Arrangements are now made for the instruction of all primary lower students in this subject.

Industrial Schools.—Considerable activity has been evident in connection with these institutions. Now that primary education is available for all, it has been possible to demand a standard VI. education before enrolling the pupils as trade apprentices. Outlined courses of work have also been prepared. These should help to standardise the amount and style of instruction given. Many of the industrial institutions are heavily encumbered by debt, and the struggle to produce revenue is apt to be detrimental to a proper grading and sequence of work and instruction. Although the depression of the last few years has financially and materially affected these schools, much good work has been done.

HANDWORK : EASTERN DISTRICTS.

MR. J. M. DOVEY.

Although no startling development of the work can be recorded during the past year, it is gratifying to report that the number of pupils receiving instruction still continues to increase, efficiency is maintained, and instructors are better equipped for their work than during the war period, with the result that principals of schools and others connected with the organisation of education are able to lend their support and co-operation more freely than in the past.

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At the end of 1921 there were 6,014 pupils receiving instruction in woodwork and 1,946 in cardboard modelling—altogether 7,960. Woodwork was taught to pupils from 111 schools. At the end of the 3rd quarter of 1922 these figures were 6,243, 2,301, 8,744 and 118 respectively. During the year 177 visits were paid to schools. Except in the case of European and native training schools, where the visits were utilised to conduct the usual examinations, the time available was spent in helping the teachers to a better knowledge of the methods employed and a more detailed scheme of the aim and scope of the work. While much of this can and should be done in training schools, there must always remain a balance of local problems and contingencies which cannot be anticipated successfully; and the solution of these difficulties is not the least important of the duties of a visiting instructor.

During the whole of the third quarter short intensive courses in cardboard modelling were held at all European training schools in this area. These proved highly successful and were followed with great keenness by both women and men students. My thanks are due to the principals of these schools for their ready and effective co-operation.

The fall in prices of equipment and materials has been balanced by the existing financial stringency, so that although timber is 100 per cent. cheaper, and equipment about 40 per cent. cheaper than during the war, we are still more concerned with the upkeep of existing facilities than with the introduction of new ones—no matter how much they are needed and deserved. In this connection Beach and Clifton Primary Schools, East London, have suffered long and patiently. The need for equipment is also great at Petrusville and Ugie secondary schools, and also at Umtata primary schools. At the two latter some arrangement might be arrived at, so that pupils could attend at woodwork rooms already in use, attached to other schools in the town.

For various reasons instruction was not given during the year at the following schools which have equipment: Adelaide, Burghersdorp and Matatiele.

A particularly flourishing industrial department for indigent pupils has been established at Ugie.

The native industrial school at Osborn, Mount Frere, is to be re-opened after three years' enforced idleness.

For some time past there has been a feeling abroad that woodwork, particularly in native schools, should be of a more practical and utilitarian type, and all the expert advice which has been sought and obtained seems to point in one direction. The utilitarian, practical and educational value of manual instruction may proceed unhindered—even under the existing conditions and syllabus—providing that the instructor in charge is technically expert as a teacher, tradesman and organiser, and is in addition a contriver rather than a machine. The uninitiated may be excused when they assume that a man who is able to *make* a good model will probably be a good instructor: experience goes to prove—here as elsewhere—that brains and intelligence are at least equally important. Fortunately excellence does exist in some native schools in this area, where we have instructors of outstanding personality and ability.

The progress of the work has been somewhat hampered in some high schools by the lack of accommodation for metalwork. In

standards IX. and X. where this work should be done, modified courses have of necessity been taken.

Full recognition by the universities of the Department's examination in this work would do more to place it on a satisfactory basis than anything else just at present.

For engineering students particularly the examination, coming as it does after what is usually a six years' course of training, should prove most valuable as a means of ascertaining the candidate's worth and ability for what is essentially a technical profession.

The examination entries for the Departmental junior certificate seem to indicate general and widespread confidence in the work as a means of education suited to the needs of the country. The transition stage, under which pupils ceased to receive instruction on leaving standard VI. is gradually disappearing. In the European primary school standards, where the greater bulk of the instruction is given, good results continue to be obtained, particularly where some course of preparatory manual training is given in the lower standards.

Male teachers are not quite so scarce as was the case a year ago, and if it were possible to keep young teachers in the primary departments of the schools a little longer, much good might result. At present there are too many teachers who regard the primary posts which they are holding merely as stepping-stones on which it does not pay to stand, and who no sooner become good instructors than they are lost in the secondary standards.

I wish to express my thanks to inspectors in whose circuits I travel, and principals and teachers of schools, for their assistance and sympathy at all times.

REPORT OF MEDICAL INSPECTORS.

H. MAUGHAN BROWN, M.D., CH.B., D.P.H., and ELSIE M. CHUBB, B.A., M.D., B.S., D.P.H.

This report, like its predecessor, has to bemoan the fact that the financial position appears to be such that any expansion in our work is impossible. In a sense we are merely marking time.

As we have stated before, the ideal to be aimed at is that each child should be examined as soon after his entry to the school as possible, preferably in the first quarter after his admission. This examination should decide whether he needs medical treatment, or any modification of his school work, and should note any slight departures from the normal, which by careful supervision may be prevented from developing into defects.

The child should be examined again in the year in which he is due to leave school, to observe the effect of the school on his physical development, to discover any defects which need remedying before he goes on to work or to further study, and to give advice as to the type of occupation for which he is physically fitted. Such advice should be available for the information of juvenile advisory boards.

In between these two examinations there should be at least one other in the primary school, and it is desirable that children

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doing secondary or high school work should be passed in review more frequently, yearly in some cases. They are going through a period of rapid development, physical and mental, and are working at a higher pressure than in the primary school, while the centralisation of secondary education leads in many cases to tiring journeys and long intervals between meals. All children found to need treatment, or to be kept under observation, should be regularly re-examined until the defect is treated, and the need for observation no longer exists. Children who have been excluded from school, or who have had their curriculum modified, should also be seen regularly.

The Cape Province has a total school population of 297,666, of whom 137,581 are European, with a staff of two medical inspectors and four nurses, and the area is of such an irregular shape that the difficulties of covering the vast extent are much increased. No inspection at all can be carried out in small schools of under a hundred, unless in a few exceptional cases where special difficulties may arise. This is the more to be regretted as the small schools in country areas are much in need of inspection. They are anxious to have it and are very willing to co-operate in every way within their power.

In the case of larger schools, an attempt has been made to visit every year for the purpose of examining all children who have recently entered or will shortly be leaving school. This we consider the minimum, but it has not been possible to carry it out. Some of the schools lie too far off to be reached in the time available to so small a staff, some can only be visited every two years or even every three, and yearly visits are usually only possible in towns where several schools are grouped together. Continued supervision and re-examination of ailing children are therefore unsatisfactory.

Uncleanliness.—Last year we commented on the amount of verminous infection in the schools. Our figures were not rough estimates but were the actual numbers recorded at medical inspection, and shown on the summary supplied to each school after an inspection. Some people were inclined to regard the figures as inaccurate, or as based on a few exceptional cases. Unfortunately our figures for this year show that there is no improvement in the schools taken as a whole. Eighteen per cent. of all the children examined had vermin or nits in their heads. The percentage for girls alone was 30 per cent. as compared with 26 per cent. in 1921.

Last year (1921) in one-sixth of the schools visited 50 per cent. or more of the girls examined had unclean heads. This year, 39 schools out of 191, or one fifth of the total, came into the same category. Among the list of schools which furnished the high percentages last year, only eight were re-visited this year. In all cases there was some improvement, but the fact that five of them still show a percentage of over 50 per cent. of unclean heads, indicates that much more requires to be done in raising the standard of cleanliness in the schools.

This year four schools had over 80 per cent. of the girls examined with unclean heads or bodies, six schools between 70 and 80 per cent., six schools between 60 and 70 per cent., 23 schools between 50 and 60 per cent., and 39 schools out of 191 had 50 per cent. and over.

Three of these schools are high schools in country areas. Only eight of the boys' high schools visited showed no signs of infection, and seven schools containing girls were quite free. This is an improvement on last year, when only two schools containing girls were free from infection. In only fifteen schools out of 191 visited, *i.e.*, 8 per cent., were all the children examined at medical inspection free from vermin or nits.

In some instances, where no second medical inspection has been made, the nurses' reports have shown great improvement in cleanliness during the year. This has occurred where the teachers have taken the matter up, and the school nurse has been able to co-operate by visiting the homes of the children.

But if we wish to make progress in this matter, we must face the facts, and refuse to gloss over the position. It is time that more steps be taken to improve the state of affairs. We need more school nurses to help in this as in other matters, but very much in any case will depend on the teacher.

In some places, the principal takes a decided stand and refuses to have verminous children in his school. At first this may create unpleasantness with some parents, but the disturbance is of short duration if the teacher is firm but tactful, and soon public opinion recognises that a high standard of cleanliness must be maintained and that a verminous head must be considered a disgrace and a danger to health, instead, as in some areas at present, a necessary evil or a sign of unusual vigour.

Recent draft regulations, issued by the Minister of Health under the Public Health Act, empower principals to exclude from school children who are verminous, until they are free from evidence of lice or nits.

It is to be hoped that principals will carry out these regulations, and that future reports may disclose a high level of cleanliness in the schools.

Teeth.—Among the routine age-groups examined, 16 per cent. of the children were found to suffer from serious decay of the teeth. This does not mean that the remaining children are free from dental trouble. Far from it. A reference to the special report issued on this subject will show that more than 80 per cent. of all children examined suffer from dental caries. This condition is by far the most common defect met with among school children. The disease is responsible for much ill-health, which interferes with the proper working of the body and the proper functioning of the brain.

The State has assumed responsibility for the free education of all white children. This education cannot be as successful as it should be if the child's body or brain is hampered by disease. So that in those cases where disease or defect interferes with the child's power of benefitting by the teaching in school, the money spent on that education is relatively wasted. This is not an economical state of affairs.

The Board of Education in England has recognised this, with the result that about 1,000 clinics have been opened under the control of the various education authorities for the treatment of the various minor defects which interfere so much with efficient school progress. Many of these clinics are for the treatment of teeth. We recently saw a cutting from the press in which is the following statement: "In view of the substantial reduction in

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the percentage of children requiring dental treatment, it has been found possible to reduce the number of weekly sessions at the dental department of one school clinic (in England) from eight to six." This is the result of a systematic survey and treatment of the teeth of children during the past few years. Not only is the benefit of better health and better work in school reaped, but the extent of the problem is lessened by this regular supervision.

We have previously advocated the starting of a dental clinic at one of the large centres such as Cape Town. Reference to the statistics in the special report will show that each big centre requires a clinic. Dental treatment in this country is very expensive, and large numbers of people cannot afford to pay the ordinary dental fees—but many could pay the nominal fees charged at a State clinic.

Some work, especially in country areas, is being done gratuitously by the local dentists at their own surgeries, and we much appreciate the services of those dentists who give their time and skill for nothing.

In some places teeth are extracted at the hospitals. But all that is being done hardly touches the fringe of the subject.

Only 2 per cent. of eight-year-old and 18 per cent. of fifteen-year-old children had received any conservative dental treatment, and nearly all these were high school children. The percentages for high school and primary school children were 8 and 0.5 respectively for eight-year-old children, and 40 and 3 for fifteen-year-old children.

These figures show that hardly any primary school children receive proper dental treatment.

Last year we suggested what could be done in the matter of prevention in the home. More attention could be paid to the character of the food eaten and the way in which it is eaten. More care might be taken to ensure regular cleansing of the teeth after eating food, or at any rate, at the end of the day. Teachers can do much to inform children and parents of these measures and keep on pegging away at the subject to keep the matter alive.

Statistics relating to cleansing of the teeth have been collected from 7,789 children; 25 per cent. state that they use a tooth-brush regularly, 33 per cent. use one sometimes, 10 per cent. use a rag, and 32 per cent. do nothing.

Treatment of Children found Defective at Medical Inspection.—At each visit to a school which has been inspected before, the list of children recommended for treatment is consulted, and those who are still in the school are re-examined. In the schools visited this year, 44 per cent. of the children requiring treatment had received it. This average covers a wide range. In some schools 100 per cent. were treated, in some not a single child.

It is, of course, very much easier for some children to obtain treatment than others. Obviously it is much easier to consult a doctor or a dentist in large towns, and if there is a hospital where free treatment can be obtained, there is small excuse for failure to obtain treatment. As a matter of experience, however, the percentage of children treated depends largely on the amount of co-operation of the teachers. In some schools their interest has been of great value, and help has been shown by reminding at frequent intervals children and parents of the need for treatment, by putting those who cannot afford to pay in touch with societies

which will help, and by following up all cases till they have been satisfactorily dealt with. The school nurses have done most valuable work in visiting the homes of the children, and persuading parents of the necessity of treatment, but our staff is at present too small for regular following up to be possible. Regular and frequent visiting of the schools and the homes is essential to the success of any scheme of medical inspection.

It is clear from studying our returns that parents fail to realise the harm caused by bad teeth, and the necessity for healthy mouths, for dental defects are often left untreated. This is not entirely due to the fact that dental treatment is expensive and often difficult to obtain. We have records of cases where children travelled a long distance to Cape Town to consult an oculist, but the teeth were left in a most unhealthy condition, though a good dentist visited the school town regularly.

The treatment of the child whose parents cannot afford to pay is a difficult one. Some most excellent work has been done by child welfare societies and other charitable associations to help children to obtain the necessary treatment. It is impossible to give a full account of all the work done in little country towns and villages, as well as large towns, to help the children.

In one small country town brown bread and butter, with fruit in the summer and hot soup in the winter, is served at the school to underfed and necessitous children. Children requiring dental treatment are sent to the dentist, and have teeth stopped at a nominal charge, which is paid by the child welfare society. Children who require medical treatment, and are too poor to pay, are treated free by the doctors in the town, who take the work a month at a time. No child in this town need remain untreated. Similar arrangements have been made in other places, but when the area is large and the necessitous population large in proportion to the total, the problem becomes too great for private enterprise. We have endeavoured without success to obtain railway concessions at half the ordinary fare, so that poor children requiring urgent medical attention to alleviate their symptoms might travel to the nearest town where expert advice could be obtained. There would be no loss in revenue by such a concession. The child welfare societies, charitable associations and even private individuals in many cases have paid the full railway fares for such children. In the case of out-of-the-way towns this creates such a serious drain on their finances that there is much less available to help others who are in need of assistance.

In some areas whole schools and boarding-houses may be infected by skin diseases, such as scabies. The nearest doctor may be a hundred miles away, and there is no provision for treatment or the supply of medicines, even for necessitous children in indigent boarding-houses. In some cases such an infection has persisted eighteen months. It would almost appear that the stamping out of plant or cattle diseases is more important than the dealing with sick or defective children, and that the eradication of vermin which damage stock is of greater moment than the eradication of those which damage children.

In a matter like this, where the child's health and success in school work are concerned, it is surely a question of economics to do what is possible to remove the child's disability. The future of that child is being handicapped both in his education and his

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health, and this means the building up of an inferior citizen. The nation cannot afford to let this continue.

It is difficult to realise, when dealing with statistics, that each represents a definite human being with his or her own pains and problems. Some of these cases which are represented in our figures are encouraging, some tragic. At a visit to one school in 1920 three children were found to be suffering from a serious form of inflammation of the eyes. They were recommended to obtain treatment, and as neither parent was present at the inspection, a school nurse visited the home. At the next visit in 1921 nothing had been done, and the inflammation had progressed so far that two of the children were practically blind. In this family, grandfather, father, mother and four out of seven children were blind or nearly so from this preventable complaint, and the family was in the lowest depths of misery and poverty. A second visit by the nurse brought to light the fact that the children could have been treated at the hospital, but the mother firmly believed that to be treated by a doctor would mean blindness, so the children had been left to their pain and increasing blindness. The case was promptly reported to the magistrate, who sent the children to the district surgeon, and the child welfare society promised to see that they attended regularly. But in this case ignorance and fear may still prove victorious, and the next generation may be blind like their parents.

In another town, a child in one of the indigent boarding houses is suffering from a serious eye disease. The local doctor is anxious for her to consult an oculist, but there are no funds to send her the long railway journey, and as her eyes are in too serious a condition for her to use them at all, her education is at a standstill and her chance of useful employment later is steadily diminishing.

Fortunately, though cases like this could be multiplied indefinitely, there are also more cheering stories.

One little girl in a country high school suffered from a deformity which not only handicapped her physically, but was so noticeable that she had a morbid shyness of meeting people, and her school work was bad. At the next visit to the school a cheerful little maiden appeared, hardly recognisable as the same person, while her work had improved out of recognition. Her fare had been paid to the nearest hospital, she had had a successful operation, and her whole outlook on life was changed.

There is a little town lying off the railway, where several of the children whom the A.C.V.V. were educating to support themselves later were suffering from various defects, including very severe short sight. They had not obtained the treatment recommended, and the A.C.V.V. after paying for their education and board had no funds left. The medical inspector at the next visit pointed out the futility of trying to educate children without removing their physical defects. As there seemed no one else to act, the principal took the matter on himself. The parents gave as much as they could afford towards the heavy travelling expenses to Cape Town. A school nurse met the party on its arrival, took them to the orphanage where they were to board, and went with them to the various consultations for which she had made appointments. Three days later the party was put into the train again by the school nurse, and started on its long journey back.

Special Survey of Teeth in the Cape Province.

One of us has continued this year a survey of the teeth of the children in the Province, of which we gave a preliminary account in last year's annual report. We submit the following report.

The children selected were those who were examined in the ordinary course of routine inspections, viz., boys and girls aged between 7 and 8 years, and those aged between 14 and 15 years. In addition special visits were paid to some schools which could not be included in the ordinary routine visit, so as to increase the numbers for the purposes of this inquiry.

A note was made of all the decayed teeth present, but as this does not give a true picture of the full extent of the mischief, a further note was taken of all extractions on account of decay and all fillings. This latter figure added to the former gives a much truer idea of the amount of defect for purposes of comparison between different schools or different areas, e.g., in the high schools far more children obtain dental treatment and the average amount of decay may be low, as compared with the children from the primary school, where dental treatment is rare, but if the figures of all past as well as present decay are included, there is a much closer approximation to the true state of affairs with regard to dental disease. As an illustration of this, we might cite the following case. In one town the children from the high schools showed an average of 1.1 carious teeth per child and an average of 4 present and past decayed per mouth, while in the primary schools from the same town the figures were 2.9 and 4.5 respectively. Where decay alone was counted, the mouth of the primary school child seemed to be three times as bad as that of the high school child, but the figures for the total amount of decay that had been were practically equal. We emphasise this to show why we lay more stress on the figures for the present and the previous decay in comparing different districts. In addition a record was kept of the number of children having four or more decayed teeth, and also of those having no evidence of decay, extractions or fillings.

The figures for the different areas are placed separately in the case of the larger towns, but in the case of the smaller towns and villages they have been grouped together so as to increase the numbers for purposes of comparison. The schools which have been grouped together are more or less similar as regards climate, altitude, water supply and food supply.

The large groups of rural schools are as follows:—

- (1) A North-West group, consisting of Kuruman, Vryburg, De Aar, Naauwpoort, Britstown, Strydenburg, Victoria West, Carnarvon, Williston, Calvinia. Altitude, 3,000 to 4,000 feet.
- (2) A Midland group, consisting of Graaff-Reinet, Jansenville, Steytlerville, Middelburg, Cradock, Beaufort West, Laingsburg. Altitude, 2,000 to 3,000 feet.
- (3) A Vaal River group, consisting of Douglas, Bucklands, Barkly West, Longlands, Delport's Hope, Klipdam, Windsorton, Warrenton. Altitude, 4,000 feet.
- (4) An Orange River group, consisting of Hopetown, Prieska, Upington, Keimoes. Altitude, 2,500 to 4,000 feet.

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- (5) A South-West group, consisting of Malmesbury, Moorreesburg, Piquetberg, Porterville, Darling, Hopefield, Vredenburg. Altitude, up to 1,000 feet.
- (6) A South group, consisting of George, Great Brak River, Uniondale, Krakeel River, Joubertina, Karreedouw, Humansdorp. Altitude up to 1,000 feet.
- (7) A Western Province group, consisting of Wellington, Paarl, Worcester, De Doorns, Villiersdorp, Wolseley, Ceres, Robertson, Montagu, Riversdale, Caledon, Hermanus. Altitude, up to 1,000 feet.

At Kimberley the altitude is 4,000 feet, at Queenstown, 3,500 feet; Grahamstown, Kingwilliamstown, and Oudtshoorn, 1,000 to 2,000 feet; Cape Town, Port Elizabeth, East London, Mossel Bay, and Uitenhage, sea-level up to 200 feet.

Altogether 7,814 children were examined for this inquiry. 4,058 were seven or eight year old children and 3,756 fourteen or fifteen year old. The eight year old group had an average of 4.7 decayed teeth (past and present) per child. 62 per cent. of the total number of children had had more than 4 decayed teeth and only 11 per cent. were free from any signs of decay. The figures for the fifteen year old group were as follows: 3.2 carious teeth per child, 36 per cent. with more than 4 bad teeth and 28 per cent. free from decay. There was very little difference in the figures for the boys and girls, particulars of which can be seen in table A.

Separate statistics were kept of children of English, Dutch, Jewish and coloured parentage. Unfortunately it was not possible to get any data from the native element in the population as native schools are not inspected. Table B gives the figures for these different race groups as far as the big towns are concerned. The country areas were not included as the Dutch very largely predominate and the numbers of the other races were too few for any approximate accurate comparison. Also, owing to the fact that most of the country areas visited showed a much better condition of the teeth than the towns, this would have made the figures for the Dutch much better than those of the other races considered.

A glance at the table will show that there is very little difference in the statistics as far as eight year old children are concerned. In the majority of cases the children will have lived in towns all their lives.

In the case of the fifteen year group the figures for Dutch children are slightly better than those for English children. This is probably in part due to the migration of Dutch families to the towns from country districts, where conditions for the teeth are usually better, and in part to the preponderance of English children in the high schools in the towns referred to.

Children in most of the town high schools appear to have suffered more from decay than those in the primary schools. This is, probably, partly due to the fact that they are more pampered in the matter of sweets, fancy cakes and biscuits, etc., and partly to the much larger amount of dental treatment which they receive.

The dentist with his probe and mirror finds out early decay which is not recognisable by ordinary inspection, but when the small cavity is filled the spot is readily seen. This, of course, increases the figures for high school children.

Table A.

Numbers.	Number of decayed teeth.	Average per child.	Number of present and past decayed teeth.	Average per child.	No. with 4 or more decayed teeth.	Percentage.	No. with 4 or more present or past decayed teeth.	Percentage.	No. with no decayed teeth.	Percentage.
<i>7 to 8 years.</i>										
All children :		%		%		%		%		%
4,058 ..	13,009	3.2	19,206	4.7	1,637	40	2,505	62	460	11
Boys :										
2,108 ..	7,156	3.4	10,547	5.0	906	43	1,374	65	211	10
Girls :										
1,950 ..	5,853	3.0	8,659	4.4	731	37	1,131	58	249	13
<i>14 to 15 years.</i>										
All children :										
3,756 ..	6,000	1.6	12,006	3.2	582	15	1,341	36	1,060	28
Boys :										
2,233 ..	3,494	1.6	6,773	3.0	333	15	745	33	643	29
Girls :										
1,523 ..	2,506	1.6	5,233	3.4	249	16	596	39	417	27

Table B.—Cape Town, Port Elizabeth, East London, Kingwilliamstown, Grahamstown, Uitenhage, Mossel Bay, Kimberley, Queenstown and Oudtshoorn.

Race.	Numbers.	No. decayed teeth.	Average per child.	No. past and present decayed teeth.	Average per child.	No. with more than 4 decayed teeth.	Percentage.	No. with more than 4 past and present decayed teeth.	Percentage.	No. with no decayed teeth.	Percentage.
<i>8 year old.</i>											
English ..	1,499	4,678	3.1	7,637	5.1	607	40	1,014	68	65	4
Dutch ..	763	2,781	3.6	3,822	5.0	353	46	516	68	53	7
Jewish ..	166	564	3.4	914	5.5	75	45	129	77	3	2
Coloured ..	429	1,638	3.8	2,186	5.1	210	49	287	67	26	6
<i>15 year old.</i>											
English ..	1,214	1,998	1.6	5,171	4.3	198	16	625	51	146	12
Dutch ..	580	1,257	2.2	2,127	3.7	126	22	234	40	110	19
Jewish ..	106	96	0.9	352	3.3	9	9	47	44	15	14
Coloured ..	162	325	2.0	443	2.7	30	18	45	28	26	16

The figures for the Jewish and coloured children are relatively few compared to the others, and this may account in some measure for their lower figures.

Table C gives the statistics for the best and worst schools examined.

In both cases of these extremes the areas are rural. The type of food varies to some extent, *e.g.*, in the areas with the best results the children eat a coarser diet—they live perhaps more on meat and cereals—in the other areas they consume fish and sweet potatoes. But it is doubtful whether the difference in diet is sufficient to

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account altogether for the marked discrepancy between these results. The water supply in the two cases is quite different and we believe this supplies a clue to the divergence in the two groups. In all cases where the condition of the teeth is good there is abundance of lime in the subsoil and the water contains much calcium and probably the food too. In the other case there is little or no lime in the subsoil; the water supply is mostly surface water or rainwater, and is lacking in calcium salts. The vegetables too are largely devoid of lime.

A very striking feature is the way in which so frequently the incisors, particularly the upper incisors, crumble and rot away to a hollow stump in the gum. This suggests very strongly the presence of some other factor than the food factor.

How this presence or absence of lime affects the position it is not at present possible to say. Whether the high lime content in the water stimulates the gland concerned in calcium metabolism to greater activity and furnishes the wherewithal for it to operate, or whether some other agent, *e.g.*, a vitamin, actuates this gland to make use of the abundant lime available, or whether the greater radiation energy of the sun at higher altitudes acts in the same way, or whether there is some other explanation we cannot say at present.

Table C.

Best Schools.					Worst Schools.				
Schools.	Numbers.	Average amount of decay.	Percentages.		Schools.	Numbers.	Average amount of decay.	Percentages.	
			More than 4 decayed.	None decayed.				More than 4 decayed.	None decayed.
<i>8 year old.</i>					<i>8 year old.</i>				
Victoria West Coloured.	10	0.5	0	80	Krakeel River	12	11.4	100	0
Williston and District.	20	0.6	5	80	Joubertina	8	10.3	100	0
Bucklands	18	0.6	6	72	Twee Rivier	14	8.7	93	0
Strydenburg	14	0.7	7	71	Humansdorp	19	8.4	89	0
Keimoes	20	0.9	5	55	George	19	7.7	84	0
Prieska	37	1.2	13	57	Stellenbosch Boys'	11	7.5	82	0
Upington	18	1.2	17	50	Great Brak River	25	7.4	92	0
Jansenville	19	1.2	16	47	Karreedouw	13	7.3	100	0
Carnarvon	28	1.3	18	50	Grahamstown	27	7.0	81	7
Douglas	28	1.5	14	43	Sydney St., Cape Town	36	6.7	83	0
<i>15 year old.</i>					<i>15 year old.</i>				
Victoria West Coloured.	12	0	0	100	Karreedouw	27	8.0	77	4
Keimoes	16	0.1	0	87	Joubertina	27	7.7	70	7
Klipdam	15	0.2	0	87	Krakeel River	12	7.3	66	8
Britstown	24	0.2	0	87	Great Brak River	13	7.0	69	8
Williston and District.	30	0.3	3	87	Humansdorp	31	6.9	74	3
Jansenville	29	0.2	0	86	Mossel Bay	29	6.5	59	3
Carnarvon	50	0.2	0	82	Uitenhage, Innes	39	6.1	69	10
Strydenburg	21	0.3	0	81	Uniondale	34	5.8	62	12
Vryburg	33	0.3	0	73	Port Elizabeth Girls High.	54	5.7	72	2
Prieska	27	0.4	0	74	Stellenbosch Boys	36	5.6	58	14

Table D shows the statistics for the different areas.

If the figures are studied it will be noticed that in the case of both eight year old and fifteen year old groups the figures for most of the large towns are comparable, *e.g.*, Cape Town, Port Elizabeth, Kingwilliamstown, Uitenhage, East London and Grahamstown have figures which are, practically speaking, identical. In all these cases, with the exception of East London, there is hardly any lime in the water. Mossel Bay falls into the same category and the rural schools of George, Uniondale, Great Brak and the Langkloof combined in the South Group.

In Kimberley, where the water supply is drawn from the Vaal River, in the Vaal River group of rural schools, and in the Orange River group the water supply is very hard and contains much lime. The same is true of schools in the North-West group, the Midland group and very largely the South-West group.

Table D.

Area.	No. of children.	No. of carious teeth.	Average per child.	No. with present and past decayed.	Average per child.	No. with 4 or more carious teeth.	Percentage of total numbers.	No. with 4 or more present or past decayed.	Percentage of total numbers.	No decay.	Percentage of total numbers.
<i>Children aged 7 to 8 years.</i>											
Cape Town (S.)	836	3,039	3.6	4,519	5.4	397	47	610	73	33	4
Port Elizabeth (S.)	449	1,573	3.5	2,507	5.6	201	45	339	75	10	2
Kingwilliamstown (S.)	180	710	3.9	1,033	5.7	96	53	142	79	10	6
Grahamstown (S.)	44	154	3.5	286	6.5	19	43	36	82	3	7
Uitenhage (S.)	143	505	3.5	818	5.7	63	44	110	71	4	3
Mossel Bay (S.)	63	248	3.9	389	6.2	30	48	49	77	2	3
East London (H.)	432	1,534	3.6	2,338	5.4	195	45	293	68	24	5
Queenstown	86	237	2.8	428	5.0	30	35	53	62	8	9
Oudtshoorn	33	88	2.7	138	4.2	9	27	19	58	6	18
Kimberley (H.)	491	1,573	3.2	2,198	4.5	202	41	290	59	47	9
South Group (S.)	121	830	6.9	1,003	8.3	100	82	110	91	0	0
N.W. Group (H.)	345	542	1.6	771	2.2	52	15	95	28	119	34
Midland Group (H.)	159	240	1.5	320	2.0	25	16	41	26	65	41
Vaal River (H.)	146	251	1.7	342	2.3	27	18	42	28	40	27
Orange River (H.)	103	116	1.1	150	1.4	10	10	16	15	51	50
South-West (H.)	154	357	2.3	522	3.4	44	28	73	47	24	15
Western Province (S.)	273	1,012	3.7	1,444	5.3	137	50	187	69	14	5
<i>Children aged 14 to 15 years.</i>											
Cape Town (S.)	682	1,218	1.8	2,717	4.0	125	18	325	48	74	11
Port Elizabeth (S.)	246	578	2.3	1,196	4.9	58	23	142	58	22	9
Kingwilliamstown (S.)	137	206	1.5	558	4.1	23	17	71	52	17	12
Grahamstown (S.)	75	111	1.5	361	4.8	12	16	46	61	6	8
Uitenhage (S.)	172	381	2.2	736	4.3	37	21	81	47	31	18
Mossel Bay (S.)	29	112	3.9	186	6.4	11	38	17	59	1	3
East London (H.)	255	510	2.0	1,073	4.2	51	20	125	41	34	13
Queenstown	94	90	0.9	314	3.3	7	7	36	38	15	16
Oudtshoorn	57	98	1.7	183	3.2	9	16	23	40	10	18
Kimberley (H.)	315	372	1.2	768	2.4	32	10	85	27	88	28
South Group (S.)	190	971	5.1	1,236	6.5	105	55	126	66	15	8
N.W. Group (H.)	324	143	0.4	198	0.6	8	3	15	5	230	71
Midland Group (H.)	266	120	0.4	274	1.0	7	3	23	9	163	61
Vaal River (H.)	104	76	0.7	114	1.1	4	4	8	8	56	54
Orange River (H.)	80	39	0.5	52	0.6	2	2	3	4	59	74
South-West Group (H.)	276	163	0.6	321	1.2	11	4	31	11	153	55
Western Province (S.)	454	812	1.8	1,719	3.8	80	18	184	40	86	19

In the Western Province the condition varies. The children from most of the schools drink water containing no lime, but in some areas children attending these schools live in remote districts and draw water from wells passing through a limestone stratum. This is particularly noticeable in a place like Montagu, where the children living in the village and drinking the river water or rainwater have bad teeth, but those coming in from the surrounding district possess a sound set of teeth.

It has not been possible to get analyses of the water supply of the various areas. Where a chemical analysis has been made there is usually no record of the amount of lime present, so that one has had to judge by personal experience of the water in the majority of cases and separate the groups with a soft water supply from those with a hard water supply on this basis. Thus it has not been possible to ascertain whether there is any correlation between the amount of lime in the water and the sound condition of the teeth.

Reports from Cape Town and Uitenhage indicate only traces of lime in the water. Kingwilliamstown states that the water is very soft. Kimberley shows an average of 12 parts of lime salts per 100,000. In reports from Grahamstown and Port Elizabeth the lime content is not referred to but the water is stated to be soft. There is no report from Queenstown, Oudtshoorn or Mossel Bay. The East London report does not indicate how much lime is present but states considerable hardness.

In collecting the statistics for this inquiry a difficulty was met with which prevents the full effect of the absence or presence of lime from showing itself. This was the fact that some children who had lived in a limy area moved to one where there was no lime. They come with a good set of teeth. This to some extent vitiates the result—the reverse effect is also got where migration from an area with a soft water supply to one with a hard water supply also modifies the statistics, *e.g.*, at Jansenville 19 eight year old children were examined and found to have 19 decayed teeth among them, but 1 of these children had 10 bad teeth. She came from Uitenhage where there is little lime and the teeth are bad. Her inclusion in the figures for Jansenville made the average amount of decay per child for the school double what it would otherwise have been.

Again, many children from up-country, where there is abundant lime in the water, proceed to a high school in the towns at the coast, where the water supply is usually soft, for their secondary education. This increases the number of children with perfectly healthy mouths in those regions considerably beyond what would otherwise be the case.

However, these facts only serve to emphasise the difference between those areas with a soft water supply and those where the water is hard, for if these particular cases could be eliminated from the statistics the divergence between the two groups would be still wider.

The time available for making this inquiry made it impossible to take particulars of this and many other points which might have given information of interest.

We do not contend that the presence or absence of lime is the sole factor in determining decay. We are of opinion that it is one of the chief predisposing causes. But there is no doubt that the character of the food has a lot to do with the prevalence of decay. In support of this we would draw attention to the difference in the

condition of the teeth of children living in Kimberley and in the rural areas near Kimberley. They both drink the same kind of water from the Vaal River but in the town there is much greater opportunity of getting and eating cakes, sweets and biscuits, and the bread consumed is largely white baker's bread, which is much less wholesome for the teeth than the coarser boer meal bread baked in the country homes. Reference to the figures in Table D will show that among both eight year and fifteen year olds there is twice as much decay per child in Kimberley as in the smaller areas. In addition the percentage of children with more than 4 bad teeth was two to three times greater, and the percentage of children with absolutely sound teeth two to three times less in the big town than in the country villages.

We are not able to explain fully the discrepancy of the East London figures in these results. In part the effect of the big town may be responsible. However, in the absence of any definite data indicating the amount of lime in East London water we do not feel that they can be held to discountenance the deductions which the data from other sources suggest.

If there is any truth in these deductions it would appear that the development of water schemes for utilising large upland areas for the collection and storage of water for the supply of the inhabitants is likely to affect the teeth of the rising generation. A water containing more lime is needed.

When a water scheme comes up for consideration preference should be given to one which draws a supply from a lime area if possible. There seems to be no reason why the soft water supply could not be artificially hardened by the addition of lime salts at the source.

Experiments with animals have shown that the taking of small amounts of cod liver oil enables the body to make use of much smaller amounts of calcium in the food-supply of the individual. Possibly the regular use of this from babyhood might lead to the growth of stronger teeth in those districts where the water is soft.

We feel that the whole problem of dental decay and its prevention is a very large one which will require several methods of attack, if there is to be any hope of success.

Certainly a reform in the feeding habits and food supply will do a great deal to lessen the amount of decay in the future. We believe that a harder water supply would help more, as it would be less under the control of the individual. A third means of dealing with this problem is suitable supervision of the teeth and early treatment of commencing decay. This can only be satisfactorily carried out for the vast majority of children in a clinic.

REPORT ON INDIGENT BOARDING HOUSES, INDUSTRIAL SCHOOLS AND INDUSTRIAL DEPARTMENTS FOR INDIGENT CHILDREN.

REV. J. H. VAN WYK.

Progress.—During the past year twenty-one new indigent boarding houses have been established, and applications for more to be opened early next year have been received. Altogether there are now 165 of [C.P. 2—'23.]

these institutions, with 6697 pupils in residence. It is not possible to say at this stage how many more are required to make provision for all indigents in every district, because so much depends upon local circumstances and the local authorities willing and able to undertake the financial responsibilities connected therewith. We may, however, be said to be within sight of the probable maximum, *i.e.*, between 180 and 200.

It is to be noted with pleasure that a considerable number of ex-inmates who have passed standard six are prosecuting their studies in secondary schools as bursars, while others have been admitted to industrial schools and industrial departments. Fifty of these are being trained as instructors for the contemplated industrial departments according to a new syllabus prescribed. The boys are being trained at Uitenhage and the girls at Adelaide.

In connection herewith two points call for immediate attention :

(a) According to the new syllabus only pupils who have passed standard six may be admitted to the existing industrial schools. The question immediately arises : what is to become of those pupils who have not passed standard six, who have reached their sixteenth year and who must, in terms of the ordinance, leave their boarding houses ? They may, of course, be admitted by special permission of the Administrator, but, as they are of a very low standard, of poor intellectual ability and unable to follow a course according to the new syllabus, the managers of industrial schools, fearing complications and a reversion to the old and undesirable order of things, refuse to admit pupils of that type. The only solution of the difficulty seems to lie in the establishment of one large central industrial department of more than one trade for all pupils of this class.

(b) It has been found that bursars are allowed to board anywhere without proper supervision ; that their attendance at school is irregular, and their progress unsatisfactory. As it would be pitiful to see the scheme fail and large sums of money wasted for the want of proper safeguards, I would advise that no bursary grant shall be made available unless the Department is satisfied that every bursar is boarded at an approved place, efficiently supervised, and that his quarterly school report is satisfactory.

Objections.—The question is often asked : do these indigent boarding houses answer their purpose ? Unhesitatingly I reply "Yes" ! Others, found on inquiry to be prompted by prejudice and self-interest, and knowing less than they are aware of the scheme and the difficulties with which the promoters have to contend, hold a different opinion, and seriously object to any further expenditure of public funds on these institutions. It may, therefore, be advisable to enumerate a few of these objections and consider them in the light of past experience and the results obtained. Before doing so, however, every conscientious objector should be reminded of the following *principle and fact* : *It is the duty of the State and not of the Church to provide the best possible secular education for every child born in the State, be he rich or poor, and that these indigent boarding houses are not merely philanthropic but essentially educational institutions.*

That ratepayers and others have had reason to complain of irregularities and abuses in connection with the scheme cannot,

unfortunately, be denied. I may, however, say at once that most of these irregularities and abuses, now removed, were hardly avoidable during the first years in which these boarding houses became operative, because, good as the ordinance is, its execution proved a more difficult matter than was expected. To begin with, neither the administration nor the church was prepared with the necessary rules, regulations and the qualified managers required for their governance and conduct. Further, the scheme was new, and was to prove very costly, even to the church, as an establishing body. Its promoters had no past experience to build on and, groping in the dark, feared failure and loss of money at every step. Moreover, the scheme deals with a peculiar people and with a question that bristles with innumerable difficulties. What more could be expected under such circumstances than the gradual removal of all objectionable features by constant inspection, and gradual improvement according to the measure of experience gained from year to year ?

No one will acclaim the scheme as perfect, but it is nevertheless a fact that a measure of success has been achieved that gives cause for mutual congratulation, thanks to the patient guidance and assistance contributed by the Administration and Education Department coupled with the strenuous efforts put forth by the promoters of these boarding houses.

I will now deal with only two of the more serious objections :—

(a) It was found that indigent families were removed by interested parties to a temporary place of abode outside the three-mile radius from a public school, and while there applied for the admission of their children to the nearest indigent boarding house. As soon as these were admitted the parents returned to their former permanent dwelling, and sometimes even to the town or village where the boarding house is situated. Apparently the *letter of the law* had been observed, and once admitted the children could not be removed except by resolution of the committee. But it is also true that the *spirit of the law* had been violated and a grave injustice done firstly to other indigents who happened to live within three miles of the boarding house, and secondly to the school from which the former had been removed by what has been termed *a practice of holy guile*. In future this practice will not be found possible, because from now every application for admission to an indigent boarding house must be accompanied by a declaration from the school board, certifying that the applicant is not in a position to attend a board or any other public school, and should be admitted to an indigent boarding house.

(b) Very serious objections have also been advanced against indigent boarding houses conducted at the financial risk of the manager, and rightly so, because the practice is in conflict with the ordinance and open to abuse. See section 275.

This practice too has now been forbidden by regulation, and in future no grants will be made available except to boarding houses complying with the terms of the ordinance. Further, to ensure economy and to prevent any misappropriation of public funds, sections 128 and 129 will also be applicable to indigent boarding houses.

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Medical Inspection.—The simultaneous inspection of indigent boarding houses with a member of the medical staff has, I am pleased to say, proved a means of accomplishing much good both from a hygienic and an educative point of view. Parents were notified and requested to be present on the day of inspection. In their presence their children were examined, their ailments pointed out and sympathetically attended to, and advice given. The results have been most encouraging, and a wide and deep interest created in this branch of the work.

On the same day a further advantage was taken of their presence to discuss with them their duties and responsibilities with regard to the boarding house scheme. Naturally a great deal of tact, patience and wisdom is required, but wherever the discussions were conducted in that spirit, the results have been more than satisfactory. Difficulties and misunderstandings were speedily removed; co-operation established between parents and managers, the careless and indifferent aroused to interest and action, and delinquents compelled duly to perform their duties.

Industrial Schools and Departments.—In order to give effect to recommendations in former reports on these institutions it was deemed necessary to reconsider the whole question of industrial training in all its bearings on the poor white problem. For this purpose a thorough inspection of all industrial schools and departments is being made in conjunction with a colleague, and a special report embodying our findings and recommendations is being prepared for presentation as soon as the inspection tour is completed.*

Conclusion.—The time has arrived, I feel, to issue a word of kindly warning and advice to all promoters of the institutions treated of above, and to point out in a general way the "stones in the way of their people" on which the whole scheme might suffer shipwreck if due care is not exercised and if the regulations promulgated for their guidance and assistance are not strictly observed.

Of the 182 institutions now in operation no less than 178 have been established by the Dutch Reformed Church, while more than 90 per cent. of the pupils are children of members belonging to that denomination. True, she has not been slow to grasp the opportunity offered and the benefits conferred by the ordinance, and she has at the lowest estimate contributed nothing less than £300,000 in cash, buildings and equipment in furtherance of its aim and object, but much, very much still remains to be done to perfect a scheme so well begun but still open to severe criticism, and she cannot now afford to be found remiss in using her influence to prevent its miscarriage. Bad seasons and the want of funds have no doubt exercised a serious check on all undertakings of this nature, but if the church, having established these institutions, will undertake to satisfy the Administration that the moneys voted for the education of the poor are not misapplied, that only well educated and qualified managers will be appointed, and that no expense will be spared to equip her establishments as model educational institutions, she will have accomplished all that is necessary to place the scheme beyond criticism, and to retain the good name earned by her efforts in the noble cause of education.

See next page.

SPECIAL REPORT ON INDUSTRIAL SCHOOLS AND INDUSTRIAL DEPARTMENTS IN THE CAPE PROVINCE.

By the Rev. J. H. van Wijk, Commissioner for Indigent Boarding Houses and Industrial Schools, and Mr. A. Burns, Departmental Instructor in Manual Training.

PART I.

Terms of Reference.

"It is desired . . . that the immediate object of your inspection will be :

- (a) to satisfy yourselves in regard to the efficiency of the management, and the instruction given in the institution ;
- (b) to offer any practical suggestions, with a view to economy in expenditure, either by the Department or by the management ;
- (c) to draw attention to any overlapping which would permit of any department of work being discontinued, and the apprentices concerned being transferred to another institution where provision is made in their trade ;
- (d) a general report . . . in order to elucidate the position for the purpose of embodying any general recommendations.

PART II.

In order to carry out the above instructions, we inspected seventeen of these institutions, visited the Technical College, Cape Town, interviewed employers of labour, and consulted with any who showed an interest in the industrial development of the country and the solution of the poor white problem. These inspected institutions may be classified as follows :—

- (1) Certified institutions : that is, industrial schools established and maintained by the Union Government.
- (2) Industrial or trade schools established and maintained by the Provincial Administration.
- (3) Industrial schools established and maintained by the Provincial Administration but controlled by school boards.
- (4) Industrial schools established by church authorities and aided by the Provincial Administration.
- (5) Industrial schools, also called Huishoudscholen, established by the Afrikaanse Christelike Vrouwen Vereniging and aided by the Provincial Administration.
- (6) Industrial schools established by the General Commission for Poor Relief of the Dutch Reformed Church, and aided by the Provincial Administration.
- (7) Industrial schools established by individual ministers of the Dutch Reformed Church, and aided by the Provincial Administration.
- (8) Single-teacher industrial departments established and maintained by the Provincial Administration.
- (9) Schools for training instructors for the single-teacher industrial departments.

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(*Note.*—Industrial schools for non-Europeans have also been established by missionary societies aided by the Provincial Administration. These, however, do not fall within the scope of this report, and have not been visited by us, but a reference to them will be found further on in the report.)

PART III.

The aim and object of the first promoters of industrial schools was to solve the poor white problem by teaching the children of indigent parents such trades as would enable them to earn their own livelihood and to prevent them from falling back into ignorance, indolence and poverty.

As the majority of these indigents were of Dutch extraction, the Dutch Reformed Church, aided by the Government, was the first and most active body to undertake the establishment and maintenance of industrial schools. Since then other churches, charitable associations, the Union Government and the Provincial Administration have established similar institutions.

No doubt much good work has been achieved by them, but because the new economic conditions, and the changes in trade processes requiring improved instruction, were not sufficiently kept in view, the results now obtained in these schools cannot be said to be wholly satisfactory.

Further, in establishing these institutions, no uniformity seems to have been observed with regard to the terms of admission, the periods of instruction and the grants-in-aid. This is, no doubt, due to the fact that the said schools are established under different laws and administered by different State departments.

In support of this statement, the following information, obtained at the different institutions, will be found both interesting and instructive :—

With regard to terms of admission :

- (a) According to the first prescribed terms of admission, which are still observed in certain institutions, no child who has passed standard IV., or is over 16 years of age, can be admitted.
- (b) For schools such as Knysna, Kareedouw, Adelaide, Worcester, Oudtshoorn and Uitenhage the child must have passed standard VI., and be at least 14 years of age.
- (c) For single-teacher industrial departments, the child must have passed either the sixth standard, or attained his sixteenth year.
- (d) In schools aided by the Union Government children may be admitted at any age up to sixteen.

(*Note.*—According to the new Apprentices Act (No. 26 of 1922), apprentices in factories and workshops may only be indentured after having passed standard VI., or when they are 15 years of age.)

With regard to periods of instruction :

- (a) In certain girls' industrial schools, the period of instruction is three years, but the age for leaving the institution is sixteen years.

- (b) In the state-aided church schools, the period of instruction is three years, or such longer period as may be determined by the Administrator, but the apprentice is not allowed to leave the school before his eighteenth year.
- (c) In single-teacher industrial departments, the regulation states that the pupil shall be indentured for a period of not less than two years, or such longer period as the Administrator may determine.
- (d) In Union institutions, the pupils must remain in the institution till their eighteenth year, and are still controlled in their apprenticeship or service till their twenty-first year.

With regard to maintenance grants :

- (a) The maintenance grants to single-teacher industrial departments is £18 per annum per pupil.
- (b) The maintenance grant to church established industrial schools is £21 per annum per pupil.
- (c) In Union schools the maintenance grant is £24 per annum per pupil. The same amount is contributed by the Union Government in all such cases where children committed under Act No. 25 of 1913 are enrolled in Provincial industrial schools. (The Union contribution should at least be equal to the annual cost per pupil to the Provincial Administration.)

With regard to Salaries.—The principal teacher at one girls' industrial school receives a salary of £72 plus free board and lodging, whereas the principal teacher of another girls' industrial school draws £272 10s., from which £50 is deducted for board and lodging. At an industrial school under the Union Government the principal teacher receives £234; the two assistants £198 and £186 respectively, from which £39 in each case is deducted for board and lodging.

(*Note.*—A similar differentiation in salaries obtains in respect of other members of the different staffs.)

In making these comparisons, we have not lost sight of the fact that some of these schools were established by churches and charitable associations, aided on the £ for £ principle, and that the lower salaries in some of these aided schools are due to the fact that the promoters were unable to increase the local contribution required of them to obtain the higher grant from the Provincial Administration.

In connection with this it should be further noted that the grants to non-European industrial schools are on a more liberal basis with regard to rent and salaries—the rent-grant for new buildings being fixed by law at 3 per cent., and the salaries in full or on a two-third basis.

Instruction given and required in Industrial Schools.

It has already been remarked that improved instruction is necessary owing to the new economic conditions and the changed trade processes. For that purpose machinery has been introduced into certain Union schools and single-teacher industrial departments. With the same end in view a new syllabus of trade and vocational instruction has recently been drafted, and is now

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operating in all trade schools under the Provincial Administration. It has, therefore, become necessary in fairness to all indentured pupils in existing schools and departments that these should be similarly equipped.

Training of Industrial Instructors.

In terms of Section 121 of Ordinance No. 5 of 1921, the Administrator has completed arrangements with the managers of the industrial schools at Uitenhage and Adelaide for the training of instructors and instructresses for industrial schools and departments. In the syllabus mentioned in the preceding paragraph the course of training is delineated, and provision made for the examination and certification of the trained instructors. About fifty student-teachers, representing both sexes, are now in training at these institutions.

It has already been pointed out in this report that the aim and object of industrial schools was to teach the children of indigent parents such trades as would enable them to earn their own livelihood. The staff in the dressmaking department at Adelaide cannot, therefore, be considered complete without the appointment of a practical dressmaker.

Cost per Unit per Annum.

From information obtained the cost per unit to each of the State Departments mentioned is approximately as follows: In Union industrial schools, from £60 to £140, in single-teacher industrial departments, from £34 to £92, in industrial schools wholly maintained by the Provincial Administration, from £43 to £47, in church industrial schools, from £35 to £43, in the A.C.V.V. industrial schools, approximately £24, in other institutions such as Goedemoed and Olifantshoek, from £28 to £29.

The following figures kindly supplied by the Principal of the Agricultural School at Grootfontein, and compared with those given above, enable us to form a very correct idea of State aid to indigent and fee-paying students:

“Average cost per unit to the State for maintenance and education at Elsenburg, Potchefstroom, Grootfontein and Cedara:”

1914-15	.. ..	157 students	.. ..	.. ..	.. ..	£89
1915-16	.. ..	121	.. ..	.. ..	.. ..	104
1916-17	.. ..	101	.. ..	.. ..	.. ..	101
1917-18	.. ..	140	.. ..	.. ..	.. ..	69
1918-1919	.. ..	128	.. ..	.. ..	.. ..	98

PART IV.

Recommendations.

Having fully considered what has been stated above, and reported in greater detail in our inspection reports on the individual institutions, we find ourselves confronted by the great and important question: Is the present system of industrial education to be continued or not?

If the present system is to be continued, the following matters are to be taken into serious consideration:

- (1) No institution should be classed as an industrial or trade school where the students do not receive trade or vocational training.

The schools established by the A.C.V.V., and the so-called industrial schools at Wellington and George for girls should, therefore,

- (a) become industrial schools proper, or
- (b) be transformed into indigent boarding houses, or
- (c) with the consent and assistance of the governing associations be turned into single-teacher industrial departments.

- (2) Seeing that all these schools are established for the same class or type of pupil, viz., the indigent, they should be treated on equal basis with regard to maintenance, staff, salaries, equipment, rent or interest terms of admission, periods of instruction, etc., etc.

The natural result would be that an average cost per pupil of, approximately, £50 p.a. will be secured.

Further, should this recommendation be adopted, the revenue produced by these institutions should be used to reduce the expenditure incurred on them by the Provincial Administration, as well as for improvements and extension of operations.

- (3) The terms of Ordinance No. 5 of 1921 read: “It shall be lawful for the Administrator . . . to establish in any place where an indigent boarding house for indigent children has been established a single-teacher industrial department.”

Taking into consideration that there are already more than 165 indigent boarding houses in all parts of the Cape Province, the literal and extensive application of this section of the ordinance will prove most expensive, and the scheme must necessarily collapse under its own financial burden.

- (4) To assist ex-pupils of industrial schools and to supplement their training by provision for a further period of instruction and experience in factories and workshops, hostels should be established in the larger industrial centres, either by the churches or by the State or by these bodies conjointly.

A double advantage will accrue from the establishment of such hostels:

- (a) The apprentices will be provided with suitable accommodation and efficient supervision, and be able to contribute towards the cost of their maintenance.
- (b) The churches will have the opportunity of supervising their own boys and girls, and of providing the necessary moral and religious training for them.
(Cf. Apprentice Act No. 26 of 1922, Section 13.)

If the present system is not to be continued which—for reasons stated hereafter—is in our opinion the way to be followed, the chief points for consideration are:

- (1) The establishment of industrial school areas and the vocational training to be given.

In the past, industrial schools have been established by different bodies and under different laws, regardless of the conditions and [C.P. 2—'23.]

requirements of the districts concerned, or of the close proximity of the one to the other. The inevitable result was, that their several interests clashed, that the one infringed on the province of the other, and that the better aided institution attained success at the expense of its neighbour.

- (2) Instruction in vocational training can only produce the desired results in those institutions whose sources of income are permanent.

In those cases, where the institutions were dependent upon contributions from churches, charitable associations and charitably disposed persons, the commercial aspect became dominant to the detriment of the technical training to be given to the pupils. Further proof of the truth of this statement is found in the fact that every one of these institutions is heavily encumbered with debt.

On the other hand, in those industrial schools wholly maintained by the Provincial Administration, suitably equipped and properly staffed, the instruction has proved to be excellent, the revenue produced satisfactory, and the cost per unit reduced to a reasonably low figure.

It is clear, therefore, that vocational training should be undertaken by one or other of the State departments mentioned; that all the existing industrial schools proper should become State schools, and that the buildings and equipment of all aided schools should be taken over at a figure to be agreed upon by the promoters and the State department concerned.

GENERAL.

Whichever policy is to be pursued in future, it is imperative:

(1) That a fixed scale of salaries, with annual increments, should be drawn up for the members of the staffs of all industrial schools and departments, and embodied in the Act or Ordinance governing these institutions.

(2) That under the Act or Ordinance governing these institutions regulations should be promulgated prescribing the duties and functions of superintendents, matrons, teachers and instructors.

(3) If the present system is to be continued with regard to aided institutions, then Section 120 (a) (ii) of Ordinance No. 5 of 1921, which provides for grants on the two-third basis, should be made operative by proclamation.

(4) That a central depôt for the preparation, seasoning and supply of timbers to all woodworking schools should be established.

(5) That a bureau should be established either by the juvenile advisory board, or by the State department concerned, for registering and advertising the names and trades of ex-students and apprentices desirous of employment.

(6) In all State-maintained and church schools, aided on the basis recommended in paragraph 2 of Part IV. of this report, provision must be made for awards or bonuses to the pupils and students in training, on the amount and class of work turned out by them, at a fixed percentage rate; part of such payment to be retained in a savings bank until the expiration of the indentured period, or to be forfeited because of misconduct or expulsion.

(7) With regard to after care, superintendents of industrial schools should be required amongst other things:

- (a) to register at the bureau to be established the names of their pupils who are about to leave;
- (b) to assist them in finding suitable employment with approved employers; and,
- (c) by correspondence to remain in touch with them and their employers.

(8) The Act or Ordinance governing these institutions should define the nature and extent of the book-instruction to be given in connection with the technical training.

ADDENDUM.

It will be noticed that we have not reported on any cases of overlapping, or on the efficiency of the staffs of the various institutions inspected. The number of students allotted to every instructor in the different departments of industrial schools proper was found neither too small nor too large. In the single-teacher industrial departments, however, at Willowmore and Montagu, and in the industrial schools at Olifantshoek and Goedemoed the number enrolled was in our opinion too small.

With regard to the efficiency of the staffs, we may remark that the instructors and instructresses, with some few exceptions, are not so fully qualified as is desired in institutions which mean so much for the future of their pupils and students. These are, however, gradually being replaced by better qualified men and women. We hope that many of these last mentioned will be supplied by the training departments at Uitenhage and Adelaide, whose training would be more thorough and practical if it could be supplemented by a further period of instruction and experience in factories and workshops.

In support of our recommendation that the existing industrial schools should become State institutions, we would point out that, with the newly inaugurated indigent boarding house scheme, the financial responsibility for all expenditure, over and above the grants-in-aid provided by the Provisional Administration, is borne by the churches.

Permanent sources of income to the church industrial schools have been deflected into other channels, leaving the industrial schools established by them faced with more serious financial problems than those which confronted them in the past. There is, therefore, no hope of the establishment of more church industrial schools, and it is feared that the existing schools, so heavily encumbered with debt, will be unable to recover from their present financial difficulties unaided. In the interest of the pupils enrolled in these institutions, and in the interest of the cause generally, it seems advisable to act on the recommendation made by us above. On inquiries made locally the managers of the schools concerned expressed their willingness to co-operate.

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(a) to assist them in finding suitable employment with approved employers, and
 (b) by correspondence to remain in touch with them and their employers.

The Act or ordinance governing these institutions should define the nature and extent of the work to be done in connection with the technical training.

It will be noticed that we have not reported on any case of over-lapping or on the efficiency of the staff of the various institutions inspected. The number of students allotted to every instructor in the different departments of industrial schools was found rather too small not to be a matter of concern. In the same manner industrial departments have not been reported on and in the industrial schools at Willesden and Shepherd's Bush the number included was in no way too small.

With regard to the efficiency of the staff we may remark that the instructors and instructors with some few exceptions are not so fully qualified as is desired in institutions which mean so much for the future of their pupils and students. These are however gradually being replaced by better qualified men and women. We hope that many of these last mentioned will be supplied by the training departments at Liphinge and Ashford whose training would be more thorough and practical if it could be supplemented by a further period of instruction and experience in factories and workshops.

In support of our recommendation that the existing industrial schools should become State institutions we would point out that with the newly established industrial training houses which the financial responsibility for all expenditure over and above the grants aid provided by the Technical Education Board is borne by the pupils.

Heretofore sources of income for the technical industrial schools have been derived from other sources, leaving the industrial schools established by their local with more or less financial help from those which contribute them in the past. There is therefore no hope of the establishment of new technical industrial schools and it is feared that the existing schools so heavily encumbered with debt will be unable to recover from their present financial difficulties in the interest of the pupils enrolled in these institutions and in the interest of the State generally. It seems advisable to act on the recommendation made by us above. The inquiries made locally by the managers of the schools concerned expressed their willingness to co-operate in the proposed

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ABBREVIATIONS.

- Sp. .. Special School or Institution.
- Sec. .. Secondary School.
- Prim. .. Primary School.

SCHOOLS.
EUROPEAN, COLOURED AND NATIVE SCHOOLS IN OPERATION AT 31ST DECEMBER, 1922.

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part Time.	Farm.	Poor.	Coloured Training Schools.	Coloured.	Native Training Schools.	Native.	Total, Dec. 1922.	Total, Dec. 1921.	Increase.
<i>European :</i>															
Schools under School Boards..	8	3	81	97	1876	15	330	..	..	..	..	..	2,410	2,544	-134
Labour Colony Schools ..	..	..	1	..	9	..	..	..	..	..	..	..	10	10	..
Church Schools..	..	..	..	..	36	..	..	..	..	..	..	..	36	35	1
Other European Schools ..	5	26	2	1	25	1	8	..	..	..	..	..	68	73	-5
<i>European Schools, Dec., 1922</i> ..	13	29	84	98	1,946	16	338	..	..	..	..	..	2,524	..	..
<i>European Schools, Dec., 1921</i> ..	13	30	69	105	1,981	16	447	1	..	..	..	..	..	2,662	..
Increase ..	..	-1	15	-7	-35	..	-109	-1	..	..	..	..	..	..	-138
<i>Coloured :</i>															
Schools under School Boards..	..	..	..	2	13	1	..	..	..	..	..	..	16	..	..
Other Coloured Schools ..	..	..	..	..	5	2	..	..	4	399	..	..	410	..	..
<i>Coloured Schools, Dec., 1922</i> ..	..	..	..	2	18	3	..	..	4	399	..	..	426	..	..
<i>Native :</i>															
Schools under School Boards..	..	..	..	..	1	..	..	..	..	..	..	..	1	..	..
Other Native Schools ..	..	..	..	1	..	3	..	..	..	..	14	1,583	1,601	..	..
<i>Native Schools, Dec., 1922</i> ..	..	..	..	1	1	3	..	..	..	..	14	1,583	1,602	..	..
<i>Total Non-European, Dec., 1922</i> ..	..	..	..	3	19	6	..	..	4	399	14	1,583	2,028	..	..
<i>Total Non-European, Dec., 1921</i> ..	..	..	..	3	18	7	..	..	4	396	14	1,583	..	2,025	..
Increase ..	..	..	..	..	1	-1	..	..	..	3	..	..	..	..	3
<i>Total Schools, 1922</i> ..	13	29	84	101	1,965	22	338	..	4	399	14	1,583	4,552	..	-135

	Dec., 1922.	Dec., 1921.	Increase.
European Schools ..	2,524	2,662	-138
Non-European Schools ..	2,028	2,025	3
Total Number of Schools ..	4,552	4,687	-135

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ENROLMENT.
ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS AT 31ST DECEMBER, 1922.

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	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part Time.	Farm.	Poor.	Coloured Training Schools.	Coloured.	Native Training Schools.	Native.	Total, Dec. 1922.	Total, Dec. 1921.	Increase.
<i>European :</i>															
School Board Schools ..	883	172	33,212	20,173	68,836	830	2,366	..	..	..	..	..	126,472	124,401	2,071
Labour Colony Schools ..	..	..	287	..	651	..	..	..	..	..	..	..	938	982	-44
Church Schools..	..	..	..	..	5,047	..	..	..	..	..	..	..	5,047	4,446	601
Other European Schools ..	629	1,931	1,101	369	882	145	54	..	..	..	..	13	5,124	5,879	-755
<i>Total European, Dec., 1922</i> ..	1,512	2,103	34,600	20,542	75,416	975	2,420	..	..	..	..	13	137,581	..	..
<i>Total European, Dec., 1921</i> ..	1,436	2,802	27,566	24,195	75,524	928	3,183	63	..	2	..	9	..	135,708	..
Increase ..	76	-699	7,034	-3653	-108	47	-763	-63	..	-2	..	4	..	..	1,873
<i>Coloured :</i>															
School Board Schools ..	..	..	..	878	2,406	97	..	..	..	..	..	..	3,381	..	..
Other Coloured Schools ..	..	9	..	..	375	92	..	..	323	44,129	..	..	44,928	..	..
<i>Total Coloured, Dec., 1922</i> ..	..	9	..	878	2,781	189	..	..	323	44,129	..	..	48,309	..	..
<i>Native :</i>															
School Board Schools ..	..	..	..	..	294	..	..	..	..	..	..	..	294	..	..
Other Native Schools ..	..	..	..	116	..	142	..	..	..	..	1,722	109,502	111,482	..	..
<i>Total Native, Dec., 1922</i> ..	..	..	..	116	294	142	..	..	..	..	1,722	109,502	111,776	..	..
<i>Total Non-European, Dec., 1922</i> ..	..	9	..	994	3,075	331	..	..	323	44,129	1,722	109,502	160,085	..	..
<i>Total Non-European, Dec., 1921</i> ..	..	9	..	1,091	2,964	349	..	..	317	43,177	1,828	108,152	..	157,887	..
Increase ..	..	..	..	-97	111	-18	..	..	6	952	-106	1,350	..	..	2,198
<i>Total Enrolment, European and Non-European, 1922</i> ..	1,512	2,112	34,600	21,536	78,491	1,306	2,420	..	323	44,129	1,722	10,9515	297,666	..	4,071

	Dec., 1922.	Dec., 1921.	Increase.
European Pupils ..	137,581	135,708	1,873
Non-European Pupils ..	160,085	157,887	2,198
Total Number of Pupils ..	297,666	293,595	4,071

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EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER, 1922.

	Schools under School Boards.	Schools not under School Boards.	Total.
<i>European Schools :</i>			
Training Schools	8	5	13
Industrial Schools	—	15	15
Other Special Schools	3	11	14
High Schools	81	3	84
Secondary Schools	97	1	98
Primary Schools	1,876	70	1,946
Part-time Schools	15	1	16
Farm Schools	330	8	338
Total	2,410	114	2,524
<i>European Enrolment :</i>			
Training Schools	883	629	1,512
Industrial Schools	—	608	608
Other Special Schools	172	1,323	1,495
High Schools	33,212	1,388	34,600
Secondary Schools	20,173	369	20,542
Primary Schools	68,836	6,580	75,416
Part-time Schools	830	145	975
Farm Schools	2,366	54	2,420
Native Schools	—	13	13
Total	126,472	11,109	137,581

NON-EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER, 1922.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools	4	323	14	1,722
Secondary Schools	2	878	1	116
Primary Schools	18	2,781	1	294
Part-time Schools	3	189	3	142
Mission Schools	399	44,129	1,583	109,502
Totals	426	48,309*	1,602	111,776

*Nine Coloured pupils were on the roll at Special Schools.

AVERAGE ATTENDANCE OF PUPILS AT 31st DECEMBER, 1922.

European Schools	126,190
Coloured Schools	41,294
Native Schools	88,914
Total	256,398

SEX AND RACE OF PUPILS AT 31st DECEMBER, 1922.

European Pupils.			Coloured Pupils.			Native Pupils.			Total Enrolment.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
70,743	66,838	137,581	23,721	24,588	48,309	49,221	62,555	111,776	297,666

AGES OF PUPILS.

NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS ON 2ND NOVEMBER, 1921. †

Ages in years.	High.		Secondary.		Primary.		Farm.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1921.	1920.
									Under 7 yrs.	387	376	467	476	2,173	2,037	131	112	6,159	6,488
7 "	667	692	888	886	4,054	3,763	178	135	11,263	10,557
8 "	802	807	1,051	1,060	4,522	4,423	210	159	13,034	12,201
9 "	880	910	1,151	1,155	4,520	4,491	209	166	13,482	12,691
10 "	1,016	932	1,088	1,184	4,499	4,286	193	176	13,374	12,679
11 "	1,038	929	1,089	1,196	4,353	4,169	224	163	13,161	12,487
12 "	1,227	1,067	1,073	1,280	3,904	3,972	180	144	12,847	12,817
13 "	1,465	1,238	1,192	1,271	3,862	3,762	145	156	13,091	12,860
14 "	1,754	1,497	1,261	1,324	3,097	3,111	138	106	12,288	11,258
15 "	1,825	1,520	1,174	1,122	2,162	1,947	75	71	9,896	8,655
16 "	1,526	1,352	843	734	904	662	42	35	6,098	5,114
17 "	1,118	859	429	351	273	211	33	16	3,290	2,622
18 "	625	377	195	132	63	44	12	7	1,455	1,211
Over 18 "	523	154	122	54	51	28	8	3	943	863
Total	14,853	12,710	12,023	12,225	38,437	36,906	1,778	1,449	130,381*	122,503*

AVERAGE AGE, IN YEARS AND MONTHS, OF EUROPEAN PUPILS IN EACH STANDARD ON 2ND NOVEMBER, 1921. †

	Sub-Std.	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	10.1	11.3	12.3	13.6	14.4	15.5	16.2	17.1	18.3	18.0
Sec. ..	7.10	9.5	10.5	11.7	12.8	13.6	14.6	15.6	16.4	17.9	19.2	11.9
Prim. ..	7.9	9.4	10.6	11.7	12.8	13.8	14.6	16.3	..	..	..	15.9
Farm ..	7.7	9.3	10.7	11.9	12.6	13.5	14.8	14.0	..	..	..	12.0

CLASSIFICATION OF PUPILS IN STANDARDS.

TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS WERE BEING PREPARED ON 2ND NOVEMBER, 1921. †

Standards.	High.	Secondary.	Primary.	Farm.	Total.	
					1921.	1920.
Sub-standards ...	3,050	4,930	20,071	707	28,758	26,688
Standard I. ..	1,844	2,584	10,390	512	15,330	14,633
" II. ..	2,223	2,686	10,435	518	15,862	14,920
" III. ..	2,235	2,755	10,717	486	16,193	15,424
" IV. ..	2,544	2,697	9,870	430	15,541	15,088
" V. ..	3,050	2,677	7,959	354	14,040	13,575
" VI. ..	3,437	2,293	5,423	205	11,358	10,467
" VII. ..	3,773	2,168	338	12	6,291	5,735
" VIII. ..	2,763	1,228	..	..	4,024	3,255
" IX. ..	1,400	123	..	..	1,523	1,394
" X. ..	1,213	73	..	..	1,289	1,208
Unclassified ..	31	34	140	3	172	116
Total	27,563	24,248	75,343	3,227	130,381*	122,503*

* As returns from certain schools were unobtainable, and other returns arrived too late to be included, the total number given above is less than the total number of European pupils in attendance. Pupils in special and evening schools are not included.

† The above are the latest figures available at the time of going to press.

[C.P. 2—'23.]

TABLE SHOWING STANDARDS FOR WHICH COLOURED PUPILS WERE PRESENTED AT INSPECTION.

Standards.	Secondary.	Primary.	Part-time.	Mission.	Total.
Sub-Standard A ..	182	880	120	17,324	18,506
" B ..	64	310	64	6,333	6,771
Standard I ..	112	381	76	5,718	6,287
" II ..	125	382	72	4,690	5,269
" III ..	105	276	40	3,159	3,580
" IV ..	92	161	31	1,951	2,235
" V ..	85	104	25	912	1,126
" VI ..	78	69	10	390	547
" VII ..	52	..	1	1	54
" VIII ..	24	..	..	..	24
" IX ..	1	..	..	..	1
" X ..	5	..	..	..	5
Total ..	925	2,563	439	40,478	44,405

Student teachers are not included. Of the pupils present at two successive inspections, 76 per cent. were placed in a higher standard.

TABLE SHOWING STANDARDS FOR WHICH NATIVE PUPILS WERE PRESENTED AT INSPECTION.

Standards.	Secondary.	Primary.	Part-time.	Mission.	Total.
Sub-Standard A ..	..	64	68	41,905	42,037
" B ..	..	35	30	14,796	14,861
Standard I ..	..	24	10	12,805	12,839
" II ..	..	25	7	9,733	9,765
" III ..	..	19	7	7,477	7,503
" IV ..	..	13	6	5,466	5,485
" V ..	..	32	3	3,021	3,056
" VI ..	27	27	..	1,803	1,857
" VII ..	48	..	..	38	86
" VIII ..	45	..	..	..	45
Total ..	120	239	131	97,044	97,534

Student teachers are not included. Of the pupils present at two successive inspections, 66 per cent. were placed in a higher standard.

TEACHERS.

European Teachers in European Schools at 30th June, 1922.

European Training Colleges and Schools ..	..	..	..	..	95
Special Schools ..	..	..	..	..	145
High Schools ..	..	..	..	..	1,482
Secondary Schools ..	..	..	..	..	773
Primary Schools ..	..	..	..	..	3,383
Part-time Schools ..	..	..	..	..	14
Farm Schools ..	..	..	..	..	377
Total ..	..	..	..	..	6,269

European Teachers in Non-European Schools.

Non-European Training Schools ..	..	..	..	..	82
Secondary Schools ..	..	..	..	..	11
Primary Schools ..	..	..	..	..	29
Part-time Schools ..	..	..	..	..	1
Coloured Schools ..	..	..	..	..	172
Total ..	..	..	..	..	295

TEACHERS.—*continued.**Coloured Teachers.*

Secondary Schools ..	..	..	..	..	..	21
Primary Schools ..	..	..	..	..	..	43
Part-time Schools ..	..	..	..	..	..	1
Coloured Schools ..	..	..	..	..	..	783
Native Schools ..	..	..	..	..	..	13
Total ..	..	..	..	..	..	861

Native Teachers.

Primary Schools ..	..	..	..	..	..	8
Coloured Schools ..	..	..	..	..	..	61
Native Schools ..	..	..	..	..	..	3,280
Total ..	..	..	..	..	..	3,349

Total number of European teachers ..	..	..	..	..	..	6,564
Total number of Coloured teachers ..	..	..	..	..	..	861
Total number of Native teachers ..	..	..	..	..	..	3,349
Total ..	..	..	..	..	..	10,774

TEACHERS HOLDING PROFESSIONAL AND ACADEMIC CERTIFICATES AT 30TH JUNE, 1923: ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

Summary.	Certificated.				Uncertificated.				Total.				Percentage Certificated.					Percentage Increase.
	No. in European Schools.	No. in Coloured Schools.	No. in Native Schools.	Total.	No. in European Schools.	No. in Coloured Schools.	No. in Native Schools.	Total.	No. in European Schools.	No. in Coloured Schools.	No. in Native Schools.	Total.	In European Schools.	In Coloured Schools.	In Native Schools.	Total 1922.	Total 1921.	
Province, excluding Territories ..	5515	895	824	7234	649	219	312	1180	6164	1114	1136	8414	89.5	80.3	72.5	86	83.2	
Territories ..	91	11	1657	1759	14	7	580	601	105	18	2237	86.7	61.1	74.1	74.5	67.4		
Total, 1922	5606	906	2481	8993	663	226	892	1781	6269	1132	3373	10774	89.4	80	73.6	83.5	79.7	

TEACHERS IN EUROPEAN SCHOOLS.

Class of School.	"Privy Council" Certificate.					Other British Government Certificate.				Other European Government Certificate.				Primary Higher or T. 2 Certificate.				Primary Lower or T. 3 Certificate.				Miscellaneous.				Uncertificated.				Total number of Certified Teachers.	Total number of Teachers.									
	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	T. 1 Certificate.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Degree.	Intermediate.	Other University Diplomas.			Matriculation.	No Academic Qualifications.	Total number of Uncertificated Teachers.						
European Training Colleges and Schools ..	4	..	2	..	3	..	..	..	..	..	..	..	..	..	..	8	16	9	2	23	2	..	..	..	..	3	1	..	1	19	..	..	..	1	..	1	94	95	
Sp. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	1	..	3	1	..	..	..	..	34	..	..	..	80	2	1	..	18	21	124	145		
High ..	48	12	..	5	30	1	..	1	..	..	..	..	..	..	4	98	145	89	1	303	8	17	12	..	..	79	263	8	4	2	274	51	5	..	5	19	80	1402	1482
Sec. ..	9	1	1	2	5	1	..	..	..	..	..	..	..	..	..	26	40	42	..	166	12	9	8	..	..	47	296	1	..	1	88	11	1	..	1	5	18	755	773
Primary ..	4	1	..	5	54	..	..	..	..	..	..	..	..	..	1	2	21	..	183	9	4	4	..	..	..	99	2509	..	1	..	3	117	6	..	13	343	362	3021	3383
*Part-time ..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	2	12	14
Farm
Total, 1922 ..	65	4	3	12	93	2	..	1	..	4	..	..	..	4	133	206	163	3	678	36	30	25	..	228	3297	10	5	3	13	588	70	7	..	26	560	663	5606	6269	

TEACHERS IN COLOURED SCHOOLS.

Coloured Training Schools ..	1	..	2	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	13	14	
Intermediate	1	1	2	1	29	29
Primary	1	64	71
Part-time	1	2	2
Mission	1	3	1	2
Total, 1922 ..	1	..	2	1	7	..	..	..	..	..	..	..	..	..	2	..	..	11	3	..	..	1	4	863	..	..	..	..	11	..	..	..	..	2	224	226	906	1132		

TEACHERS IN NATIVE SCHOOLS.

Native Training Schools ..	5	3	1	5	24	..	..	..	..	..	..	..	..	..	2	..	..	..	2	2	1	..	..	..	18	..	..	..	7	2	..	..	..	7	9	70	79		
A. 1 ..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	3
Primary ..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mission ..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	..	..	..	..	8	2380	..	..	..	6	..	..	..	..	883	883	2399	3282	
Total, 1922 ..	6	4	1	7	25	..	..	..	..	..	..	..	..	..	2	..	..	5	2	1	..	..	8	2406	..	..	..	14	2	..	..	..	890	892	2481	3373			

TOTALS.

In European Schools ..	65	4	3	12	93	2	..	1	..	4	..	..	..	4	133	206	163	3	678	36	30	25	..	228	3297	10	5	3	13	588	70	7	..	26	560	663	5606	6269	
In Coloured Schools ..	1	..	2	1	7	..	..	..	..	..	..	..	..	..	..	2	..	..	11	3	..	..	1	4	863	..	..	..	11	..	..	..	2	224	226	906	1132		
In Native Schools ..	6	4	1	7	25	..	..	..	..	..	..	..	..	..	2	..	..	..	5	2	1	..	..	8	2406	..	..	..	14	2	..	..	..	890	892	2481	3373		
Total, 1922 ..	72	8	6	20	125	2	..	1	..	4	..	..	..	4	135	208	163	3	694	41	31	25	1	240	6566	10	5	3	13	613	72	7	..	28	1674	1781	8993	10774	
Total, 1921 ..	66	7	11	20	127	2	..	1	..	6	..	..	..	1	15	109	179	152	7	670	27	24	24	6	243	6430	18	8	5	18	491	56	10	3	28	2117	2214	8669	10883
Increase ..	6	1	-5	..	-2	..	..	..	..	-2	..	..	..	-1	-11	26	29	11	-4	24	14	7	1	-5	-3	136	-8	-3	-2	-5	122	16	-3	-3	..	-443	-433	324	-109

*Excluding teachers who are also employed in other schools.

† Counted among Secondary Schools for statistical purposes.

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

Percentage of Teachers.	European Training Colleges & Schools.	Special.	High.	Sec.	Prim.	Part-time.	Farm.	Poor.	Coloured Training.	Coloured.	Native Training.	Native.	Total.
Certificated, 1922 ..	98.9	85.5	94.6	97.8	89.3	87.5	52.5	100	92.9	78.5	88.6	73.1	83.5

SEX OF TEACHERS AS AT 31st DECEMBER, 1922, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European Training Colleges & Schools.	Special.	High.	Secondary.	Primary.	Part-time.	Farm.	Coloured Training Schools.	Coloured.	Native Training Schools.	Native.	Total.
Male	26	62	490	252	773	62	35	7	430	44	1,889	4,070
Female	70	53	944	567	2,650	7	302	9	580	36	1,363	6,581
Total	96	115	1,434	819	3,423	69	337	16	1,010	80	3,252	10,651
Percentage of male teachers, 4th qr., 1922	27.1	53.9	34.2	30.8	22.6	89.9	10.4	43.8	42.6	55	58.1	38.2

RACE OF TEACHERS AS AT 30th JUNE, 1922, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European Schools.							Non-European Schools.							Total No. of Teachers.	
	European Training Colleges & Schools.	Special Schools.	High Schools.	Secondary Schools.	Primary Schools.	Part-time Schools.	Farm Schools.	Total.	Non-European Training Schools.	Secondary Schools.	Primary Schools.	Part-time Schools.	Coloured Schools.	Native Schools.		Total.
European Teachers ..	95	145	1482	773	3383	14	377	6269	82	11	29	1	172	..	295	6564
Native Teachers ..	..	..	..	..	..	..	..	..	..	..	2	..	61	3280	3349	3349
Other Non-European Teachers ..	..	..	..	..	..	..	..	..	..	21	43	1	783	13	861	861
Total	95	145	1482	773	3383	14	377	6269	82	32	80	2	1016	3293	4505	10774

SCHOOL BUILDING LOANS ISSUED FOR YEAR ENDED 31ST
MARCH, 1923.

Division.	School.	Total Loan.	Payment for year.
		£	£
Albert	Kalkfontein	1,200	1,200
Aliwal North ..	Aliwal North High (to complete)	6,500	6,500
Barkly East ..	Rhodes	2,500	2,500
Barkly West ..	Klipdam-Holpan	2,500	2,500
Beaufort West ..	Central High	12,000	11,300
Do.	Merweville	1,250	1,250
Cape	Suburban Schools Drainage ..	6,000	6,000
Do.	Lansdowne	3,600	3,600
Do.	Norwood	2,500	2,500
Do.	Stickland	1,250	1,250
Do.	Plumstead Flats	1,800	1,800
Do.	Wynberg Boys'	2,500	2,500
East London ..	Boys' High (Selborne) (to partly complete)	3,000	3,000
Do.	Thorn Park Primary	1,300	1,300
Hopefield ..	Hopefield	1,500	1,500
Kakamas ..	Marchand	1,050	1,050
Kenhardt ..	Kenhardt	3,500	3,500
Do.	Putzonderwater	1,200	1,200
Knysna	Wittedrift	2,000	2,000
Komgha ..	Komgha	3,000	3,000
Kuruman ..	Seodin	5,000	5,000
Ladismith ..	Ockertskraal	1,200	1,200
Laingsburg ..	Laingsburg	6,500	6,500
Lusikisiki ..	Lusikisiki	1,050	1,050
Murraysburg ..	Murraysburg	2,500	2,500
Namaqualand ..	Springbok Secondary (to complete)	1,050	1,050
Oudtshoorn ..	De Rust	2,500	2,500
Piquetberg ..	Krom River	1,300	1,300
Do.	Velddrift	3,000	3,000
Somerset East ..	Haarlen	1,400	1,400
Do.	Klipfontein	1,250	1,250
Uitenhage ..	Selborne	1,200	1,200
Uniondale ..	Joubertina	1,500	1,500
Vryburg ..	Reivilo	1,250	1,250
Williston ..	Williston Primary	1,500	1,500
Willowvale ..	Willowvale	1,200	1,200
		—	£92,850
BOARDING HOUSES.			
Namaqualand ..	Namaqualand Girls'	3,500	3,500
TECHNICAL, TRAINING AND INDUSTRIAL SCHOOLS.			
Kimberley ..	Training School	1,250	1,250
Knysna	Knysna Industrial (to complete) ..	78	78
			1,328

UNFORSEEN EXCESSES AND URGENT CASES NOT SPECIALLY
PROVIDED FOR.

Division.	School.	Payments for year
Cape	Good Hope Seminary	£2,750
Colesberg ..	High School Boarding (to complete) ..	350
Humansdorp ..	Karreedouw Industrial	207
Knysna	Wittedrift	330
Peddie	Peddie Secondary	964
Qumbu	Qumbu	60
Sutherland ..	Sutherland	1,750
Victoria West ..	Vosburg	850
		£7,261

FREE BUILDING GRANTS.
BUILDINGS UNDER £500. VOTE 2 F2.

Division.	School.	Amount.
Herbert	Davisdrift	£84

PARLIAMENTARY GRANTS OF LAND FOR SCHOOL PURPOSES,
1922.

Division.	Name.	Area.		
		Morgen.	rds.	Sq. ft
Aliwal North ..	Industrial School Site	31	113	96
Caledon	School Site No. 2	2	..	..
Carnarvon	Building Lot No. 65 at Van Wyk's Vlei F.C. No. 5 .. ..	..	104	24
Do.	Building Lot No. 66 at Van Wyk's Vlei F.C. No. 5 .. ..	..	104	24
Engcobo	Public School Extension Lot .. ..	..	409	44
Gordonia	School Site on Lot No. 2 Elim Island	1	..	..
Idutywa	The Ncolosa United Free Church School Site .. ..	..	300	..
King Wm.'s Tn.	The Old Hospital Ground in the Town of K.W.T.	15	180	..
Maclear	School Site No. 2	2	..	..
Mafeking	Public School No. 2	1	309	115
Malmesbury ..	Boys' School Reserve No. 1, Boys' School Reserve No. 2, and Boys' School Reserve No. 3	11	377	112
Piquetberg ..	The School Site, a portion of the Halfmans Hof Outspan	2	..	..
Port St. John's	Lot No. 3 Upper Reach	1	70	118

FINANCE.

EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR YEAR ENDED 31st MARCH, 1922.

	£	s. d.	£	s. d.
<i>Salaries and Allowances.</i>				
Head Office Staff	24,848	4 5		
Inspectors	35,794	8 4		
War Bonus (including Schools) ..	137,789	15 0		
			198,432	7 9
<i>Travelling Expenses.</i>				
Head Office Staff	143	18 7		
Inspectors	16,321	6 7		
			16,456	5 2
<i>Incidental Expenses (including £75,746 10s. 8d. Interest and redemption charges on Loans)</i>				
			102,902	1 0
<i>Salaries of Instructors, Instructresses and Departmental Examiners</i>				
	8,494	4 6		
<i>Travelling Expenses of Officers and Others on duty</i>				
	4,699	19 2		
<i>Student Teachers</i>				
	31,922	6 10		
<i>Grants to Indigent Students taking P.T. Course at certain centres</i>				
	3,830	6 8		
<i>Grants to Teachers for passing Student Teachers</i>				
		10 9		
<i>Institutions for Training, Teachers' Salaries .. £66,804 3 11</i>				
<i>Rent, Furniture, Requisites, Fittings, etc. 27,288 11 9</i>				
	94,092	15 8		
<i>Grants to Student Teachers' Loan Fund</i>				
	500	0 0		
<i>Student Teachers' Monthly Train and Tram Fares</i>				
	1,095	3 6		
<i>Vacation Courses</i>				
	16	12 0		
<i>Examinations for Certificates and Science, Art, Manual Training and Art Scholarships</i>				
	2,912	10 6		
<i>Expenses of Competitions and Exhibitions of Manual Work, Singing, Writing, etc.</i>				
	220	17 0		
			147,785	6 7

INDUSTRIAL SCHOOLS.

Salaries	14,807	12 7		
Maintenance Grants for Apprentices and Indigent Boarders	11,873	16 3		
Rent of Buildings, Interest and Redemption Charges on Building Loans, Requisites, Furniture, etc.	5,609	12 11		
			32,291	1 9

SCHOOLS: GRANTS-IN-AID.

Salaries and Allowances	651,534	13 5		
School Buildings and Extensions not exceeding £500	1,895	18 3		
Maintenance Grants for Indigent Boarders	5,821	11 7		
School Fees of Children of Persons on Active Service	1,003	15 9		
Interest on Local Loans for School Buildings	1,321	4 6		
Carried forward	661,577	3 6	497,867	2 3

FINANCE.—continued

	£	s. d.	£	s. d.
Brought forward	661,577	3 6	497,867	2 3
<i>Rent of Land and Buildings for School Purposes</i>				
	20,195	4 1		
<i>School Board Deficits and Miscellaneous Expenditure connected with School Boards</i>				
	673,946	18 8		
<i>Administration, General Maintenance and Requisites, etc.</i>				
	92,772	15 6		
<i>General Maintenance of Schools—extraordinary Repairs</i>				
	1,755	11 0		
<i>Boarding and Transport Bursaries for Secondary Education</i>				
	10,648	10 9		

SCHOOLS NOT UNDER SCHOOL BOARDS.

Salaries and Allowances	60,985	3 0		
Maintenance Grants for Indigent Boarders	2,158	12 1		
Special Assistance to Education in Poor Districts	1,661	16 8		
Rent of Land and Buildings for school purposes	998	16 6		
General Maintenance of Schools, including Deficits of Railway Schools and School Committees	5,428	15 4		
School Fees of Children of Persons on Active Service	115	10 6		
School Requisites, Furniture, etc.	2,451	16 4		
Boarding Houses for Indigent Children	107,214	16 4		

MISSION SCHOOLS.

Salaries	249,066	15 7		
School Fees of Children of Persons on Active Service	2	6 10		
School Requisites, Furniture, etc.	35,808	18 9		
Bonuses to certain Teachers in Mission Schools	11,746	4 8		
			1,938,535	16 1

GENERAL.

Good Service Allowance to Teachers			14,226	7 0
			<u>£2,450,629</u>	<u>5 4</u>

STUDENT TEACHERS' FUND.—INTEREST ON SLAVE COMPENSATION AND BIBLE AND SCHOOL FUNDS.

(Under Section 376 of the Consolidated Education Ordinance.)

ACCOUNT FOR THE YEAR ENDED 31st MARCH, 1922.

1921.	£	s. d.	By Allowance to Pupil Teachers	£	s. d.
To Balance	247	14 6	By Balance at 31st March 1922.. .. .	247	18 8
„ Interest received from Master Supreme Court	336	4 2			
	<u>£583</u>	<u>18 8</u>		<u>£583</u>	<u>18 8</u>

[C.P. 2—'23.]

