

CAPE OF GOOD HOPE

DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

SUPERINTENDENT - GENERAL

OF

EDUCATION

FOR THE YEAR ENDING 30TH SEPTEMBER,

1912.



Price 2s. 9d.

CAPE TOWN:
CAPE TIMES LIMITED, GOVERNMENT PRINTERS.
1914.

[C.P. 4-'13.]

B4/22276.1825.6.13.
C.T.Ltd.—B12E.

Cost of Printing $\begin{matrix} \text{£} & \text{s.} & \text{d.} \\ 127 & 3 & 9 \end{matrix}$

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Superintendent.

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CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

Report of the Superintendent - General of Education for the Year ending 30th Sept., 1912.

Department of Public Education,
Cape Town, 30th May, 1913.

TO THE HONOURABLE THE ADMINISTRATOR.

SIR,—I have the honour to submit to you this my Annual Report on the work of the Education Department.

The plan and arrangement of the Report are essentially the same as in previous years, its main object being to give an accurate presentation of the educational progress made during the year.

It is desirable to have it noted that much of the material of the Report has already been published, the fortnightly appearance of the EDUCATION GAZETTE giving the Department an opportunity of furnishing information just when the public interest in it is greatest. This applies more particularly to information of a statistical character. First of all, a whole number of the GAZETTE is devoted quarterly to school enrolment, attendance, and other related matters, the actual statistical condition of every one of the 4,334 schools under the Department being given, much to the advantage of School Boards, School Committees and other school managers, throughout the Province. The result is the appearance every year of about 320 pages of closely-packed statistical matter. None of this, however, concerns finance or School-Board administration; but these matters are regularly attended to in detail in the ordinary numbers of the EDUCATION GAZETTE. Further, almost every ordinary number contains paragraphs and tables of reliable information regarding the progress of school work generally.

To a certain extent this has diminished the outside interest taken in the Annual Report. There is every evidence, however, that there has nevertheless been a great increase of interest in regard to the *subject* of the Report, the appearance of each number of the GAZETTE being looked forward to by all persons directly concerned with education.

I.—ADMINISTRATION.

EDUCATION ORDINANCE, 1912.—The new Education Ordinance was promulgated on the 27th September. The Department issued in the EDUCATION GAZETTE of 2nd January, 1913, a memorandum in regard to the Ordinance, and this memorandum on account of the importance of the subject is here reproduced in full:—

“It may be recalled that this Ordinance was promulgated on 27th September last and that it was published for the information of school managers in the EDUCATION GAZETTE of 17th October. Those
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who may wish to consult the text of the Ordinance should, therefore, turn to the GAZETTE referred to, and any necessary inquiries on matters of doubt should be addressed to the Department. At the commencement of the new year we take the opportunity of re-stating briefly the salient points. They are (a) the instruction of pupils up to and including the fourth Standard in the home language, whether English or Dutch; (b) the use above the fourth Standard of one or other or both languages as media of instruction, at the option of the parent; (c) the giving of adequate facilities for the instruction of pupils in the language not used as the medium of instruction; and finally (d) the conditions in regard to the training of teachers, candidates being entirely free to choose the medium of instruction. A clause which carefully safeguards the rights of teachers at present employed in public schools is also contained in the Ordinance.

"It was naturally foreseen that time would be required to give effect to these provisions, and accordingly it has been stipulated in the Ordinance that reasonable latitude should for a time be allowed in applying its terms. It is expressly stipulated that changes should be made gradually so as not to interfere with the educational interests of the pupils, and the importance of this consideration will be better realized when it is remembered that the staffing and organization of the schools will necessarily be affected.

"That the exercise of care in this respect was intended by the framers of the Ordinance is shown by the clauses dealing with the training of teachers, on which, indeed, the introduction and application of the new law almost wholly depends. There it is carefully laid down that due notice should be given of the introduction of the changes which have been enacted in the work of training, and, further, that the alterations should not apply to candidates who have already entered on their course. All those responsible for this work should therefore note carefully the nature of the new provisions, so that arrangements may be made for training candidates through whichever medium they may choose. Plans for such reorganization must be made with due forethought, and an estimate should be framed (a) of the number of new entrants to the course who may wish to adopt the medium not at present used in the centre in question; and (b) of the staff which such changes are likely to entail.

"Of course, in this matter of the training of extra teachers as well as in the enlargement of present school staffs it will be impossible to ignore the question of finance. Where the requisite changes can be made without additional expenditure, no unnecessary delay should occur in carrying them out. All proposals of a different character must be fully considered by Committees, Boards, and the Department some time prior to the date when the Provincial Administration makes its provision for the ensuing year."

SCHOOL BOARDS.—The term of office of the School Boards expired on 30th September, 1912. Arrangements had therefore to be made some little time in advance for the nomination and election of the new Boards to take office on 1st October. Out of 118 Boards contested elections took place in 55 cases. The nominations by Municipal and Divisional Councils and by Government were in all cases completed by 30th September, and the lists of the members of the new Boards were published on that date. It may be observed that a very large proportion of old members came back to office.

INSPECTORS' CONFERENCE.—A conference of Inspectors and Instructors met at the Training College, Cape Town, on the 24th June, and sat for six hours daily through the week. The Superintendent-General presided over the conference at which there were present altogether forty-two Inspectors and Instructors.

The following is a summary of the subjects considered:—

- I. Inspection and Instruction.—(a) Inspection of schools; (b) Syllabuses; (c) Language; (d) Special Subjects of Instruction; (e) Training and Certification of Teachers; (f) Range of Work.
- II. Administration and Finance.—(a) Grading of Schools; (b) Salaries and Local Contributions; (c) Compulsion; (d) Buildings; (e) Indigent Boarder Grants; (f) General.

The chief value of the conference lay not so much in the decisions arrived at as in the opportunity afforded for a full discussion of present educational requirements and also methods of inspection. In connection with inspection two important points were dealt with. The first concerned the disqualification of a pupil on the ground of culpable irregularity in attendance during the year preceding inspection, and it was decided that, after consultation with the teacher, any pupil who had not completed two-thirds of the possible attendances might, at the discretion of the Inspector, be debarred from being presented for the examination. The second point affected the question of individual examination. It emerged in the course of discussion that the practice of the majority of the Inspectors was to consult with Principals in regard to pupils who failed to pass in the examination for the Standard for which they were presented, but whose cases seemed in the Principal's judgment to deserve reconsideration. The Superintendent-General who for years past had approved of this practice now expressed his desire to see it become general. A considerable amount of time was devoted to the consideration of the syllabuses of work in different subjects of the curriculum.

INSPECTORATE.—I have to record the retirement of Mr. G. C. Grant, M.A., on the 31st December, 1911. Mr. Grant had for over seven years been the Inspector of the Britstown circuit, the area of which was as large as England, and rendered yeoman service, the number of schools in the circuit being nearly trebled during his tenure of office. Mr. Grant was succeeded by Mr. F. J. S. Anders, Principal of the Malmesbury Boys' High School.

A further vacancy occurred during the year by reason of the transference of an officer from the inspectorate to the headquarters staff. Mr. A. Sinton, M.A., Principal of the Burghersdorp First-Class School, was selected, and took up his duties as Inspector on 1st July, 1912.

It is pleasing to record that the appointment of three additional Inspectors was made possible in the early part of 1912. The posts were filled by Mr. J. A. Kelly, B.A., Principal of the Barkly East First-Class School, Mr. H. Z. van der Merwe, B.A., formerly of the Graaff-Reinet Boys' High School, and Mr. A. E. Hill, Principal of the Umtata Native Training School.

As was pointed out in my last report, the appointment of three additional inspectors afforded very little relief to the overburdened staff: indeed, some Inspectors profited not at all by the redistribu-

tion of work. In 1904 the Colony was redivided into Inspection circuits, twenty-eight in all, and as there were then 2,734 schools in operation each Inspector had on an average 98 schools under his charge. At the time I could not look upon this arrangement as more than merely adequate; indeed, in my 1905 report I said:—"In view of the great distances which separate schools in some parts of the Colony the average might well be fewer; it would, at the least, be a vast mistake to allow the average to increase. 'For every additional 100 schools an additional Inspector' would be a good standing rule in present circumstances." Adopting the principle that there should be one Inspector for every 100 schools, we see that with its present number of 4,334 schools the Cape Province should have *forty-three* Inspectors, whereas even with the three new men appointed this year it has only *thirty-one*. A fact like this ought to speak for itself. It is unfortunately very imperfectly realized how much of the time of these officers ought to be occupied in purely administrative work,—in meeting with School Committees and School Boards, in making inquiries regarding the possibility of starting new schools, and in seeing to the smooth working and development of education generally in their circuits. If through the multitude of other work, such as travelling and inspection, this administrative side should be neglected it is impossible for the education of the circuit to improve as it ought to do either in quantity or in quality. The words used in last year's Report* were only a moderate statement of the seriousness of the position; the continued neglect which is taking place will be looked upon as little less than criminal when the organization of education comes to be a better-known subject in the land.

STAFF OF HEAD OFFICE.—Nothing can more fitly describe the situation as regards this matter than the words employed a year ago. They stood as follows:—

"The institution of the School Board system, which by ill-informed persons was expected to effect a considerable measure of decentralisation, and at the same time to lighten the work of the Head Office, had directly the opposite result under both heads. It was apparently forgotten that, even supposing there had been no increase of administrative duties brought about by the School Board Act, the mere creation of local statutory bodies, more or less inexperienced at the outset in educational affairs was sure to place increased work on the Department, and it is also overlooked that this would be greatly aggravated by the important provisions of the Act, which dealt with compulsory attendance and alterations in finance. From the very first, therefore, the provision made was insufficient, and the work has since gone on steadily increasing, keeping proportionate step with the increase of work in the 119 School Board Offices over the country. Economy under this head may have been to a certain extent justified when the money available for education was severely limited, and when there was naturally a strong desire to spend all one could on neglected children. The continued economy.

*"One has only to think of the immense increase in the school population during the eight years since these words were written to be impressed with the seriousness of the situation which has arisen. At the time referred to the number of pupils on the roll was 152,162: it is now 201,802, being an increase of 49,640, or only 360 short of fifty thousand pupils. All this additional burden had to be borne by the men, who had ample work before this imposition, and who had to face as best they might the fact that the more successfully they worked their district the more their troubles would increase. And their point of view was not the only one: the school-pupils, the teachers and the managing bodies had all alike to suffer. Some districts were, of course, much worse off than others, and some individual Inspectors broke down under the strain. I recognise with gratitude the zeal and devotion which they all put into their work under trying circumstances. Their lot was all the harder to bear in view of the contrasted condition of affairs in the adjacent states."

however, has had bad results, and these should be counteracted at the earliest date possible."

The mere declaration of Union might also have been given as one of the causes that have led to more work falling to the Department, instead of less as some enthusiasts fondly hoped. Purely routine correspondence has increased; duplication and even triplication of work has in some cases come about; conferences have multiplied; and all this with practically unproductive results.

II. SUPPLY OF SCHOOLS.

There has again been a substantial increase in the number of schools under the control of the Department; the number in operation on the 30th September, 1912, being 4,334 as against 4,157 at the close of the previous year. The class of school which contributes by far the most to this increase is the small rural Third-Class school. The increase in the number of these has been 177. There have also been satisfactory increases in the number of mission and aborigines schools.

SCHOOLS FOR EUROPEAN CHILDREN.—The subjoined table gives, duly classified according to grade, the number of State-aided schools for European children at 30th September, 1912, the number for 1911 is given for the purpose of comparison:—

WHITE SCHOOLS.		1911.	1912.	Increase.
<i>Special Schools:</i>				
Training Colleges	...	4	4	
Art Schools	...	4	4	
Schools of Music	...		1	1
Schools for Blind, Deaf and Dumb	...	3	3	
Industrial Schools	...	8	10	2
Domestic Schools	...	3	4	1
Spinning and Weaving Schools	...	1	1	
<i>First-Class Schools:</i>				
High Schools	...	45	45	
Other First-Class Schools	...	47	50	3
<i>Second-Class Schools</i> ... 102 102				
<i>Third-Class Schools:</i>				
Third-Class Undenominational Schools	...	1,051	1,248	197
Third-Class Church Schools	...	37	36	-1
<i>District Boarding Schools</i> ... 1 1				
<i>Private Farm Schools</i> ... 897 853 -44				
<i>Poor Schools</i> ... 307 236 -71				
<i>Evening Schools:</i>				
Technical Schools	...	5	5	
Commercial Classes	...	2	2	
Elementary Schools	...	12	14	2

The class of a school is determined by the range of the curriculum for which the school is in the judgment of the Department adequately staffed and equipped.

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FIRST-CLASS PUBLIC SCHOOL GRADED AS HIGH SCHOOL.—

A school satisfactorily organised and equipped for giving a five-year course of secondary instruction beyond the Fifth Standard.

There is very close connection between primary and secondary education in the Cape Province. High Schools are, as a rule, simply large public schools with elementary and secondary departments, the elementary department following the ordinary elementary school course.

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

SECOND-CLASS PUBLIC SCHOOL.—A school satisfactorily organised and equipped to give instruction up to and including Standard VII., together with instruction in two such "extra" subjects as may be considered most suitable for the locality which the school serves. Many of the schools of this class offer a course extending one year beyond Standard VII.

THIRD-CLASS PUBLIC SCHOOL.—A school giving instruction in the subjects of the elementary school course and generally not beyond the Fifth Standard stage. The great majority of these schools are small rural schools.

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

These schools came into existence in 1893 to supply a want then seriously felt, namely, the provision of elementary education for the children of "poor whites" who were unable to comply with the requirement for the founding of public schools. Since the passing of the School Board Amendment Act of 1909—whereby the School Board deficit, save for an $\frac{1}{3}$ d. rate, falls on the Government—the distinction between Public and Poor Schools has become largely one of name only, and the Department has consequently determined that all applications for the transformation of Poor Schools into Third-Class Public Schools be granted. It will be observed that there has been a considerable reduction in the number of these schools during the past year.

PRIVATE FARM SCHOOLS.—Wherever on isolated farms from 5 to 10 children of school-going age can be gathered for instruction, the Department is prepared to inspect the school and to contribute a capitation grant towards the payment of the teacher's salary.

INDUSTRIAL SCHOOLS.—The need for taking action to ameliorate the condition of the "poor whites" of the country was strongly felt in the years 1892-5 and formed the subject of reference to a Select Committee of the House of Assembly. The Poor Schools referred to above represented one effort of the Department to afford a means of solving the difficulty; but it was also felt that for older indigent children, and especially for those who were likely otherwise to lapse into evil ways, some additional provision should be made, and a new type of school—the Industrial School—was instituted.

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

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

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

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

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

COMMERCIAL CLASSES.—Two evening schools, one in Cape Town, the other in Port Elizabeth, give special instruction in commercial subjects; in addition, subjects such as bookkeeping, shorthand, and in some cases typewriting, are taught in certain schools.

SCHOOL OF MUSIC.—This new institution was started in Cape Town at the beginning of the year with a staff consisting of a Principal and 20 teachers; the number of students rose in the first quarter to 225.

SCHOOLS FOR NATIVE AND COLOURED CHILDREN.—The subjoined table gives, duly classified, according to grades, the number of State-aided schools for European children which were in operation at the end of the year under review; the numbers for 1911 are also given for the sake of comparison:—

NATIVE AND COLOURED SCHOOLS.

Class of School.	1911.	1912.	Increase.
Training Schools	12	12	
First-Class Schools	1	1	
Second-Class Schools	2	2	
Third-Class Schools	14	14	
District Boarding Schools	1	1	
Evening Schools	5	5	
Mission Schools	735	764	29
Aborigines' Schools	858	916	58

The First-Class School is at Lovedale and the two Second-Class Schools are at Cape Town and Kimberley.

There is no essential difference in character between "Mission Schools" and "Aborigines' Schools"; both are under Missionary control, the former being provided for the coloured children of the Cape Province proper, the latter for those of the Native Territories.

The great majority of these schools do not work above Standard IV.; there are, however, certain of them which teach up to Standard VI., their existence being of the greatest possible importance to the Department on account of this Standard being the entrance to the pupil-teacher course.

III.—ENROLMENT AND ATTENDANCE.

At the end of the September quarter, 1912, the *enrolment* of all pupils attending schools under the Department—European, Coloured, and Native—reached the grand total of 216,803. The figures for the previous year were 201,802, the increase being the large number of 15,001.

The average daily *attendance* for all pupils was 187,389, being 86.43 per cent. of the enrolment.

EUROPEAN CHILDREN.—The total enrolment of European children numbered 92,929, an increase of 4,288 on the total of the previous year.

The enrolment and average attendance at the different classes of European Schools are shown on the sub-joined table:—

	Enrolment.	Average Attendance.	Percentage.
First-Class Public Schools ...	20,927	19,332	93.3
Second-Class Public Schools ...	17,624	15,696	90.9
Third-Class Public Schools ...	40,087	36,172	90.2
Poor Schools ...	7,099	6,263	88.2
Private Farm Schools ...	6,474	6,153	95.0
Evening Schools ...	1,825	1,370	75.1

It will be seen from the above figures that the daily attendance is very satisfactory for all schools except Evening Schools.

The compulsory clauses of the School Board Act are now in operation in 114 out of the 118 School Board areas. Of the four Boards that have not as yet taken action, namely, Mossel Bay (Divisional), Garies, Port Nolloth and Herschel, the last three scarcely count. Herschel is practically a Native area; there are in all only 15 white children at the Public School. Port Nolloth and Garies in Namaqualand are exceptional areas. The attitude, however, that Mossel Bay Divisional Board has taken up is hardly such as might have been expected of this community.

It must be remembered that the area over which Compulsory Education is in force, namely, a circle of three miles radius round each public school leaves a very large part of the Province outside the operation of the law. Accordingly provision was made in the Act whereby School Boards were given powers to make arrangements for the transport to school of children living beyond the limit of the three mile radius.

As there has been now sufficient time to form some estimate of the effect of the application of the law, Inspectors were asked this year to give special attention in their annual reports to the questions of (1) the influence of compulsion on school attendance, and (2) the extent to which Boards have availed themselves of the provision regarding transport. Some interesting extracts are quoted below from their reports. As regards the effect of compulsion on school attendance in the Province as a whole, the sub-joined table shows the progress that has been made during the last four years.

ENROLMENT OF EUROPEAN CHILDREN.

30th September, 1909	...	...	77,647
30th September, 1910	...	...	82,315
30th September, 1911	...	...	88,641
30th September, 1912	...	...	92,929

There has been, therefore, an increase of 15,282 in the enrolment during the last three years, i.e., nearly 20 per cent. This increase is due in part to natural growth, in part to the improved financial condition of the Province and in part to compulsion. That it is not wholly due to compulsion is shown by the fact that there has been during the same period even a greater increase—an increase of 23 per cent.—in the enrolment of Native and Coloured children on whom there is no compulsion. Such comparisons, however, are liable to be misleading, as we have only about 35 per cent. of our native and coloured children at school, while we have probably about 90 per cent. of the European children. A little thought will show that it is comparatively easy to increase the enrolment when only a small proportion of the total number of children are at school, but, when the percentage already at school is high, it becomes increasingly difficult to gather in the few that are still left outside.

As regards the Cape Peninsula, Inspectors Noaks and Craib report:—

“The promulgation of the School Board Act in June, 1905, with its proposed application of the Compulsory principle to the case of European children of school-going age, appears from the first to have helped to bring home to parents, who had not before sufficiently realised their duty in the matter, the obligation which was to be imposed upon them by the State of suitably educating their children. The clause in the Act which disallows as a general rule the attendance of European children at Mission schools, had also from the first a noticeable influence in accelerating the tendency, which had long had the support of the Department, towards the withdrawal of European pupils from Mission schools, and in emphasising the tendency to exclude from European Schools children who might be regarded by local School Committees or their representatives as not purely, or passably, European. Latterly, the promulgation of the Act appears also to have had through the stimulus which it has brought to bear upon the European section of the population, an indirect but beneficial influence in increasing the enrolment of Coloured children in the Mission schools: and this feature is as full of encouragement as it is of interest. It is to be regretted, however, that in the case of both European and Coloured schools the tracing of the precise effect of the operation of the Act in the Department's statistics of enrolment is rendered difficult, and indeed impossible, by the intrusion of a disturbing factor, viz., the *economic depression*, which began in Cape Town as early as 1904 and lasted on into 1910.

Though the Cape Division was proclaimed as a School Board Area in September, 1905, it was not till January, 1906, that the Board was fully constituted; and when the First Quarter closed, the Board had as yet only one school to its credit, viz., the Rondebosch Boys' High School, with an enrolment of 227 pupils.

There were at this time in the Cape Division 164 State-aided schools, with a total enrolment of 20,623 pupils, of whom 11,535 were White and 9,088 Coloured. By the end of the year, however, the number of schools under the control of the Board was 40, with a

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total enrolment of 6,216 pupils, including 1 Coloured school with an enrolment of 266 pupils. The total enrolment in the State-aided schools of the Division had in the meantime fallen to 20,088 pupils, consisting of 11,966 European pupils and 8,122 Coloured pupils; an increase of 431 in the European enrolment having been more than counterbalanced by a large decline in the Coloured enrolment.

In the First Quarter of 1910, which immediately preceded the adoption by the Board of the Compulsory principle, the total enrolment was 21,484, consisting of 13,009 European pupils and 8,475 Coloured pupils. The number of schools actually under the control of the Board had by this time risen to 71, with a total enrolment of 9,867 pupils, of whom 365 were Coloured.

Amongst the schools which had in the meantime been transferred to the Board, it is noteworthy that there were 8 Church A3 schools, with a total enrolment at the date of the constitution of the Board, of 1,415 pupils. These schools on being transferred to the Board, ceased to be Church schools and became incorporated in the Public Undenominational system. It is also noteworthy that, whereas at the same date the number of European pupils, who were being educated in Mission schools, was 1,062, that number had now fallen to 348, largely in consequence of the transference of such pupils to the A3 schools of the Board. By the Third Quarter of 1912 the number of these pupils had still further fallen, and was then 175, of whom 84 belonged to one school. The transfer of European pupils from the Mission Schools to Public Schools would have been more rapid but for the fact that the scales of fees charged in the Board's schools have been considerably higher than the scale generally adopted in Mission Schools; whilst in some instances a disinclination was shown by the Committees of Public Schools to admit European children from Mission Schools, owing presumably to the fact that their presence might prove to be detrimental. The general policy of the Board, in the case of poor children of purely European extraction, has been to encourage their admission to its Third-Class Schools, either as free scholars or at a reduced rate. Nevertheless, parents have in some cases preferred to continue to pay the lower fees charged at Mission Schools, rather than by pleading poverty to secure the admission of their children to the more expensive Public Schools, where their children possibly might not be entirely welcome or so readily able to hold their own. Other parents again have been influenced, in their decision to retain their children as long as possible in particular Mission Schools, by a preference for the more distinctive character of the religious teaching, or for the personality of the teacher.

In the Third Quarter of 1912 the number of schools under the Board had risen to 80, with a total enrolment of 12,466 pupils consisting of 11,866 European pupils and 600 Coloured pupils; whilst in all the State-aided schools of the Division there was a total enrolment of 26,800 pupils, made up of 15,552 European pupils and 11,248 Coloured pupils. It will thus be seen that in the 2½ years which had elapsed since the adoption by the Board of the Compulsory principle the increase in the total enrolment for the whole Division was 24·79 per cent., being 19·55 per cent. in the case of European enrolment, and no less than 32·72 per cent. in the case of the Coloured enrolment, *i.e.*, an increase *per annum* of 9·91, 7·82 and 13·09 per cent. respectively. During the four-year period commencing with the establishment of the School Board the corresponding percentages of increase *per annum* were 1·04 for the total enrolment, 3·22 for the

European enrolment, and 1·69 for the Coloured enrolment, and for the four-year period preceding its establishment these percentages were 2·48, 1·94 and 3·19 respectively. These results are in each case of striking interest, establishing as they do (1) the exceptional growth, not only in the European enrolment, but also in the Coloured enrolment which has followed the adoption by the Board of the Compulsory principle; (2) the remarkable fact that the rate of increase in the Coloured enrolment during this period has been nearly double the rate of increase in the European enrolment; (3) the equally remarkable fact that the four years which followed the establishment of the Board were for the whole Division, and more particularly for the Coloured section of the school population, a period marked by *retardation* of growth.

In explanation of the relatively large increase which has latterly taken place in the Coloured enrolment, it is noted that the arrest of growth which was experienced in the preceding period was probably largely due to the retention out of school, during a time of stress by which the poorer classes were most affected, of children who subsequently when the pressure was relaxed found their way into the schools as an accumulated reserve; whilst other children, owing to the improvement in the economic position, were retained at school longer. In any case the lower percentage of increase in the case of European pupils, which has been a feature of the last two and a half years, is only what may be fairly expected in the future, since the number of European pupils for whom provision has yet to be found in school is now, owing to the more rapid progress which has been made in the past, relatively small; whilst the task of gathering them in becomes at every step forward increasingly difficult. It is probable that both percentages have also been affected by movements of the adult population, resulting from such incidental causes as the removal of the seat of government from Cape Town, or the more recent expansion of trade and revival of industry. The existence of such factors, however, and not their extent, is all that it is possible to indicate.

The retardation of growth in the school population for the Division as a whole which took place during the first four years of the School Board's existence cannot, in any case, be attributed to the action or the policy of the Board: on the contrary, the evidence all points to the conclusion that, but for the powers thus called into operation, the retardation of growth would have been more strongly marked. Through the appointment of Attendance Officers the Board has had to its hand a new instrument, not hitherto available, for bringing into its schools children of school age whose education had been either neglected or not adequately provided for. A further measure adopted by the Board was the holding of censuses for the enumeration of the European children in neglected areas of the Division and, shortly before the introduction of the Compulsory principle, a census of the whole Division. As a result of this census, it appeared, according to the Board's annual report for 1910, that in the whole of the Cape Division the application of the Compulsory clauses of the School Board Act might be expected to bring to school only about 500 additional pupils; and, as these children were scattered throughout the Division, it was not anticipated that any serious overcrowding would arise. The Board in fact, by judiciously deferring the date for the introduction of Compulsion, was the better able to deal with the position thus created; and as there has been no undue severity in its application, there has been little or no friction.

The provision of additional accommodation to keep pace with the increasing enrolment in the schools of the Board has not been unattended with difficulties; but these difficulties, as far as the resources of the Board permitted, have been fairly met, and with much good judgment. In the more remote portions of the District the provision already made, though in almost every instance of a makeshift character, is on the whole ample: and it may be anticipated that in these areas the attention of the Board will now need to be directed to the provision of transport for children at a distance from existing schools rather than to the establishment of new schools. In the more densely populated portions of the Division the school buildings already provided, together with the additional buildings for which the sanction of the Department has been obtained, should provide at least a sufficiency of generally suitable accommodation for the requirements of the immediate future.

In Stellenbosch there has been an increase of only 63 pupils during the three years since the Compulsory clause came into operation—a yearly increase of not quite 2 per cent. This district was, however, in a very good condition educationally before the advent of compulsion, and it is stated that very few children are not attending school."

Inspector Milne reports as follows with regard to the Divisions of Port Elizabeth and Uitenhage:—

"The Compulsory clause of the School Board Act is in force in all the districts of my circuit. In Port Elizabeth the system adopted is very effective. A record, on separate cards, of every child under 14 years of age is kept, with, in the case of every child under 6 years of age, the dates when attendance at school becomes compulsory. These records are always kept up to date, and any record can be consulted with the greatest ease and celerity. Close attention is paid to the attendance of each pupil. The attendance officer secures from the Principal of each school (public and private) a list of the absentees at the end of each week, and investigates every case. The Private Schools co-operate most willingly. Unfortunately the Act gives no help in dealing with persistent truants, who openly defy their parents. There are some three or four cases in Port Elizabeth. It is useless to punish the parents, and the School Board cannot have these truants compelled to enter an industrial or other school, where they can be kept under proper control. With these exceptions the children of Port Elizabeth are practically all at school.

In the district of Uitenhage there are very few children living within the three mile limit who escape the notice of the Board. When parents refuse to send their children to school they are summoned to appear before the Board. The result of this nearly always is that the pupils are sent to school before the meeting of the Board. There is a considerable number, outside the three mile limit, not at school. Fully 40 of these have been provided for by means of indigent boarder grants. A proposal to arrange for the daily transport of seven children to a school is waiting for the sanction of the Department."

As regards the Divisions of Paarl and Malmesbury, Inspector Golightly reports:—

"In the Paarl, Wellington and French Hoek School Board areas there has never been much difficulty either in providing school accommodation or in getting the pupils into school. In the Hopefield and Malmesbury areas, where the population is more widely scattered, there has of course been difficulty, but through the efforts of

the School Boards concerned practically full accommodation has now been provided.

The question of the transport of school children is one that hardly arises in this circuit, as it has been found possible to establish schools within reasonable reach of all pupils. On one occasion only did a difficulty arise on this score, viz., at Pniel and Languedoc, but before the question could become acute the shifting of one or two families rendered any action in the matter unnecessary."

Inspector Theron reports as follows with regard to the effect of compulsion in Bredasdorp, Caledon and Robertson:—

"Bredasdorp and Robertson were among the first areas where regulations enforcing school attendance were applied. Caledon adopted compulsion a little later. In each case the mere proclamation of the regulations produced a favourable effect on the school attendance. Cases of non-compliance were however not wanting, especially in Bredasdorp and Caledon. In Bredasdorp the first prosecution under the Act took place in May, 1910, and resulted in a fine of £2 being imposed. This had a very salutary effect, although since that time several more prosecutions have been necessary, with the result that very few children of school age within the three-mile limit are at present kept from school without valid excuse. In Caledon a less stringent policy has been adopted and instances of failure to comply with attendance regulations on the part of parents living within the three-mile radius are of much more frequent occurrence than is now the case in Bredasdorp. Yet there has so far been only one prosecution. Living outside the three-mile limit there are in Caledon at least 150 children not receiving any approved education. In the case of Robertson the Secretary of the School Board reports that there are at present approximately 15 children within the three-mile limit, and 25 outside, not attending any school. There have so far been two prosecutions under the Act.

The question of the conveyance of children living outside the three-mile limit has more than once been considered by each of the three School Boards, but as yet nothing has been done except in a single case, where the Caledon Board pays £8 per annum for the daily conveyance of three children to a country school. If a scheme for the transport of children to central schools were carefully planned and carried out as economically as possible in each of the School Board areas, the result would fully justify the cost; for, besides bringing in children who would otherwise have no schooling at all, it might in many instances be possible to concentrate the pupils of two or more small schools into one with an attendance sufficient for the employment of a larger staff, thus ensuring much greater efficiency than is attainable at a single-teacher school."

With regard to Worcester, Laingsburg, Ladismith, Montagu and Tulbagh, Inspector Robertson reports:—

"The number of children of school-going age not receiving instruction is very small. Such children are usually found in thinly-populated areas, where it is difficult to find a suitable centre for a school. The further difficulty of making suitable provision for boarding the pupils is another obstacle in the way. None of the Divisional Boards in this circuit have taken up seriously the question of providing transport for pupils outside the three-mile limit, and yet, in the opinion of many good authorities, such provision will prove the best, if not the only, solution of the difficulty. For comparatively short distances the cheapest form of transport would be by donkeys or donkey-carts."

Inspector Watermeyer reports with regard to Swellendam and Riversdale :—

“In the towns and villages it is comparatively easy to enforce attendance when the Board has once provided sufficient accommodation. This has now been done, with one exception, in all the urban areas. The exception is Barrydale, where the accommodation is quite insufficient for the needs of the village.”

As regards transport he observes that saddle-donkeys and donkey-carts are proving satisfactory. He mentions two hindrances to the smooth working of the compulsory clause, namely, the refusal of landowners to give a right of way to school-children over their ground, and their unwillingness to allow facilities for the erection of schools on their farms for the children of their dependents.

Inspector Hofmeyr, reporting on the working of the Act in Ceres, Clanwilliam, Piquetberg and Van Rhynsdorp, observes :—

“Compulsory education in accordance with the School Board Act has been in force throughout my circuit and the beneficial results are gradually becoming more apparent in those areas where circumstances allow the application of the provisions of the Act. Hardly any cases have occurred where legal steps had to be taken to enforce parents to comply with the terms of the Act. It cannot be denied, however, that large numbers of children are still out of school who are within reach of a school and that many parents shirk their responsibility and succeed in eluding the notice of the authorities. The returning officers are frequently set at rest with the statement that children attend school where these are repeatedly kept out of school for a long period, a full quarter at a time and more. Though a weekly or even monthly visitation to prevent this is out of the question, still steps might be taken by the Board's officials to be kept informed of any remissness on the part of parents, and pressure might be brought to bear to enforce greater regularity in the attendance of such pupils.

In no part of my circuit have steps yet been taken to provide for the transport to and from school of children beyond the three-mile limit. There are a few localities where this might conveniently be done, and in a few cases two existing schools might be combined into one if transport could be provided for some pupils. For these cases the expenditure entailed by transport of the pupils would be counterbalanced by the saving effected through one of the two schools being closed.”

Inspector Bennie reports that in Albany, Bathurst, Bedford and Peddie the regulations for Compulsory attendance are enforced with very varying success.

“Three cases of poor families, living more than three miles from school, have been assisted by the Albany School Board in the matter of transport. In one case a pair of donkeys was lent to the father, but he failed to use them and the donkeys were sent elsewhere, where they were used daily: one has died but the other is still in use. In the third case a cart and harness were lent to the father of a large family, but, losing one of his horses, he could not use them and they are now to be sold.

The School Board of Bedford has solved the difficulty of poor families remote from schools by opening a boarding establishment in connection with the Third-Class School in the village, and the results have been very satisfactory.”

Inspector Young reports with regard to East London, Cathcart, Komgha and Stutterheim :—

“Since compulsion took effect over 25 per cent. additional pupils have been added to the enrolment of the circuit, and the rate of yearly increase has doubled.

Precise statistics are not available, but from information recently submitted it may be roughly estimated that 90 per cent. of the children of school-going age in the circuit are receiving education, a small percentage being in attendance at other than Government-aided Schools.

Transport facilities for pupils residing beyond the three-mile limit have not been provided by any of the School Boards in this circuit. It is stated that the necessity has not arisen, and the opinion seems to be, that in view of the expense that would have to be incurred and the possibility of a misuse of the privilege the plan would be of doubtful utility, if not impracticable.”

Inspector Bond reports regarding Kingwilliamstown :—

“As the result of complaints to the School Board that some town-children were not at school, an attendance officer was appointed for three months to take a census of absentees and to visit and warn parents whose children were irregular in attendance. It was found that about thirty children of school-going age were not receiving instruction and these were soon enrolled as pupils. In the country there are very few children not at school; at Geelhoutboom, owing to lack of numbers and desire on the part of parents, there is at present no school, but steps are being taken to do something for the children.”

Inspector Logie reports with regard to Queenstown and Wodehouse :—

“In Queenstown the Attendance Officer is the Secretary of the School Board. When cases of delinquency are brought to his notice by members of School Committees, by proprietors of Private Farm Schools, or by others, he communicates with the parents of such children and sees that the Act is enforced. The transport of children living outside the three-mile limit is carried out on a very small scale in the Division of Queenstown, and, as far as possible, the School Board is determined to avail itself of this means of providing for the education of children in places where schools cannot be opened. In Wodehouse no manner of transport is provided. The Wodehouse School Board, however, might well consider if the provision of donkeys, or a horse and cart would not be a less expensive means of providing such children with school facilities than the Boarding Grants now given to poor children.”

Regarding Aberdeen, Beaufort West, Uniondale and Willowmore, Inspector Freeman reports :—

“The district of Uniondale differs from the remainder of the circuit in the fact that most of its inhabitants are engaged in agriculture, while the other districts are almost entirely pastoral. On this account the rural schools in Uniondale are much larger, one having as many as eighty pupils, while in the other parts a country school with over twenty pupils is exceptional. The greater density of population offers facilities for the establishment of schools with the result that in Uniondale there are not many children who are debarred from attending school by reasons of distance, whereas in the thinly populated Karroo districts it will never be possible to bring every child within reach of school. The fear of compulsion seems to have

been effective to a large extent in making parents realise their responsibilities throughout the circuit, though, as far as I am aware, not a single actual prosecution has taken place. Some pressure may be necessary in the village of Aberdeen, but it cannot be enforced until the new buildings are completed. There has been a decided movement towards making an effort to send children to the public schools in villages rather than to small Private Farm Schools, which deserves every encouragement. Only one application has been made so far by a parent for means of transport rather than for Boarding grants for his children. This has been met by the local Board (that of Willowmore), supplying a trap, for which the owner provides the draught animal, to convey three children to a school situated four miles away. The neighbourhood is one where forage is plentiful—Baviaan's Kloof—and this is the most important consideration in such a scheme and one which will prevent it from being carried out in the greater part of the circuit."

Inspector Scott reports regarding George, Humansdorp and Knysna:—

"In my remarks last year I called attention to the notable improvement in the *enrolment* which had resulted from the introduction of compulsory attendance into my circuit. There has been a further advance this year, but it is not quite as great as it should have been. More than once during the year I have mentioned in my inspection report cases of neglect to comply with the regulations on the part of parents living well within a three-mile radius of a school. They seem to realise that School Boards are loth to adopt extreme measures and they take advantage of this clemency.

While the adoption of the Compulsory Clauses has affected the *enrolment*, it is questionable whether the *average attendance* has improved. In an old report I find that the percentage in two of my Divisions was actually greater in 1894 than it was either last year or the year before. This unsatisfactory record may be partially accounted for by the fact that a large proportion of the pupils whom compulsion has brought to school come from poor homes, where they have always been regarded as indispensable in times of special agricultural activity. Then, too, as I pointed out last year, some parts of my circuit are very wet, and it would be unreasonable to expect children who possess neither waterproof nor umbrellas to walk to school in soaking rain, and to sit in damp clothes for several hours.

No attempt has as yet been made to meet the needs of children living outside the three-mile limit by providing means of transport, but the question has come up for discussion in two of the Boards in my area. In those parts of the circuit where such provision is most needed, the problem bristles with difficulties. If these difficulties could be overcome, not only would the enrolment be larger, but it would also be possible to have, in place of several small single-teacher schools, one large school which could do the work far more efficiently and with much less strain upon the staff."

Inspector Anders reports regarding Graaff-Reinet, Middelburg, Jansenville and Steytlerville:—

"In all the School Boards of the circuit the principle of compulsory education has been adopted, and the efforts to enforce it have been moderately successful. The difficulties that attend a rigid enforcement are many; among them are the distances between homesteads, indifference on the part of parents, and the problem of securing teachers for farms where the conditions of life are often such as to act as a deterrent."

Inspector J. Craib reports with regard to Cradock, Somerset East, Maraisburg and Pearston:—

"The working of the Compulsory Clauses has been beneficial. The percentage of children not attending school has diminished, and the average attendance of those attending has improved. A more serious problem faces School Boards in providing for the attendance at school of children living outside the three-mile limit, both those who are not, strictly speaking, indigent, as well as those who are. In my circuit the only School Board which has attempted to deal with this problem is that of Cradock. In several cases free conveyance has been provided, in some cases it has been offered and refused."

Inspector Pressly reports in regard to Aliwal North, Barkly East and Herschel:—

"Few children in the area on whom compulsion can be brought to bear are out of school. There are cases, however, beyond the three-mile radius for which it is not easy to provide. If the parents are very poor indigent Boarding Grants are made available, and in the other cases there is generally some instruction being given by the mother, an elder sister, or a governess. Nowhere in the area has provision been made for conveying children to school. Occasionally that plan has been thought of as solving a difficulty, but on further investigation either the scheme has been found not practicable or a better way has been discovered."

Inspector T. W. Rein reports in regard to Fort Beaufort, Tarka, Stockenstrom and Victoria East:—

"The Compulsory Clause of the School Board Act is in force in all the divisions of the circuit, and is on the whole working smoothly and satisfactorily. It is safe to say that the substantial increase during recent years in the white enrolment of the districts previously comprised in this circuit, more especially in Fort Beaufort and Stockenstrom, is largely due to this measure. The daily attendance in the Poor Schools situated in the towns and villages, which formerly was exceedingly irregular, has undoubtedly improved, but has not improved to the extent that was anticipated. It has been found in practice that Section 65 of the School Board Act of 1905 allows parents an unusual amount of latitude, and makes it almost impossible for a Board, provided attention is from time to time given by the defaulters to the warnings issued, to prove that an offence has been committed against the Act, and thus secure a conviction.

No serious effort has hitherto been made in this circuit to secure the attendance of children living outside the three-mile radius of a school, and attention may in this connection be directed to Section 68 of the Act, which provides that it shall be lawful for a School Board to incur expenditure for the conveyance to school of children who reside at a greater distance than three miles from the school. Though the attendance of such children cannot be made compulsory, the experiment might well be made in such a division as Tarka, where the homesteads are scattered and the distances often considerable. By this means the number of Boarding Grants issued on behalf of pupils in this division, which is disproportionately large, might be considerably reduced. Such a measure might also be applied with advantage to one or two centres in Victoria East and Fort Beaufort. In Stockenstrom, which is an unusually closely settled district, the existing educational facilities appear to be sufficient for present needs."

Inspector Mitchell reports with regard to Mossel Bay, Oudtshoorn and Prince Albert:—

“Under School Board administration, there has been growth in the number of schools and growth in enrolment and attendance of pupils, but the presence in the Sub-Standard classes in every grade of school of large numbers of children of advanced age points to the need for special effort to secure enrolment *at the proper age*. Late beginners are found in every district of the circuit, and so, in order that every child may be kept in school as long as possible it is imperative that School Boards shall endeavour to better the machinery by means of which compulsory regulations are carried out.

No Board in this inspection area has as yet realized the benefit of taking advantage of that portion of Clause 68 of the Act, which authorises a Board to incur expenditure for the conveyance to school of children who reside at a greater distance than three miles from a school. The tendency to establish two schools when one would suffice is occasionally conspicuous, and there are in the circuit populous localities where, instead of one central school, well housed, well staffed and well equipped, there are two or even three, smaller schools. Conveyance of pupils to such a central school presents no serious difficulty, and considerations of economy and educational efficiency would seem to favour the adoption of such a policy of centralization wherever and whenever possible.”

The following extracts deal with the arid and sparsely inhabited districts of the North and North-West of the Province, and, therefore, deserve special attention.

Inspector Sinton, who has charge of Carnarvon, Fraserburg, Murraysburg, Richmond, Sutherland and Victoria West, reports:—

“The various Boards enforce the attendance of pupils within the three miles limit with success. The difficulty confronting the North-Western Boards with their thinly-populated areas is not to compel people to send their children to a school within a three-mile radius, but to get schools established at suitable centres, and further to get teachers to remain at these remote and uncongenial places. The provision of portable buildings such as have now been supplied by the Education Department meets the case to a certain extent, but not altogether. There remains the case, say, of a solitary farm-house, perhaps twelve miles or more from the nearest dwelling, consisting of but one or two apartments and with three or four children of school-going age. The father is too poor either to pay for a teacher, or to send his children away to a boarding school. In some cases he might be able to pay school fees, while he could not afford boarding fees. A portable school cannot be provided for a small number such as this. I suggest that the School Boards should provide free board and lodging,—and even free education and books,—if the parent is unable to pay for these, in the village. This suggestion really means that, under due safeguards, the School Boards should make greater use of the system of Indigent Grants at present in existence, and that the scope of these grants be extended. Some boards take advantage of these Indigent Grants to a greater extent than others. Victoria West has twenty-two children receiving assistance, while Sutherland has three. At the latter place there is a School Boarding House standing empty, which might well be utilized as a home for indigent pupils.

The question of daily transport to and from school does not apply to these remote parts as a rule, but in the few cases where one

farm-house was within fair distance of another where a school was established, I have discussed with the farmer the question of providing donkey transport for the children of his bywoners so that they might be conveyed to school. I have been assured in every case that it is not practicable, as the farms are *unfenced*, and during the night the donkeys, in grazing, stray away, entailing a longer walk to bring them back than the walk to school would mean.”

With regard to Barkly West, Hay, Kuruman, Mafeking and Vryburg, Inspector Kelly reports:—

“There has been an increase of 15.83 per cent. during the year in the number of white children on the roll in the five divisions comprising the circuit. The feeling of satisfaction evoked by these figures is, however, tempered by the knowledge that quite 50 per cent. of the children of school-going age throughout the circuit are attending no school. In the Hay district the percentage is even greater. It will thus be seen that School Boards in these divisions have still much to do before it will be possible to view the state of educational affairs in their areas with equanimity, at any rate as regards enrolment. Where the population is sparse and farms are far apart, the farm school is the only means whereby the farmer can get his children educated.”

Inspector van der Merwe reports in regard to Calvinia, Gordonias, Kenhardt and Namaqualand:—

“At present the Boards have no hold on a large number of parents, for the population is scattered, and it is an extremely easy matter to move a tent or a “matjeshuis” beyond the three-mile radius. On one occasion a teacher and myself tried to persuade a farmer to enrol his children at the neighbouring school. When he remained obdurate we threatened to report him, but the following morning he was out of the reach of the law by a few hundred yards. This type of parent is now, however, fast disappearing.

In certain parts of the Kakamas Labour Colony the law is very lax. In the other compulsory areas there is only one fault to be found with the application of the law, viz., that the Boards compel parents to send their children to school, but that when such children are once enrolled, parents are practically at liberty to keep them out of school with impunity on the most frivolous excuses.”

Inspector Spurway, who has charge of Albert, Colesberg, Hanover, Molteno, Philipstown and Steynsburg, reports:—

“No very large number of children of school-going age is not attending school. Except in a very few cases of children attending Railway Schools, no attempt has yet been made to secure the attendance of children by providing for their transport.”

Inspector Satchel, who has charge of Kimberley, Britstown, Herbert, Hopetown and Prieska, reports:—

“The increase in the number of European pupils during the year has been very marked in the four rural divisions, amounting to more than 12 per cent., but there still remains a large proportion of children who are receiving no instruction. The increase in the Kimberley Division, where the number of children not in attendance is very small, has only been 133 on a roll of 3,419, or less than 4 per cent. The attendance of children in the small towns is easily secured, and there the compulsory attendance regulations are working well. In the rural areas children are almost all in attendance, if living within the three-mile limit, but an attempt to establish little schools at such frequent intervals as to bring all children in a sparsely-populated area within or near that limit would be futile; other means

must be devised. Generally speaking, the more the pupils are collected at country centres with at least two teachers on the staff, and the fewer the centres, the more efficient will the educational system in those areas become.

At present all attempts to introduce transport by donkey-carts, which is certainly the cheapest system, are frustrated by objections about the inability of children to handle the animals—truly a wonderful statement about South African children—lack of camps, the amount demanded per annum for such services, and so forth, while in more than one case the Government was requested to provide forage for the animals. Such illustrations make it clear that no real progress can be made till the Boards possess much wider powers in regard to compulsory School Attendance and transport; probably also regular tariffs are needed based on the distance, the number of pupils to be conveyed, and the nature and position of the area concerned.

The expense per pupil to be thus incurred will be extraordinarily high, and to that must be added the growing costs of School Board administration, often in areas with a very small school population; it would almost seem that to bring every white child in such areas into school—and that should be the first aim at present—it will be necessary to have much larger School Board areas, so that the administrative charges may be minimised with a view to meeting the very heavy costs of a system of transport. Such a system should, of course, be considered in conjunction with a boarding system, but how far the Government should incur liabilities for boarding is very doubtful; it should, as far as possible, be a voluntary alternative to Government transport of pupils. The present system of Indigent Boarder Grants merely touches the fringe of the whole question, and does not work satisfactorily, for if all children of school age living beyond the three-mile limit of the same poor class as that from which the present boarders are selected, had the same grants, the system would be ruinous in its cost."

With regard to Elliot, Inspector Bain reports:—

"In my last report I pointed out that the European enrolment in Elliot stood in one quarter of 1910 at 401, it has therefore increased within the space of a little over two years by 274, or 68 per cent. The improvement is to be attributed entirely to the adoption of the compulsory principle by the School Board. The progress made is all the more gratifying in view of the fact that the population of the district has fallen to some extent in recent years; but it is not yet by any means the case that every European child in the district is receiving instruction either in an aided or in a private school."

IV.—INSPECTION OF SCHOOLS.

DETAILED INSPECTIONS.—The number of circuit Inspectors has been increased from 28 to 31, and this has made possible the re-division of the Province into smaller circuits. There are also two Inspectors in charge respectively of the Training Colleges and High Schools, and there is a third special Inspector charged with the supervision of Dutch teaching.

The number of detailed inspections conducted by the Department during the year amounted in all to 4,044, as against 3,955 in the previous year. Even with the increase in their number the Inspectors have still to work at very high pressure, owing to the great growth in the number of rural schools.

INFORMAL VISITS.—In the number of informal visits there has been a decrease of 128, the total number of these visits standing this year at 2,079, as against 2,207 in the previous year.

SUPERVISION IN SPECIAL SUBJECTS.—There have also been 12 Departmental Instructors and Instructresses of special subjects at work during the year, namely, one for Cookery and Domestic Economy, two for Drawing, one for Nature Study and Elementary Agriculture, one for Kindergarten work, three for Needlework, two for Vocal Music and two for Woodwork. The number of visits paid by these officials amounted to 2,591, as against 2,579 in the previous year.

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

EUROPEAN CHILDREN: PRIMARY EDUCATION.—At the annual inspection of every State-aided school an individual examination of the scholars, written and oral, from Standard I. to Standard VII., is conducted by the Inspector, with a view of ascertaining the attainments and progress of the pupils in Reading, Writing, Grammar, Composition, Arithmetic and the elements of Geography and History.

Primary education in the Cape Province is not, however, limited to these subjects. Systematic instruction is also given in Physical Exercises, Singing, Drawing, Needlework, Woodwork, Cookery and Nature Study, and twelve organising instructors of these subjects are at work in the Cape Province. Detailed Statistics in regard to this work will be found in Section VII.

A memorandum on the curricula will be found in Appendix II.

The total number of pupils present at inspection in all schools except Mission and Aborigines' Schools, was 88,961, being over 97 per cent. of the enrolment. The following table shows how these pupils were distributed among the Seven Standards after inspection, unclassified pupils (577), and pupil teachers (1,077), being omitted. The numbers for the previous year are given for the sake of comparison.

	1911.	1912.
Sub-Standards	26,982	29,152
Standard I.	9,962	10,731
Standard II.	10,494	11,295
Standard III.	10,006	10,297
Standard IV.	9,121	9,000
Standard V.	6,260	6,545
Standard VI.	4,578	4,671
Standard VII.	2,194	2,379
Ex-Standard	2,940	3,237

The percentages of pupils who succeeded in passing at inspection are shown for the different classes of schools in the subjoined table:—

	Percentage of passes.
First-Class Schools	86·13
Second-Class Schools	86·95
Third-Class Schools	84·36
Poor Schools	82·70
Private Farm Schools	81·16
Evening Schools	53·02

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EUROPEAN PUPILS : SECONDARY EDUCATION.—In the subjoined table will be found the number of pupils in the four High School Standards for the years 1911 and 1912. It should be observed that our High School organisation is still in the transition stage as regards the 5th year of the course, namely Standard E.

	1911.	1912.
High School Standard A. ...	1,568	1,601
do. do. B. ...	1,340	1,473
do. do. C. ...	1,161	1,130
do. do. D. ...	1,276	995
do. do. E. ...	—	202
	<hr/> 5,345	<hr/> 5,401

In addition to the pupils in High School Standards a considerable number of Ex-Standard pupils—about 600—are pursuing a Secondary Course at other First-Class Schools, and a smaller number—about 200—a more limited course at Second-Class Schools.

The great majority of these pupils are following a course leading to the Matriculation Examination of the Cape University; the subjects generally chosen being English, Dutch, Latin, History, Mathematics, Physics and Chemistry, and (in case of girls), Botany. Wherever there is a certain sufficient demand for Greek or French or German, the Department is prepared to assist with a grant in aid of the teacher's salary.

In 1912 the total number of candidates entering for the Matriculation Examination from the whole of South Africa was 1,680, of whom 923 passed, a percentage of 54.9. The 923 successful candidates were thus distributed among the different South African Provinces:—

Cape	623
Transvaal	141
Orange Free State	92
Natal	56
Rhodesia	11

The relative distribution of passes among the different classes of Public Schools in the Cape works out as follows. (It will be observed that there was a considerable decrease on the number of the previous year.):—

	1911.	1912.
High Schools	521	407
Other Public Schools	175	116
Private and Denominational Schools	96	78
Private Study	33	22

In a certain number of Boys' Schools, where a sufficient demand has manifested itself, a Commercial Course has been approved by the Department.

In Girls' High Schools, for some years past, courses in Drawing, Dress-making, Domestic Economy and Cookery have been instituted as alternatives to Latin and Mathematics, and are being attended by an increasing, but still far from satisfactory, number of pupils.

COLOURED AND NATIVE CHILDREN : PRIMARY EDUCATION.—The children in Mission and Aborigines' Schools present at inspection in 1912, numbered altogether 97,652, being 92.40 per cent. of the enrolment. They were thus distributed, after examination, among the Standards of the Elementary School Course, unclassified pupils (66) and pupil teachers (1,203) being again omitted:—

	1911.	1912.
Sub-Standards	58,006	61,396
Standard I.	11,740	11,928
Standard II.	10,412	9,950
Standard III.	6,988	6,705
Standard IV.	3,959	3,769
Standard V.	1,732	1,844
Standard VI.	793	785
Standard VII.	8	6

SECONDARY EDUCATION.—There are 62 scholars in attendance at Lovedale First-Class School. Two were successful in passing the Matriculation Examination of the Cape University.

VII.—SPECIAL SUBJECTS OF INSTRUCTION.

The subjects dealt with under this section, while of great importance in a school curriculum, cannot be tested efficiently at the ordinary annual school inspection. Special attention is, therefore, given to them through the agency of the Departmental Instructors and Instructresses. The subjects are: Singing, Needlework, Woodwork, Drawing, Cookery and Domestic Economy, Nature Study and Physical Training. In the following paragraphs there is shown the advance that has been made during the year under review.

SINGING.—As has been remarked in previous reports, the children of this country have very considerable natural aptitude for music, and no difficulty is experienced in pushing the claims of this subject. The following are the figures for 1911 and 1912, respectively:—

	1911.	1912.	Increase.
Schools	3,093	3,087	—6
Pupils	138,308	142,168	3,860

It may be of interest to note that there are now held in the Province no fewer than 32 School Choir Competitions.

NEEDLEWORK.—The advance during the year has not been unsatisfactory either as regards the quality of the work or the number of girls receiving instruction:—

	1911.	1912.	Increase.
Schools	2,680	2,751	71
Pupils	69,471	71,825	2,354

WOODWORK.—The opposition to the introduction of this subject into the school curriculum has been quite lived down. While there is now no dispute about the educational value of Woodwork, there is one great difficulty in its general introduction, namely, the high attendant expense. The following table gives the numbers for 1911 and 1912:—

	1911.	1912.	Increase.
Schools	184	202	18
Pupils	7,579	8,215	636

DRAWING.—Fair advance has been made in this subject during the year both as regards the quality of the instruction given and also the increase in the number of pupils receiving instruction :

	1911.	1912.	Increase.
Schools ...	2,245	2,383	138
Pupils ...	86,794	90,325	3,531

COOKERY AND DOMESTIC ECONOMY.—During the year there has been a decided step forward as regards the teaching of Cookery, as will be seen from the following figures. Work has been begun at Paarl, Kimberley and Worcester :—

	1911.	1912.	Increase.
Schools ...	58	70	12
Pupils ...	1,745	2,483	738

As in Woodwork, the attendant expense is the great obstacle to the rapid introduction of Cookery into the curriculum of all our Girls' Schools. There can be no doubt about the practical utility of the subject.

NATURE STUDY.—School Gardening as a definite manual occupation is making slow but steady progress. There is a great increase in the number of little gardens connected with schools; gardens which are simply tended by the children in spare time, the subject not being recognised as a definite part of the school work. Botanical Gardens have been established at a number of Girls' High Schools.

PHYSICAL DRILL.—There has been a fair advance in this subject. It now forms part of the regular curriculum in the great majority of our schools. The following table gives the number of schools and pupils for this and the previous year :—

	1911.	1912.	Increase.
Schools ...	3,262	3,336	74
Pupils ...	142,930	149,847	6,917

Nearly all our larger Girls' Schools now have a fully qualified teacher of Physical Culture on the Staff.

VIII.—TEACHERS.

THE NUMBER AND QUALIFICATIONS OF TEACHERS.—

The number of Teachers shown in the returns for the second quarter, 1912, reached the grand total of 8,153, of whom 4,816 were employed in European Schools, and 3,337 in Mission and Aborigines' Schools. An analysis of the qualifications, academic and professional, of these 8,153 Teachers is given in the following table; for the purposes of comparison the corresponding figures for 1911 are also given :—

	1911.	1912.	Increase.
A University Degree and a Professional Certificate ...	214	259	45
A University Degree, but no Professional Certificate ...	37	46	9
Intermediate Certificate in Arts and a Professional Certificate ...	136	128	—8

	1911.	1912.	Increase.
Intermediate Certificate in Arts, but no Professional Certificate ...	13	19	6
Matriculation Certificate and Professional Certificate ...	608	663	55
Matriculation Certificate, but no Professional Certificate ...	19	60	41
A recognised University Diploma (not included in the above) and a Professional Certificate ...	19	25	6
A recognised University Diploma (not included in the above), but no Professional Certificate ...	2	2	—
Professional Certificate, but no Academic Certificate ...	3,930	4,231	301
No recognised Academic or Professional Certificate ...	2,598	2,720	122

It will be observed that of the total number of Teachers employed 65.08 per cent. are professionally certificated, an increase of 0.67 over last year's percentage. In the various classes of State-aided schools the percentage of certificated Teachers stands thus :—

Class of School.	Percentage of Certificated Teachers.
First-Class Public Schools ...	92.3
Second-Class Public Schools ...	97.0
Third-Class Public Schools ...	83.0
Private Farm Schools ...	58.6
Poor Schools ...	74.5
Mission Schools ...	49.5
Aborigines' Schools ...	32.3

As regards the 2,720 Teachers who were returned as holding no recognised Academic or Professional Certificate—mainly employed in Mission or Aborigines' Schools—it must not be assumed that they were without any scholastic qualifications for the duty they were appointed to perform. Most of them had passed either the Second or First Year Pupil Teachers' Examination. No academic qualification is recognised below Matriculation, nor any Professional Certificate below the Third-Class Teachers' Certificate.

IX.—LIBRARIES.

All First-Class and Second-Class Schools, and all Training Colleges and Schools are now in possession of libraries. With regard to the other classes of schools the following table gives the comparative statistics for 1912 and 1911 :—

	1911.	1912.	Increase.
<i>European Schools.</i>			
Third-Class Schools ...	914	980	66
Poor Schools ...	249	188	—61
Private Farm Schools	457	391	—66
<i>Coloured and Native Schools.</i>			
Mission Schools ...	75	82	7
Aborigines' Schools ...	14	16	2

The decline in the number of Poor School libraries is due to the fact that many of these schools have been regraded as Third-Class Schools during the year.

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It is otherwise with regard to the decline in the Private Farm School libraries. These schools are short-lived and, when one dies, the School Board in whose area it is situated should recover the library, and transmit it to another Farm School, but this duty is frequently neglected.

When school libraries were first introduced, the importance of the catering for the wants of the lower Standards was not fully recognised. Of recent years the Department has been giving a great deal of attention to seeing that supplementary libraries of attractive books, suitable for younger readers, are provided in every school.

Considerable additions have also been made to the special libraries of the Training Colleges and Schools, as regards both works of reference and books for the students' private reading.

X.—SCHOOL BUILDINGS.

The year under review has seen the completion and also the initiation of a considerable number of building schemes. As regards High Schools, some of the more notable buildings which have been erected are Malmesbury Boys' High School, Kimberley Girls' High School, and Robertson Girls' High School. Large additions have also been made to the South African College School, to Upper Paarl Boys' High School, to Oudtshoorn Girls' High School, to Caledon High School and to East London Boys' High School. A beginning has been made with the Boys' High School at Worcester, and large plans of reconstruction have been decided on for the Good Hope High School, Capetown, for Rondebosch Girls' High School and for Green and Sea Point Girls' High School.

Of the new buildings erected for Public Schools not graded as High Schools, mention may be made of those at Butterworth, Komgha, Elliot, Alexandria, Heidelberg, Goodwood and Parow.

As regards special institutions, the new erections to record are the Wellington Training College, the Robertson Training School and the Oudtshoorn Industrial School.

In my last report I referred to the need that existed for the expeditious supply of buildings for schools of small enrolment and uncertain life. I foreshadowed then that it would probably be found necessary for the Department to supply direct to the schools wood-and-iron buildings easily erected and easily removed. Action has during this year been taken on the lines proposed. As a beginning eighteen portable buildings of wood and iron were ordered. There has proved to be a considerable demand from School Boards for these buildings, and a fresh consignment will be necessary. Of course, it is too early yet to give a definite opinion as to whether the provision of these buildings will prove a better plan than the method formerly followed; but so far the Department has had no reason to feel dissatisfied with the success of the scheme. The experiment is being carefully watched.

XI.—THE TRAINING OF TEACHERS.

EUROPEAN TEACHERS.—The shortage in the supply of Teachers to satisfy the demand during the past year necessarily directed special attention to the whole question of the training of candidates for the Teaching Profession and the adequacy to that end of the existing arrangements. Two memoranda accordingly

were prepared for the information of the Administration; they are appended to this report as containing matter of much interest to educationists in general.*

TRAINING INSTITUTIONS FOR EUROPEAN TEACHERS.

The following seven Colleges and Schools provide for the training of European Teachers:—

The Normal College, Capetown,
The Training College, Capetown,
The Training College, Wellington,
The Training College, Grahamstown,
The Training Department, Victoria College, Stellenbosch,
The Training School, Robertson,
The Training School, Paarl.

There are also large Training Departments in connection with the Girls' High Schools at Stellenbosch, Graaff-Reinet, Cradock, Oudtshoorn and Kimberley, and smaller, but still considerable, departments in connection with the Girls' Schools at Worcester, King William's Town, Beaufort West and Uitenhage. In addition to these centres a very large number of schools scattered irregularly over the Province have classes of pupil-teachers varying in size from twenty to one or two.

SUPPLY OF CANDIDATES FOR THE THIRD CLASS TEACHERS' CERTIFICATE (SENIOR).

During the year under review there were approximately 1,100 pupil teachers of European parentage pursuing the course for the Third-Class Certificate (Senior). They were distributed thus among the different classes of institutions and schools:—

Training Colleges and Schools	...	...	225
High Schools	...	...	366
Other First-Class Schools	...	...	90
Second-Class Schools	...	...	246
Third-Class Schools	...	...	107

The training of pupil teachers at so many different and, in some cases, not very suitable centres is rendered necessary by the vast extent of the country. Experience has shown that teachers trained in the larger centres are unwilling to accept positions in the more remote and lonely parts of the Province. Every effort must therefore be made to train teachers locally.

The entrance requirement for the course leading to the Third Class Teachers' Certificate (Senior), is now Standard VII. Acting teachers are admitted to the examinations under certain conditions. After 1912 the examination requirements in the first two years of the course will include Class Teaching and School Management (with Hygiene), Nature Study, Drawing on the blackboard, Writing, Manual Training, Physical Exercises, English and Dutch, Arithmetic, Geography, History and any two additional subjects from a list which includes Drawing and Music.

* The main suggestions made therein were embodied in Ordinance 16 of 1913.

The Third Year is, generally speaking, of a more advanced character, and includes certain subjects not attempted in the First and Second Years, in particular the History of Language and Literature (English or Dutch), Geography (regional and practical), Practical Arithmetic (with the elements of Geometry and Algebra), and a course in General History. The Third Year syllabus came into operation for the first time in 1912. At the larger centres especially it appears to have been pursued with keen interest by staff and students, and the new subjects have evidently widened the students' outlook, and have had a stimulating effect on all their work. An important development has been the more systematic treatment of lessons in History, Geography and Composition (oral and written).

The difficulty experienced by School Boards in obtaining applications for vacant posts—referred to at the beginning of this section—led to a close scrutiny of the lists of teachers sent out by the Training Colleges, and a comparison of these lists with the Departmental register of teachers actually engaged in school work, when it was found that a considerable number who had been in receipt of a grant from Government in aid of their training, and were accordingly under an obligation to teach under the Department for two years, were making no effort to fulfil that obligation. This, of course, is not right, and some additional means must be sought for enforcing the obligation.

SUPPLY OF CANDIDATES FOR THE SECOND CLASS TEACHERS' CERTIFICATE.—During the year under review there were in all 159 candidates pursuing the course for the Second-Class Teachers' certificate at the several Training Colleges.

The entrance requirement for the course leading to the Second Class Teachers' Certificate is Matriculation or a certificate of equal value. New regulations for this certificate will come into force in 1914. An important provision will be that no certificate will be issued to any candidate until a satisfactory report on his work in a school is furnished by an Inspector. The syllabus includes Class Teaching, the Art of Teaching, History of Education, Reading and Elocution, Music, Penmanship and Mental Arithmetic; and certificates in Handiwork and Drawing are also required.

At the December Examination 165 presented themselves, of whom 140 were successful in passing the examination, 21 being placed in the first class.

SUPPLY OF INFANT TEACHERS.—Practically all the candidates for the Kindergarten examinations are now students who have had a year's special training in a training college or a high school; and in the case of the Elementary Kindergarten Examination such training is insisted on except in very special cases. It is still, however, permissible for acting teachers in infant departments to go on to the Higher examination by private study after they have obtained the Elementary certificate. Another requirement for the Elementary certificate to which exception is seldom made is that before specialising in Kindergarten work, candidates shall have taken a general teachers' course such as is represented by the Third-Class Teachers' Certificate. Some years ago there were many infant-school teachers without qualification of any kind, and such teachers were admitted to the Elementary Kindergarten examination without their being required to take the general examination

as a preliminary; but the Department has always deprecated the view that Kindergarten training ought to be entirely different from training for ordinary school work and ought to be complete in itself. It is, therefore, required that, intending Kindergarten students shall have a satisfactory general training in teaching before the special infant-school work is taken up.

At the last examinations 78 candidates were successful in obtaining the Elementary certificate and 36 the Higher certificate.

SUPPLY OF TEACHERS OF SPECIAL SUBJECTS.—At a suitable time after the introduction of any special subject into the curriculum, arrangements were made to commence the training of our own teachers in that subject, and those who showed more than ordinary aptitude were encouraged to proceed to more advanced courses in it, and to obtain a certificate of special qualification. In this way the Needlework certificate was instituted in 1893, the Woodwork certificate in 1895, the Music certificate in 1896, the Drawing certificate in 1900, and latest, the Domestic Science certificate was instituted in 1911.

The following table shows the number of certificates in these special subjects issued during the year under review:—

	No. of Passes in 1911.
Needlework	212
Woodwork	143
Vocal Music	91
Drawing	334
Cookery	6

NATIVE AND COLOURED TEACHERS.—The following 12 Missionary Institutions provide for the training of Native teachers:

Bensonvale,	Healdtown,
Blythswood,	Lovedale,
Buntingville,	Mvenyane,
Clarkebury,	St. Matthew's,
Emgwali,	Shawbury,
Engcobo,	Umtata.

The attention of all interested in Mission School work has often been directed in this report to the fact that there were no Training Schools specially designed for the Cape Coloured student; it is gratifying, therefore, to be able to state that not only has Zonnebloem taken up this work but that Genadendal, the oldest Mission Station in South Africa, intends henceforth to devote much of its energy to this end.

During the year there were approximately 58 students in attendance at these institutions pursuing the course of training laid down for the Third-Class Teachers' Certificate (Junior).

The entrance requirement for the course leading to this certificate is Standard VI. The second and third years of the course correspond respectively to the first and second years of the course for the Third-Class Teachers' Certificate (Senior), with the exception that in the Junior course History is not compulsory and one additional subject instead of two is demanded. Changes in the Junior course which have recently been made involve considerable simplification of the first year's work; further, no additional

subject is required in that year. A course of practical hygiene has been introduced, and the study of their home-language by Native candidates has been made virtually obligatory.

At the December examination 346 candidates presented themselves, of whom 191 were successful in passing the examination.

XII.—FINANCE.

The following table shows the apportionment of the public expenditure on Education for the period commencing 1st April, 1911, and ending 31st March, 1912:—

	£	s.	d.
Office (Administration)	10,584	12	7
Inspection (including Transport)	28,943	2	1
Training of Teachers	43,255	3	1
Schools	543,260	2	5
Good Service Allowances	34,619	8	0
Grants to supplement Teachers' Pension Fund	3,000	0	0
Total	£663,662	8	2

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

I.—INCOME.

	1911. £	1912. £	Increase. £
<i>Government contributions.</i>			
Grants	282,548	328,196	45,648
Deficit	52,767	80,051	26,284
<i>Local.</i>			
School Fees, etc.	184,665	179,949	13,284
Receipts from other sources	9,754	6,825	—2,929
Rates (Deficit)	55,201	49,610	—5,591
Boarding Departments	47,232	56,876	9,644
Totals	£633,167	£719,507	£86,340

II.—EXPENDITURE.

	1911. £	1912. £	Increase. £
<i>Administration.</i>			
Elections	121	160	39
Salaries of School Board Officers	22,822	24,243	1,421
Other Expenses	11,572	12,866	1,294
<i>Schools.</i>			
Salaries of Teachers	440,815	494,370	53,555
Other Expenses	129,281	158,380	29,099
Boarding Departments	48,752	59,559	10,807
Totals	£653,363	£749,578	£96,215

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

It will be instructive now, after three years, to observe to what extent the £ for £ has been departed from. If the revenue from Boarding Departments be excluded as it ought to be, the relative percentages of the amounts drawn from the different sources of income accruing to School Boards for 1912 work out as follows:—

Central Government	61.6	} 38.4
Local Rates	7.5	
Parents	29.9	
Other Sources	1.0	

Instead, therefore, of Government giving £1 for £1, it now gives a little more than £3 for every £2 contributed locally, and this disparity steadily tends to increase. Thus, for the year under review against a total increase of £85,408 in the expenditure, there was an increase in local revenue of only £10,355.

The following considerations must be duly weighed in connection with this great growth in expenditure. In the first place the further the attendance officer goes afield, the greater is the cost of getting children into school. In the second place the general increase in teachers' salaries during recent years is a matter that should be viewed with a certain satisfaction. On the other hand it cannot be denied that when once the expenditure has exceeded the revenue as supplemented by the one-eighth-of-a-penny rate, School Boards almost invariably begin to exhibit a tendency to extravagance. Proposals are frequently made for unduly increasing the school staff. There has been extravagance in the matter of advertisements. It is open to doubt whether the large sums spent on school furniture and equipment have always been used to the best advantage. There is considerable wastefulness in the use of school books and stationery. Altogether, it is necessary to keep a very strict supervision on the growth of expenditure, and it may be needful to introduce more effective means of checking waste and extravagance than is possible under present conditions.

XIII.—SUMMARY AND CONCLUSION.

On glancing over the foregoing pages it is not difficult to sum up in a few sentences the main conclusions under each Section and to draw pointed attention to those of greatest interest.

The number of *schools* in operation has risen from 4,157 to 4,334, an increase of 177; and there is the further gratifying fact [C.P. 4-'13.]

that a large number of the new schools are situated in country places formerly untouched. In the next place, the *enrolment* has risen from 201,802 to 216,803 an increase of 15,001: this growth following on a growth of 13,274 in the previous year is little short of surprising, and cannot be expected to continue. The average daily *attendance* has also increased, the rise being from 175,511 to 187,389: this growth however is not so good as the growth in the enrolment, with the result that the percentage which the one is of the other has slightly fallen, namely from 86.97 to 86.43. The number of detailed *inspections* amounted to 4,044, being 290 short of the number of schools in operation: last year the number short was 202, so that in this respect we are going from bad to worse. As regards the *attainments* of white children the most important point to be noted is the growth in the number of those continuing their education beyond the compulsory limit, namely, Standard IV.; the number of such pupils was 16,832, as against 15,972 in the previous year, giving thus an increase of 860. This increase following on a growth of 900 pupils in the previous year is good evidence that parents are recognizing the desirability of a longer school-life for their children. The same fact is indicated in the institution of an additional Standard in High Schools, which has made a fair start with 202 pupils. The growth in the upper Standards in native and coloured schools is of course not nearly so pleasing. So long as three-fifths of the pupils in these schools are to be found below Standard I. the state of affairs can only be considered most unsatisfactory. Almost all the good that such children can receive by attending school must be confined to training merely in habits of obedience, cleanliness and general behaviour. The whole of this large question of native and coloured education will need to be taken up seriously at no very distant date, the first step being—as in the case of all education—the expenditure of much more money on the training of really capable teachers. Under the heading of *Special Subjects of Instruction* (Music, Needlework, Woodwork, Drawing, Domestic Science, Nature-Study, Physical Drill) there is fortunately nothing but progress to report. Not only are these subjects spreading, but they are fast coming to be considered—as they ought to be—integral portions of the school curriculum. The qualifications of *teachers* are improving, but this is all that can be said. The percentage which certificated teachers form of the whole has risen during the year under review from 64.41 to 65.08, an increase of .67 per cent. as compared with an increase of 2.2 per cent. in the previous year. This change is the natural fruit of enforced slackening of effort in the training of teachers. Under *school libraries* there is a distinct falling-off to be chronicled, almost all the instances falling under the heading of Private Farm Schools. This is eminently unsatisfactory, as the number of school libraries in existence should at least be not fewer than in the previous year. There is only one explanation, namely, neglect on the part of School Board Secretaries and others to take charge of the libraries of schools that are closed and hand them over to new schools. As regards *buildings*, the provision of the requisite additional accommodation has had every possible attention, and fair progress has been made. The new scheme of providing portable buildings has so far proved a hopeful success. As regards the facilities for the *training of teachers*, there is a difficulty in saying anything definite about the Third-Class Teachers' Certificate as the year under review is the year of transition between the old entrance-standard (Standard VI.) and the new (Standard VII.)

There is little doubt however that the growth was considerably less than was needful in the circumstances. In the case of the Second-Class Teachers' Certificate the figures continue to be most gratifying, the number of passes in this examination having risen from 16 in the year 1904 to its present number of 140. The supply of specialist-teachers trained (Kindergarten, Drawing, etc.) shows no real increase.

The matters which are most fully dealt with in the Report on account of their predominant interest are, firstly, the understaffing of the Inspectorate and the Head Office (pages 3-5); secondly, the results of the enforcement of attendance and suggestions arising out of the working of the Compulsory Clauses (pages 8-20); and, thirdly, the question of the insufficient supply of teachers and suggestions for improvement (pages 24-25, 26-30, 34-39).

I have the honour to be,

Sir,

Your obedient servant,

THOS. MUIR,

Superintendent-General of Education.

MEMORANDA ON THE ESTABLISHMENT OF TRAINING
SCHOOLS IN THE CAPE PROVINCE.

FIRST MEMORANDUM.

(1) In the event of it being considered desirable that alterations should be made in the present arrangements for the training of teachers, it is clear that the first step towards this should be a proper understanding of the present arrangements and practice. Fortunately, this can be put in a very brief and simple form, suitable for a first rough conception of the scheme; and if additional details are wanted, references can readily be given to printed papers containing all further necessary facts. Speaking generally, the Training Schools in the Cape Province have been evolved in a perfectly natural fashion, as the need for them arose, and as the financial circumstances of the country warranted. Those at present in existence are:—

Normal College, Capetown,
Training Institute, Capetown,
Training College, Wellington,
Training College, Grahamstown,
Training School, Robertson,
Training School, Paarl.

(2) The *Normal College, Capetown*, was founded in 1878. The beginning was of a most modest character, but the object sought to be finally accomplished was the formation of a Training College on the lines of the Scotch Training Colleges of that date. Only one teacher was at first appointed, with a Government grant of £200 per annum. The progress since that date has been fairly steady, and the work done is now sufficient to warrant grants to the annual amount of £660 for training-school work alone, besides a large sum granted to a Boys' School and a Girls' School for use as practising schools.

(3) The origin of the *Training Institute, Capetown*, was quite different. It began as a pupil-teacher centre for the Peninsula, on the initiation of the pupil-teacher scheme of the year 1893. It naturally started with a greater number of students, but the total outlay on the teacher's salary, although wholly paid by the Department, was only £370 per annum. The progress there has also been continuous, and now there is a fairly large staff and full-sized classes.

(4) The origin of the *Wellington* institution was somewhat similar to that of the Training Institute, the Boys' and Girls' Public Schools there having previously had a considerable number of pupil-teachers in training, which formed the nucleus of the new institution. Three months after its establishment there were 90 pupil-teachers, divided into three classes, and the Government grants for salaries were £200 + £100 + £100, making in all £400 per annum. Here also the progress has been in every way satisfactory, there being now a good staff and a large number of students.

(5) The origin of *St. Peter's Training College, Grahamstown*, so far resembled the two preceding that it was founded on a nucleus of pupil-teachers. The nucleus in this case, however, was smaller, the pupil-teachers being those connected with only one school. It was thus not necessary to start with more than one teacher, the grant for whom was £100 per annum. Through the great zeal and ability of the first Mother Superior, the institution had a most rapid growth and is to-day throughout the Province one of the most esteemed of Training Colleges.

(6) The *Training School, at Robertson*, began also with a nucleus of pupil-teachers, but was from the first differentiated from the others in that it had the definite object of providing teachers for the outlying sparsely-populated districts. It only reached the status of a Training School with a separate head in the year 1910, when there were 37 pupil-teachers, under the charge of two teachers drawing grants from Government of £200 and £100 per annum respectively. It enters on its own building at the commencement of the coming year.

(7) The origin of the *Paarl Training School*, again, is to be found in the existence in Paarl of two sets of pupil-teacher classes connected with the two Girls' High Schools of the town. On account of hereditary rivalry between the two extremities of the Paarl, it was not an easy matter to bring about the union necessary before a Training School could be evolved. Fortunately, however, during the past year, and mainly through the assistance rendered the Department by the Principal of one of the said High Schools, a scheme for union has been definitely realized. A temporary building has been secured midway between the two schools concerned, and it is anticipated that the new Training School will start in January, 1913, with a staff of three teachers drawing salaries of £220 + £200 + £180 per annum, and an enrolment of over 60 pupils.

(8) This completes the list of institutions formally graded as Training Schools or Colleges; but, just as almost all of these arose out of promising pupil-teacher centres, so there are quite a number of additional centres on their way to obtain recognition.

First among these is *Stellenbosch*, where one Girls' School has 69 students in training and the other 16, making in all the very creditable total of 85. As in the case of the Paarl, a local difficulty prevents immediate union. It is confidently hoped, however, that before long the local School Board will see the desirability of detaching these pupils from the schools and uniting them in one building under a separate head as a properly-organized Training School.

Next in importance is *Graaff-Reinet*, where the Girls' High School, in addition to discharging its regular functions has served the purposes of a Training School for a large area having the town as centre. At present there are 48 students under training.

Another centre that is steadily working its way to the status of a Training School is *Cradock*, where 27 students are now being trained in connection with the Girls' High School.

In the fourth place there comes *Oudtshoorn*, a centre likely to be of the greatest importance in the immediate future by reason of the large number of country schools in the Oudtshoorn division and in the divisions which surround it. For some considerable time this has been kept in view, and the growth, though not rapid, is satisfactory, there being now 25 pupil-teachers.

Lastly, there is the case of *Kimberley*, which for years has been providing well-trained elementary teachers for the North, and where, at present, there are 21 students being trained at the Girls' High School.

In all these cases the work of training is done by a teacher specially equipped and specially set apart for the duty, and being definitely graded as a "mistress of method."

(9) Following on the above are a considerable number of schools, a few of them almost as important as those just mentioned, but differing from them in that a special teacher of method has not yet been provided, the training being done by the ordinary members of the school staff. Four of the most important of these are Worcester, Kingwilliamstown, Beaufort West and Uitenhage. In the case of *Worcester*, only some little difference between the local authorities and the Department has prevented a mistress of method being appointed, and doubtless this change will come about soon and in a natural way. The case of *Kingwilliamstown* resembles that of Stellenbosch, in that there are two centres in the town that are not likely to coalesce—indeed, the difficulty is greater, because of its origin lying in religion. It is unquestionable, however, that the Eastern part of the Province and the adjoining European schools in the Transkeian Territories are in urgent want of a Training School in the immediate neighbourhood, and further effort should be made to reach a solution of the difficulty. The next case is that of *Beaufort West*, also a good centre, where there are at present 22 students under training. The fourth is the case of *Uitenhage*, which years ago was selected as a desirable centre, and which is still desirable, notwithstanding the progress made by other places. Further, it is all the more necessary because of the exceedingly small amount of training done in the neighbouring town of Port Elizabeth. At present there are 20 students under training at Uitenhage.

After these four comes a long list of schools, with small classes of pupil-teachers totalling less than 20, and reaching down in many cases to unity.

(10) There can be no doubt that this system of probation and promotion has been most effective in its working. Any town that was really suited by its situation and surrounding circumstances to possess a Training School has in time succeeded in attaining its object. In only one case has there been a need to go back, viz., in the case of Burghersdorp. The scheme there was dependent on the goodwill and co-operation of two rival Churches, and as this could not be secured after the war the venture came to nought.

In view, therefore, of all this, any radical change dependent on some other principle than that of evolution and the survival of the fittest would be ill-advised and might be productive of serious harm. To create a Training School is as difficult as to create a poet. In proof of this, we have the evidence of efforts in other countries, where lavish expenditure and artificial fostering have produced only a moderate success.

11th November, 1912.

SECOND MEMORANDUM.

(1) In continuation of the memorandum of the 11th November, it has now to be pointed out how, with all the apparent growth therein indicated, the supply of teachers has fallen so far short of the demand. The seriousness of this shortage can to a certain extent be appreciated from the fact that during the current week we have had information from four different School Boards to the effect that as many as 33 of their schools will be closed at the end of the present year if a supply of teachers be not found immediately. According to the statement of the School Board Secretaries, this is not through any want of effort on their part; in many cases there has not been a single application in reply to their advertisements.

(2) This state of affairs is in the main due to two causes. The first is that of recent years the natural growth in the number of pupil-teachers was interfered with through financial stress on the part of the Government. As has already been pointed out, the grants for pupil-teachers were greatly reduced in several successive years, and it is the drying up of this particular source of supply that has the speediest effect on our country schools. Further, the time was exceedingly unpropitious for any retrenchment, as it was just at the period when the two northern states were most active in their efforts at development, and when their own training schools were in an embryo condition.

(2) The second cause is the extraordinary discrepancy between the four Provinces in the means provided for producing teachers. The facts under this head may be summed up briefly by saying that whereas the Cape Province in the year 1910 turned out 682 European teachers of all classes, the three other Provinces combined produced in the same year only 218. In other words, whereas the total number of white teachers employed in the Cape Province was then 4,609, and the total number in the three other Provinces combined 3,487, thus implying that the three other Provinces should produce *nine* teachers to our twelve, their actual contribution was only four to our twelve.

(4) These, as has been said, are the two main difficulties; it must not, however, be forgotten that the number of schools in the Cape Province has been steadily increasing, and that, therefore, the demand for teachers has become greater every year.

(5) It will be clear from this point that when we come to ask for a solution of the difficulty the most manifest answer is that the grants for pupil-teachers must receive the first attention. Not only have we to make something like a normal increase; we must also make a large addition as compensation for the years when growth was restricted. And this must apply not merely to the Training Schools and Colleges, but to all ordinary day-schools participating in the work throughout the Province. At the present moment there are about thirty School Board areas which do nothing towards the supply of teachers, being apparently quite indifferent in regard to their duty in this respect so long as other districts are willing to do their work for them. There is only one obstacle in the way of outlying districts doing their full tale of work, namely, that they often do not have the means of properly training their pupils in the *Third Year* of their course. This, in passing, recalls the fact that this obstacle might have been mentioned also in connection with the question of the inadequacy of the supply, the Department having

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quite recently raised the Standard of entrance from the Sixth to the Seventh. A solution of this incidental difficulty is not far to seek, because by the expenditure of a little additional money on Third-Year pupils such pupils in unpropitious districts could be brought in to the larger centres.

(6) The second part of a really comprehensive solution will be found to lie in the establishment of a considerable number of training schools, and in the proper distribution of these throughout the Province. To this end an examination of the details given in the previous memorandum will be found useful. A glance for example at the map accompanying that memorandum will make evident that the Eastern Province stands in the greatest need. There may be a little doubt as to one of the centres, and possibly the best way to put it would be: Four centres in all, namely, at Graaff-Reinet, Cradock, Uitenhage, and Queenstown *or* Kingwilliamstown. In the mid-Karoo and North two centres immediately present themselves, namely, Beaufort West and Kimberley. Equally clearly is Oudtshoorn marked out as a centre for the South-Western districts. In the so-called Western Province, as has been said, the provision is greater than is required for local needs; there is, however, the very prominent fact that Stellenbosch prepares at present more elementary teachers than any place unsupplied with a Training School. There remains only the North-West to be considered. Careful examination of the facts, however, shows that it is a district not at all well suited for the purpose. The only school in the whole district that has hitherto shown any zeal in the matter is Clanwilliam, and the best course seems to be to encourage the chief school of each of the North-Western divisions to train pupil-teachers in their First and Second years, and then send them on for their Third year's training to centres like Robertson, Paarl, Stellenbosch, etc.

(7) The general scheme of transferring Third Year pupil-teachers from outlying districts to fully-equipped training schools raises the question of finance. It is quite clear that the said pupils could not possibly provide for their board and lodging out of the present "Third Year Grant" (£20). The easiest solution of this difficulty is to make indigent boarder grants of £12 per annum available. As the name implies, these grants would only be given when the pupils' circumstances really necessitated such extra aid.

(8) It would, of course, be practically impossible to start in one year all the training schools referred to in paragraph (6) above, the more especially as such a course would entail large building schemes. Even with the utmost desire to expedite matters, the erection of so large a number of buildings by separate local authorities would almost certainly result in failure; and it would be well therefore to interject here that, as the buildings would have to be erected at the cost of the Government, it would be much better for the Department to employ an architect to design one model plan, and thereafter to see the actual erection proceeded with. In view of this, possibly the best course would be to select in the meantime only *five* out of the eight centres above-mentioned, the five selected being those that give most promise of being successful, viz., *Stellenbosch*, for the West; *Kimberley*, for the North; *Graaff-Reinet* and *Cradock*, for the East; and *Oudtshoorn*, for the South. It may be added that these five have already Method-Mistresses.

(9) The next important question concerns the control and management of these institutions. Two possible authorities naturally present themselves, namely, the Education Department and a combination of local School Boards. A full review of the arguments for and against inclines me to the opinion that the latter authority would be the better of the two. Any legislation that might therefore be necessary would follow the lines of the scheme already proposed for dealing with Industrial Schools. The actual Board of Management would then consist of representatives from each of the School Boards whose areas had been united for the purpose. Of course, the approval of the selection of teachers and other similar matters would rest with the Department as at present.

(10) There still would remain the question whether, as in the case of Industrial Schools, the present voluntary authorities should continue to be recognized, that is to say, whether a Church should still be eligible to control a Training School or College, as the Dutch Reformed Church controls the Capetown Normal College. There can be no doubt that such institutions have done excellent work in the past, and possibly the best mode of answering the question would be to insert in any contemplated Ordinance a permissive clause, enabling the Executive to authorize any Church which has not yet taken part in the work to offer for consideration and acceptance any well-thought-out scheme similar to those of the existing institutions.

THOS. MUIR,

Superintendent-General of Education.

12th December, 1912.

APPENDIX II.]

MEMORANDUM ON CURRICULA OF PUBLIC SCHOOLS
IN THE CAPE PROVINCE (PREPARED FOR THE
IMPERIAL EDUCATION CONFERENCE).

List of points which the Office of Special Inquiries and Reports suggested for treatment:—

ELEMENTARY SCHOOLS.

1. *Development and Range of the Curriculum.*

- (a) A brief introductory history of the development of the curriculum, explaining the circumstances which have influenced its expansion, etc.
(b) Range: what subjects are included? Is there a syllabus officially prescribed in detail? Are all subjects compulsory, or may the curriculum be modified for individual schools?

2. *Distribution of Time.*

Are there general regulations as to the time to be allotted to the various subjects? If not, what would appear to be the usual amount allotted to each? Is home-work allowed, or encouraged, or compulsory?

3. *Subject in detail and their treatment.*

Moral Instruction and Civics.—Is definite instruction given in these subjects, or is the teaching of them mainly incidental.

English.—Reading. The number and character of the books read by the various classes; methods of treatment; the place of poetry among the books.

Writing. Is any special system of handwriting adopted?

Composition, Oral and Written. Methods of treatment. Any special difficulties arising in this subject from the presence of non-English speaking children, and methods of dealing with them.

Arithmetic.—How far practically studied and applied.

Drawing.—To what extent is it done from actual objects? Are flat copies used? What media, *e.g.*, pen, pencil, brush, are employed? How far does drawing from memory find a place in the instruction in this subject?

Music.—Form of notation used. What songs are taught? How are they selected? Is there any individual teaching of instrumental music?

Observation Lessons and Nature Study.—Principles on which subjects are selected. How far are they correlated with other subjects, *e.g.*, Drawing?

Geography.—Text-books, maps, atlases. The place given to local geography. School journeys or expeditions.

History.—Text-books. The place given to the history of the Colony and the English Empire respectively. Is any Classical or European History taught? How far is History correlated with Geography?

Hygiene and Physical Exercises.—Is any special system of Physical Exercises prescribed? Is instruction in Hygiene direct or incidental? The place in the curriculum of organised games during school hours.

Domestic Subjects for Girls.—Is instruction confined to Needlework or extended to include Cookery and Laundrywork, or Housewifery?

Handwork, Gardening, etc.—Is Handwork part of the ordinary curriculum, or is special instruction given in special classes? What forms of Handwork are commonly taught?

4. What arrangements are there for the giving of Religious Instruction?

5. How far is the curriculum designed with a vocational bias? Specify the subjects, *e.g.*, Domestic subjects and Handwork, introduced with this aim; the time devoted to each and the method of treatment. How far has it been successful in experience?

6. School age. Duration of school life. Arrangements for granting exemption from attendance to children of school age who have reached a certain standard. Is there any half-time system? How is the curriculum arranged for such half-time scholars?

7. How far is the curriculum modified with a view to facilitating the passage of scholars from Elementary Schools to Secondary Schools and places of Higher Education?

8. Is there any periodical examination of Elementary Schools? If so, by whom is it conducted and what form does it take? Is there any form of Leaving Certificate?

SECONDARY SCHOOLS OR DEPARTMENTS.

1. The age at which Secondary Education is begun? Do the children normally proceed from the Elementary School to the Secondary School or Department, or have the majority of Secondary School pupils attended preparatory Schools with a curriculum differing from that of the Elementary Schools?

How far is Secondary work confined to separate Secondary Schools and how far is it given at the top of schools of which the lower part is Elementary?

2. What arrangements are made for the grading of schools? What is the general leaving age of each grade? Is there a Leaving Certificate? and if so, is this identical for all schools, or is there a Higher and a Lower Certificate?

3. Are external examinations taken? If they are taken, by whom are they conducted and what is their influence on the curriculum? Is this influence generally regarded as satisfactory?

4. Relation of the Secondary Schools to Higher Education and Technical Schools.

5. *Development and Range of the Curriculum.*

(a) A brief introductory history of the development of the curriculum, explaining the circumstances which have influenced its expansion, etc.

(b) Range: what subjects are included? Is there a syllabus officially prescribed in detail? Are all subjects compulsory, or may the curriculum be modified for individual schools?

(c) What arrangements are made for providing alternative courses for the pupils within a school? What opportunity is given for specialisation to pupils in the upper forms?

(d) Are specified text books recommended?

6. *Distribution of Time.*—Are there general regulations as to the time to be allotted to the various subjects? If not, what would appear to be the usual amount allotted? Time allotted to home-work.

7. *Subjects and Treatment.*

Religious Instruction.—What part does it take in the school work? What study of the Bible and Greek Testament is undertaken?

Languages.—What foreign languages are taught? The order in which they are taken and the time elapsing between the taking up of each.

(a) Ancient Languages.—To what extent are they taught? Extent of reading and standard attained. What pronunciation is used?

(b) Modern Languages.—What methods are used? To what extent is provision made for oral work? Is the "Direct" method used?

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English.—The general treatment of the subject. Are specific authors studied? What is the general method of teaching Composition?

History.—What parts of History are studied? Is there any study of History besides the History of the Colony and the British Empire? How far, in the case of pupils learning foreign languages, is instruction given in the History of the countries concerned? Is there any study of Ancient History?

Geography.—General scope of the work. Is there any instruction in practical Geography?

Mathematics.—The general scope of the subject. How far practically studied. The methods of teaching Geometry employed. Standard reached.

Science.—What amount of time is devoted to its study, in the case of girls and boys respectively? What provision is made for practical work, and what amount of time is assigned to it? What branches of Science are most usually taken? How far is Science studied with a vocational bias towards (a) Agriculture; (b) Engineering, etc; (c) Domestic Science?

Art and Music.—How far are these included in the ordinary school curriculum, and how are they treated?

8. What provision is made for (1) domestic work for girls; (2) definite instruction in commercial work, and on what general lines; (3) manual work, such as wood-work, clay modelling, metal-work? Is this taken in school time or as a leisure occupation?

CURRICULA OF PUBLIC SCHOOLS IN THE CAPE PROVINCE.

I. PRELIMINARY HISTORICAL SKETCH.

The present system of public education in the Cape Province dates from 1839 when Mr. James Rose-Innes, M.A., was appointed the first Superintendent-General of Education.

In the same year there was introduced the "Herschel" scheme of public schools by which there were to be established in all the more important centres "First-Class" or "Principal" Schools, while in the smaller towns and villages provision was made for the establishment of "Second-Class" Schools. At Second-Class Schools instruction was to be confined to a "primary" or "elementary" course, the subjects in which were arranged as follows:—

1. Reading, writing and the principles of abstract and commercial arithmetic.
2. A sound grammatical knowledge of the English language. This, as it regards Dutch pupils, can only be attained by making a well arranged course of oral and written translation from Dutch into English, and from English into Dutch, an essential part of elementary instruction. A grammatical knowledge of the Dutch language will be communicated to all pupils who require to join the translation classes.
3. Descriptive Geography, the outlines of general history, chronology.
4. The elements of linear drawing and perspective. This important branch of elementary education will be applied to the construction of outline maps, the drawing of geometrical forms, architectural designs, etc., on slates and black boards, or on paper, at the expense of the pupil.
5. The rudiments of natural history and physical science, the principles of mechanics. These departments of elementary knowledge will be embraced in a series of conversational lectures, founded on approved text-books, selected for that purpose.
6. Religious instruction.—This will consist in the daily perusal of the Holy Scriptures, at an hour set apart for that purpose. Every facility will be afforded to the pupils of attending the catechetical instructions of their respective pastors. Should any parent conscientiously object to his child engaging in the religious exercises of the school, leave of absence during the hour set apart for such exercises will be granted to the child, on due application.

In First-Class Schools in addition to this primary course there was also to be a secondary or classical and scientific course. It embraced the following subjects:—

1. Languages,—Latin, Greek, French.
2. Science.—An elementary course of mathematics, embracing the higher departments of arithmetic, elementary algebra, plane and solid geometry, and the doctrine of the conic sections, plane and spherical trigonometry.
3. The application of the mathematical sciences to mensurations, surveying, navigation, and practical astronomy.
4. Physical and mathematical geography, the outlines of geology.

It may be safely inferred from the detailed syllabus of these two courses that the distinguished astronomer, Sir John Herschel, had not much practical knowledge of school work in Cape Colony, or indeed of any country.

Shortly after Mr. Innes' appointment two contingents of teachers were brought out to the Colony from the Scotch Universities, numbering five and six respectively, to take charge of the First-Class Schools, the majority of them coming from [C.P. 4—'13.]

Aberdeen. Clearly the First-Class School was to be modelled on those parish schools in the country districts of Scotland—notably the Dick Bequest Schools in the North Eastern Counties—which in addition to doing the work of an elementary school also prepared their more gifted pupils for the entrance to the Universities.

The following curriculum of instruction was also drawn up by Mr. Innes, arranged for the five classes of the elementary school. With its added comments this is an interesting document. As will be observed, the course is sufficiently ambitious, though not nearly so wide in range nor so advanced as that drawn up by Sir John Herschel.

CLASSIFICATION OF PUPILS IN THE GOVERNMENT SCHOOLS AND THE ARRANGEMENT OF THE SUBJECTS OF THE COURSE AS IT REGARDS THE DIFFERENT CLASSES.

Religious Instruction.

In regard to religious instruction, I recommend that it form the first exercise of the morning school, and that during that exercise the pupils be thrown into three divisions.

The first division to consist of those that cannot read:—they are to be occupied in repeating texts of scripture simultaneously, in order to their being committed to memory:—the texts to be selected by the master, and taught by a monitor.

The second division to consist of those that read imperfectly:—they will be occupied in reading, with a monitor or an usher, the parables and miracles of our Saviour.

The third division to consist of those that can read correctly and with ease:—they will constitute a bible-class, and will be engaged under the master in a course of scripture reading.

Secular Instruction.

JUNIOR DIVISION, ELEMENTARY COURSE.

English reading.

First Class.—First book of reading, Chambers' educational course. The mechanical exercises in reading to be accompanied with incidental conversations on the subjects read, and such illustrations as tend to promote correct verbal knowledge.

Arithmetic.

The reading and expressing of numbers, both in Arabic and Roman characters, the committing to memory of arithmetical tables.

General knowledge.

Lessons on objects according to the Pestalozzian system.

English reading.

Second Class.—Second book of reading, using the same method of incidental instruction and illustration as in the first class, with a view not only to the intellectual, but the moral training of the pupil.

The elliptic method of instruction during these conversations will be found highly serviceable in creating interest and keeping up attention.

Arithmetic.

The rules of additions and subtraction analysed, and exercises thereon performed, both mentally and on the black board, or on slate—arithmetical tables.

General knowledge.

Lessons on objects, etc., as in the first class, with a view to the gradual development of the mental faculties in observing, comparing and deducing.

English language reading.

Third Class.—Third book of reading and the moral class-book. At this stage of the course, the elements of English composition may be advantageously introduced, and the etymology of the language taught incidentally during the exercises in recitation. The same process of incidental instruction and illustrations as in the second class.

Arithmetic.

The elementary rules of arithmetic analysed and illustrated—exercises in their application to compound quantities.

Geography.

A first or elementary course of descriptive geography, consisting chiefly in exercises on the maps of the primary divisions of the world.

General knowledge, writing, &c.

Lessons on objects, etc.
Writing and drawing.

SENIOR DIVISION, ELEMENTARY COURSE.

First Class.—Recitations in the moral class-book and introduction to the sciences—analysis of words, tracing their roots and showing the power of the prefixes and affixes—exercises on orthography from dictation—the elements of English composition, etc.—grammar taught incidentally during exercises in recitation, and practically by correcting all errors in oral answers and written exercises. English language and reading, &c.

Exercises in what are called the compound rules and reduction of compound quantities—mental arithmetic—drawing up of accounts. Arithmetic.

Full course of descriptive geography—conversational illustrations of the figure and motions of the earth, and its chief physical appearances—a brief outline of its chief historical events and their chronology. Geography and history.

Lessons on objects continued—questions and exercises on the subjects treated of in the introduction to the sciences. First principles of physical science.

Writing and drawing, in which the pupils ought to be arranged without reference to the classes of the course. Writing, &c.

Second Class.—Recitations in Chambers' history of the British Empire and the first, second, or third books of natural philosophy (Chambers' course), D'Orsey's English grammar—exercises in the analysis of words continued, as also in composition—recitations in poetry. English reading, grammar, &c.

The arithmetic of fractional numbers, accompanied with a demonstration of the rules, (this includes both vulgar and decimal fractions)—the doctrine of proportion and its application to commercial arithmetic—the keeping of a set of books sufficient for a retail business. Arithmetic.

The course laid down for the first class, senior division, continued—questions on the history of the British Empire—problems on the terrestrial globe—construction of outline maps. Geography and history.

Conversational lectures on the subjects discussed in the first books of natural philosophy, and on the economy of the animal and vegetable kingdoms. Physical science, writing and drawing.

At all stations where the Dutch language forms a part of the course, certain hours are to be set apart for exercise in reading and writing the language correctly, and for translating, both orally and in writing, select passages from one language into the other. Dutch language.

No detailed instructions were drawn up by Mr. Innes for the secondary course for the good reason that there were at the time no pupils prepared for entering upon advanced courses of study.

In 1859 after 20 years' service Dr. Innes retired from the position of Superintendent-General and was succeeded in his office by Dr. Langham Dale. In 1863 important modifications were made in the educational system of the Colony in accordance with the recommendations of the School Commission appointed in 1861. The present three-fold classification of public schools was instituted and the subjects of instruction for each class of school were specified in some detail. The course for Third-Class Schools—reading, writing and elementary arithmetic—was the same as that for Mission Schools. In both First-Class and Second-Class Schools there were to be two courses of instruction, a "secondary or superior course" and a "primary or elementary" course. The primary course was to be the same in both First-Class and Second-Class Schools and comprised reading, writing, arithmetic, English grammar and descriptive geography. The secondary course in Second-Class Schools included the rudiments of Latin, plane geometry, and elementary algebra, while in First-Class Schools it embraced Greek, Latin, English Literature, history, elementary mathematics, and the elements of physical science. Evidently the scheme was planned with the view of correlating the different classes of schools so that pupils might pass easily from one class of school to the other without any serious break in the continuity of their work.

The following table gives the detailed requirements of Dr. Dale's elementary school course, published in 1873:—

REVISED TABLE of Standards of Attainments in Elementary Subjects, under which the Inspectors of Schools are instructed to classify Scholars after Examination.

Requirements.	Standard I. (lowest).	Standard II.	Standard III.	Standard IV.
Reading ...	Narrative in Monosyllables.	Narrative from an elementary Reading Book.	Any ordinary Narrative.	Any ordinary Narrative fluently and correctly.
Writing ...	Write on Slate Figures and Monosyllables.	Write short sentences to Dictation, and transcribe Passages from a Printed Book.	Write an ordinary passage dictated slowly.	Write freely to Dictation.
Arithmetic...	Simple addition and Multiplication Table as far as 6 times 12.	Any example in simple Rules, as far as Short Division. The Multiplication Table.	Copy-books Long Division, Compound Rules (Money), Tables of Weights and Measures in use in the Colony.	to be shown. Reduction: Easy Mental Exercises; and Vulgar Fractions (Elementary Exercises).
Geography...	...	...	Definitions and Map of Africa.	The World, generally; and South Africa specially.
Grammar ...	...	...	...	Elements of Grammar. Parts of Speech, Composition of a Sentence.

As compared with Dr. Innes' scheme, it will be observed that the number of classes—now termed standards for the first time—has been reduced from five to four, and that the range of instruction has been severely restricted. Religion and moral instruction, history, drawing and object lessons no longer appear in the course. On the other hand a progressive course in dictation has been introduced.

It is practically certain that this revised and restricted code of Dr. Dale's owes its origin to the institution of a regular annual individual examination of the pupils which was commenced in the Cape in 1872, when the first two inspectors of schools were appointed, and which revealed a very unsatisfactory state of affairs. The Cape Department in fact was following the lead of the English Board of Education in instituting "a searching examination by competent authority of every child" with a view to ascertaining whether "the indispensable elements of knowledge *i.e.*, reading, writing and arithmetic" were being efficiently taught. It stands, however, to the credit of the Cape Department that, unlike the English Department, it steadily refused to make the teacher's salary dependent in any way on the results of this examination.

A fifth standard was added to the course by Dr. Dale in 1885 and a sixth in 1887. The following is the detailed syllabus of these additional standards:—

Standard V.

Scholars presented for Standard V. must have previously passed in Standard IV., and must satisfy the Inspector in:—

1. Vulgar and Decimal Fractions, Practice and Proportion.
2. Outlines of History (England and Cape Colony).
3. Geography (Political and Physical).
4. English Composition: (Description of Natural Objects, or Writing a Letter).
5. Handwriting: Copy-books or Exercise books to be shown.

Standard VI. (Highest).

Scholars presented must have previously passed in Standard V. and must satisfy the Inspector in:—

Either or both—

- (1) Reading and writing English correctly; and Hand-writing.
- (2) Reading and writing Dutch correctly; and Handwriting.
- (3) Commercial Arithmetic—Bills of Parcels; Interest Discount, and Mental Calculations.

And must further pass a satisfactory examination in *two* of the following subjects, viz:—

- Book-keeping by Double entry.
- Elements of Natural Science.
- Principles of Agriculture.
- Elements of Chemistry.
- Geology.
- Botany.
- Animal Physiology.
- Domestic Economy and Laws of Health.

It must be observed that no practical work was required in connection with the examinations in Science; the following text-books indicated the range of the examination:—

Elements of Natural Science.—Natural Philosophy by Comstock and Hoblyn (New Edition), Chaps. I. and II., and the Chemistry of Common Things (Nelson and Sons).

Principles of Agriculture.—Blackie's Series.

Animal Physiology.—Blackie's Series.

Domestic Economy.—Blackie's Series; and Health in the House, by C. Buckton.

Botany.—Blackie's Series; or Asa Gray's Botany. (The latter is preferred).

Chemistry.—Roscoe's Lessons in Elementary Chemistry (Non-Metallic Elements and the Alkaline Metals).

Geology.—Reference is to be made to Geikie's Class-Book of Geology, or Lyell's Student's Elements of Geology.

No official curriculum was drawn up for the secondary course of education. Teachers followed their own scheme of work in preparing their pupils for the University school examinations and for matriculation. The School examinations of the Cape University were two in number—the "School Elementary" and the "School Higher." The former had great influence on the work done in school, a very large number of candidates entering for it. Even Third-Class Schools and Farm Schools sent in selected pupils. It was generally taken by pupils in their sixth standard year. The "School Higher" was taken, as a rule, a year after the "Elementary" and was regarded as the standard up to which Second-Class Schools should work. Compared with the numbers that entered for the "Elementary" the number of candidates for this examination was not large. From the "School Higher" examination to Matriculation some schools took a course of two years and others took but one. At this time, however, but few candidates proceeded to matriculation, the total number of passes from public schools in 1891 amounting only to 56.

II. THE PRESENT ELEMENTARY CURRICULUM.

In 1892 the present Superintendent-General of Education was appointed and after a careful investigation into the existing curriculum applied himself to the work of constructing a new and more suitable elementary school course. The task, however, proved to be not so simple as the mere authorisation of a new code. There was one deeply rooted obstacle to the institution of any reform—the domination of the School Elementary Examination. The situation, as it presented itself, was summed up in these words. After a notice of the changes contemplated, the report goes on to say:—

“No changes, however, which human skill can devise will effect all the improvements requisite, so long as the ‘School Elementary’ examination dominates the field. If it comes to be recognised that the be-all and end-all of an Elementary School training is the passing of a certain written examination in grammar, arithmetic, history, and geography, and if under pressure of this recognition such subjects as reading and recitation, drawing, science, singing, sewing, boys’ handiwork, drill and physical training go to the wall, there will be uncommonly little to hope for from the rising generation.”

After some years, in the course of which the question was sharply debated, the University Council wisely determined to terminate the conduct of this examination. It had done good in its day, but its time of usefulness was over.

The new elementary school course was published in 1893 after it had been fully discussed both by the Inspectorate and by a committee of the Teachers’ Conference, the following principles being kept steadily in view throughout the discussions:—

- (a) That there should be a careful gradation of the work in accordance with the results of sound educational experience;
- (b) that the work of each standard should as nearly as possible represent what might be fairly undertaken by a child of average ability;
- (c) that the subjects should be regarded from a South African standpoint.

It was also seen that owing to previous neglect certain subjects of the course required special attention. They were:—Singing, Needlework, Woodwork, Drawing, Domestic Economy and Physical Training. The introduction of these as a regular part of the school course was effected not all at once but successively at longer or shorter intervals, the method of procedure being as follows: A Departmental Instructor (or Instructress) was appointed who was an expert in the subject and had already done successful work in it. He made a commencement by conducting classes in the public schools of the larger centres. After an interest was awakened in this way in the subject, a carefully graded course of work was drawn up and published, suitably arranged for the different standards. Vacation and evening classes were opened at convenient centres to give teachers an opportunity of qualifying as instructors. Annual examinations were instituted to test and record the progress made, and exhibitions were held to demonstrate to the public the value and scope of the work that was being done. Finally when the time seemed ripe, the subject was made an integral part of the ordinary school work.

The Elementary School course, in its latest revised form, is subjoined, but before giving it, a brief statement of the present position as regards the medium of instruction will not be out of place. Before the Ordinance of 1912 pupils could take their Standard examination either in English or Dutch. As a matter of fact in the great majority of country schools both English and Dutch were taken, in which case only the half of the English and the half of the Dutch Reading Book had to be prepared. The new ordinance provides for the instruction of pupils up to and including the fourth Standard in the home language, whether English or Dutch; the use above the fourth Standard of one or other of both languages as *media* of instruction at the option of the parent; and the giving of adequate facilities for the instruction of pupils in the language not used as the *medium* of instruction. It is stipulated in the ordinance that for some time reasonable latitude should be allowed in applying its terms.

ELEMENTARY SCHOOL COURSE, 1913.

STANDARD I.

READING.

To read intelligently from a Standard I. Reading Book.

RECITATION.

To repeat 12 lines of simple verse with knowledge of the meaning.

WRITING AND SPELLING.

To write (on slate or on paper) two lines of the Reading Book containing at least one capital letter, dictated word by word. To show a finished copy-book in large hand or medium hand, containing at least one page of figures.

ARITHMETIC.

Written. Reading and writing of numbers of not more than four figures. Addition of five numbers of not more than three figures; subtraction of one such number from another.

Mental. Exercises in addition, subtraction, multiplication, and division, not involving use of any number above 25.

NEEDLEWORK.

Hemming and top-sewing. Some simple article requiring these two stitches. Some simple knitted article.

DRAWING.

Ruler and Freehand Drawing. Objects that can be represented (1) by the use of horizontal, vertical, and inclined lines (a) as lines, (b) as enclosures to mass; (2) by the use of the ellipse; (3) by horizontal, vertical, and inclined lines used in conjunction with simple curves. Ruled measurements, in which no fraction of an inch must occur, must be used for long lines giving general directions. Subsidiary and intermediate lines must be added by Freehand.

Memory Drawing. All objects drawn in the foregoing exercises (without the use of the ruler.

VOCAL MUSIC.

Tune. The *doh* chord (excluding leaps of more than an octave, and also excluding the leaps *d' m* and *s₁ m*) from hand-signs, modulator or notes.

Time. Two-pulse and four-pulse measure; one-pulse, two-pulse, three-pulse and four-pulse notes.

Ear. To recognise *doh* and *soh* among other notes.

Songs. Four school songs or action songs.

DRILL.

Pupils should receive daily exercise in elementary movements.

STANDARD II.

READING.

To read intelligently from a Standard II. Reading Book.

RECITATION.

To repeat 20 lines of poetry, with knowledge of the meaning.

WRITING AND SPELLING.

To write (on slate or on paper) three lines from the Reading Book, dictated phrase by phrase. To show a finished copy-book, in large hand or medium hand, containing at least one page of figures.

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ARITHMETIC.

Written. Reading and writing of numbers of not more than seven figures. Addition of six numbers of not more than six figures, subtraction of one such number from another; multiplication of any two numbers whose product contains not more than seven figures, and division of such a number by any number under thirteen.

Mental. Exercises in addition, subtraction, multiplication, and division, not involving use of any number above 100.

COMPOSITION.

Simple oral exercises in sentence-building.

GEOGRAPHY.

To know the chief natural features of the country in the vicinity of the school; to know the cardinal points; to draw a plan of the schoolroom; to be familiar with a plan of the immediate neighbourhood of the school.

NEEDLEWORK.

The fixing and working of a hem and a sew and fell seam. A garment on which this work is required. Some simple knitted article showing plain and purl.

CARDBOARD MODELLING.

Drawing. The teaching should at this stage be from the blackboard, the pupils setting out the construction lines on their material.

Modelling. Cutting with scissors and mounting on 5-inch square cards six simple designs in coloured squared papers; cutting out and folding six simple objects in stiff plain coloured papers; cutting with knife and binding with coloured paper four triangles, rectangles or simple polygons from thin plain cardboard.

Theory. The names and uses of the materials and appliances required.

DRAWING.

Ruler Drawing. Objects drawn by means of inclined and right lines of given measurements, which must contain no smaller fraction of the inch than one half.

Pattern Drawing. Patterns composed of squares, oblongs, triangles, and their sub-divisions.

Ruler and Freehand Drawing. Objects represented by the use of elliptical and partly elliptical forms in conjunction with right, inclined, and variously curved lines.

Freehand Drawing. Simple leaves and flowers in elevation only.

Memory Drawing. All exercises taken (without the use of ruler).

VOCAL MUSIC.

Tune. The *doh* chord with any leaps, and the other tones of the scale stepwise.

Time. Three-pulse measure; whole-pulse rests; half-pulse notes.

[NOTE. In Standard II. and upwards time and tune should be combined.]

Ear. To recognise *doh*, *me* and *soh* among other notes.

Songs. Four school songs.

DRILL.

Pupils should receive daily exercise in elementary movements.

STANDARD III.

READING.

To read intelligently from a Standard III. Reading Book.

RECITATION.

To repeat 32 lines of poetry with knowledge of the meaning.

WRITING AND SPELLING.

To write (on slate or on paper) six lines dictated from the Reading Book, and ten other words selected from a single page of the same. To show a finished copy-book containing medium hand and small hand, having at least one page of figures.

ARITHMETIC.

Written. Addition, subtraction, multiplication, and division of whole numbers, and sums of money.

Mental. The same as the written work. Use of the fact that 1d. per unit is the same as 1s per dozen, and of similar facts. Knowledge of the relations between the common weights and measures, with easy exercise.

Tables of Weights and Measures. Ounce, pound, cwt., ton; inch, foot, yard, mile; sq. in., sq. ft., sq. yd.; pint, gallon; second, minute, hour, day.

GRAMMAR.

To tell the *subject* and *predicate* of a simple sentence. To point out *nouns*, *verbs*, *adjectives*, and *adverbs*.

COMPOSITION.

Simple oral exercises in sentence-building.

GEOGRAPHY.

To know the mode of representing on a map the different surface features; to be familiar with a map of the Division in which the school is situated, and with the position of the Division on the map of the Cape Province; to draw a map of the Division from memory.

NEEDLEWORK.

Work of Standard II., and in addition:—Run and fell seam; feather-stitching, and herringboning on canvas and other suitable material; buttonhole stitch on canvas. Some wearable garments. A washing glove in cotton with ribbed top and narrowed end, or something similar in wool.

CARDBOARD MODELLING.

Drawing. To draw full-size the models for the year, and also simple polygons and rectangular solids, by means of ruler, set-squares and compasses.

Modelling. Cutting with knife from figured cardboard of medium thickness six regular polygons, to be bound and mounted; forming six flat examples having central openings, and bound with cloth on all edges; modelling four articles such as simple trays, card-cases and book-covers.

Theory. The rudiments of drawing and simple projection; a familiar knowledge of the appliances and materials used and of the operations employed during the year.

DRAWING.

Freehand Drawing. Flowers, compound leaves, fruit, and shells, in characteristic elevation; the fundamental forms of birds and fishes.

Pattern Drawing. Borders composed of the above units geometrically disposed.

Ruler Drawing. Objects enclosed by horizontal, vertical, inclined, and variously curved lines, drawn from dictated measurements. (The objects must be measured and drawn to scale on the blackboard by the teacher in full sight of the class during this lesson).

Memory Drawing. All exercises taken (without the use of ruler).

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VOCAL MUSIC.

Tune. Any leaps within the scale.
Time. Pulse-and-a-half notes; half-pulse rests.
Ear. To name the notes of the *doh* chord when heard in any order.
Songs. Five school songs.

DRILL.

Pupils should receive daily exercise in elementary movements.

STANDARD IV.

READING.

To read fluently and intelligently from a Standard IV. Reading Book, or an ordinary narrative from any other source.

RECITATION.

To recite 40 lines of poetry, with knowledge of meanings and allusions.

WRITING AND SPELLING.

To write (on slate or on paper) six lines dictated from the Reading Book, and fifteen other words selected from a single page of the same. To show a finished copy-book in large hand and small hand, containing at least one page of figures.

ARITHMETIC.

Written. Addition, subtraction, multiplication, and division of weights and measures. Different ways of expressing a given weight or measure. The principle involved in the process known as "Practice," with easy exercises. Easy "Proportion" exercises.

Mental. The same as the written work. Easy operations with very simple fractions (halves, quarters, eighths, thirds, sixths, twelfths).

Tables of Weights and Measures. Ounce, pound, cwt., ton; Cape cwt., Cape ton; inch, foot, yard, furlong, mile; sq. in., sq. ft., sq. yd., rood, acre, sq. mile; Cape sq. ft., Cape sq. rood, morgen, acre; cubic in., cubic ft., cubic yd.; pint, quart, gallon, bushel, anker, half-aum, leaguer; bushel, quarter; bushel, muid; second, minute, hour, day, week, month, year.

GRAMMAR.

To analyse a simple sentence, and to tell the grammatical names of the words in it. To know the inflection of nouns and verbs. To correct grammatical errors in a simple sentence.

COMPOSITION.

To reproduce, after hearing it read twice, a simple story of about 10 lines in length.

GEOGRAPHY.

The form of the Earth; Day and Night; Latitude and Longitude. To know the map of the Cape Province, including features of coastline, chief mountain ranges, chief rivers and their basins, railways, situations and chief industries of towns having over 2,000 inhabitants. To draw said map from memory. Position of South Africa on the Globe. Names and situations of the various continents and oceans.

NEEDLEWORK.

Buttonholing on calico; strengthening tape, gathering and setting in. A finished garment. A child's knitted sock.

CARDBOARD MODELLING.

Drawing. To draw in simple orthographic and isometric projection the exercises for the year, by means of ruler, set-squares and compasses.

Modelling. Sixteen objects, such as photograph-frames, portfolios, brackets, square and hexagonal vases, square and octagonal prisms, envelope cases and square and hexagonal trays.

Theory. The first principles of the applied drawing; neat free-hand sketches showing details of the models for the year; the equipment, and the means employed to keep it in good order.

DRAWING.

Freehand Drawing. The construction of flowers, buds, berries, and leaf joints, carefully analysed and drawn; the fundamental forms of South African butterflies, birds, and animals.

Pattern Drawing. Patterns derived from regular geometrical settings of units studied in the foregoing exercises.

Scale Drawing. Objects drawn to scale from actual measurements taken in class. (Pencil must be used for this exercise).

Memory Drawing. All exercises taken (without the use of ruler).

VOCAL MUSIC.

Tune. *Fe* and *ta*; one-remove transition from handsigns or modulator; two-part singing.

Time. Quarter-pulses; three-quarters and a quarter; half and two quarters; two quarters and a half.

Ear. To name the notes of a stepwise phrase of three or four notes beginning or ending on a note of the *doh* chord.

Song. Five school songs, in unison or in two parts.

DRILL.

Pupils should receive daily exercise in elementary movements.

STANDARD V.

READING.

To read fluently and intelligently from a Standard V. Reading Book, or a passage from any standard historical author.

RECITATION.

To recite 60 lines of poetry, with knowledge of meanings and allusions.

WRITING AND SPELLING.

To write on paper to dictation a passage of eight lines dictated from the Reading Book, and twenty other words selected from three consecutive pages of the same. To show a finished copy-book and a home-exercise book.

ARITHMETIC.

Written. General notation for fractions, and the usual operations with fractions expressed in this notation. More difficult "Proportion" and "Practice" exercises. Making out of tradesmen's accounts.

Mental. The same as the written book, with special attention to exercises regarding *tenths*, *hundredths*, *thousandths*, etc.

GRAMMAR.

To analyse an easy sentence containing one subordinate clause, and to parse fully the words in it. To correct grammatical errors in a similar sentence.

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COMPOSITION.

To reproduce, after hearing it read, twice, a short narrative.

GEOGRAPHY.

The Seasons. Africa and Europe, including features of coastline, chief mountain ranges, chief rivers and their basins, chief states or territorial divisions and their capitals; situations and chief industries of towns having over 250,000 inhabitants; commercial relations with the Cape Province. Map-drawing from memory.

HISTORY.

English. The important features of the period 1066-1485. *Cape.* The early period up to 1820.

NEEDLEWORK.

(a) *Making and Stitching.* French seam; gathering and setting-in and buttonholing. Some well finished garment. (b) *Mending.* Flannel patching. Darning of a thin place on medium stocking web. (c) *Knitting.* A garment.

WOODWORK.*

Practical Woodworking. Exercises 1-10 of Young's Working Diagrams for Manual Training, or Morrison's Manual Training, First Year Course.

Drawing (full size). Projection of simple rectangular solids; the plans and elevations of the exercises for the year; simple isometric drawing.

Theory. To name a few common kinds of hard and soft woods, and to tell where they are chiefly grown; the construction and use of the tools required in the exercises for the year.

DRAWING.

Freehand Drawing. The geometrical disposition of flowers analysed and exemplified.

Model Drawing. Geometrical models (cube, square prism, square pyramid, cone, and cylinder) drawn singly, in each case placed upon a board as ground, both board and model being drawn; drawing from the flat of common objects requiring application of the principles taught in the foregoing exercises.

Geometrical and Pattern Drawing. The construction of plane geometrical figures (triangles, pentagons, hexagons, etc.), and the formation of patterns by their use.

Memory Drawing. All exercises taken (without the use of ruler).

VOCAL MUSIC.

Tune. One-remove transition from notes.

Time. Six-pulse measure, beating six times; six-pulse measure, beating twice (no divided pulses); thirds of a pulse.

Ear. To name the notes of any stepwise phrase, or of a phrase which is stepwise except for leaps to notes of the *doh* chord.

Songs. Six school songs, of which at least three should be in two parts.

[It is desirable that pupils be taught to apply their knowledge to the Staff Notation.]

DRILL.

Pupils should receive daily exercise in elementary movements.

STANDARD VI.

READING.

To read fluently and intelligently from a Standard VI. Reading Book, or a prose dialogue from any standard author.

* In connection with Woodwork in this and other Standards, attention is particularly directed to C Young's *Manual Training for the Standards.*

RECITATION.

To recite 80 lines of poetry, with knowledge of meanings and allusions.

WRITING AND SPELLING.

To write on paper, with correct punctuation, a continuous prose passage of eight lines dictated from the reading book in use, and twenty other words selected from the same. To show home-exercise books.

ARITHMETIC.

Written. Short notation for decimal fractions and the usual operations with fractions expressed in this notation. (Knowledge of recurring decimals will not be required in this Standard). Calculation of percentages, including interest. Measurement of rectangular surfaces and solids.

Mental. The same as the written work.

GRAMMAR.

To analyse a complex prose sentence containing at least two subordinate clauses, one of which may be subordinate to the other, and to parse the words in it. To correct grammatical errors in a similar sentence. To tell the meanings and use of the principal prefixes and suffixes.

COMPOSITION.

To describe some familiar natural object, or write a private or a business letter, the general scope of which is given.

GEOGRAPHY.

Climate, Winds, Rainfall. Asia and America, including features of coastline, chief mountain ranges, chief rivers and their basins, chief states and their capitals, situations and chief industries of towns having over 200,000 inhabitants; commercial relations with the Cape Province. Map-drawing from memory.

HISTORY.

English. The period 1485-1688. *Cape.* The period 1820 up to the present time.

NEEDLEWORK.

1. *Cutting and Making.* (a) To draft and cut body and sleeve for a child, from measurements taken in front of the class.

(b) To cut one article from each of the following groups, using the bodice pattern of (a):

Group A. (1) Princess Petticoat. (2) Yokes for Pinafores and Dresses. (3) Night Gown.

Group B. (1) Chemise fastening on shoulder. (2) Combination Garment. (3) Collars (Sailor or Round).

(c) To make any useful garment for a child, adapted from the body pattern. (Machine work is allowed). The garment should show the stitches of Standard V.

2. *Stitching and Mending.* To show specimens of button sewing and button-hole making; also of calico patching and darning of a hole in a stocking.

3. *Knitting.* To make some useful article.

WOODWORK.

Practical Woodworking. Exercises 11-20 of Young's Working Diagrams for Manual Training, or Morrison's Manual Training, Second Year Course.

Drawing (full size or to a larger scale). Simple solids in plan, elevation and sections; construction of plain scales; the plans, elevations and sections of the exercises for the year; isometric drawing.

Theory. The felling, seasoning and uses of the common varieties of hard and soft woods; the construction and use of the tools required in the exercises for the year.

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DRAWING.

Freehand Drawing. Natural growths drawn from direct reference to actual forms; bird and animal forms in detail.

Pattern Drawing. Patterns made by arranging the foregoing units on the bases found under *Geometrical* and *Pattern Drawing* in Standard V.

Model Drawing. Geometrical models drawn in combination from the round; examples of the common use of the foregoing combined constructions drawn from the flat; common objects drawn from the real form.

Memory Drawing. All exercises in Freehand and Model Drawing.

VOCAL MUSIC.

Tune. The minor, with *sc*: the chromatic notes, *de, re, ma* and *la*, easily approached and quitted.

Time. Six-pulse measure, beating twice, with half-pulses; twelve-pulse measure; nine-pulse measure.

Ear. To write down the notes of a tune, which may contain *fe* or any note of the scale.

Song. Six school songs, of which at least three should be in two parts.

[It is desirable that pupils be taught to apply their knowledge to the Staff Notation.]

DRILL.

Pupils should receive daily exercise in elementary movements.

STANDARD VII.

READING.

To read fluently and intelligently a dialogue in blank verse from any standard author.

RECITATION.

To recite 100 lines of verse from a standard dramatic author, with knowledge of meanings and allusions.

WRITING AND SPELLING.

To write on paper with correct punctuation, a continuous prose passage of eight lines dictated from the reading book in use and twenty other words selected from a work of any well-known modern author. To show home-exercise books.

ARITHMETIC.

Written. Practical applications connected with Interest (Simple and Compound) Profit and Loss, and Banker's Discount; Recurring Decimals; Mensuration of the Triangle and Circle.

Mental. The same as the written work.

GRAMMAR.

Analysis and parsing, rules of syntax, correction of grammatical errors, word formation from the common and more important roots.

COMPOSITION.

To write an essay, of about 30 lines in length, on one of three given subjects.

GEOGRAPHY.

The chief Ocean Currents. The British Isles, British Colonies and Dependencies in greater detail.* Map-drawing from memory. Geographical distribution of the principal commercial products.

HISTORY.

English. The period 1688-1815. *Cape.* The entire period.

* Flux's *Building of the British Empire* is a suitable text-book. A wall atlas specially prepared for use with this Standard has been published by Nelson and Sons (*Royal Wall Atlas for South African Schools, Standard VII.*).

NEEDLEWORK.

Section A.

1. *Cutting and Making.* (a) To draft and cut a pattern for blouse-making from measurements taken by the pupil. (b) To draft and cut a loose sleeve (c) To make a simple blouse, using pattern of (a).

2. *Stitching and Mending.* To show specimens of buttonhole-making, gathering and setting-in, and patching in print.

Section B.

1. *Cutting and Making.* To use the above blouse pattern for cutting collars (sailor and round), dressing jackets, yokes and under-bodices. To show one of the articles completely and neatly put together. (Machine work is allowed).

2. *Stitching and Mending.* To show specimens of buttonhole-making and darning on linen.

[Note.—sections A and B may be taken separately].

WOODWORK.

Practical Woodworking. Exercises 21-32 of Young's *Working Diagrams for Manual Training*, or Morrison's *Manual Training, Third Year Course*; to use the tools required for this and the previous years, and to sharpen a chisel or plane iron.

Drawing (to scale). More difficult examples in orthographic and isometric projection; the plans elevations, sections and isometric projections of the exercises for the year.

Theory. The growth, felling, seasoning and uses of the common varieties of hard and soft woods; the use of nails, screws and glue; the construction and use of the ordinary woodworking tools.

DRAWING.

Freehand Drawing. Plants from Nature; birds, animals and fishes in detail.

Model Drawing. Objects drawn from the real form in light and shade with white chalk and charcoal or black chalk on brown paper.

Design. Forms drawn in this and preceding Standards adapted to some specific purpose as ornament.

Memory Drawing. All exercises in Freehand and Model Drawing.

VOCAL MUSIC.

Tune. The minor, with *ba*; three-remove, four-remove and two-remove transition from hand-signs or modulator.

Time. Exercises combining various difficulties.

Ear. To write down the time and tune of a simple short melody, such as one or two lines of an ordinary hymn-tune.

Songs. Six two-part or three-part songs.

[It is desirable that pupils be taught to apply their knowledge to the Staff Notation.]

DRILL.

Pupils should receive daily exercise in elementary movements.

In accordance with the requirements of this course an individual examination of the scholars in every class from Standard I. to Standard VII. is conducted by the Inspector at the annual inspection of every state-aided school. This examination is partly written and partly oral. Most weight is assigned to Reading, Dictation, Composition, Arithmetic and general intelligence. Strength in these compensate for weakness in the technicalities of Grammar or the less important details of topographical Geography. The following is a specimen set of the questions used at a Standard V. inspection. This Standard is chosen as it is the final standard of the primary course and is also, unfortunately, the leaving Standard for the majority of European children in the Cape Province.

ARITHMETIC.

1. Simplify $\frac{5\frac{1}{2} + 3\frac{4}{15} \text{ of } 3\frac{4}{7}}{5\frac{1}{3} - 3\frac{4}{15} \div 4\frac{1}{5}} \times 18\frac{1}{11}$.

2. Find the cost of coal consumed on a voyage of 3 weeks 1 day 18 hours, if the steamer burns coal worth £205 10s. 6d. in a week,

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3. Make out in proper form a bill for : 80 lb. flour @ 12s. 6d. per 100 lb. ; 4 cheeses each 9 lb. @ 8 $\frac{1}{4}$ d. a lb. ; 100 eggs @ 2s. 6d. a doz.

4. If 15 horses and 144 sheep can be fed for 6 days for £42 10s., what will it cost to keep 25 horses and 240 sheep for 9 days, if each horse costs as much to feed as 12 sheep?

5. A carpenter cuts off $\frac{3}{10}$ of a plank and then $\frac{9}{14}$ of the remainder. What fraction of the whole plank remains?

GRAMMAR.

Without much difficulty we discovered where the pirates had hidden the treasure.

The following questions were asked orally on the above sentence; the answers being written down by the pupils.

1. What case is *we* and why?
2. What kind of phrase is "without much difficulty," and what does it modify?
3. What part of speech is "where," and why?
4. What kind of subordinate clause is "where the pirates had hidden the treasure,"? and how is it related to the Principal clause?
5. What tense of the verb "to hide" is "had hidden"?

COMPOSITION.

Saved by a Spider.

A prince who had been defeated in battle fled for his life without a single follower, and hid himself in a cave in a wood. That night a spider wove her web across the mouth of the cave. In the morning, two soldiers from the enemy's army, detached in pursuit of the prince, passed the cave where he was lying. "Look," said one, "perhaps he is in that cave; it is a very likely place." "He can't be there," said the other, "for if he had gone in, he would have brushed away that spider's web."

They went on, without looking into the cave, and the prince afterwards escaped. Thus like Robert the Bruce, a prince was indebted to a spider.

The above story was read by the teacher twice; and the pupils were required to reproduce what they remembered of it, paying special attention to punctuation, more particularly quotation marks.

DICTATION.

So saying he again bent his bow, but on the present occasion looked with attention to his weapon, and changed the string, which he thought was no longer truly round, having been a little frayed by the two former shots. He then took his aim with some deliberation, and the multitude awaited the event in breathless silence. The archer vindicated their opinion of his skill: his arrow split the willow rod against which it was aimed.

The above passage was set, and in addition twenty of the harder words were given, selected from three consecutive pages in the class Reading-book.

The pupils were also examined in Reading and Recitation (both individually and collectively). In the case of History and Geography the pupils were examined upon the prescribed requirements; some of the questions being addressed to the class collectively and answered orally by individual pupils, whilst the answers to other questions were briefly written down.

The following are some notes on the different subjects of the school course. They are written, as requested, from the South African point of view:

English:—As has been remarked above, Standard V. is the leaving examination for most white children in the Cape Province and attacks are frequently made on the quality of the English of country children who have passed this standard. Most of them, it may be observed, enter school knowing very little

English or in some cases none at all. It must be admitted at once that they generally do not at Standard V. stage speak correct and grammatical English. If they have occasion to write a letter, it will almost always contain misspellings and mistakes in punctuation and the use of capitals. Still such pupils can generally converse freely on ordinary matters, read with some fluency an easy narrative and write intelligibly. The following instance will exemplify a critical attitude frequently assumed by English residents in the Colony. Recently a commercial man showed the writer of this memorandum a letter from a Farm School pupil which contained some flagrant errors, such as "were" for "where" etc., and uncompromisingly condemned the educational system that turned out such a product. The reply was to the effect that the lad was indeed not at all fitted to be a junior clerk, on the other hand the meaning of the letter was clear; as a means of communicating thought it achieved its object, and to possess this power was a great advantage. To take a parallel case, if a commercial traveller had a knowledge of Dutch equal to this boy's English, he would be considered to have a good working knowledge of the language and it would be of immense practical service to him in his business. As a matter of fact many a respectable farmer in the United Kingdom regards the writing of a letter with some aversion, and yet no one would deny that his elementary schooling has been of great value to him. These reflections are not intended to suggest that teachers should in any way relax their efforts to teach children to speak and write pure and grammatical English, or that Standard V. should be considered a satisfactory leaving examination; but simply to remind people that in measuring the practical value of educational results one must not use too pedantic a standard. It may further be added that these pupils not only retain their knowledge of English, but also generally improve it considerably in after life.

Dutch:—It must be confessed also that, tried by High Dutch standards, the Composition in Dutch at Standard V. stage is generally faulty in point of grammar. Recently several series of good reading books have been published by Cape teachers which have improved considerably the teaching of Dutch in elementary schools.

Arithmetic:—The aim of the Arithmetic lesson, as Departmentally conceived, is to cultivate accuracy in calculations of moderate complexity and to develop intelligence by the application of arithmetic to the solution of problems.

A good deal of practical arithmetic is involved in the woodwork lesson, as all plans are drawn to scale and the dimensions of the finished product have to be carefully measured and compared with the specification.

It needs to be observed that the word "practical" has to be interpreted by environment. In England "practical" Arithmetic teaches the child to work money sums with cardboard coins inasmuch as money transactions of this kind play an important part in the domestic economy of a working man's home. In the Cape transactions of this nature are comparatively very few. It may be of interest to note that practical Arithmetic on a Karoo farm is largely concerned with counting sheep. Sheep are frequently lost, either killed by jackals or stolen by stock thieves. Accordingly it becomes an accomplishment of considerable value to be able to count rapidly and accurately the exact number in a flock ranging from a few hundreds to over a thousand. It is an accomplishment also of very considerable difficulty, but not one that could easily be introduced into a school course.

Geography:—An excellent atlas has been published under the auspices of the Education Department for South African schools and there are also very fine wall maps of South Africa. A considerable number of teachers take a real interest in geography. Work in it begins in Standard II. where the pupil has to learn the cardinal points and must be able to draw a plan of the schoolroom and must know the chief natural features of the country in the vicinity of the school. Rain-fall and its measurements, the different winds and their directions, the phenomena of springs and wells are, from the more striking manner in which Nature impresses them on the observation, simpler conceptions for the child to grasp in South Africa than in Great Britain.

History:—There can be no real History teaching in the elementary school. History in the true sense is a study for more mature minds. In the Standard examination no great stress is laid on the amount of information acquired in this subject. The teaching is good if it awakens an interest in the pupil in the past of the country and the people. The moral aim of the history lesson in the Cape is not so simple as in England. There the aim is to stimulate patriotism; here it often should aim at mitigating racial feeling. On the one side it is felt that the

heroism of the Dutch voortrekkers has never been adequately realised by the English colonists in South Africa, on the other side a warmer recognition is looked for of the leading part that English has played in the history of freedom throughout the world.

Singing:—Two skilled Departmental Instructors were appointed in 1893 to organise the teaching of vocal music and the progress made since then has been truly remarkable. The children have a natural aptitude for singing and the subject has made way of its own accord. At present singing from notes is being taught to three out of every four pupils attending school. There are now no fewer than thirty-two school choir competitions in the Cape Province; they have done much to stimulate popular interest in good music.

Needlework:—The advance in this subject also has been highly satisfactory. The first Departmental Instructress was appointed in 1893 and drew up a systematic course of work suitable for the different standards; since then the number of Departmental Instructresses has been increased to three, and the number of pupils receiving instruction in this art has risen from 2,389 to 71,825. Competent judges have stated that our general standard of proficiency in needlework is now as high as in European countries.

Woodwork:—A Departmental Instructor of woodwork was appointed in 1897 and a second in 1901. At the beginning there was great opposition to the new subject:—parents said they did not wish their sons to become carpenters—but the opposition gradually died away as the educational value of the subjects became better understood. The three years' course in woodwork is now firmly established in the school curriculum. It is begun in Standard V. and completed in Standard VII. or High School Standard B. There is also a preparatory course of manual training in cardboard modelling in the lower standards. It is, of course, impossible to introduce woodwork into all our smaller rural schools. Still there are here some compensatory circumstances. Life on a South African farm teaches a good deal of general handiness. Leather is the material *par excellence* and a common evening occupation is making veldschoen.

Drawing:—Drawing was for long the weakest and most neglected school subject. It was not till 1904 that it was taken up with any great enthusiasm. In that year a new Departmental Instructor was appointed, a new syllabus was framed, and new life infused into the teaching. The conception of the drawing lesson, the method of teaching and the selection of subjects were all altered. Drawing is now from the actual object, either direct or from memory.

Cookery:—A Departmental Instructress of Cookery was appointed in 1904, but there are greater difficulties in the way of the general introduction of this subject into the school course than were found in the case of any of the previous subjects. In several of the larger towns, notably Cape Town, adequate provision has been made for the teaching of the subject and also in some of the larger country schools, but the cost of providing instruction for a small number of pupils is prohibitively high. A beginning has been made with the work of training teachers at the Cape Town centre.

Nature Study:—In Great Britain the large majority of the pupils in elementary schools live in urban areas, and it is felt that they grow up undeveloped on certain sides of their mental life through being cut off during childhood from the natural and wholesome influences of the country. Hence the importance assigned to Nature Study in the British Elementary School.

In the Cape conditions are very different. The children either live in the country or spend a good deal of time in it. Wild nature is always near. Man has not yet made much visible impression on the veld. Most of the boys go shooting or fishing at a very early age. During vacations boys and girls often camp out. A life like this gives a closer familiarity with nature and teaches habits of keener observation than the best drawn up school course of Nature Study. Still the school side of Nature Study has not been neglected. An Instructor has been appointed to suggest and to help in organising suitable courses of lessons. A special reader has also been composed under the auspices of the Department for use in rural schools.

School Gardening:—School Gardening as a definite manual occupation is making slow progress. There has been an increase in the number of small school gardens tended by the pupils in their spare time; but the subject cannot yet be recognised as an integral part of the school work. It is a matter for regret that there are so many practical difficulties in the way of the more general introduction of this subject. One of the characteristic features of the Cape is the manner in which country towns are laid out with each house standing in its own garden and

the water furrow running down the side of the street for irrigation purposes; and it is wonderful what an abundant supply of vegetables, fruit and flowers some few families get out of their small gardens. What some can do, others should be able to learn to do. A suitable gardening course in our public schools might contribute greatly to the well-being and happiness of the people.

Physical Training:—No Departmental Instructor has been appointed for Physical Training, but due attention has been given to it in vacation courses of training for teachers. Ling's Swedish system has been generally adopted in the public schools of the Colony. As a rule the ordinary teacher of the class superintends its physical exercises, but in Girls' High Schools, where there is special danger of neglect of suitable bodily exercises, the Department has encouraged the appointment of special mistresses for the purpose of supervising all the physical training in school as well as of organising open air games for the pupils out of school hours. There are now some 13 or 14 trained and certificated mistresses of physical culture at work in the Colony. In Boys' schools there is not infrequently an undue amount of time and thought given to sport, especially of the "cup match" type. Still the present state of matters is healthier than the earlier days when altogether too little attention was given to the question of bodily exercise. The organisation of Cadet Corps in connection with public schools is making satisfactory progress. The Education Department does all that lies in its power to give due support to this development of school work, as it does also to the closely allied Boy Scout movement.

III. SECONDARY EDUCATION.

Correlation of Schools. In the Cape there is the closest connection between primary and secondary education,—a characteristic feature derived from the Scottish origin of our educational system. High Schools are, as a rule, simply larger schools with a primary department pursuing the ordinary elementary school course and a large secondary department adequately organised and equipped for giving a five year course of secondary education beyond the Fifth Standard. Up to that Standard all pupils follow practically the same course; after it there are several courses open but much the largest demand is for a course of secondary education of the ordinary type. Though, therefore, Public Schools are graded under three classes, the system permits pupils to be readily transferred from one school to another without any great break in the continuity of their work, the principle of grading being the range of the curriculum.

Third Class Schools work as a rule only up to Standard V.

Second Class Schools must be satisfactorily organised to give instruction up to and including Standard VII., together with instruction in two such "extra" subjects as may be considered most suitable for the locality which the school serves. In second Class Schools in country towns the two "extra" subjects chosen are often Latin and Mathematics so as to prepare the pupils for going later on to the High School.

First Class Schools must be prepared to teach up to Matriculation Standard. Of First Class Schools those that satisfy certain Departmental requirements as regarding staffing, building, and equipment are graded as High Schools.

Annually in December a committee of three inspectors sits to consider all questions relating to the grading of schools and makes recommendations to the Superintendent-General of Education.

There are at present 1,391 Third Class Schools, by far the greater number of which are small rural schools, 98 Second Class Schools, and 94 First Class Schools, of which 45 are graded as High Schools.

The High School Course. In 1899 a detailed four year course of High School work was drawn up fitting into the Elementary School course after the completion of the Fifth Standard, and planned mainly, though not exclusively, with a view to the Matriculation examination of the Cape University. Previously there had been no prescribed curriculum for the higher classes in schools. In 1912 a fifth year was added to the course. A considerable amount of freedom is allowed in the choice of languages. The great majority of pupils take the following subjects:—English, Dutch, Latin, History, Geography, Mathematics, Science, Drawing, Woodwork or (in case of girls) Needlework. In some centres, such as King William's Town and East London, where there is a considerable German population, German is taken, and in Girls' High Schools French is taken by a fair number of pupils. Science is compulsory and the teaching of it must be observa-

tional and experimental as well as theoretical. Almost all the Girls' Schools take Botany for their Science; a certain number of Boys' Schools take Chemistry, a rather larger number take Physics, but the majority take a mixed course of Physics and Chemistry. Woodwork or (in the case of girls) Needlework is also compulsory.

In 1904 an additional alternative course was drawn up for the Girls' High Schools in which Domestic Science (including Cookery) and special courses in Literature and History were allowed as alternatives for Mathematics and Latin, and every year an increasing, but still disproportionately small, number of girls take advantage of the more practical course thus opened to them.

Since 1910 also in certain centres where there is a genuine demand for it, a suitable commercial course has received the approval of the Department. It includes Book-keeping, Commercial Correspondence, Shorthand and Type-writing.

The total number of pupils in the five High School standards has grown from 1,447 in 1899 to 5,696 in 1913. There are in addition roughly about 900 pupils pursuing a similar course in First Class Schools.

The Matriculation Examination. The work in the last three years of the High School course is inspected by the Education Department, but the pupils are not individually examined. The great majority as has been said, work for the Matriculation Examination of the Cape University, which therefore plays a most important, indeed a dominant, part in determining the courses of study and in controlling the work and, to a certain extent, the methods of the teachers.

There is, of course, a great deal of difference of opinion, which breaks out frequently into violent newspaper controversy, as to the beneficial or malignant influence of the Matriculation Examination upon our schools. The following is an attempt to estimate the merits and also the defects of the institution. In the first place the course of study for this examination is not badly planned. It aims at a well balanced education for pupils who are to remain at school till their 16th or 17th year, and avoids the evil of early specialisation. Moreover it is, as a rule, carefully conducted; pupils are generally found to be placed in the class in which they would be placed by their own teachers. Mistakes no doubt happen and candidates pass who should fail while less frequently candidates fail who are really fit for passing. But such mistakes are bound to happen even in the most carefully regulated examinations unless there is the application of some additional check. Nor are mistakes really numerous if one considers the large number of candidates examined. Lately also the University Council has removed one serious defect, they have done away with the competitive character of the examination and the names in all three classes are now given in alphabetical order. This has perceptibly eased the strain of the examination. Finally there is undoubtedly a great advantage in having one generally recognised leaving examination for secondary schools instead of a bewildering multiplicity of entrance examinations of all the different professional courses of study.

The defects in the examination, as it stands, arise from the fact that it is conducted through examiners not sufficiently in close contact with school work, mainly indeed through the college Professors. This arrangement gives scholarly, impartial, and independent men as examiners, but men also who often do not know much about the practical side of school work, and each of whom generally desires to raise the standard in his own subject, irrespective of what his colleagues may be doing. Accordingly the papers set are often too difficult or in other ways unsuitable in character for pupils of 16 or 17 years of age, with the result that there has to be accepted a low standard of answering for pass. Yet most educationists would agree that it would be better at this stage to have simpler papers and to require a higher standard of answering. Better standardisation of the papers is greatly needed.

Another defect lies in the conduct of the examinations in Science: it is not possible to test adequately the practical work in Science by means of a purely written examination as the University at present attempts to do. This is a subject in which beyond controversy, if efficiency is to be secured, examination and inspection must co-operate.

Altogether it is felt that the examination, as it is at present conducted, is too much of a crisis in the pupil's life. Outsiders sometimes laugh over the fuss that is made about a decline of 8 or 9 per cent. in the number of passes at this examination, but it is in reality a serious matter. Failure in the case of some 80 or 90 pupils expected to pass means a great deal of mental pain to themselves and their families, the loss of a year in their course of study, and, in some cases, the closing of the door to further advance.

Inspection of High Schools. As has been already said the Education Department inspects the work of the three highest classes in High Schools, but does not hold an individual examination of the pupils save in exceptional cases where necessity appears to demand it.

Attention at inspection is directed mainly to the organisation, the time-table, the methods of instruction, the home-work; and a selection of the marked papers of the school's own terminal examinations and also of the pupils' note-books are rapidly reviewed.

Organisation. In the course of the last eight years the organisation of the teaching in High School Standards has been almost completely remodelled. Previously the class-teacher system was in general use. Now this system has been replaced by an organisation in which the subjects of instruction are taken by teachers who are expected to some extent to specialise in them. As a rule, a teacher takes charge of two subjects as, for example, English and Latin, or Dutch and History or Mathematics and Science. The effect of this change has been to raise very appreciably the quality of the teaching.

Time Table. The Department does not insist on a rigidly fixed distribution of time among the various subjects, but in nearly all High Schools the school day is divided into seven periods of three quarters of an hour each. This division permits of a daily lesson in all the languages, an arrangement which has proved much more effective than one that gives longer lessons separated by wide intervals. For practical work in Science or Handicraft two lesson periods are taken together.

Homework. The Department approves of home work in all except the lowest Standards in every grade of public school, in order that the pupils may acquire the habit of independent work. Precautions, of course, are to be taken by the Principal that the amount and nature of the homework are such as may be reasonably asked. With the subject system of teaching there is special danger of overpressure in the matter of home work as every teacher inclines to magnify his own subject, and to set his own task without duly considering what amount of work the other teachers may be setting. The only precaution that has been found effective against this is to allot each teacher his special evening or evenings for homework, and arrange it so that the pupil never gets more than two or possibly three home lessons on one evening. In theory home work is supposed to take from half an hour in the lower classes to two hours in the higher classes, but in practice this limit is often exceeded. In most of our schools, however, there is a rule that if the pupil brings a note to the effect that the due amount of time has been spent on the work, nothing more is to be said.

The following notes deal with the various subjects of the High School Course and the aims, methods and standards of instruction.

Language Teaching. According to the Departmental views a sound grammatical analysis of the sentence should be made the basis of language teaching.

In the Latin lesson especially this side of grammar teaching is emphasised. One of the ordinary tests of the quality of the Latin teaching at class inspection is to mark if the pupils read the passage with due attention to the proper grouping of the words, and thus show that they are following the meaning of the author as they read. No prescribed books are set for the Matriculation Examination; the standard aimed at is facility in reading easy Latin at sight. Composition is carried only so far as to enable the pupil to understand the syntax of the complex sentence. Some attention is also given in the Latin lesson to the study of the Latin element in English. Comparatively speaking, a very large proportion of our pupils takes Latin—the total number reaching nearly 10,000—a traditional consequence of the fact that most of the earlier teachers in the Cape came from Aberdeen University and the North East of Scotland.

Very few pupils take Greek. Last year there were only 217, a decrease of 94 on the previous year's total. As a matter of fact there is no room for Greek in the school curriculum. At the Matriculation Examination, it is true, Greek may be offered as an alternative to History, but the Department holds the view that no pupils should pass through the course without instruction in History. Happily the Colleges are now making provision for students to begin Greek after entering College.

In English Literature specified books are prescribed from year to year by the University Council, a certain number for detailed study and others for freer reading. Speaking generally the books chosen are suitable and the English Literature lesson is often both interesting and profitable, the main attention being given to the subject matter and the underlying thought of the author. As regards

English Composition, a great deal of pains is taken to teach formal correctness in all that pertains to letter writing. As regards the art of writing in general most of the teaching in the subject is based on the books read in class, but essays are also occasionally set that call for more original effort. The results are very unequal.

In the study of Dutch a great part of the teaching is directed to inculcating grammatical correctness. This is necessitated by the fact that High Dutch is an inflected language while the ordinary Cape Dutch has lost inflections just as English has lost them. A few years past the University Council gave permission to candidates at all examinations in Dutch to make use of the "Reformed" spelling and also certain simplifications in grammar. This permission has been generally taken advantage of and has simplified a good deal the work of teaching Dutch in Schools. While, however, the pupils learn to speak and write grammatical Dutch, they generally reserve their powers of doing so for formal occasions, and in their ordinary intercourse continue to use the more familiar idiom.

One common practice in Cape High Schools in all our language teaching deserves notice as it has been condemned by the English Education Department, namely:—the practice of simultaneous reading in class, which largely, though not wholly, takes the place of individual reading even in our higher standards. Simultaneous reading is found to be a necessity in our schools if all the pupils in a large class are to be given adequate practice in speaking good English and good Dutch. It is not enough for a pupil to get an eye acquaintance or ear acquaintance with the words of a language, he must have a clear muscular image of a word, before he can be said to know it, acquired through repeated pronunciations of the word used in a proper context. Moreover it is quite possible to have good simultaneous reading if great stress be laid on the correct phrasing of the sentence.

History. The course of History followed in Cape High Schools was drawn up by the University Council three years ago and is not proving satisfactory. The following is the syllabus:—

(1) William of Orange and the Grand Alliance. The interests of England and Holland in the War of the Spanish Succession. The treaty of Utrecht in relation to England and Holland. Rivalry between England and France in America and India up to the beginning of the Seven Years' War. Clive and Chatham.

(2) Expansion of the colonial empire of Britain through the Seven Years' War. Conflict with the French acquisition of Canada and India. Peace of Paris. Loss of the American Colonies. Rodney and the recovery of English sea-power. The East India Company, to Pitt's India Bill.

(3) Decline of the Dutch East India Company in the eighteenth century, and its causes; effects on the Cape. The invasion of the United Provinces by the French, 1794-95. The first British occupation of the Cape; end of the Company's rule. Character of the early British rule at the Cape. Restoration of the Cape in 1802.

(4) Napoleon's designs upon the colonial empire of Britain. India and Lord Wellesley. Nelson and sea-power. The Continental System. The close of the Napoleonic wars and their general effects upon the colonial development of Britain.

(5) The Cape Colony under the Batavian Republic; reforms of De Mist and Janssens. Second British occupation. Terms of cession of the Cape to Britain. British emigration to the Cape. Geographical extent of the Empire at the Peace of Paris, 1814.

(6) Causes determining the relations between the English and the Dutch to the Great Trek; native policy; the missionaries; slave emancipation. The Great Trek. Results in the expansion of the Colony. Rise of the Zulu, Matabele, and Basuto powers. Colonisation of Natal. Destruction of the Matabele and Zulu powers by the Boers.

(7) Outline of the early colonisation of Australia and New Zealand. General outline of British colonial policy from 1815 to 1870. Canada—Lord Durham's mission and its results. Causes and results of the Indian Mutiny; end of the East India Company's rule.

(8) Annexation of Natal by the British. British Kaffraria. The South African Republic and the Orange Free State—their relations with the British Government. Sand River Convention.

(9) Federation of Canada. Introduction of responsible government at the Cape. Federation of Australia. The Union of South Africa; political constitution of South Africa under Union.

(10) The political geography of Africa at the present day.

There is no real unity in this course, the teaching jumps from one thing to another in a disconnected manner, and while it brings in a great deal too much detail in some matters, it is worse in what it omits. What is to be thought of the sense of proportion in a course of modern history for South African Schools that deals with the attempts of the Anglican Church in Canada to secure for itself all the lands allotted to church purposes in that Colony while it makes no mention of facts like the Unification of Germany or of Italy in the last century or the recent advance of Japan as an important factor in world politics? The underlying conception of the present History course is educationally unsound.

Geography. It is laid down that the History course shall include related Physical and Political Geography, but this means very little in actual practice. It must be admitted that Geography does not receive in the Matriculation Examination the attention the importance of the subject deserves. Our High School pupils would go out into the world with a much broader and more intelligent outlook if these two subjects, History and Geography, were placed on a sounder basis and were examined separately. Geography, if well taught, is one of the most illuminating of school subjects.

Mathematics. The Mathematical course includes Arithmetic, Algebra, Geometry and very elementary Trigonometry. The course is well planned on modern lines. The study of Geometry is commenced with a short course in practical work, and then proceeds to the theory on which most emphasis is laid, due attention being directed throughout to accuracy in drawing. No text books are prescribed, and it is recommended that proofs of theorems should be based as much as possible on first principles. Further, no hard and fast line is drawn between Algebra and Arithmetic, indeed all the mathematics is treated so far as is practicable, as one subject. The papers set at matriculation are of a rather difficult character for a pass examination, a considerable number of the questions consisting of fairly stiff riders and problems. Consequently an unduly large proportion of the time in school is given to mathematics—as a rule two periods of three quarters of an hour every day, $7\frac{1}{2}$ hours per week out of the statutory 25 hours. This is a great deal more than is generally given in other parts of the world. Indeed it is not too much to say that a fairly thorough training in low grade mathematics is the preponderating factor in our High School education.

Science. As has been already observed, Botany is generally taken in Girls' Schools. Boys' Schools take a course in Chemistry or in Physics or a mixed course in both Physics and Chemistry—Elementary Physical Science as it is termed. This last course is the one preferred by the Department and is pursued in the majority of schools. The course in Botany is adapted to South African floral conditions. The courses in Physics and Chemistry are of the ordinary school type. The course in Elementary Physical Science is more interesting. The following is the syllabus:—

Elementary Physical Science.

Elementary Measurements:

Metric and British systems of measurement. Measurements of length, and ratio of circumference to diameter of a circle. Measurements of area (*e.g.*, rectangular, triangular and circular areas).

Measurements of volume (*e.g.* rectangular block, cylinder).

Simple experimental study of some of the chief forces of nature, namely:

(1) Force of gravity; heavy and light bodies falling through equal spaces in equal time (Galileo's experiment); swinging of a pendulum with hollowed bob, empty, and filled with different materials (Newton's experiment). Principle of the lever, use of the balance. Absolute density of substances in the form of rectangular blocks and cylinders.

(2) Cohesion and adhesion; tenacity of a metal wire. Hooke's experiments on the extension of a spiral spring, and on the bending of a rod; Hooke's Law. Simple experimental study of phenomena depending on surface forces in liquids; meniscus in water and mercury; rise of liquids in fine tubes.

[C.P. 4—'13.]

(3) Illustrations and measurements of pressure of liquids and gases. Archimedes' principle, floating bodies. Determination of absolute density of water and of specific gravities in simple cases. Weight and pressure of air; the barometer. Boyle's law.

Experimental study of the action of heat on bodies:

Expansion of solids and of liquids; mercurial thermometer, construction, graduation and use; expansion of air. Charles' law. Calorimetry, capacity for heat, specific heat and its measurement. Liquefaction and solidification; melting points; latent heat of fusion, and its measurement in the case of ice. Vaporisation and condensation; pressure of water vapour; boiling points, effect of pressure; distillation; latent heat of vaporisation, and its measurement in the case of water; cooling of air by expansion and formation of cloud in rising air. Solution, solubility. Crystallisation, simple experimental study of a few common crystals.

Elementary experimental Chemistry:

Instances of chemical reaction. Experimental study of some common raw materials. Laws of conservation. The phenomena of combustion. Preparation and properties of oxygen and hydrogen. Elements and compounds. Properties of water. Decomposition of water. The atomic and molecular hypothesis. Chlorine, hydrochloric acid. Bromine and iodine. Sulphur, sulphurous oxide, sulphuric oxide, sulphuric acid and sulphuretted hydrogen. The atmosphere. Nitrogen, its oxides and ammonia. Nitric acid. Phosphorus, and its common oxides. Phosphoric acid. Carbon, graphite and diamond. Oxides of carbon. Marsh gas. Flame. The characteristics of the metals. Acids; bases; salts; neutralisation.

As a rule five periods of three quarters of an hour per week are given to science, of which two taken together are given to practical work. There exists, it may be said, some temptation to do the laboratory work in a perfunctory manner, as the best science teaching does not obtain due recognition in an examination conducted merely by written papers.

Art and Music. The Education Department has done a great deal for the advancement of instrumental music. Music Teachers in State-aided schools have been placed on the same footing as members of the regular staff, and the Department contributes to their salaries on the £ for £ principle provided they have been adequately trained and certificated. As a consequence instruction in music has been made both cheaper and more efficient.

As regards Art due regard is now paid to the teaching of drawing in the lower Standards, but in the higher classes pupils who are taking the full matriculation course have generally not sufficient free time for any adequate attention to this subject. Recently, however, a movement for higher Art teaching in girls' schools has received official help and encouragement and special attention is paid to the Art training of pupil teachers.

Religious Instruction. All State-aided schools must be opened with Bible reading and Prayer. In addition the school committee is empowered to provide for the instruction of the scholars in religious knowledge during the ordinary hours of instruction. Such instruction is not limited in any way except by a conscience clause.

In practice nearly all schools are opened with a short service, the reading of a portion of the Bible, singing a hymn and the repetition of the Lord's prayer. Religious instruction is given in a certain number of schools.

Postscript. Since the above was written, a new Ordinance has been passed and proclaimed as law from 1st October, 1913, which places religious instruction in schools on a new basis. Schools are to be opened daily with the Lord's Prayer, and with the reading of a portion of the Bible. Religious instruction according to a prescribed syllabus of scripture lessons is to be given daily in all classes up to and including Standard IV., for a period of not less than quarter of an hour, and not more than half-an-hour, and above Standard IV. for a period not exceeding half-an-hour upon two days of every week during school hours, and as far as possible at the commencement of the school day. The rights of parents and teachers who have conscientious objections to such instruction are safeguarded. Further religious instruction is to be given in terms of a prescribed catechism without note or comment, provided that the majority of the parents or guardians of children receiving religious instruction request in writing that such instruction be given.

REPORT OF SUPERINTENDENT-GENERAL OF EDUCATION.

ANNEXURE I.

SCHOOL STATISTICS.

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1. ADMINISTRATION.

A. DIVISIONS INCLUDED IN INSPECTORS' CIRCUITS.

†INSPECTOR J. ANDERS. Graaff-Reinet Jansenville Middelburg Steytlerville	° INSPECTOR J. A. KELLY, B.A. Barkly West Hay Kuruman Mafeking Vrijburg	° INSPECTOR O. J. S. SACHEL, M.A. Britstown Herbert Hopetown Kimberley Prieska
† INSPECTOR A. BAIN, M.A. Elliot Glen Grey St. Mark's Xalanga	† INSPECTOR T. LOGIE, M.A., Ph.D. Queenstown Wodehouse	° INSPECTOR A. SCOTT, B.A. George Humansdorp Knysna
† INSPECTOR W. G. BENNIE, B.A. Albany Bathurst Bedford Peddie	† INSPECTOR J. McLAREN, M.A. Butterworth Ngamakwe Tsomo	° INSPECTOR A. SINTON, M.A. Carnarvon Fraserburg Murraysburg Richmond Sutherland Victoria West
† INSPECTOR W. P. BOND, M.A. Kingwilliamstown	† INSPECTOR W. MILNE, M.A., B.Sc. Alexandria Port Elizabeth Uitenhage	† INSPECTOR E. J. SPURWAY, B.A. Albert Colesberg Hanover Molteno Philipstown Steynsburg
° INSPECTORS D. CRAIB, M.A. and E. NOAKS, M.A. Cape Suburbs and District Cape Town, Green and Sea Point Stellenbosch	° INSPECTOR J. MITCHELL. Mossel Bay Oudtshoorn Prince Albert	° INSPECTOR G. P. THERON, B.A. Bredasdorp Caledon Robertson
† INSPECTOR J. CRAIB, M.A. Cradock Maraisburg Pearston Somerset East	† INSPECTOR N. PORTER, M.A. Bizana Flagstaff Lusikisiki Mount Ayliff Mount Currie Ntabankulu Umzinkulu	† INSPECTOR J. G. TOOKE, B.A. Engcobo Idutywa Umtata
° INSPECTOR W. FREEMAN, B.A. Aberdeen Beaufort West Uniondale Willowmore	† INSPECTOR J. S. PRESSLY, M.A. Aliwal North Barkly East Herschel	° INSPECTOR H. Z. VAN DER MERWE, B.A. Calvinia Gordonia Kenhardt Namaqualand
° INSPECTOR T. S. GOLIGHTLY, B.A. Malmesbury Paarl	† INSPECTOR R. REIN. Elliotdale Kentani Mqanduli Ngqeleni Port St. John Willowvale	° INSPECTOR C. E. Z. WATER- MEYER, B.A., LL.B. Riversdale Swellendam
† INSPECTOR W. H. H. GREEN, B.A. Libode Maclear Qumbu Tsolo	† INSPECTOR T. W. REIN, M.A., Ph.D. Fort Beaufort Stockenström Tarka Victoria East	† INSPECTOR J. YOUNG, M.A., B.Sc. Cathcart East London Komgha Stutterheim
† INSPECTOR A. E. HILL. Matatiele Mount Fletcher Mount Frere	° INSPECTOR J. ROBERTSON, M.A. Ladismith Laingsburg Montagu Tullbagh Worcester	† INSPECTOR J. H. HOFMEYR, M.A. Ceres Clanwilliam Piquetberg Van Rhyndorp

† Indicates an Eastern Province Circuit. ° Indicates a Western Province Circuit.

Inspector of High Schools	W. A. RUSSELL, M.A.
Inspector of Training Colleges	H. J. ANDERSON, M.A.
Relieving Inspector and Inspector in Dutch	B. J. HAARHOFF, M.A., Ph.D.

B. DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

<i>Domestic Economy :</i>	<i>Needlework :</i>
Miss M. C. MACIVER.	Miss A. M. COGAN, Eastern Province.
	Miss H. D. FUECHSEL, Western Province.
	Miss H. WOOD, Native Territories.
<i>Drawing :</i>	<i>Vocal Music :</i>
Mr. W. W. RAWSON, A.R.C.A., Western Province.	Mr. F. FARRINGTON, Eastern Province.
Mr. H. CHRISTIE SMITH, A.R.C.A., Eastern Province.	Mr. A. LEE, Western Province.
<i>Kindergarten :</i>	<i>Woodwork :</i>
Miss E. M. SWAIN, Eastern Province.	Mr. F. T. MORRISON, M.I.Mech.E., Eastern Province.
<i>Nature Study and Science :</i>	Mr. C. S. YOUNG, Western Province.
Mr. A. B. LAMONT, M.A., B.Sc.	

2.—SUPPLY OF SCHOOLS.

A.—CLASSIFICATION OF SCHOOLS IN OPERATION AT [30TH SEPTEMBER, 1912.

ARRANGED ACCORDING TO DIVISIONS.

DIVISION.	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total 1912.	Total 1911.	In-crease
SUMMARY.														
Province, excluding Territories ...	27	92	102	1245	2	26	817	218	764	5	5	3303	3185	118
Territories ...	...	...	3	3	53	...	...	36	18	...	7	911	1031	120
TOTAL, 1912 ...	27	95	105	1298	2	26	853	236	764	12	916	4334	...	...
Do., 1911 ...	23	93	104	1102	2	24	897	307	735	12	858	...	4157	...
Increase, 1912 ...	4	2	1	196	...	2	-44	-71	29	...	58	...	...	177
Do., 1911 ...	3	2	...	158	...	5	...	11	19	...	12	...	...	212
Aberdeen ...	...	...	1	4	...	...	14	1	2	...	...	22	18	4
Albany ...	3	2	3	20	...	2	18	...	12	...	1	61	56	5
Albert ...	...	1	1	14	...	...	27	4	4	...	...	51	46	5
Alexandria ...	...	...	1	16	...	...	6	...	3	...	...	26	22	4
Aliwal North ...	...	2	1	16	...	...	25	2	5	...	...	51	50	1
Barkly East ...	...	...	...	16	...	...	16	2	4	...	...	39	42	-3
Barkly West ...	...	...	...	6	...	...	3	10	11	...	...	30	24	6
Bathurst ...	...	...	2	10	...	...	5	...	6	...	...	23	22	1
Beaufort West ...	2	...	6	...	...	...	22	1	4	...	...	35	34	1
Bedford ...	...	1	...	5	...	...	8	...	5	...	...	19	19	...
Bredasdorp ...	...	...	2	17	...	...	17	4	5	...	...	45	42	3
Britstown ...	...	1	1	...	...	...	12	...	3	...	...	17	19	-2
Caledon ...	2	...	23	...	...	...	15	16	11	...	...	67	67	...
C. J. v. Inia ...	1	...	24	...	...	...	8	6	2	...	...	41	42	-1
Cape Suburbs and District ...	...	6	12	38	...	4	3	...	56	...	...	119	120	-1
Cape Tn., Green and Sea Point ...	10	7	5	14	1	9	...	...	12	...	...	58	56	2
Carnarvon ...	...	1	...	11	...	...	11	...	1	...	...	24	23	1
Cathcart ...	...	1	...	6	...	...	15	...	2	...	...	24	25	-1
Ceres ...	...	1	1	5	...	...	20	...	4	...	...	31	34	-3
Clanwilliam ...	...	...	1	22	...	...	14	1	4	...	...	42	41	1
Colesberg ...	...	1	1	3	...	...	15	1	2	...	...	23	22	1
Cradock ...	...	2	...	16	...	1	17	...	3	...	...	39	49	-10
East London ...	2	3	25	...	2	3	1	14	...	...	...	50	46	4
Fort Beaufort ...	1	2	...	5	...	...	11	7	13	1	...	40	38	2
Fraserburg ...	...	...	1	2	...	...	15	...	2	...	...	20	21	-1
George ...	2	1	7	...	...	...	1	21	6	...	...	38	37	1
Glen Grey ...	...	...	...	1	...	...	3	1	53	...	1	59	57	2
Gordonia ...	...	...	1	3	...	...	6	3	3	...	...	16	11	5
Graaff-Reinet ...	1	2	1	11	...	...	18	6	7	...	...	46	49	-3
Hanover ...	...	...	1	2	...	...	3	...	2	...	...	8	13	-5
Hay ...	...	...	...	10	...	...	16	...	2	...	...	28	20	8
Herbert ...	...	...	1	11	...	...	12	...	1	...	...	25	22	3
Herschel ...	...	...	...	1	...	...	...	...	42	1	...	44	44	...
Hopetown ...	...	...	1	7	...	...	21	1	3	...	...	33	24	9
Humansdorp ...	...	1	24	...	...	...	7	19	11	...	...	62	59	3
Jansenville ...	...	...	1	32	...	...	4	5	3	...	...	45	42	3
Kenhardt ...	...	...	1	8	...	...	12	5	...	...	...	26	18	8
Kimberley ...	3	4	20	...	3	...	...	...	8	...	...	38	38	...
Kingwilliamstown ...	2	3	26	...	...	1	...	107	1	...	...	140	143	-3
Knysna ...	...	2	15	...	...	2	15	7	...	...	...	41	40	1
Komgha ...	...	1	6	...	...	8	...	4	...	...	...	19	19	...
Kuruman ...	...	...	10	...	...	5	...	2	...	...	...	17	12	5
Ladismith ...	1	...	28	...	...	4	6	4	...	...	...	43	34	9
Laingsburg ...	...	1	6	...	...	10	5	1	...	...	...	23	21	2
Mafeking ...	...	1	7	...	...	1	...	7	...	...	...	16	19	-3
Malmesbury ...	2	6	42	...	...	8	...	15	...	...	...	73	71	2
Maraisburg ...	...	1	8	...	...	5	...	1	...	...	...	15	15	...
Middelburg ...	1	...	11	...	...	18	1	4	...	...	...	35	29	6
Molteno ...	1	...	7	...	...	7	2	1	...	...	...	18	19	-1
Montagu ...	1	...	11	...	...	3	5	3	...	...	...	23	20	3
Mossel Bay ...	2	...	21	...	...	1	5	7	...	...	...	36	33	3

3.—ENROLMENT AND ATTENDANCE.

A.—SUMMARY OF ENROLMENT AND ATTENDANCE.

DIVISION.	Average No. of Scholars on Roll.				Average Attendance.			
	4th Qr., 1911.	1st Qr., 1912.	2nd Qr., 1912.	3rd Qr., 1912.	4th Qr., 1911.	1st Qr., 1912.	2nd Qr., 1912.	3rd Qr., 1912.
	<i>SUMMARY.</i>							
Province, excluding Territories	145842	149925	153150	155247	126020	133242	133578	135987
Territories	54196	54586	58466	61556	43133	45643	47900	51402
TOTAL, 1912	200038	204511	211616	216803	169153	178885	181478	187389
Do., 1911	185711	191186	196349	201802	155495	165581	167856	175511
Increase	14327	13325	15267	15001	13658	13304	13622	11878
Percentage of Attendance...					84.56	87.47	85.76	86.43
Aberdeen	577	627	624	659	525	571	564	609
Albany	2777	2811	2837	2817	2439	2529	2457	2427
Albert	978	1038	1149	1204	881	958	1046	1111
Alexandria	453	546	554	581	410	506	509	530
Aliwal North	1448	1511	1543	1525	1306	1358	1392	1385
Barkly East	858	804	773	762	757	729	674	682
Barkly West	1503	1529	1584	1593	1251	1293	1343	1333
Bathurst	594	621	611	638	456	512	512	511
Beaufort West	916	918	946	991	810	851	852	881
Bedford	600	615	633	627	519	545	562	557
Bredasdorp	1186	1225	1259	1274	1081	1139	1156	1180
Britstown	683	700	684	686	622	644	609	618
Caledon	2352	2427	2396	2477	2153	2232	2192	2258
Calvinia	696	721	812	811	607	653	734	729
Cape Sub. & Dist.	15147	15600	16185	16144	13092	13720	13887	13618
Cape Town G. & S. P.	9971	10331	10666	10656	8965	9420	9513	9363
Carnarvon	599	618	622	575	560	582	586	537
Cathcart	488	474	464	498	442	434	421	455
Ceres	715	785	761	803	674	741	701	754
Clanwilliam	889	904	895	938	793	823	803	873
Colesberg	770	813	827	834	697	753	763	754
Crooket	1456	1437	1487	1402	1331	1334	1370	1281
East London	3442	3536	3737	3832	2902	3154	3285	3383
Fort Beaufort	2045	2105	2208	2269	1745	1913	1938	1974
Fraserburg	332	328	347	339	308	305	320	322
George	1732	1801	1797	1867	1456	1539	1550	1623
Glen Grey	3480	3602	3610	3435	2561	2786	2766	2726
Gordonia	582	624	637	639	497	575	562	575
Graaff-Reinet	1884	1941	1973	1990	1673	1743	1768	1816
Hanover	305	302	294	298	283	283	267	280
Hay	412	445	456	478	386	406	413	442
Herbert	438	438	469	520	404	396	435	452
Herschel	2753	2806	2816	2933	2320	2387	2358	2542
Hopetown	542	568	585	601	500	541	547	564
Humansdorp	1525	1610	1715	1745	1348	1455	1534	1556
Jansenville	946	940	925	1028	846	861	829	943
Kenhardt	602	661	697	732	523	594	627	657
Kimberley	5239	5332	5582	5588	4456	4732	4770	4814
Kingwilliamstown	3981	8883	9404	9564	6856	7373	7710	7757
Knysna	1391	1409	1453	1489	1179	1219	1209	1237
Komgha	440	409	405	457	356	352	336	400
Kuruman	239	315	318	402	205	276	278	351
Ladismith	1264	1420	1395	1409	1109	1288	1206	1240
Laingsburg	537	510	531	538	496	476	498	505
Mafeking	730	658	667	673	654	601	593	597
Malmesbury	3528	3600	3411	3636	3182	3256	3090	3339
Maraisburg	274	293	278	266	255	273	257	251
Middelburg	934	931	967	972	852	865	898	899
Molteno	597	558	573	573	526	499	506	515
Montagu	822	862	855	905	728	779	756	813
Mossel Bay	1416	1446	1440	1428	1168	1267	1231	1217
Murraysburg	317	296	302	347	284	277	273	322
Namaqualand	1815	2265	1922	1790	1395	1904	1466	1551

DIVISION.	Average No. of Scholars on Roll.				Average Attendance.			
	4th Qr., 1911.	1st Qr., 1912.	2nd Qr., 1912.	3rd Qr., 1912.	4th Qr., 1911.	1st Qr., 1912.	2nd Qr., 1912.	3rd Qr., 1912.
	<i>TERRITORIES.</i>							
<i>Magistracy.</i>								
Bizana	385	427	503	567	293	348	426	484
Butterworth	2568	2468	2534	2672	1950	1888	1906	2120
Elliot	742	783	752	808	645	683	645	675
Elliotdale	255	178	279	289	184	139	235	241
Engcobo	3525	3370	3520	3598	2848	2761	2916	3075
Flagstaff	925	999	1023	996	759	857	843	832
Idutywa	1628	1652	1651	1785	1189	1298	1304	1449
Kentani	1721	1796	1958	2014	1206	1407	1503	1549
Libode	459	447	513	593	356	376	430	509
Lusikisiki	591	528	607	782	482	434	490	633
Maclear	404	413	407	468	367	364	365	407
Matatiele	3181	3411	3686	3837	2726	3112	3249	3360
Mount Ayliff	1339	1299	1408	1536	1126	1095	1155	1317
Mount Currie	916	932	929	910	817	837	781	802
Mount Fletcher	2134	2239	2390	2472	1797	1972	2021	2137
Mount Frere	3891	3819	4100	4498	3168	3246	3424	3926
Mqanduli	1612	1567	1916	1887	1292	1307	1571	1508
Ngqeleni	719	709	835	1036	560	593	683	889
Nqamakwe	4752	4675	4965	5059	3588	3859	4008	4084
Ntabankulu	717	843	914	1044	537	684	743	866
Port St. John	154	164	164	221	121	133	140	190
Qumbu	3311	3432	3770	3797	2687	2893	3042	3171
St. Mark's	2308	2539	2713	2827	1715	2081	2140	2178
Tsolo	2863	2868	3031	3134	2345	2453	2477	2630
Tsomo	2577	2611	2703	2800	1857	2062	2103	2287
Umtata	2952	2892	3142	3312	2402	2460	2591	2732
Umzimkulu	3015	3034	3217	3496	2628	2684	2839	3168
Willowvale	2779	2671	2989	3381	2087	2128	2466	2811
Xalanga	1773	1820	1847	1737	1401	1489	1404	1372

B.—COMPARISON OF ENROLMENT AND ATTENDANCE FOR YEAR ENDING 30TH SEPTEMBER, 1911, WITH YEAR ENDING 30TH SEPTEMBER, 1912.

I.—ARRANGED ACCORDING TO DIVISIONS.

DIVISION.	No. of Pupils on Roll.			Average Attendance.		
	3rd Qr., 1911.	3rd Qr., 1912.	Increase.	3rd Qr., 1911.	3rd Qr., 1912.	Increase.
<i>SUMMARY.</i>						
Province, excluding Territories ...	146389	155247	8858	128919	135987	7068
Territories ...	55413	61556	6143	46592	51402	4810
TOTAL ...	201802	216803	15001	175511	187389	11878
Aberdeen ...	524	659	135	481	609	128
Albany ...	2768	2817	49	2460	2427	-33
Albert ...	982	1204	222	894	1111	217
Alexandria ...	431	581	150	402	530	128
Aliwal North ...	1433	1525	92	1310	1385	75
Barkly East ...	804	762	-42	716	682	-34
Barkly West ...	1457	1593	136	1251	1333	82
Bathurst ...	647	638	-9	540	511	-29
Beaufort West ...	893	991	98	809	881	72
Bedford ...	614	627	13	540	557	17
Bredasdorp ...	1155	1274	119	1060	1180	120
Britstown ...	670	686	16	615	618	3
Caledon ...	2363	2477	114	2172	2258	86
Calvinia ...	736	811	75	684	729	45
Cape Suburbs and District ...	15047	16144	1097	12773	13618	845
Cape Town, Green & Sea Pnt.	10055	10656	601	8910	9363	453
Carnarvon ...	600	575	-25	562	537	-25
Cathcart ...	515	498	-17	469	455	-14
Ceres ...	722	803	81	676	754	78
Clanwilliam ...	914	938	24	831	873	42
Colesberg ...	771	834	63	695	754	59
Craddock ...	1467	1402	-65	1360	1281	-79
East London ...	3404	3832	428	3072	3383	311
Fort Beaufort ...	2055	2269	214	1790	1974	184
Fraserburg ...	308	339	31	283	322	39
George ...	1775	1867	92	1529	1623	94
Glen Grey ...	3566	3435	-131	2853	2726	-127
Gordonia ...	591	639	48	538	575	37
Graaff-Reinet ...	2049	1990	-59	1869	1816	-53
Hanover ...	296	298	2	270	280	10
Hay ...	374	478	104	353	442	89
Herbert ...	399	520	121	369	452	83
Herschel ...	2678	2933	255	2326	2542	216
Hopetown ...	510	601	91	480	564	84
Humansdorp ...	1560	1745	185	1426	1556	130
Jansenville ...	969	1028	59	891	943	52
Kenhardt ...	647	732	85	600	657	57
Kimberley ...	5236	5588	352	4485	4814	329
Kingwilliamstown ...	9356	9564	208	7733	7757	24
Knysna ...	1450	1489	39	1227	1237	10
Komgha ...	441	457	16	379	400	21
Kuruman ...	259	402	143	225	351	126
Ladismith ...	1261	1409	148	1115	1240	125
Laingsburg ...	529	538	9	494	505	11
Mafeking ...	715	673	-42	656	597	-59
Malmesbury ...	3519	3636	117	3274	3339	65
Maraisburg ...	262	266	4	246	251	5
Middelburg ...	929	972	43	858	899	41
Molteno ...	590	573	-17	509	515	6
Montagu ...	765	905	140	703	813	110
Mossel Bay ...	1334	1428	94	1130	1217	87
Murraysburg ...	325	347	22	304	322	18
Namaqualand ...	1760	1790	30	1473	1551	78
Oudtshoorn ...	3940	4196	256	3464	3778	314
Paarl ...	4788	5177	389	4310	4605	295

B.—(cont.)—COMPARISON OF ENROLMENT AND ATTENDANCE, 1911 AND 1912.

I.—ARRANGED ACCORDING TO DIVISIONS.

DIVISION.	No. of Pupils on Roll.			Average Attendance.		
	3rd Qr., 1911.	3rd Qr., 1912.	Increase.	3rd Qr., 1911.	3rd Qr., 1912.	Increase.
Pearston ...	363	388	25	341	361	20
Peddie ...	1852	1878	26	1508	1483	-25
Philipstown ...	513	450	-63	477	418	-59
Piquetberg ...	2095	2249	154	1956	2096	140
Port Elizabeth ...	4758	5294	536	4197	4614	417
Prieska ...	490	589	99	453	530	77
Prince Albert ...	536	643	107	488	582	94
Queenstown ...	3131	3296	165	2697	2823	126
Richmond ...	355	343	-12	330	300	-30
Riversdale ...	1978	2054	76	1806	1867	61
Robertson ...	1548	1602	54	1377	1422	45
Somerset East ...	1572	1596	24	1383	1427	44
Stellenbosch ...	2915	3004	89	2588	2634	46
Steynsburg ...	310	348	38	280	321	41
Steytlerville ...	484	586	102	446	544	98
Stockenstrom ...	665	802	137	583	672	89
Stutterheim ...	1464	1503	39	1241	1260	19
Sutherland ...	144	139	-5	138	131	-7
Swellendam ...	1755	1960	205	1521	1772	251
Tarka ...	726	650	-76	665	561	-104
Tulbagh ...	1033	1141	108	917	1033	116
Uitenhage ...	2832	3076	244	2542	2722	180
Uniondale ...	1304	1458	154	1172	1305	133
Van Rhynsdorp ...	567	408	-159	511	355	-156
Victoria East ...	2101	2191	90	1829	1944	115
Victoria West ...	635	672	37	607	612	5
Vryburg ...	1174	1165	-9	1059	1057	-2
Willowmore ...	884	933	49	792	852	60
Wodehouse ...	1707	1712	5	1487	1515	28
Worcester ...	2290	2506	216	2084	2282	198
TERRITORIES :						
<i>Magistracy.</i>						
Bizana ...	402	567	165	338	484	-146
Butterworth ...	2796	2672	-124	2216	2120	-96
Elliot ...	668	808	140	579	675	96
Elliotdale ...	197	289	92	148	241	93
Engcobo ...	3635	3598	-37	3062	3075	13
Flagstaff ...	954	996	42	799	832	33
Idutywa ...	1892	1785	-107	1498	1449	-49
Kentani ...	1926	2014	88	1506	1549	43
Libode ...	435	593	158	356	509	153
Lusikisiki ...	602	782	180	506	633	127
Maclear ...	483	468	-15	429	407	-22
Matatiele ...	2797	3837	1040	2489	3360	871
Mount Ayliff ...	1381	1536	155	1179	1317	138
Mount Currie ...	932	910	-22	805	802	-3
Mount Fletcher ...	1952	2472	520	1668	2137	469
Mount Frere ...	3989	4498	509	3533	3926	393
Mqanduli ...	1560	1887	327	1302	1508	206
Ngqeleni ...	744	1036	292	626	889	263
Nqamakwe ...	4874	5059	185	3965	4084	119
Ntabankulu ...	724	1044	320	593	866	273
Port St. John ...	195	221	26	158	190	32
Qumbu ...	3532	3797	265	3029	3171	142
St. Mark's ...	2297	2827	530	1851	2178	327
Tsolo ...	3021	3134	113	2607	2630	23
Tsomo ...	2795	2800	5	2325	2287	-38
Umtata ...	2972	3312	340	2565	2732	167
Umzimkulu ...	3024	3496	472	2719	3168	449
Willowvale ...	2913	3381	468	2369	2811	442
Xalanga ...	1721	1737	16	1372	1372	...

B.—(cont.)—COMPARISON OF ENROLMENT AND ATTENDANCE, 1911 AND 1912.

II.—ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

CIRCUIT IN CHARGE OF INSPECTOR.	Pupils on Roll.			Average Attendance.			Percentage of Attendance.		
	3rd Qr. 1911.	3rd Qr. 1912.	Increase.	3rd Qr. 1911.	3rd Qr. 1912.	Increase.	3rd Qr. 1911.	3rd Qr. 1912.	Increase.
Anders ...	4431	4576	145	4064	4202	138	91.72	91.83	.11
Bain ...	8252	8807	555	6655	6951	296	80.65	78.92	-1.73
Bennie ...	5881	5960	79	5048	4978	-70	85.84	83.52	-2.32
Bond ...	9356	9564	208	7733	7757	24	82.65	81.11	-1.54
Craib, D. and Noaks }	28017	29804	1787	24271	25615	1344	86.63	85.94	-.69
Craib, J. ...	3664	3652	-12	3330	3320	-10	90.88	90.91	.03
Freeman ...	3605	4041	436	3254	3647	393	90.26	90.25	-.01
Golightly ...	8307	8813	506	7584	7944	360	91.30	90.14	-1.16
Green ...	7471	7992	521	6421	6717	296	85.95	84.05	-1.90
Hill ...	8738	10807	2069	7690	9423	1733	88.01	87.19	-.82
Hofmeyr ...	4298	4398	100	3974	4078	104	92.46	92.72	.26
Kelly ...	3979	4311	332	3544	3780	236	89.07	87.68	-1.39
Logie ...	4838	5008	170	4184	4338	154	86.30	86.62	.32
McLaren ...	10465	10531	66	8506	8491	-15	81.28	80.63	-.65
Milne ...	8021	8951	930	7141	7866	725	89.03	87.88	-1.15
Mitchell ...	5810	6267	457	5082	5577	495	87.47	88.99	1.52
Noaks and D. Craib }	28017	29804	1787	24271	25615	1344	86.63	85.94	-.69
Porter ...	8019	9331	1312	6939	8102	1163	86.53	86.83	.30
Pressly ...	4915	5220	305	4352	4609	257	88.55	88.30	-.25
Rein, R. ...	7535	8828	1293	6109	7188	1079	81.07	81.42	.35
Rein, T. W. ...	5547	5912	365	4867	5151	284	87.74	87.13	-.61
Robertson ...	5878	6499	621	5313	5873	560	90.39	90.37	-.02
Satchel ...	7305	7984	679	6402	6978	576	87.64	87.40	-.24
Scott ...	4785	5101	316	4182	4416	234	87.40	86.57	-.83
Sinton ...	2367	2415	48	2224	2224	...	93.96	92.09	-1.87
Spurway ...	3462	3707	245	3125	3399	274	90.27	91.69	1.42
Theron ...	5066	5353	287	4609	4860	251	90.98	90.79	-.19
Tooke ...	8499	8695	196	7125	7256	131	83.83	83.45	-.38
VanderMerwe ...	3734	3972	238	3295	3512	217	88.24	88.42	.18
Watermeyer ...	3733	4014	281	3327	3639	312	89.12	90.66	1.54
Young ...	5824	6290	466	5161	5498	337	88.62	87.41	-1.21
Total ...	201802	216803	15001	175511	187389	11878	86.97	86.43	-.54

III.—ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

CLASS OF SCHOOL.	No. of Pupils on Roll.			Average Attendance.			Percentage of Attendance.		Percentage of Pupils on Roll at the various Classes of Schools.	
	3rd Qr. 1911.	3rd Qr. 1912.	Increase.	3rd Qr. 1911.	3rd Qr. 1912.	Increase.	3rd Qr. 1911.	3rd Qr. 1912.	3rd Qr. 1911.	3rd Qr. 1912.
Sp. ...	1316	1462	146	1243	1377	134	94.5	94.2	0.7	0.7
A 1 ...	20022	20927	905	18707	19332	625	93.4	93.3	9.9	9.7
A 2 ...	16280	17264	984	14959	15696	737	91.9	90.9	8.1	8.0
A 3 ...	35099	40087	4988	31687	36172	4485	90.3	90.2	17.4	18.5
D. ...	315	383	68	299	358	59	94.9	93.5	0.2	0.2
E. ...	1598	1825	227	1205	1370	165	75.4	75.1	0.8	0.8
P.F. ...	6946	6474	-472	6607	6153	-454	95.1	95.0	3.4	3.0
Poor ...	9328	7099	-2229	8271	6263	-2008	88.7	88.2	4.6	3.3
B. ...	56524	61236	4712	46788	50533	3745	82.8	82.5	28.0	28.2
C 1 ...	1079	1063	-16	1051	1025	-26	97.4	96.4	0.5	0.5
C ...	53295	58983	5688	44694	49110	4416	83.9	83.3	26.4	27.3
Total ...	201802	216803	15001	175511	187389	11878	87.0	86.4	...	...

B.—(cont.)—COMPARISON OF ENROLMENT AND ATTENDANCE, 1911 AND 1912.

IV. WHITE AND COLOURED PUPILS ON ROLL AT 30TH SEPTEMBER, 1911, AND AT 30TH SEPTEMBER, 1912.

DIVISION.	White Pupils.			Coloured Pupils.		
	3rd Qr. 1911.	3rd Qr. 1912.	Increase.	3rd Qr. 1911.	3rd Qr. 1912.	Increase.
SUMMARY.						
Province, excluding Territories ...	86226	90381	4155	60163	64866	4703
Territories ...	2415	2548	133	52998	59008	6010
TOTAL ...	88641	92929	4288	113161	123874	10713
Aberdeen ...	433	558	125	91	101	10
Albany ...	1862	1816	-46	906	1001	95
Albert ...	798	958	160	184	246	62
Alexandria ...	431	414	-17	...	167	167
Aliwal North ...	1177	1189	12	256	336	80
Barkly East ...	699	666	-33	105	96	-9
Barkly West ...	595	755	160	862	838	-24
Bathurst ...	331	334	3	316	304	-12
Beaufort West ...	671	728	57	222	263	41
Bedford ...	369	357	-12	245	270	25
Bredasdorp ...	706	784	78	449	490	41
Britstown ...	445	430	-15	225	256	31
Caledon ...	1618	1637	19	745	840	95
Calvinia ...	637	691	54	99	120	21
Cape Suburbs and District ...	8936	9285	349	6111	6859	748
Cape Town, Green & Sea Point ...	5903	6267	364	4152	4389	237
Carnarvon ...	454	429	-25	146	146	...
Cathcart ...	372	348	-24	143	150	7
Ceres ...	538	497	-41	184	306	122
Clanwilliam ...	620	638	18	294	300	6
Colesberg ...	536	595	59	235	239	4
Cradock ...	1058	999	-59	409	403	-6
East London ...	2628	2895	267	776	937	161
Fort Beaufort ...	636	748	112	1419	1521	102
Fraserburg ...	275	267	-8	33	72	39
George ...	1264	1363	99	511	504	-7
Glen Grey ...	99	114	15	3467	3321	-146
Gordonia ...	341	430	89	250	209	-41
Graaff-Reinet ...	1403	1406	3	646	584	-62
Hanover ...	246	243	-3	50	55	5
Hay ...	337	415	78	37	63	26
Herbert ...	360	460	100	39	60	21
Herschel ...	23	15	-8	2655	2918	263
Hopetown ...	452	512	60	58	89	31
Humansdorp ...	956	966	10	604	779	175
Jansenville ...	841	860	19	128	168	40
Kenhardt ...	647	732	85	...	...	...
Kimberley ...	3286	3419	133	1950	2169	219
Kingwilliamstown ...	1907	1896	-11	7449	7668	219
Knysna ...	1030	1084	54	420	405	-15
Komgha ...	273	275	2	168	182	14
Kuruman ...	150	231	81	109	171	62
Ladismith... ..	918	1025	107	343	384	41
Laingsburg ...	434	439	5	95	99	4
Mafeking ...	314	310	-4	401	363	-38
Malmesbury ...	2415	2446	31	1104	1190	86
Maraisburg ...	232	237	5	30	29	-1
Middelburg ...	669	719	50	260	253	-7
Molteno ...	509	473	-36	81	100	19
Montagu ...	662	769	107	103	136	33
Mossel Bay ...	889	949	60	445	479	34
Murraysburg ...	267	239	-28	58	108	50
Namaqualand ...	485	496	11	1275	1294	19
Oudtshoorn ...	3298	3446	148	642	750	108
Paarl ...	3036	3089	53	1752	2088	336
Pearston ...	325	357	32	38	31	-7
Peddie ...	323	318	-5	1529	1560	31
Philipstown ...	424	371	-53	89	79	-10
Piquetberg ...	1598	1730	132	497	519	22
Port Elizabeth ...	3041	3191	150	1717	2103	386
Prieska ...	418	518	100	72	71	-1
Prince Albert ...	432	483	51	104	160	56
Queenstown ...	1093	1171	78	2038	2125	87
Richmond ...	278	284	6	77	59	-18

IV.—(cont.)—WHITE AND COLOURED PUPILS ON ROLL AT 30TH SEPTEMBER, 1911,
AND AT 30TH SEPTEMBER, 1912.

DIVISION.	White Pupils.			Coloured Pupils.		
	3rd. Qr. 1911.	3rd. Qr. 1912.	Increase.	3rd Qr. 1911.	3rd Qr. 1912.	Increase.
Riversdale	1458	1540	82	520	514	-6
Robertson	1214	1308	94	334	294	-40
Somerset East	1031	1130	99	541	466	-75
Stellenbosch	1607	1626	19	1308	1378	70
Steynsburg	258	316	58	52	32	-20
Steytlerville	444	551	107	40	35	-5
Stockenström	381	392	11	284	410	126
Stutterheim	330	376	46	1134	1127	-7
Sutherland	144	139	-5	...	...	...
Swellendam	1300	1354	54	455	606	151
Tarka	445	394	-51	281	256	-25
Tulbagh	414	473	59	619	668	49
Uitenhage... ..	2171	2289	118	661	787	126
Uniondale... ..	1116	1192	76	188	266	78
Van Rhynsdorp	451	319	-132	116	89	-27
Victoria East	251	283	32	1850	1908	58
Victoria West	578	587	9	57	85	28
Vryburg	587	586	-1	587	579	-8
Willowmore	720	775	55	164	158	-6
Wodehouse	1305	1296	-9	402	416	14
Worcester	1618	1689	71	672	817	145
TERRITORIES.						
<i>Magistracy.</i>						
Bizana	19	19	...	383	548	165
Butterworth	139	149	10	2657	2523	-134
Elliot	579	675	96	89	133	44
Elliotdale	6	7	1	191	282	91
Engcobo	65	59	-6	3570	3539	-31
Flagstaff	17	22	5	937	974	37
Idutywa	63	77	14	1829	1708	-121
Kentani	24	10	-14	1902	2004	102
Libode	17	13	-4	418	580	162
Lusikisiki... ..	21	31	10	581	751	170
Maclear	294	360	66	189	108	-81
Matatiele	163	170	7	2634	3667	1033
Mount Ayliff	30	39	9	1351	1497	146
Mount Currie	293	274	-19	639	636	-3
Mount Fletcher	37	35	-2	1915	2437	522
Mount Frere	23	6	-17	3966	4492	526
Mqanduli	36	32	-4	1524	1855	331
Ngqeleni	13	9	-4	731	1027	296
Nqamakwe	29	28	-1	4845	5031	186
Ntabankulu ... ..	...	2	2	724	1042	318
Port St. John	37	35	-2	158	186	28
Qumbu	22	35	13	3510	3762	252
St. Mark's... ..	48	50	2	2249	2777	528
Tsolo	22	34	12	2999	3100	101
Tsomo	17	18	1	2778	2782	4
Umtata	255	235	-20	2717	3077	360
Umzimkulu	44	11	-33	2980	3485	505
Willowvale	23	26	3	2890	3355	465
Xalanga	79	87	8	1642	1650	8

V.—SEX AND COLOUR OF PUPILS.

Year.	White Pupils.			Coloured Pupils.			Total Enrolment.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
3rd Qr., 1912 ...	47686	45243	92929	60176	63698	123874	216803
Percentage ...	22·0	20·86	42·86	27·76	29·38	57·14	...
3rd Qr., 1911 ...	45255	43386	88641	54548	58613	113161	201802
Percentage ...	22·4	21·5	43·9	27·0	29·0	56·0	...

4.—INSPECTION OF SCHOOLS.

A.—SCHOOLS INSPECTED AND INFORMALLY VISITED DURING THE YEAR
ENDING 30TH SEPTEMBER, 1912.

I. ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

INSPECTOR.	Inspection made by each Inspector.	SCHOOLS INSPECTED IN EACH CIRCUIT.		Informal visits made by Inspectors.
		1912.	1911.	
Anders	93	129	138	35
Bain	173	144	156	84
Bennie	155	157	142	72
Bond	140	140	143	109
Craib, D.	81	81	80	83
Craib, J.	103	129	148	69
Freeman	150	132	137	66
Golightly	128	128	128	43
Green	157	147	86	66
Hill	83	96	124	28
Hofmeyr	138	146	130	33
Kelly	72	101	112	12
Logie	146	145	138	106
McLaren	97	97	124	103
Milne	140	137	130	78
Mitchell	109	144	127	18
Noaks	124	121	121	176
Porter	158	155	149	79
Pressly	166	149	145	129
Rein, R.	143	147	143	82
Rein, T. W.	143	126	123	57
Robertson	133	147	135	34
Satchel	138	154	122	45
Scott	133	130	124	125
Sinton	43	113	113	8
Spurway	159	151	135	66
Theron	144	143	139	64
Tooke	111	113	135	85
Van der Merwe	58	81	88	13
Watermeyer	142	138	128	39
Young	127	123	112	72
Total 1912 ...	3887	4044	...	2079
Do. 1911 ...	...	...	3955	2207

In addition to the 3,887 inspections made by present circuit Inspectors 264 inspections were made by the following:—Mr. S. N. F. Gie, 6; Mr. G. C. Grant, 13; Mr. G. Hagen, 56; Dr. B. J. Haarhoff, 141; Mr. H. Hill, 21; Mr. A. D. Luckhoff, 27. One hundred schools were inspected twice during the year. Private schools inspected during the year are not included in the total of 4,044 given above.

The following visits are not included in the total of informal visits:—Mr. S. N. F. Gie, 10; Dr. B. J. Haarhoff, 8; Mr. G. Hagen, 21; Mr. A. D. Luckhoff, 1.

Mr. W. A. Russell, M.A., Inspector of High Schools, made 28 visits to High Schools, examining the pupils in Standard C and D, and in addition made 5 informal visits.

Mr. H. J. Anderson, M.A., Inspector of Training Colleges, made 29 visits to Training Schools and Departments in conjunction with the Circuit Inspector, inspecting the pupils in training; in addition he made 28 informal visits.

A.—(cont.)—REGULAR INSPECTIONS MADE DURING THE YEAR ENDING 30TH SEPTEMBER, 1912.

II.—ACCORDING TO DIVISIONS.

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C 1	C	Total.
<i>SUMMARY.</i>												
Province, excluding Territories ...	16	89	99	1121	2	19	871	230	727	5	6	3185
Territories	2	4	49	...	...	42	19	...	7	736	859
TOTAL ...	16	91	103	1170	2	19	913	249	727	12	742	4044
Aberdeen	1	4	...	...	14	1	2	...	...	22
Albany ...	3	2	3	18	...	2	...	...	12	...	1	63
Albert	1	1	11	...	...	36	4	4	...	...	57
Alexandria	1	16	...	...	5	...	2	...	...	24
Aliwal North	1	2	15	...	...	35	3	5	...	...	61
Barkly East	1	...	16	...	...	23	2	3	...	...	45
Barkly West	6	...	...	3	11	11	...	...	31
Bathurst	2	10	...	...	5	...	6	...	...	23
Beaufort West	2	...	7	...	...	21	1	4	...	...	35
Bedford	1	...	4	...	...	11	...	5	...	...	21
Bredasdorp	2	15	...	...	20	5	5	...	...	47
Britstown	1	1	...	...	...	16	...	3	...	...	21
Caledon	2	...	21	...	...	17	17	11	...	...	68
Calvinia	7	...	...	1	...	...	...	...	8
Cape Sub. and Dist. ...	1	6	12	38	...	3	5	...	56	...	...	121
Cape Town, G. & S.P. ...	4	7	5	14	1	6	...	...	12	...	...	49
Carnarvon	1	...	8	...	...	14	...	1	...	...	24
Cathcart	1	...	5	...	...	16	...	2	...	...	24
Ceres	1	1	6	...	...	23	...	3	...	...	34
Clanwilliam	1	11	...	...	13	8	4	...	...	37
Colesberg	1	1	3	...	...	16	1	2	...	...	24
Craddock	2	...	13	...	...	17	2	3	...	...	37
East London	2	3	24	...	1	2	1	14	...	...	47
Fort Beaufort	2	...	4	...	...	12	5	13	1	...	37
Fraserburg	1	2	...	...	17	...	2	...	...	22
George	2	...	6	...	...	1	18	6	...	...	33
Glen Grey	1	...	...	1	1	36	...	1	40
Gordonia	1	3	...	...	4	3	3	...	...	14
Graaff-Reinet	2	...	6	...	...	11	4	3	...	...	26
Hanover	1	2	...	...	7	...	2	...	...	12
Hay	10	...	...	19	...	2	...	...	31
Herbert	12	...	...	11	...	1	...	...	24
Herschel	1	...	...	...	...	41	1	...	43
Hopetown	1	7	...	...	19	...	3	...	...	30
Humansdorp	24	...	...	7	18	11	...	...	60
Jansenville	1	28	...	...	4	5	3	...	...	41
Kenhardt	1	7	...	...	5	2	...	...	...	15
Kimberley	3	4	17	...	3	1	2	9	...	...	39
Kingwilliamstown	2	3	25	...	...	1	1	107	1	...	140
Knysna	2	13	...	...	1	15	6	...	...	37
Komgha	1	3	...	...	10	1	4	...	...	19
Kuruman	7	...	...	4	...	1	...	...	12
Ladismith	1	...	25	...	...	4	6	4	...	...	40
Laingsburg	1	6	...	...	11	5	1	...	...	24
Mafeking	4	...	...	5
Malmesbury	2	6	42	...	...	9	...	15	...	...	74
Maraisburg	1	2	...	...	9	...	...	...	...	12
Middelburg	1	...	10	...	...	14	1	4	...	...	30
Molteno	1	...	8	...	...	8	2	1	...	...	20
Montagu	1	...	11	...	...	4	5	3	...	...	24
Mossel Bay	2	...	21	...	...	1	5	7	...	...	36
Murraysburg	1	...	1	...	...	11	...	1	...	...	14
Namaqualand	12	1	1	9	6	15	...	...	44
Oudtshoorn	2	2	73	...	...	3	...	10	...	...	90
Paarl ...	2	7	7	13	...	...	3	2	20	...	...	54
Pearston	1	2	...	...	8	4	1	...	...	16
Peddie	1	12	...	...	9	1	27	...	...	50
Philipstown	1	1	...	...	...	18	...	2	...	...	22
Piquetberg	1	1	56	...	...	2	...	6	...	...	66
Port Elizabeth ...	1	3	5	12	...	2	1	1	16	...	...	41
Prieska	1	1	...	...	34	2	2	...	...	40
Prince Albert	1	...	7	...	...	4	3	3	...	...	18
Queenstown	2	1	11	...	...	18	1	29	...	...	62
Richmond	1	...	...	...	...	10	...	1	...	...	12
Riversdale	2	1	47	...	...	13	10	8	...	...	81
Robertson	1	2	11	...	...	6	5	3	...	...	28
Somerset East	2	...	23	...	...	27	3	9	...	...	64
Stellenbosch ...	1	4	1	10	...	...	3	...	13	...	...	32

A.—(cont.)—II.—ACCORDING TO DIVISIONS.

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C 1	C	Total.
Steynsburg	1	2	...	...	12	...	1	...	...	16
Steytlerville	1	12	...	...	12	6	1	...	...	32
Stockenstrom	1	13	...	...	...	1	9	...	...	24
Stutterheim	2	6	...	...	6	...	17	1	...	33
Sutherland	1	...	...	...	16	...	...	...	...	17
Swellendam	1	1	21	...	...	18	7	9	...	...	57
Tarka	1	...	8	...	...	16	1	5	...	...	31
Tulbagh	1	...	11	...	...	...	...	7	...	...	19
Uitenhage ...	1	2	1	43	...	1	14	...	10	...	...	72
Uniondale	1	...	38	...	...	1	3	2	...	...	45
Van Rhynsdorp	1	2	...	...	...	2	3	1	...	...	9
Victoria East	1	4	...	...	...	7	1	18	1	2	34
Victoria West	1	...	3	...	...	18	1	1	...	...	24
Vryburg	1	6	...	...	...	9	...	5	...	...	22
Willowmore	1	19	...	...	...	5	3	2	...	...	36
Wodehouse	1	1	42	...	...	22	10	7	...	...	83
Worcester ...	3	2	1	25	...	...	4	1	4	...	...	40
TERRITORIES:												
<i>Magistracy.</i>												
Bizana	1	...	...	...	...	...	...	10	11
Butterworth	1	...	...	...	...	1	...	...	...	26	28
Elliot	1	12	...	...	5	13	...	...	4	35
Elliotdale	1	...	...	...	5	6
Engcobo	3	...	...	2	32	37
Flagstaff	1	...	...	...	...	...	...	19	20
Idutywa	1	...	...	...	2	...	...	...	19	22
Kentani	1	...	...	2	...	...	...	39	42
Libode	1	...	...	...	...	...	...	10	11
Lusikisiki	1	...	...	...	...	...	...	13	14
Maclear	11	...	...	10	...	...	...	3	24
Matatiele	1	2	...	...	3	2	...	1	41	50
Mount Ayliff	1	...	...	1	...	...	...	22	24
Mount Currie	1	4	...	...	6	1	...	...	11	23
Mount Fletcher	2	...	...	...	...	...	...	39	41
Mount Frere	1	...	...	...	...	...	...	4	5
Mqanduli	1	...	...	1	...	...	...	26	28
Ngqeleni	1	...	...	...	...	...	1	16	18
Nqamakwe	1	...	...	...	...	...	1	60	62
Ntabankulu	10	10
Port St. John	1	...	...	...	...	...	...	3	4
Qumbu	1	...	...	...	...	...	1	56	58
St. Mark's	2	...	...	3	...	...	...	39	44
Tsolo	1	...	...	...	...	...	...	53	54
Tsomo	1	...	...	...	...	...	...	6	7
Umtata	1	...	...	...	...	1	2	...	1	49	54
Umzimkulu	2	...	...	...	51	53
Willowvale	1	...	...	1	...	...	...	47	49
Xalanga	1	...	...	...	1	...	...	23	25

B.—NUMBER OF REGULAR AND INFORMAL VISITS MADE BY DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES DURING THE YEAR ENDING 30TH SEPTEMBER, 1912.

SUBJECT.	NAME OF OFFICER.	NO. OF VISITS.		
		Regular.	Informal.	Total.
Domestic Economy ...	Miss M. MacIver ...	35	54	89
Drawing ...	{ Mr. W. W. Rawson (W.) ...	201	...	201
	{ Mr. H. Christie Smith (E.) ...			

5. PUPILS' ATTAINMENTS AT INSPECTION.

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

FOR THE STATISTICAL YEAR ENDING 30TH SEPTEMBER, 1912.

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

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

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

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

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

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

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

ABBREVIATIONS.

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

A.—CLASSIFICATION OF PUPILS IN STANDARDS ATTAINED AT INSPECTION.
 I.—ARRANGED ACCORDING TO CLASSES OF SCHOOLS IN EACH DIVISION.

TABLE FOR THE STATISTICAL YEAR ENDING 30TH SEPTEMBER, 1912.

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

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.				Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	II Yr. Jr. or I Yr. Sr.	III Yr. Jr. or II Yr. Sr.	III Yr. Sr.							
ABERDEEN	Freeman ...	A 2	206	200	18	9	15	20	29	25	25	20	23	5	...	...	9	...	2	100	13	...	157	129
		A 3	55	52	17	7	12	8	3	2	3	...	...	...	...	...	...	...	...	...	...	...	32	21
		P.F.	119	116	29	21	16	10	13	13	10	4	...	...	...	...	...	...	...	...	...	...	70	47
		Poor	128	120	61	14	16	5	11	13	...	...	...	...	...	...	...	...	...	...	...	...	46	44
		B.	99	98	50	16	10	7	9	6	...	...	...	...	...	...	...	...	...	18	7	...	40	23
Total ...	...	1912	607	586	175	67	69	50	65	59	38	24	23	5	...	...	9	...	2	197	35	...	345	264
" ...	...	1911	526	499	115	60	41	59	62	53	32	45	18	5	...	6	3	...	203	45	...	314	250	
ALBANY	Bennie ...	Sp.	288	258	...	...	3	5	12	17	6	...	31	...	...	37	58	...	89	15	8	...	39	27
		A 1	406	395	54	12	20	30	42	43	42	40	28	82	...	...	1	...	1	175	21	...	327	303
		A 2	230	229	50	21	31	33	26	33	14	10	5	6	...	...	...	...	...	99	28	...	155	115
		A 3	846	804	233	98	108	110	89	83	37	42	4	...	...	...	...	...	...	335	56	1	484	412
		E.	89	65	16	4	12	7	6	7	2	...	...	...	...	...	...	...	11	...	...	...	35	19
		P.F.	154	154	21	25	18	23	23	19	19	2	4	67	15	...	111	87
		B.	944	900	415	105	138	90	74	38	25	15	237	77	...	395	293
		C.	49	49	...	1	4	2	12	19	11	20	5	...	42	30
		Total	1912	3006	2854	789	266	334	300	284	259	156	109	72	88	...	37	59	...	101	948	210	1	1588	1286
" ...	...	1911	2730	2588	655	279	244	282	271	246	142	134	36	71	...	45	75	...	108	926	190	...	1438	1208
ALBERT	Spurway ...	A 1	172	139	19	7	15	10	17	20	16	13	8	10	...	3	1	...	...	49	11	...	99	83
		A 2	130	120	13	13	16	7	15	20	12	9	9	5	...	...	...	...	...	60	14	...	90	71
		A 3	192	189	61	20	23	21	36	22	...	5	1	...	...	...	...	...	...	44	13	...	109	77
		P.F.	330	326	98	29	44	41	51	28	26	7	2	...	...	...	...	...	...	115	25	...	204	158
		Poor.	123	121	54	16	14	10	25	1	1	32	1	...	51	44
		B.	229	223	122	35	25	21	17	3	38	26	...	75	41
Total ...	...	1912	1176	1118	367	120	137	110	161	94	55	34	20	15	...	3	2	...	...	338	90	...	628	474
" ...	...	1911	955	941	248	103	97	144	114	91	67	41	14	15	...	2	4	...	1	373	64	...	590	493

* For meaning of these terms see previous page.

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	II Yr. Jr. or I Yr. Sr.	III Yr. Jr. or II Yr. Sr.	III Yr. Sr.							
ALEXANDRIA	Milne	A 2	86	85	9	10	13	12	8	10	7	4	8	4	...	...	...	...	...	51	6	...	64	57
		A 3	289	284	32	27	48	50	37	41	26	16	7	...	...	...	...	...	199	14	...	229	208	
		P.F.	41	41	4	6	4	9	2	9	5	2	...	...	...	...	...	...	...	26	3	...	32	28
		B.	106	98	83	7	5	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	10	7
		Total	1912	522	508	128	50	70	73	48	60	38	22	15	4	276	23	...	335	300
"	"	1911	446	441	64	65	59	56	69	52	34	29	9	4	...	...	...	...	227	29	...	315	278	
ALI WAL NORTH	Pressly	A 1	231	226	40	9	11	18	18	27	26	26	17	25	...	2	7	...	122	4	...	172	160		
		A 2	278	272	34	18	21	30	29	36	36	17	23	20	...	3	2	3	...	113	27	...	192	156	
		A 3	342	341	100	41	42	41	50	33	15	13	6	...	...	...	...	...	...	156	9	...	207	191
		P.F.	262	262	63	28	44	42	36	29	10	10	...	...	...	...	...	...	...	106	12	...	176	151
		B.	362	337	205	35	29	36	21	7	4	...	...	...	...	...	...	...	...	35	10	...	61	45
Total ...	...	1912	1628	1585	509	155	157	191	166	142	91	66	46	45	...	5	9	3	...	577	86	...	918	763
"	"	1911	1451	1423	384	128	164	188	161	146	72	72	42	35	...	11	15	...	5	551	84	...	874	749	
BARKLY EAST	Pressly	A 1	134	132	11	3	9	10	19	23	11	18	6	18	...	2	2	...	62	10	...	96	85		
		A 3	348	343	73	38	51	55	45	39	20	11	3	6	...	1	1	...	140	39	...	234	181		
		P.F.	198	197	53	19	24	24	23	22	18	10	4	...	...	...	...	...	...	69	15	...	128	104
		B.	92	77	38	13	10	7	4	5	...	...	...	...	...	...	...	...	...	15	15	...	33	17
		Total	1912	846	820	200	80	102	104	100	97	51	40	16	24	...	3	3	...	312	84	...	531	423
"	"	1911	855	839	230	81	94	105	105	75	55	39	33	18	...	4	...	...	304	57	...	522	429	
BARKLY WEST	Kelly	A 3	259	254	76	45	45	31	26	18	7	6	...	...	...	...	...	...	115	27	...	144	107	
		P.F.	20	20	5	6	2	4	1	1	...	...	1	...	...	...	...	...	...	...	...	10	8	
		B.	870	789	342	169	104	63	56	23	9	9	...	...	...	9	2	3	...	192	49	...	283	220
		Total	1912	1623	1517	562	278	219	173	134	76	29	29	3	...	9	2	3	...	486	103	...	697	554
		"	"	1911	1448	1378	600	185	160	162	115	69	51	14	3	...	10	4	4	...	367	90	1	612	474
BATHURST	Bennie	A 2	135	132	26	13	16	25	8	16	16	7	5	...	...	...	...	...	71	9	...	94	75	
		A 3	161	158	21	17	16	28	21	24	16	9	6	...	...	...	...	...	89	25	...	122	92	
		P.F.	33	33	9	...	4	5	2	7	4	...	2	...	...	...	...	...	...	15	6	...	24	18
		B.	281	268	133	29	32	32	35	5	2	...	...	...	...	...	...	...	...	55	51	...	117	50
		Total	1912	610	591	189	59	68	90	66	52	38	16	13	230	91	...	357	235
"	"	1911	639	608	184	69	83	71	73	58	35	25	9	246	44	...	375	275		

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BEAUFORT WEST	Freeman	A 1	358	352	41	10	17	44	37	36	49	43	21	37	...	6	11	...	153	28	...	274	248	
		A 3	148	144	36	19	19	19	15	12	12	10	2	...	...	...	...	...	...	56	8	...	90	77
		P.F.	124	124	20	11	13	22	23	23	9	3	...	...	...	...	...	...	...	40	14	...	95	72
		B.	247	229	156	25	17	19	10	2	...	...	...	...	...	...	...	...	...	30	1	...	47	47
		Total	1912	962	927	276	73	79	118	100	78	70	56	23	37	...	6	11	...	306	67	...	559	481
"	"	1911	861	806	193	62	85	109	87	92	54	47	32	28	...	13	4	...	353	60	...	532	461	
BEDFORD	Bennie	A 1	126	124	12	10	8	16	16	14	10	12	9	16	...	1	...	...	45	9	...	85	60	
		A 3	179	172	44	21	24	29	18	18	10	7	...	...	...	...	...	...	64	16	...	107	86	
		P.F.	70	70	9	9	7	14	8	8	9	5	1	...	...	...	...	...	...	37	2	...	52	48
		B.	280	267	129	29	52	39	16	2	...	...	...	...	...	...	...	...	...	51	39	...	111	65
		Total	1912	655	633	194	69	91	98	58	42	29	24	10	16	...	1	1	...	197	66	...	355	259
"	"	1911	644	604	161	76	101	68	58	43	36	24	12	16	...	2	7	...	235	54	...	357	277	
BREDAS-DORP	Theron	A 2	296	293	69	40	23	38	26	37	22	14	13	...	...	1	3	4	3	122	22	...	177	144
		A 3	239	238	53	36	35	36	39	22	8	8	1	...	...	...	...	...	...	101	22	...	149	125
		P.F.	163	163	32	19	28	29	23	21	8	1	2	...	...	...	...	...	...	73	12	...	112	92
		B.	454	431	143	87	75	62	34	30	...	...	...	...	...	...	...	...	...	163	33	...	209	186
		Total	1912	1249	1219	312	201	179	176	139	124	38	23	16	...	1	3	4	3	505	100	...	708	596
"	"	1911	1213	1166	340	161	166	152	147	104	43	24	19	2	...	2	6	...	491	103	...	685	567	
BRITSTOWN	Satchel	A 1	195	194	23	20	25	24	37	29	14	9	5	4	...	...	4	...	89	22	...	145	117	
		A 2	138	133	21	11	13	17	22	14	14	10	7	...	...	1	2	...	62	13	...	98	83	
		P.F.	138	138	35	17	17	15	24	17	9	3	1	...	...	...	...	...	...	42	2	...	86	83
		B.	263	240	125	53	29	20	8	3	1	...	...	...	...	...	...	...	...	39	10	...	66	48
		Total	1912	734	705	205	101	84	76	91	63	38	22	13	4	...	1	6	...	232	47	...	395	331
"	"	1911	667	647	212	67	85	91	68	53	32	17	9	9	...	2	2	...	203	36	...	363	292	
CALEDON	Theron	A 1	541	530	71	39	44	50	39	44	44	59	50	87	...	1	2	...	271	35	...	376	340	
		A 3	669	662	171	70	103	81	81	66	38	33	12	...	...	3	4	...	292	38	...	419	366	
		P.F.	142	138	11	17	12	26	23	30	14	5	...	...	...	...	...	...	...	75	19	...	114	95
		B.	785	760	311	154	117	97	48	27	6	...	...	...	...	...	...	...	...	218	66	...	328	248
		Total	1912	2447	2396	619	330	322	310	237	203	116	100	62	87	...	4	6	...	1021	183	...	1445	1229
"	"	1911	2278	2220	548	327	280	266	263	171	125	92	53	83	...	7	5	...	894	159	...	1310	1105	

DIVISION.	Inspector.	Class of School	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			On Roll.	Pres. ert.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I. Yr. Jr.	II. Yr. Jr. or I. Yr. Sr.	III. Yr. Sr.	III. Yr. Sr.							
CALVINIA ...	v. d. Merwe	A 3	133	122	19	25	16	15	11	13	15	3	5	50	2	...	78	75
		P.F.	5	5	...	1	1	...	3	4	...	4	4	4
Total ...		1912	138	127	19	26	16	15	11	14	15	6	5	...	...	...	...	...	...	54	2	...	82	79
" ...		1911	589	574	168	64	82	53	37	82	40	15	17	...	...	...	...	...	...	211	11	...	328	307
CAPE SUB-URBS AND DISTRICT.	Noaks	Sp.	126	125	58	24	12	16	12	3	29	2	...	43	42
		A 1	1070	1035	61	67	88	95	111	160	139	119	58	114	482	115	2	885	741
		A 2	2933	2855	438	324	357	339	374	393	288	223	78	9	1	7	18	1	5	1413	154	1	2078	1866	
		A 3	4830	4739	1295	682	720	701	591	428	190	76	28	...	...	10	11	3	4	2049	200	...	2784	2522
		E.	122	114	14	11	16	16	20	15	5	1	19	18	1	94	56
		P.F.	47	47	3	2	6	8	13	4	8	2	1	23	9	...	43	31
		B.	6936	6418	3231	1076	813	645	399	173	44	6	5	12	10	3	1	1413	431	1	2281	1715
Total ...		1912	16064	15333	5100	2186	2012	1820	1516	1181	684	431	166	123	6	31	49	7	21	5428	929	5	8208	6973	
" ...		1911	15296	14626	4832	2064	1937	1786	1426	1161	620	426	151	107	2	40	57	...	17	4912	1070	4	7912	6383	
CAPE TOWN GREEN AND SEA POINT	D. Craib	Sp.	172	172	10	3	9	16	25	16	13	12	6	1	...	16	...	...	45	68	10	...	97	87
		A 1	2098	2038	190	113	133	199	224	234	255	201	127	348	879	190	...	1736	1506
		A 2	1419	1381	275	144	170	179	161	205	123	63	36	...	1	7	2	4	11	612	61	...	949	843	
		A 3	2281	2233	771	317	312	296	240	144	94	35	3	...	...	7	3	7	3	804	111	...	1148	995
		D.	303	299	17	30	37	49	34	30	41	17	4	4	15	13	8	...	...	104	18	...	219	176
		E.	407	354	31	34	33	45	38	43	51	27	19	...	...	...	...	...	...	37	34	...	276	131
		B.	3456	3275	1776	505	410	278	172	89	28	8	...	...	3	4	2	...	...	684	156	...	1046	833
Total ...		1912	10136	9752	3070	1146	1104	1062	894	761	605	363	195	353	20	51	20	11	97	3188	580	...	5471	4571	
" ...		1911	9257	8835	2908	1040	1032	964	760	701	446	352	169	267	29	30	86	...	51	2788	568	7	4855	3941	
CARNARVON	Sinton	A 1	213	200	26	12	14	18	22	29	26	14	18	12	...	...	9	...	...	106	3	...	141	137
		A 3	118	118	21	19	18	21	20	11	4	4	...	...	...	...	...	...	...	56	6	...	83	67
		P.F.	116	116	19	18	20	22	12	14	7	1	3	...	...	...	...	...	...	45	8	...	80	74
		B.	157	153	56	19	19	23	17	10	8	...	...	...	1	...	...	...	...	60	16	...	81	64
Total ...		1912	604	587	122	68	71	84	71	64	45	19	21	12	1	...	9	...	...	267	33	...	385	342
" ...		1911	624	606	123	56	83	75	87	71	41	26	16	17	...	7	4	...	...	268	21	...	400	363
CATHCART	Young	A 1	168	154	28	15	14	17	20	25	13	16	6	...	...	...	...	...	...	76	21	...	113	85
		A 3	74	74	16	6	14	12	10	9	4	3	...	...	...	...	...	...	...	33	9	...	52	43
		P.F.	100	100	5	10	11	12	15	16	10	11	10	...	...	...	...	...	...	50	16	...	85	69
		B.	149	144	70	18	14	17	15	4	6	...	...	...	...	...	...	...	...	41	15	...	62	48
Total ...		1912	491	472	119	49	53	58	60	54	33	30	16	200	61	...	312	245	
" ...		1911	519	488	123	35	56	58	65	63	43	30	15	255	31	...	333	294	

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CERES	Hofmeyr	A 1	207	202	25	7	15	18	25	19	17	19	19	38	...	7	90	13	...	132	116
		A 2	81	81	9	11	7	9	17	8	8	5	7	51	9	...	62	52
		A 3	78	78	10	5	12	14	12	21	2	2	...	...	...	...	...	...	...	39	19	...	63	41
		P.F.	169	169	25	15	24	18	30	27	20	9	1	...	...	...	...	...	...	97	18	...	129	109
		B.	245	228	143	43	17	13	6	5	1	...	...	...	...	...	...	...	...	29	22	...	54	31
Total ...		1912	780	758	212	81	75	72	90	80	48	35	27	38	...	7	...	...	...	306	81	...	440	349
" ...		1911	723	705	178	68	73	99	72	75	45	43	28	24	...	...	...	...	...	324	59	...	441	370
CLANWILM.	Hofmeyr	A 2	124	124	14	7	7	5	6	19	9	15	13	15	...	7	7	...	...	54	8	...	74	66
		A 3	207	203	47	41	23	27	23	18	16	2	6	...	...	...	...	...	...	81	6	...	116	106
		P.F.	96	96	19	13	13	13	15	13	5	3	2	...	...	...	...	...	...	27	18	...	67	46
		Poor	164	164	32	27	27	19	15	13	9	6	...	...	...	...	...	...	...	72	9	...	109	99
		B.	311	293	127	42	46	30	32	15	1	...	...	...	...	...	...	...	...	106	19	...	129	103
Total ...		1912	902	880	239	130	116	94	91	80	44	29	27	15	...	7	7	...	1	340	60	...	495	420
" ...		1911	529	511	128	79	43	60	60	52	34	29	11	8	...	6	...	...	1	183	54	...	299	238
COLESBERG	Spurway	A 1	167	165	24	11	13	19	17	22	23	15	10	11	...	...	...	...	...	71	15	...	120	99
		A 2	225	223	88	20	20	27	25	18	14	5	4	1	...	...	1	...	...	75	23	...	117	87
		A 3	168	162	88	29	20	13	7	5	...	...	...	...	...	...	...	...	...	23	4	...	53	35
		P.F.	109	109	27	16	19	16	7	13	9	2	...	...	...	...	...	...	...	36	7	...	70	56
		Poor	41	38	19	3	6	5	4	1	...	...	...	...	...	...	...	...	...	8	4	...	17	11
		B.	129	123	85	14	10	8	5	1	...	...	...	...	...	...	...	...	...	17	5	...	25	19
Total ...		1912	839	820	331	93	88	88	65	60	46	22	14	12	...	...	1	...	...	230	58	...	402	307
" ...		1911	753	713	259	80	86	71	60	57	46	24	11	15	...	2	2	...	...	233	51	...	365	296
CRADOCK	J. Craib	A 1	432	417	21	21	24	35	31	50	63	65	30	54	...	17	5	...	1	177	49	...	352	303
		A 3	235	232	53	26	30	39	26	24	20	14	...	...	...	...	...	...	...	99	15	...	154	134
		P.F.	123	123	14	13	17	18	18	19	19	4	1	...	...	...	...	...	...	64	6	...	96	83
		Poor	172	164	41	16	23	33	34	16	1	...	...	...	...	...	...	...	...	62	20	...	110	83
		B.	244	21																				

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presd.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	II Yr. Jr. or I Yr. Sr.	III Yr. Jr. or II Yr. Sr.	III Yr. Sr.							
FORT BEAUFORT	T. W. Rein	A 1	253	246	32	15	19	20	28	42	41	21	13	13	2	107	28	...	184	147	
		A 3	57	56	11	2	14	8	8	4	4	2	3	...	...	...	...	...	27	8	1	44	32
		P.F.	91	89	18	7	17	15	17	7	4	4	...	...	...	...	...	...	40	3	...	65	58
		Poor	104	104	33	15	10	22	10	8	4	1	1	...	...	...	...	...	30	13	...	57	40
		B.	1267	1228	609	122	115	104	89	58	75	56	295	84	...	513	407	
C1.	162	162	...	...	...	...	...	...	...	...	...	...	...	72	42	41	...	7	...	...	...	...
Total	...	1912	1934	1885	703	161	175	169	152	119	128	84	17	13	72	42	43	...	499	136	1	863	684		
"	...	1911	1919	1853	609	168	192	202	146	143	109	90	6	20	75	48	39	...	525	141	...	917	723		
FRASER-BURG	Sinton	A 2	122	122	37	17	7	10	13	10	11	4	9	4	...	...	...	...	41	8	...	65	55
		A 3	39	37	7	3	4	11	5	3	3	...	...	...	...	...	...	...	16	...	...	27	25
		P.F.	124	124	21	21	18	13	21	11	8	9	2	...	...	...	...	...	60	3	...	84	74
		Poor	72	65	45	9	9	2	...	...	...	...	...	...	...	...	...	...	7	1	...	12	11
		B.	
Total	...	1912	357	348	110	50	38	36	39	24	22	13	12	4	...	...	...	124	12	...	188	165	
"	...	1911	343	334	97	31	34	42	32	42	23	25	4	4	...	...	...	133	19	...	205	180	
GEORGE	Scott	A 1	197	192	16	16	7	14	25	23	24	18	11	32	...	2	4	...	66	17	...	138	103		
		A 3	314	301	96	39	47	51	31	22	6	8	1	...	...	...	...	...	130	23	...	173	140
		P.F.	10	10	4	...	1	3	...	1	1	...	...	...	...	...	...	...	3	1	...	6	5
		Poor	510	490	164	73	69	81	52	36	13	1	1	...	...	...	...	...	186	47	...	266	207
		B.	504	491	238	74	55	53	40	23	4	1	1	1	1	...	125	67	...	196	127	
Total	...	1912	1535	1484	518	202	179	202	148	105	48	28	13	32	1	3	5	...	510	155	...	779	582		
"	...	1911	1647	1610	565	230	218	185	139	116	52	31	23	29	...	10	...	...	557	113	...	795	617
GLEN GREY	Bain	A 3	60	59	11	6	7	9	11	5	5	4	...	...	...	1	...	...	28	9	1	41	32
		P.F.	7	6	...	1	...	...	4	1	...	...	...	...	...	...	...	...	5	...	...	5	5
		Poor	17	15	4	2	4	3	1	...	...	...	1	...	...	...	...	...	...	...	...	9	9
		B.	2319	2161	1055	395	237	183	165	80	43	3	...	...	...	...	...	...	350	261	...	784	453
		C.	6	6	2	3	1	6	0	
Total	...	1912	2409	2247	1070	404	248	195	181	88	51	8	1	...	1	...	...	383	270	1	845	499	
"	...	1911	3654	3340	1725	486	351	309	233	164	54	15	3	...	...	...	...	669	328	4	1246	800	
GORDONIA	van der Merwe	A 2	115	113	21	12	17	13	12	8	13	4	7	2	...	2	...	...	54	14	...	75	54
		A 3	135	131	33	16	29	23	16	11	2	1	...	...	...	...	...	...	49	30	...	88	51
		P.F.	27	27	10	5	2	4	2	3	1	...	...	...	...	...	...	...	...	...	...	13	6
		Poor	120	108	32	26	9	19	14	7	1	...	...	...	...	...	...	...	23	52	...	68	12
		B.	235	222	124	21	18	27	12	8	3	1	2	5	1	...	39	33	...	78	29	
Total	...	1912	632	601	220	80	75	86	56	37	20	6	7	2	2	7	1	2	...	165	129	...	322	152	
"	...	1911	469	461	161	49	61	63	52	38	20	4	5	3	138	22	...	243	208		

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GRAAFF-REINET	Anders	A 1	424	424	14	11	16	17	16	31	84	86	30	71	...	10	38	...	147	75	...	352	253		
		A 3	98	95	27	14	18	7	5	20	3	1	...	...	...	...	...	...	20	2	...	55	42
		P.F.	90	90	19	8	8	12	14	8	16	5	...	...	...	...	...	...	35	16	...	63	44
		Poor	107	102	17	15	12	18	11	21	8	...	...	...	...	...	...	...	47	15	...	70	55
		B.	117	111	89	10	6	3	1	2	...	...	...	...	...	...	...	...	11	1	...	12	11
Total	...	1912	836	822	166	58	60	57	47	8	111	92	30	71	...	10	38	...	260	109	...	552	405		
"	...	1911	1968	1878	480	214	167	208	202	165	142	109	38	88	...	40	25	...	686	239	2	1162	861		
HANOVER	Spurway	A 2	139	136	22	11	16	14	18	19	14	10	7	...	...	4	...	...	69	11	...	98	85
		A 3	55	44	14	4	5	6	5	5	5	...	...	...	...	...	...	...	6	2	...	26	24
		P.F.	45	45	9	4	5	8	6	7	2	2	1	...	...	...	...	...	1	21	5	32	26
		Poor	64	61	34	9	3	10	4	1	11	9	...	21	12	
		B.	
Total	...	1912	303	286	79	28	29	38	33	32	21	12	8	...	4	...	2	107	27	...	177	147			
"	...	1911	316	300	62	33	44	36	31	41	22	17	6	2	...	1	4	...	141	25	...	205	168		
HAY	Kelly	A 3	298	292	67	35	30	43	36	29	26	15	11	...	...	...	...	...	112	36	...	191	149
		P.F.	152	151	31	25	19	33	21	15	6	1	...	...	...	...	...	...	16	2	...	96	75
		Poor	64	42	22	7	11	...	2	...	...	...	...	...	...	...	...	...	9	5	...	15	10
		B.	
		Total	...	1912	514	485	120	67	60	76	59	44	32	16	11	137	43	...	302	234	
"	...	1911	319	317	76	36	35	42	41	37	28	18	1	1	...	1	1	...	108	38	...	203	153		
HERBERT	Satchel	A 3	341	329	108	46	24	45	39	30	17	13	7	...	...	...	...	...	114	12	...	177	156
		P.F.	87	86	17	20	9	13	11	10	2	4	...	...	...	...	...	...	21	7	...	49	38
		Poor	44	42	19	5	3	5	4	4	4	2	...	...	...	...	...	...	...	...	...	19	13
		B.	
		Total	...	1912	472	457	144	71	36	63	54	44	21	17	7	135	19	...	245	207	
"	...	1911	322	315	81	34	43	42	35	44	22	7	3	...	...	...	...	127	33	...	196	160	
HERSCHEL	Pressly	A 3	14	14	1	4	...	3	1	2	2	1	...	...	...	...	...	...	7	...	...	9	9
		B.	2684	2606	1454	316	213	272	150	108	45	48	...	...	...	...	...	...	516	181	...	892	657
		C 1	73	73	...	...	...	...	...	...	...	...	...	...	...	42	18	13	...	...	...	...	...
		Total	...	1912	2771	2693	1455	320	213	275	151	110	47	49	42	18	13	...	523	181	...	901	666
		"	...	1911	2690	2613	1318	303	264	259	166	96	70	60	4	...	37	23	13	...	605	188	...	983	754

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	II Yr. Jr. or I Yr. Sr.	III Yr. Jr. or II Yr. Sr.	III Yr. Sr.							
HUMANS-DORP	Scott	A 3	462	459	78	69	51	50	56	64	51	30	8	...	...	...	...	...	2	218	32	...	317	273
		P.F.	56	56	14	10	11	9	4	3	3	2	...	...	...	...	...	...	7	4	...	302	26	
		Poor	328	317	75	46	52	55	44	32	9	4	...	...	...	...	...	...	128	39	...	202	159	
		B.	786	747	350	137	100	79	32	23	3	3	...	...	...	...	...	...	152	50	...	268	210	
Total ...	...	1912	1632	1579	517	262	214	193	136	122	66	39	8	...	...	...	...	2	505	125	...	819	668	
" ...	...	1911	1466	1415	442	195	192	176	141	116	74	33	17	2	6	6	10	11	...	488	140	...	786	607
JANSEN-VILLE	Anders	A 2	138	134	25	13	15	13	8	12	24	8	8	8	...	...	...	...	54	9	...	89	72	
		A 3	457	447	100	64	76	81	66	36	18	6	...	...	...	...	...	...	193	22	...	284	251	
		P.F.	29	29	3	1	5	2	9	3	4	2	...	...	...	...	...	...	18	7	...	25	18	
		Poor	188	187	46	23	36	29	30	22	4	3	...	...	...	...	...	...	96	8	...	119	108	
B.	166	163	101	25	18	11	5	3	...	...	...	...	...	...	...	...	31	7	...	38	31			
Total ...	...	1912	978	960	275	126	144	136	118	76	50	19	8	8	...	...	...	...	392	53	...	555	480	
" ...	...	1911	985	968	291	140	150	126	89	90	43	21	14	2	1	1	...	...	344	59	...	545	447	
KENHARDT	Van der Merwe	A 2	183	180	48	16	17	20	25	15	14	9	3	8	2	2	1	39	67	...	111	41
		A 3	303	283	92	46	52	32	25	21	11	3	1	...	...	...	...	...	...	54	76	...	165	60
		P.F.	44	43	7	4	8	3	5	7	5	4	...	...	...	...	...	...	...	25	3	...	32	28
		Poor	48	48	12	10	11	4	5	3	1	2	...	...	...	...	...	...	...	16	5	...	31	22
Total	1912	578	554	159	76	88	59	60	46	31	18	4	8	2	2	1	134	151	...	339	151
" ...	...	1911	577	568	164	67	61	71	63	57	44	19	11	...	...	...	6	...	...	199	20	...	331	300
KIMBERLEY	Satchel	A 1	656	639	78	46	49	61	66	94	75	69	30	65	...	3	2	...	1	304	65	...	509	447	
		A 2	1457	1387	350	152	174	166	177	130	115	70	29	6	3	8	5	...	2	608	52	1	864	795	
		A 3	1530	1426	531	252	181	198	140	88	12	10	1	2	8	...	3	425	86	...	643	547
		E.	234	212	...	1	6	34	37	29	19	6	80	27	31	...	132	66
		P.F.	6	6	...	1	...	1	1	2	1	5	5	5
		Poor	77	77	37	7	16	9	4	2	2	16	3	...	34	30
		B.	1295	1214	696	157	134	104	62	31	17	9	1	2	1	224	72	1	386	284
		Total	1912	5255	4961	1692	616	560	573	487	376	241	164	60	71	4	15	16	...	86	1609	309	2	2573	2174
" ...	...	1911	4904	4644	1559	560	541	530	457	338	244	141	22	81	3	12	29	...	77	1574	164	2	2416	2137

KING WILLIAM'S TOWN. [C.P. 4-13.]	Bond	A 1	470	461	29	11	24	36	42	33	47	71	37	112	...	6	10	...	3	249	28	...	403	350		
		A 2	228	215	46	27	31	31	36	32	11	1	...	...	...	...	...	...	...	97	15	...	143	124
		A 3	1068	1043	221	144	131	154	151	132	52	35	4	7	12	449	102	...	672	549	
		P.F.	12	12	...	2	...	2	6	...	2	1	5	...	10	4	
		Poor	102	91	36	16	17	12	10	39	39	
		B.	7280	6858	2882	1148	946	817	555	309	143	58	1713	760	5	3096	2112
		C 1.	123	121	63	32	24	...	2	
Total ...	...	1912	9283	8801	3214	1348	1149	1052	800	506	255	165	41	112	63	45	46	...	5	2541	910	5	4363	3178	
" ...	...	1911	8895	8310	2984	1255	1061	1023	853	450	255	115	46	100	50	60	55	...	3	2440	787	6	4161	3099	
KNYSNA	Scott	A 2	204	201	18	17	16	23	16	18	24	28	15	11	...	4	11	...	...	89	30	...	142	102
		A 3	606	592	195	86	62	91	57	49	31	19	1	...	...	...	...	...	...	205	61	...	317	249
		P.F.	5	5	1	2	...	2	2	2	2	
		Poor	309	307	100	49	38	38	40	24	15	3	110	24	...	162	134	
B.	271	259	114	55	34	26	21	5	2	1	...	...	...	...	...	...	...	...	66	15	...	98	77	
Total ...	...	1912	1395	1364	428	209	150	180	134	96	72	51	16	11	...	4	12	...	1	472	130	...	721	564	
" ...	...	1911	1422	1324	460	177	175	165	113	90	60	40	12	9	...	15	7	...	1	443	121	...	693	511	
KOMGHA	Young	A 2	114	114	32	5	12	13	21	9	6	6	5	1	...	2	2	...	...	51	11	...	72	60
		A 3	56	56	16	1	6	11	9	9	3	1	...	...	...	...	...	...	...	16	9	...	39	30
		P.F.	88	88	21	12	10	14	8	17	2	3	1	...	...	...	...	...	...	34	8	...	56	46
		Poor	21	17	14	3	
B.	157	139	58	17	18	24	16	6	...	...	...	...	...	...	...	...	...	...	36	35	...	74	39	
Total ...	...	1912	436	414	141	38	46	62	54	41	11	10	6	1	...	2	2	...	...	137	63	...	241	175
" ...	...	1911	388	374	122	29	44	72	53	27	13	5	2	2	...	3	2	...	...	145	28	...	219	183
KURUMAN	Kelly	A 3	148	146	52	20	33	17	10	8	7	...	2	...	...	...	...	...	...	33	12	...	76	57
		P.F.	29	28	8	7	3	7	1	2	...	...	...	...	...	...	...	...	...	5	1	...	17	9
		B.	108	106	40	30	10	8	13	4	1	...	...	...	...	...	...	...	...	21	10	...	37	22
Total ...	...	1912	285	280	100	57	43	32	24	14	8	...	2	...	...	...	...	...	59	23	...	130	88	
" ...	...	1911	232	223	100	28	37	21	19	9	6	2	1	...	...	...	...	...	49	11	...	99	74	
LADISMITH	Robertson	A 1	154	147	21	12	20	21	15	16	19	10	7	5	...	...	1	...	...	73	15	...	108	84
		A 3	619	607	174	93	83	83	63	56	26	20	5	2	...	2	...	...	...	231	56	...	343	280
		P.F.	45	45	12	9	10	9	2	3	14	4	...	26	21	
		Poor	184	180	65	20	32	25	26	7	5	76	12	...	99	82	
		B.	403	385	177	80	50	36	33	7	2	108	22	...	134	112	
Total ...	...	1912	1405	1364	449	214	195	174	139	89	52	30	12	7	...	2	1	...	...	502	109	...	710	579
" ...	...	1911	1330	1285	462	190	183	139	120	91	42	32	18	5	...	...	...	...	441	98	...	663	515	

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presd.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr.	II Yr.	III Yr.	IV Yr.						
LAINGS-BURG.	Robertson ...	A 2	171	169	16	20	26	14	12	22	21	11	10	2	...	9	2	4	...	82	13	...	116	101
		A 3	100	100	14	20	24	13	12	7	6	4	...	...	...	...	...	...	...	51	5	...	66	58
		P.F.	89	88	24	15	16	17	7	4	5	...	...	...	...	...	...	...	...	34	4	...	49	43
		Poor	90	90	21	14	15	16	12	8	4	...	...	...	...	...	...	...	...	47	11	...	59	47
		B.	95	91	45	20	12	7	19	9	...	31	20
Total ...	...	1912	545	538	120	89	93	67	50	41	36	15	10	2	...	9	2	4	...	233	42	...	321	269
" ...	...	1911	524	514	158	75	70	60	44	41	30	14	13	2	...	3	4	...	177	35	...	277	237	
MAFEKING	Kelly ...	A 2	168	158	24	25	21	21	19	15	17	9	3	2	...	1	1	...	73	1	...	105	101	
		B.	274	254	119	47	36	15	19	10	6	2	...	...	...	...	...	...	...	53	32	...	101	68
Total ...	...	1912	442	412	143	72	57	36	38	25	23	11	3	2	...	1	1	...	126	33	...	206	169	
" ...	...	1911	731	688	281	119	67	82	51	46	20	13	4	3	...	1	1	...	152	60	...	297	228	
MALMESBURY.	Golightly ...	A 1	432	423	61	18	28	42	30	46	53	41	36	59	...	4	5	...	214	25	...	323	307	
		A 2	998	983	172	86	100	121	88	110	95	104	60	32	...	6	9	...	512	54	...	679	607	
		A 3	956	942	137	149	156	156	143	112	71	17	1	...	...	...	...	...	...	493	52	...	657	586
		P.F.	85	82	16	13	6	12	17	14	3	1	...	...	...	...	...	...	...	32	5	...	55	49
		B.	1168	1087	487	178	175	112	80	31	16	3	1	2	...	2	285	99	1	462	314
Total ...	...	1912	3639	3517	873	444	465	443	358	313	238	166	98	91	2	10	16	...	1536	235	1	2176	1863	
" ...	...	1911	3573	3419	815	469	394	421	384	342	230	153	82	108	1	13	7	...	1410	269	1	2116	1740	
MARAIS-BURG.	J. Craib ...	A 2	112	110	22	15	11	8	17	7	6	14	6	...	...	2	2	...	47	6	...	71	61	
		A 3	28	28	6	2	2	5	7	2	4	...	...	...	...	...	...	...	...	13	3	...	21	16
		P.F.	85	85	11	17	10	15	16	10	4	2	...	...	...	...	...	...	...	41	5	...	57	47
Total ...	...	1912	225	223	39	34	23	28	40	19	14	16	6	...	2	2	...	101	14	...	149	124		
" ...	...	1911	243	237	75	21	23	40	21	27	13	10	1	2	...	2	2	...	84	15	...	138	72	
MIDDEL-BURG.	Anders ...	A 1	262	257	33	12	24	34	28	25	40	24	13	14	...	2	5	3	...	122	28	...	188	152
		A 3	183	177	48	26	29	30	21	14	5	2	2	...	...	...	...	...	...	65	6	...	104	90
		P.F.	100	100	13	17	21	13	8	14	10	4	...	...	...	...	...	...	...	52	9	...	71	59
		Poor	140	127	51	31	11	15	12	7	...	...	...	...	...	...	...	...	...	35	...	...	45	45
		B.	257	255	158	40	27	10	13	7	42	12	...	59	47
Total	1912	942	916	303	126	112	102	82	67	55	30	15	14	...	2	5	3	...	316	55	...	467	393
"	1911	927	902	327	107	114	77	93	64	53	24	15	19	...	5	4	...	271	59	...	449	364	

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MOLTENO	Spurway ...	A 1	211	203	28	18	17	25	25	20	19	15	15	19	...	1	1	...	95	18	...	137	114	
		A 3	165	158	62	28	21	20	14	3	7	3	34	8	...	69	54
		P.F.	61	61	12	8	6	14	7	7	5	2	...	...	...	...	...	...	...	20	3	...	42	29
		Poor	84	81	30	12	13	9	6	9	2	...	...	...	...	...	...	...	...	27	2	...	39	35
		B.	99	94	67	12	10	4	1	...	...	...	...	...	...	...	...	...	...	9	2	...	16	11
Total ...	...	1912	620	597	199	78	67	72	53	39	33	20	15	19	...	1	1	...	185	33	...	303	243	
" ...	...	1911	556	542	169	58	61	62	50	52	32	23	7	26	...	1	1	...	136	39	...	296	216	
MONTAGU	Robertson	A 1	271	269	51	28	21	15	13	32	24	23	21	41	...	...	...	...	103	25	...	149	118	
		A 3	270	265	60	52	46	35	27	21	18	6	...	...	...	...	...	...	...	87	27	...	156	119
		P.F.	41	40	7	5	11	9	1	4	3	...	...	...	...	...	...	...	...	19	4	...	28	24
		Poor	149	146	60	23	16	17	15	7	5	2	1	...	...	...	...	...	...	126	36	...	68	53
		B.	112	112	59	14	14	17	8	34	2	...	39	36
Total ...	...	1912	843	832	237	122	108	93	64	64	50	31	22	41	...	...	...	...	369	94	...	440	350	
" ...	...	1911	761	747	226	86	79	77	63	74	45	42	28	27	...	...	...	...	248	42	...	418	358	
MOSSEL BAY	Mitchell ...	A 1	198	189	27	12	10	23	20	29	27	19	7	11	...	3	...	...	69	7	...	135	112	
		A 3	573	559	168	64	84	102	67	39	19	13	2	...	...	...	...	...	...	229	47	1	329	264
		P.F.	5	5	1	...	2	2	...	...	...	...	...	...	...	...	...	...	...	2	1	...	4	3
		Poor	180	174	90	17	22	23	13	8	1	...	...	...	...	...	...	...	...	46	9	...	67	55
		B.	496	444	287	56	49	37	10	3	2	...	...	...	...	...	...	...	...	76	20	...	114	91
Total ...	...	1912	1452	1371	573	149	167	187	110	79	49	32	9	11	...	3	1	...	422	84	1	649	525	
" ...	...	1911	1254	1208	420	166	148	149	118	105	46	31	10	12	...	1	2	...	402	135	1	645	472	
MURRAYSBURG	Sinton ...	A 1	170	167	14	16	12	15	14	14	15	33	13	13	...	...	8	...	78	15	...	117	100	
		A 3	12	12	...	2	...	...	4	...	4	2	...	...	...	...	...	...	...	9	1	...	10	10
		P.F.	83	82	7	4	9	14	14	17	6	4	7	...	...	...	...	...	...	37	6	...	72	64
		B.	54	50	11	16	10	4	4	3	2	...	...	...	...	...	...	...	...	20	8	...	30	22
Total ...	...	1912	319	311	32	38	31	33	36	34	27	39	20	13	...	...	8	...	144	30	...	229	196	
" ...	...	1911	310	303	44	31	29	32	34	24	34	37	16	9	...	8	5	...	146	18	...	213	187	
NAMAQUA-LAND	Van der Merwe	A 3	355	347	83	48	51	64	52	16	20	6	...	1	...	...	...	...	107	23	...	213	180	
		D.	82	77	32	10	11	13	6	4	...	1	...	...	...	...	...	...	...	24	8	...	38	29
		E.	26	19	11	4	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	4
		P.F.	54	51	14	7	11	6	8	4	1	...	...	...	...	...	...	...	...	...	...	...	34	16
		Poor	104	88	25	13	11	15	12	6	3	1	...	...	...	...	...	...	...	2	20	...	53	28
		B.	1268	1142	636	166	129	98	68	29	14	2	190	83	...	399	230
Total ...	...	1912	1889	1724	801	248	215	198	146	59	38	8	...	1	2	...	...	...	343	134	...	742	487	
" ...	...	1911	1542	1368	658	219	1																	

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr.	II Yr.	III Yr.	IV Yr.							Uncl. Sr.
OUDTS- HOORN	Mitchell	A 1	615	599	56	24	36	53	58	66	96	88	29	69	...	10	14	...	...	313	65	...	497	409
		A 2	309	309	65	24	50	46	48	26	30	15	5	...	...	...	...	...	...	162	34	...	225	179
		A 3	2572	2474	904	345	337	357	296	174	50	11	...	...	...	...	...	...	...	873	180	...	1260	1008
		P.F.	32	32	10	5	5	4	1	5	...	2	15	17	16
		B.	762	714	462	88	71	37	34	11	10	1	123	27	...	174	139
Total	...	1912	4290	4128	1497	486	499	497	437	282	186	117	34	69	...	10	14	...	1486	306	...	2173	1751		
"	...	1911	3860	3679	1251	429	407	475	427	282	177	103	47	59	...	7	15	...	1314	365	...	2082	1588		
PAARL	Golightly	Sp.	183	182	3	1	9	8	7	5	...	...	...	...	...	41	73	...	35	18	6	...	29	22
		A 1	1919	1879	122	63	80	125	107	155	195	224	171	561	...	23	24	...	29	826	259	...	1619	1490	
		A 2	418	400	50	43	54	38	41	60	37	40	29	3	...	1	4	...	...	253	16	...	299	277
		A 3	344	337	86	43	45	49	48	31	17	11	7	...	...	...	...	...	...	158	14	...	210	190
		P.F.	30	30	...	5	5	5	8	1	17	2	...	25	22
		Poor	98	90	27	13	19	18	13	42	3	...	50	45
		B.	2004	1878	986	263	229	181	108	69	14	14	4	6	3	1	393	150	...	668	462
Total	...	1912	4996	4796	1274	431	441	424	330	328	264	289	211	564	6	68	102	...	64	1707	450	...	2900	2508	
"	...	1911	4833	4561	1083	464	412	378	379	286	266	306	209	542	2	85	103	...	46	1848	328	...	2822	2499	
PEARSTON	J. Craib	A 2	156	147	24	16	16	17	24	12	6	13	9	2	...	2	1	...	5	56	20	...	97	77	
		A 3	26	26	2	2	6	6	6	1	3	...	...	...	...	...	...	...	...	7	4	...	22	12
		P.F.	58	58	9	6	7	7	10	7	7	2	3	...	...	...	...	...	...	39	3	...	43	39
		Poor	88	82	6	26	16	13	12	4	5	31	9	...	53	43
		B.	27	21	8	8	1	...	3	1	3	1	...	5
Total	...	1912	355	334	49	58	46	43	55	25	21	15	12	2	...	2	1	...	5	133	39	1	220	171	
"	...	1911	340	316	73	39	30	53	45	31	23	17	4	...	...	1	...	...	...	136	42	...	210	160
PADDIE	Bennie	A 2	103	102	15	11	11	11	13	9	5	9	12	2	...	3	1	...	...	59	5	...	70	62
		A 3	162	152	18	8	25	35	18	26	10	8	4	...	...	...	...	...	...	81	20	...	126	87
		P.F.	60	60	5	2	11	8	12	8	8	5	1	...	...	...	...	...	...	26	9	...	54	40
		Poor	17	17	7	3	3	...	2	...	2	7	1	...	8	7
		B.	1556	1370	670	249	165	144	103	28	11	276	135	3	481	320
Total	...	1912	1898	1701	715	273	215	198	148	71	36	22	17	2	...	3	1	...	449	170	3	739	516		
"	...	1911	1810	1719	838	223	187	175	153	66	40	27	5	1	...	4	...	...	397	233	...	727	472	
PHILIPS- TOWN	Spurway	A 1	200	198	53	19	17	20	23	18	19	16	5	8	...	...	...	...	...	75	14	...	118	95
		A 2	125	125	11	7	10	15	19	23	17	12	5	6	...	...	...	...	...	63	17	...	102	73
		P.F.	103	102	15	18	12	19	19	6	13	...	...	...	...	...	...	...	...	29	5	...	75	50
		Poor	85	79	50	8	7	11	2	1	12	8	...	22	14
		B.	85	79	50	8	7	11	2	1	12	8	...	22	14
Total	...	1912	513	504	129	52	46	65	63	48	49	28	10	14	...	...	...	...	179	44	...	317	232	
"	...	1911	451	427	79	43	54	44	49	59	38	25	19	17	...	...	...	...	174	44	...	291	233	

[C.P. 4-13.]

PIQUET- BERG	Hofmeyr	A 1	287	287	17	28	19	44	30	29	36	35	15	23	...	8	3	...	...	116	33	...	216	170
		A 2	172	171	26	15	13	22	15	16	13	14	9	17	...	7	4	...	...	81	8	...	102	92
		A 3	1191	1167	233	215	215	157	122	109	57	33	20	2	...	3	1	...	...	476	95	1	736	623
		P.F.	14	14	3	...	3	2	5	1	5	1	...	11	10
		B.	518	499	214	4	84	50	41	25	1	109	86	...	223	117
Total	...	1912	2182	2138	493	342	334	273	210	184	108	82	44	42	...	18	8	...	...	787	223	1	1288	1012
"	...	1911	1861	1765	411	280	209	219	214	177	100	65	40	31	...	13	6	...	...	673	193	1	1065	821
PORT ELIZABETH	Milne	Sp.	46	32	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	32	...	...	...	...
		A 1	652	641	50	35	41	56	50	71	106	94	53	84	...	1	...	...	...	312	40	1	560	485
		A 2	1356	1322	342	193	163	168	179	120	92	44	12	5	4	547	51	...	785	720
		A 3	1333	1266	554	164	160	155	104	85	27	15	1	417	49	1	560	496
		E.	82	65	...	1	3	14	16	7	4	1	4	2	...	45	32
		P.F.	14	14	2	2	3	4	3	8	2	...	10	8
		Poor	49	48	15	4	9	11	5	3	1	22	4	...	31	27
B.	1721	1563	853	234	178	140	78	46	31	2	...	...	...	...	1	...	...	...	303	69	...	503	410	
Total	...	1912	5253	4951	1816	633	557	548	435	332	261	156	66	84	1	1	6	4	51	1613	217	2	2494	2178	
"	...	1911	4635	4360	1598	573	501	497	354	294	229	131	44	56	...	4	13	...	66	1287	217	2	2172	1887	
PRIESKA	Satchel	A 2	212	206	50	33	17	23	16	16	20	10	7	9	...	4	1	...	...	72	12	...	111	91
		A 3	18	18	...	3	3	11	1	...	...	...	...	...	...	...	...	...	...	15	...	...	15	15
		P.F.	297	291	66	40	36	34	48	32	19	12	4	...	...	...	...	...	...	50	31	...	187	145
		B.	73	62	43	5	10	3	1	...	...	...	...	...	...	...	...	...	...	8	3	...	14	12
Total	...	1912	631	608	167	89	68	75	68	50	43	23	11	9	...	4	1	...	148	49	...	343	275		
"	...	1911	419	401	130	42	47	45	38	41	28	23	6	1	...	...	...	...	130	21	...	236	194	
PRINCE ALBERT	Mitchell	A 1	203	199	28	12	21	24	14	28	19	14	12	21	...	4	2	...	...	90	15	...	132	110
		A 3	159	147	52	18	21	18	15	16	4	3	...	...	...	...	...	...	...	52	11	...	77	61
		P.F.	24	24	4	2	4	3	8	1	1	1	1	...	...	...	...	...	...	1				

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.						Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr.	II Yr.	III Yr.	IV Yr.	V Yr.							
RICHMOND	Sinton	A 1	216	210	24	20	16	31	15	25	21	24	17	12	5	118	5	...	149	142
		P.F.	65	65	11	7	10	10	8	12	7	27	5	...	47	40
		B.	72	72	40	3	10	10	2	2	5	24	5	...	29	24
		Total	...	1912	353	347	75	30	36	51	25	39	33	24	17	12	5	169	15	...	225	206
RIVERS-DALE	Watermeyer	A 1	321	313	30	26	26	28	29	36	33	36	18	39	...	...	6	5	...	1	127	33	...	210	160
A 2	108	107	17	9	12	12	18	7	12	6	10	4	4	...	...	...	...	...	...	64	7	...	77	65	
A 3	775	762	245	195	101	113	86	53	43	14	...	...	...	...	...	...	...	...	2	301	68	1	434	338	
P.F.	101	101	19	18	11	7	20	15	7	2	2	2	2	...	...	...	...	...	...	50	4	...	68	56	
Poor	257	243	98	22	39	27	37	16	7	3	...	...	...	...	...	...	...	...	...	108	14	...	130	106	
B.	568	552	226	93	80	72	47	23	5	6	...	...	...	...	...	...	...	...	...	170	62	...	261	168	
Total	...	1912	2130	2084	635	273	269	259	237	150	107	67	30	43	...	6	5	...	3	820	188	1	1180	893		
"	...	1911	1901	1809	444	255	249	267	203	164	89	52	21	41	...	10	14	...	...	742	202	4	1083	829	
ROBERTSON	Theron	A 1	490	483	51	29	29	35	37	65	46	53	35	103	...	...	...	...	...	...	238	56	...	407	351
		A 2	213	205	20	25	27	30	25	21	25	12	15	4	...	...	...	...	...	...	119	14	...	164	147
		A 3	267	265	84	35	38	39	26	22	17	4	...	...	...	...	...	...	...	...	98	7	...	148	133
		P.F.	56	56	17	7	9	4	10	5	3	1	...	...	...	...	...	...	...	...	14	3	...	34	31
		Poor	243	236	86	53	43	26	24	3	1	77	5	...	99	94
		B.	304	273	170	34	28	19	19	3	49	22	...	76	53
Total	...	1912	1573	1518	428	183	174	153	141	119	92	70	50	107	...	1	...	...	...	595	107	...	928	809	
"	...	1911	1503	1424	389	170	166	144	141	108	85	91	18	85	...	8	19	...	...	547	142	...	863	698	
SOMERSET EAST	J. Craib	A 1	313	303	15	9	13	31	38	44	45	42	15	43	...	...	...	...	...	...	133	29	...	268	237
		A 3	442	431	81	69	51	78	55	41	40	8	7	...	...	...	...	...	...	...	192	36	...	284	235
		P.F.	207	204	24	24	29	33	25	29	30	8	2	...	...	...	...	...	...	...	110	13	...	157	137
		Poor	127	126	49	19	18	20	10	9	1	44	8	...	62	52
		B.	569	527	236	97	67	64	33	18	12	131	39	...	209	160
		Total	...	1912	1658	1591	405	218	178	226	161	141	128	58	24	43	...	3	6	610	125	...	980	821
"	...	1911	1602	1539	435	181	189	183	176	180	76	42	23	43	...	8	3	...	...	595	111	...	925	782	
STELLEN-BOSCH	D. Craib	Sp.	46	46	2	8	12	3	13	5	2	...	1	...	...	...	...	...	...	...	25	3	...	36	32
		A 1	1085	1069	73	59	55	62	61	89	102	92	93	277	...	22	34	4	46	400	115	...	789	695		
		A 2	167	164	47	23	21	22	17	12	7	6	9	...	...	...	...	...	...	...	68	4	...	94	90
		A 3	293	281	53	36	33	39	43	32	25	11	7	...	...	...	...	...	...	...	135	14	1	190	168
		P.F.	33	33	13	2	3	2	1	4	4	1	3	...	...	...	...	...	...	...	15	1	...	18	17
		B.	1404	1301	670	203	153	117	79	56	15	2	322	119	2	466	332
		Total	...	1912	3028	2894	858	331	277	245	214	198	155	112	113	277	4	24	34	6	46	965	256	3	1593	1334
"	...	1911	2927	2800	851	251	252	239	240	211	128	150	102	242	3	27	49	...	55	1036	195	2	1542	1330		

[C.P. 4-13.]

STEYNS-BURG	Spurway	A 2	152	150	18	13	13	12	21	17	1	18	8	8	...	1	3	...	...	77	15	...	108	88	
		A 3	26	26	4	3	3	5	3	4	2	2	...	...	...	...	...	...	...	...	15	1	...	19	17
		P.F.	105	104	34	14	20	9	16	6	4	1	...	...	...	...	...	...	...	...	37	5	...	59	50
		B.	34	34	21	7	...	3	3	...	...	...	...	...	...	...	...	...	...	...	5	2	...	7	5
Total	...	1912	317	314	77	37	36	29	43	27	24	21	8	8	...	1	3	...	...	134	23	...	193	160	
"	...	1911	334	328	86	32	40	41	34	27	24	22	10	6	...	3	3	...	...	129	23	...	203	169	
STEYTLER-VILLE	Anders	A 2	64	64	6	2	10	4	6	14	7	7	6	...	...	2	...	...	...	...	37	8	...	54	44
		A 3	196	191	69	33	38	14	21	11	5	...	...	...	...	...	...	...	...	...	39	16	...	93	71
		P.F.	105	105	30	13	10	10	18	11	7	4	2	...	...	...	...	...	...	...	16	24	...	64	37
		Poor	153	153	55	18	31	14	10	13	6	6	62	12	...	80	67
		B.	35	33	21	5	2	4	1	6	4	...	10	6
		Total	...	1912	553	546	181	71	91	46	56	49	25	17	8	...	2	160	64	...	301	225
"	...	1911	431	421	110	51	45	58	53	48	19	22	11	3	...	1	...	...	...	140	30	...	262	209	
STOCKEN-STROM	T. W. Rein	A 2	57	56	11	9	6	4	4	5	11	3	2	1	...	...	...	...	...	...	27	2	...	35	32
		A 3	295	292	63	32	41	44	36	31	21	17	7	...	...	...	...	...	...	...	144	26	...	199	170
		Poor	53	53	26	9	8	4	3	3	...	...	...	...	...	...	...	...	...	...	14	2	...	19	16
		B.	413	382	229	49	36	30	18	19	1	67	14	...	111	95
Total	...	1912	818	783	329	99	91	82	61	58	33	20	9	1	...	...	...	...	...	252	44	...	364	313	
"	...	1911	695	659	231	72	80	67	66	69	28	35	11	...	...	...	...	...	...	252	47	1	369	305	
STUTTER-HEIM	Young	A 2	161	155	37	10	25	30	22	13	5	7	5	...	...	1	...	...	...	...	73	11	...	107	91
		A 3	136	124	30	22	17	27	15	6	5	2	...	...	...	...	...	...	...	...	34	1	...	75	67
		P.F.	47	45	9	5	6	9	2	6	6	2	...	...	...	...	...	...	...	...	19	1	...	31	30
		B.	956	851	451	106	99	87	72	33	3	156	99	...	335	206
		C 1	75	65	...	...	...	...	...	...	...	...	...	...	...	...	26	32	7	...	...	...	...	...	...
		C.	190	177	48	10	15	20	14	21	40	9	62	17	...	119	88
Total	...	1912	1565	1417	575	153	162	173	125	79	59	20	5	...	26	33	7	...	...	344	129	...	667	482	
"	...	1911	1377	1300	463	179	154	138	121	74	42	40														

DIVISION.	Inspector.	Class School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			On Roll	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr.	II Yr. or Jr. Sr.	III Yr. or Jr. Sr.	IV Yr. or Jr. Sr.							
WORCESTER	Robertson ...	Sp.	193	193	39	17	20	16	33	25	15	8	6	9	...	...	...	...	5	74	15	...	127	84
		A 1	517	498	41	10	23	26	39	63	67	65	29	111	...	14	10	...	...	219	75	...	423	356
		A 2	82	75	14	6	8	11	5	3	4	16	6	2	...	...	...	...	...	41	5	...	53	45
		A 3	856	831	245	87	106	108	97	93	53	36	6	...	...	...	...	...	...	365	63	...	504	431
		P.F.	38	38	6	6	6	9	2	3	6	16	7	...	27	19
		Poor	138	138	49	28	24	18	19	58	1	...	62	61
B.	698	662	367	104	60	64	24	22	6	5	...	...	...	5	3	2	...	...	108	51	...	191	126	
Total ...	...	1912	2522	2435	761	258	247	252	219	209	151	130	47	122	5	17	12	...	5	881	217	...	1387	1122
" ...	...	1911	2171	2092	494	245	211	233	217	214	153	113	60	115	5	13	14	...	5	936	167	...	1336	1127
TERRI-TORIES.																									
BIZANA	Porter ...	A 3	20	20	3	2	3	4	4	2	1	1	...	...	...	...	...	...	9	3	...	15	10	
		C.	504	457	245	72	59	50	30	1	...	...	...	...	...	...	...	...	79	54	...	170	98	
Total ...	...	1912	524	477	248	74	62	54	34	3	1	1	...	...	...	...	...	...	88	57	...	185	108	
" ...	...	1911	393	372	156	78	50	66	15	7	...	...	...	...	...	...	...	...	76	49	...	165	89	
BUTTER-WORTH (D.C.)	McLaren ...	A 1	129	127	8	14	14	15	14	18	13	9	9	7	...	2	4	...	...	69	7	...	93	83
		P.F.	10	10	...	1	...	3	3	1	2	...	...	...	...	...	...	...	...	7	1	...	9	9
		C.	2488	2297	885	340	304	265	197	116	111	49	...	...	30	...	...	...	...	627	334	2	1132	750
Total ...	...	1912	2627	2434	893	355	318	283	214	135	126	58	9	7	30	2	4	...	...	703	342	2	1234	842
" ...	...	1911	2353	2213	644	374	270	318	227	133	108	96	4	5	28	3	3	...	...	679	296	5	1206	840
ELLIOT	Bain ...	A 2	131	125	13	13	20	20	12	19	16	6	6	...	...	...	...	...	...	52	20	...	100	73
		A 3	159	159	36	12	32	26	24	15	7	5	2	...	...	...	...	...	...	62	4	...	112	98
		P.F.	37	36	2	7	8	5	5	8	1	...	...	...	...	...	...	...	...	20	1	...	27	25
		Poor	336	336	84	39	65	66	36	27	11	7	1	...	...	...	...	...	...	142	14	...	214	190
		C.	127	110	54	15	14	16	9	2	...	...	...	...	...	...	...	...	...	26	14	...	44	25
Total ...	...	1912	790	766	189	86	139	133	86	71	35	18	9	...	...	...	...	...	...	302	53	...	497	411
" ...	...	1911	683	652	156	126	93	114	52	59	22	22	3	3	...	...	2	...	...	229	70	...	396	287
ELLIOT-DALE (D.C.)	R. Rein ...	P.F.	6	6	...	2	2	...	...	...	1	1	...	...	...	...	...	...	...	4	...	...	4	4
		C.	192	156	92	26	15	9	11	3	...	...	...	...	...	...	...	...	...	21	9	...	44	24
Total ...	...	1912	198	162	92	28	17	9	11	3	1	1	...	...	...	...	...	...	...	25	9	...	48	28
" ...	...	1911	242	190	98	25	17	25	19	4	2	...	...	...	...	...	...	...	...	40	27	1	76	44

[O.P. 4-13.]

ENGOBO (D.C.)	Tooke ...	P.F.	25	24	8	3	...	3	6	2	...	2	...	...	...	...	...	...	7	2	...	14	11	
		C 1	102	102	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		C.	2083	1872	750	295	247	217	140	93	83	47	...	...	54	31	17	...	...	507	231	...	897	594
Total ...	...	1912	2210	1998	758	298	247	220	146	95	83	49	...	...	54	31	17	...	...	514	233	...	911	605
" ...	...	1911	3694	3427	1462	507	434	406	248	144	85	46	1	...	50	27	14	...	3	849	421	...	1496	945
FLAGSTAFF	Porter ...	A 3	24	23	6	2	...	5	1	7	1	1	...	...	...	...	...	...	9	2	...	15	12	
		C.	977	899	443	144	97	96	63	23	18	15	...	...	...	...	...	...	...	182	113	...	376	219
Total ...	...	1912	1001	922	449	146	97	101	64	30	19	16	...	...	...	...	...	...	...	191	115	...	391	231
" ...	...	1911	692	653	341	118	89	73	27	3	...	2	...	...	...	...	...	...	...	90	86	...	258	130
IDUTYWA (D.C.)	Tooke ...	A 2	62	61	7	7	6	5	10	7	5	7	5	1	...	...	...	...	...	36	1	...	45	40
		P.F.	14	14	5	1	3	2	1	1	...	...	...	...	...	...	...	...	...	...	...	...	8	5
		C.	1266	1013	412	221	125	144	89	18	4	...	...	...	...	...	...	...	...	237	68	1	402	306
Total ...	...	1912	1342	1088	424	229	134	151	100	26	10	7	5	1	...	...	...	...	...	273	69	1	455	351
" ...	...	1911	1839	550	812	229	200	148	96	44	7	11	...	...	...	1	...	...	...	364	114	...	542	410
KENTANI (D.C.)	R. Rein ...	A 3	13	13	1	2	2	2	1	2	...	3	...	...	...	...	...	...	...	5	...	...	10	10
		P.F.	10	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		C.	1713	1478	754	254	175	145	92	47	11	...	...	...	...	...	...	...	...	286	163	...	541	355
Total ...	...	1912	1736	1501	755	256	178	148	96	53	11	3	1	...	...	...	...	...	...	298	166	...	561	373
" ...	...	1911	1723	1493	674	298	178	160	110	58	9	3	2	...	...	...	...	...	...	345	131	1	558	409
LIBODE	Green ...	A 3	14	13	3	1	2	4	3	...	...	...	...	...	...	...	...	...	...	2	7	...	9	2
		C.	356	293	146	64	33	33	14	3	...	...	...	...	...	...	...	...	...	45	30	...	99	58
Total ...	...	1912	370	306	149	65	35	37	17	3	...	...	...	...	...	...	...	...	...	47	37	...	108	60
" ...	...	1911	306	259	120	50	36	30	19	3	1	...	...	...	...	...	...	...	...	58	12	...	97	73
LUSIKISIKI	Porter ...	A 3	18	16	8	2	1	3	...	2	...	...	...	...	...	...	...	...	...	5	...	...	6	5
		C.	547	471	265	66	42	48	31	15	2	2	...	...	...	...	...	...	...	83	36	...	165	95
Total ...	...	1912	565	487	273	68	43	51	31	17	2	2	...	...	...	...	...	...	...	88	36	...	171	100
" ...	...	1911	405	358	172	42	54	48	27	12	3	...	...	...	...	...	...	...	...	68	52	...	157	87
MACLEAR	Green ...	A 3	268	263	44	49	46	41	36	20	10	11	5	...	...	1	...	...	...	103	22	...	174	137
		P.F.	84	83	10	19	16	15	8	3	3	1	...	...	...	...	...	...	...	18	2	...	54	43
		C.	89	69	33	17	9	2	6	1	...	...	...	...	...	...	...	...	...	11	9	...	24	12
Total ...	...	1912	441	415	87	85	71	58	50	29	14	14	6	...	...	1	...	...	...	132	33	...	252	192
" ...	...	1911	356	347	103	63	56	46	32	19	15	8	3	...	...	2	...	...	...	91	16	...	183	141

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I. Yr. Jr.	II Yr. Jr. or I Yr. Sr.	III Yr. Jr. or II Yr. Sr.	IV Yr. Jr. or III Yr. Sr.							
MATATIELE (D.C.)	Hill...	A 2	63	62	12	9	10	8	9	6	4	...	3	1	27	2	...	40	36	
		A 3	67	67	13	8	8	11	11	10	4	1	1	33	8	...	49	37	
		P.F.	22	22	2	1	6	4	4	3	1	1	2	2	...	20	15	
		Poor	34	34	10	3	11	5	5	17	2	...	23	18	
		C	3207	2898	1861	245	321	240	162	45	15	9	458	191	1	858	577	
Total	1912	3446	3136	1898	266	356	268	191	64	24	11	4	1	25	16	12	...	...	537	205	1	990	683
"	1911	2485	2360	1051	405	311	290	133	76	20	19	3	1	24	13	14	...	...	456	252	2	952	596
MOUNT AYLIFF (D.C.)	Porter	A 3	28	28	2	4	4	5	1	5	1	1	1	...	...	...	...	...	19	2	...	23	17
		P.F.	5	5	...	1	...	1	...	1	1	1	1	...	...	...	...	...	4	...	...	4	3
		C	1293	1210	482	222	162	169	92	66	17	...	...	...	...	...	...	...	334	140	...	577	375
Total	1912	1326	1243	484	227	166	175	97	68	23	2	1	...	...	...	...	...	357	142	...	604	395	
"	1911	1329	1230	512	238	205	107	97	64	7	...	...	...	...	...	...	...	274	159	...	539	322	
MOUNT CURRIE	Porter	A 2	118	115	8	2	6	17	14	17	18	9	13	9	...	...	2	...	53	13	...	94	79
		A 3	133	130	23	16	23	25	21	14	4	1	...	...	...	...	3	...	60	4	...	92	80
		P.F.	40	39	10	1	5	7	8	4	3	1	...	...	...	...	...	...	21	4	...	28	23
		Poor	20	20	5	3	...	6	2	4	12	12	12	
		C	520	478	233	95	70	37	21	9	6	7	113	25	...	168	125	
Total	1912	831	782	279	117	104	92	66	48	31	18	13	9	...	...	5	...	259	46	...	394	319	
"	1911	706	674	231	101	81	86	57	49	29	20	9	5	...	5	1	...	168	73	...	358	250			
MOUNT FLETCHER (D.C.)	Hill	A 3	30	29	8	1	4	4	4	3	4	1	...	...	...	...	...	...	9	8	...	21	9
		C	2189	1995	1085	203	273	181	146	51	33	23	377	277	...	804	444	
Total	1912	2219	2024	1093	204	277	185	150	54	37	24	...	...	...	...	...	...	...	356	285	...	825	453
"	1911	805	766	295	123	143	92	59	33	17	2	2	...	...	...	...	...	...	193	61	...	365	277
MOUNT FRERE (D.C.)	Hill	A 3	22	22	3	...	3	4	4	7	1	...	...	...	...	...	...	...	15	1	...	19	16
		C	480	456	117	54	40	61	35	56	52	41	203	23	...	290	244	
Total	1912	502	478	120	54	43	65	39	63	53	41	...	...	...	...	...	...	...	218	24	...	309	260
"	1911	3847	3608	1608	554	494	403	276	165	70	38	...	...	...	...	...	...	...	858	246	1	1510	1123

CLASSIFICATION OF PUPILS AFTER INSPECTION.

MQANDULI (D.C.)	R Rein	A 3	19	19	1	2	2	4	3	5	2	...	...	...	...	...	...	...	10	4	...	16	11
		P.F.	5	5	1	1	...	1	...	2	3	1	...	5	4
Total	1912	1460	1192	693	173	100	75	85	37	24	5	...	...	...	...	...	...	...	170	116	...	387	224
"	1911	1172	934	469	154	103	95	79	33	1	...	...	...	...	...	...	...	...	203	59	...	335	243
NGQELENI...	R. Rein	A 3	10	10	...	1	5	...	3	1	...	...	...	...	...	...	...	...	9	...	...	9	9
		C 1	54	54	30	17	7
		C	771	681	382	101	57	50	34	25	19	13	96	31	...	208	152
Total	1912	835	745	382	102	62	50	37	26	19	13	...	...	...	30	17	7	...	105	31	...	217	161
"	1911	622	550	228	64	48	56	35	26	36	12	...	...	...	30	6	9	...	82	50	...	223	132
NQAMAKWE (D.C.)	McLaren	A 3	24	24	6	...	4	2	5	3	2	...	...	...	...	...	...	...	17	...	...	18	17
		C 1	115	115	76	24	15
		C	4783	4622	1547	692	631	598	456	340	244	109	5	1592	665	3	2525	1781
Total	1912	4922	4761	1553	692	635	600	458	345	247	111	76	24	15	...	5	1609	665	3	2543	1798
"	1911	4817	4650	1272	752	590	657	464	364	230	146	92	39	28	...	16	1624	639	2	2580	1864
NTABAN-KULU	Porter	C	513	476	268	60	55	49	32	12	71	77	...	188	76
		Total	1912	513	476	268	60	55	49	32	12	71	77	...	188	76
"	1911	680	574	241	104	90	76	49	14	...	...	...	...	...	...	...	...	...	156	38	...	245	189
PORT ST. JOHN	R. Rein	A 3	34	33	6	6	2	5	1	3	5	2	2	...	...	1	...	...	17	1	...	20	19
		C	91	79	40	12	8	13	6	16	12	...	30	16
Total	1912	125	112	46	18	10	18	7	3	5	2	2	...	...	1	...	...	...	33	13	...	50	35
"	1911	115	96	38	14	14	9	9	5	3	2	1	...	...	1	...	...	...	20	10	...	45	33
QUMBU (D.C.)	Green	A 3	20	20	3	3	3	2	2	2	3	...	...	...	...	...	...	...	14	...	...	14	14
		C 1	86	86	53	22	11
		C	3277	2884	1260	496	363	281	199	148	81	56	693	217	...	1221	906
Total	1912	3383	2990	1263	499	366	283	201	150	83	59	...	...	...	53	22	11	...	707	217	...	1235	920
"	1911	2045	1895	661	266	244	208	191	95	113	28	2	...	...	56	19	12	...	508	154	...	904	646
ST. MARK'S	Bain	A 3	37	37	10	...	4	2	3	6	4	7	1	...	...	...	...	...	23	4	...	27	23
		P.F.	16	16	2	1	1	2	1	3	3	2	1	9	13	12
		C	2696	2488	1261	368	321	259	171	85	23	544	263	...	949	623
Total	1912	2749	2541	1273	369	326	263	175	94	30	9	2	...	...	...	...	...	...	576	267	...	989	658
"	1911	2396	2238	1075	356	262	250	173	90	27	5	...	...	...	...	...	...	...	498	254	...	910	567

CLASSIFICATION OF PUPILS AFTER INSPECTION.

[C.P. 4-'13.]

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Std. Ex.	Yr. Jr. I	II Yr. Jr. or I Yr. Sr.	III Yr. Jr. or II Yr. Sr.	III Yr. Sr.							
TSOLO (D.C.)	Green ...	A 3	18	18	...	2	2	1	7	2	2	2	8	5	...	16	10
		C.	3049	2625	1073	527	350	311	191	117	46	10	582	305	...	1139	718
Total ...	...	1912	3067	2643	1073	529	352	312	198	119	48	12	...	...	...	...	...	...	...	590	310	...	1155	728
" ...	...	1911	1823	1559	635	283	200	185	139	79	36	2	...	...	...	...	...	...	...	373	116	...	676	484
TSOMO (D.C.)	McLaren ...	A 3	18	15	2	1	...	1	2	3	1	4	1	...	...	...	...	...	...	10	1	...	12	11
		C.	315	293	120	50	34	46	27	12	4	...	...	...	...	...	...	...	...	88	50	...	139	89
Total ...	...	1912	333	308	122	51	34	47	29	15	5	4	1	...	...	...	...	...	98	51	...	151	100	
" ...	...	1911	2829	2724	947	404	348	375	270	201	126	53	...	...	...	...	...	...	878	389	7	1439	1067	
UMTATA (D.C.)	Tooke ...	A 1	185	166	24	17	13	26	19	20	14	17	4	12	...	...	...	...	...	61	19	...	114	90
		P.F.	7	7	...	1	...	1	2	...	2	1	...	...	...	...	...	...	...	6	...	...	6	6
		Poor	66	64	13	12	12	9	8	9	1	...	...	...	...	...	...	...	...	11	16	...	41	19
		C 1	40	40	...	...	...	...	...	...	...	...	...	...	...	25	11	4	...	...	...	...	...	...
		C.	2735	2401	1011	411	279	312	212	112	47	17	554	261	1	1089	691
Total ...	...	1912	3033	2678	1048	441	304	348	241	141	64	35	4	12	25	11	4	...	...	632	296	1	1250	806
" ...	...	1911	2170	1932	687	331	207	254	204	101	60	22	10	10	28	9	9	...	...	506	181	...	906	648
UMZIM-KULU (D.C.)	Porter ...	P.F.	15	15	3	1	...	2	2	2	4	1	...	...	...	...	...	...	...	5	...	...	11	10
		C.	3538	3378	1795	489	414	324	196	111	35	14	...	...	...	...	...	...	...	657	335	...	1261	825
Total ...	...	1912	3553	3393	1798	490	414	326	198	113	39	15	...	...	...	...	...	...	662	335	...	1272	835	
" ...	...	1911	2985	2797	1363	489	407	237	171	97	33	...	...	...	...	...	...	...	571	324	...	1094	694	
WILLÖW-VALE (D.C.)	R. Rein ...	A 3	20	20	5	1	2	5	3	...	3	1	...	...	...	...	...	...	...	9	4	...	14	10
		P.F.	5	5	...	...	1	...	1	3	...	...	...	...	...	...	...	...	...	5	...	...	5	5
		C.	2916	2487	1215	437	297	253	161	102	22	...	...	...	...	...	...	...	...	562	264	...	944	649
Total ...	...	1912	2941	2512	1220	438	300	258	165	105	25	1	...	...	...	...	...	...	576	268	...	963	664	
" ...	...	1911	2650	2352	1123	417	295	233	187	79	18	...	...	...	...	...	...	...	549	278	...	932	615	
XALANGA ...	Bain ...	A 3	37	36	3	1	7	8	5	5	3	2	2	...	...	...	...	...	...	20	2	...	32	27
		Poor	43	43	19	12	6	6	...	...	...	...	...	...	...	...	...	...	...	11	...	...	12	12
		C.	1703	1622	671	261	235	207	130	86	31	1	...	...	...	...	...	...	...	385	255	...	789	469
Total ...	...	1912	1783	1701	693	274	248	221	135	91	34	3	2	...	...	...	...	...	416	257	...	833	508	
" ...	...	1911	1697	1617	644	272	223	216	127	104	2	5	...	...	...	1	1	...	378	215	...	786	466	

PUPILS' ATTAINMENTS AT INSPECTION.

43a

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

II.—SUMMARY ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total, 1912.	Total, 1911.
Schools inspected ...	16	91	103	1170	2	19	913	249	727	12	742	4044	3955
Pupils on Roll ...	1124	19967	16783	37648	385	1078	7053	7507	58430	1056	16391	197422	189602
Pupils present ...	1078	19412	16324	36592	376	931	6996	7252	54734	1044	18613	186613	179325
Percentage present	95·91	97·22	97·27	97·20	97·66	86·36	99·19	96·60	93·67	98·86	90·26	94·52	94·58
Pupils—													
Sub-standards ...	170	3008	4865	15249	89	133	2224	3414	35722	...	25674	90548	84988
Standard I ...	72	1279	1916	5264	48	74	962	1116	6756	...	5172	22659	21702
Do. II ...	77	1714	1948	5302	62	119	1005	1068	5408	...	4542	21245	20906
Do. III ...	118	1804	1976	4366	40	124	1006	863	3622	...	3083	17002	16994
Do. IV ...	81	2200	1837	3334	34	114	877	523	1948	...	1821	12769	13080
Do. V ...	44	2343	1512	1754	41	94	578	179	808	...	1036	8389	7992
Do. VI ...	31	2226	1110	923	18	39	256	68	336	...	449	5456	5371
Do. VII ...	44	1319	638	251	4	20	85	18	6	...	...	2385	2202
Ex-standard ...	10	2962	240	19	4	...	2	...	...	...	...	3237	2940
Pupil Teachers—													
1st year Junior ...	...	...	5	2	15	...	...	...	49	581	35	687	687
2nd year Junior or 1st year Senior	94	189	104	39	13	...	...	...	42	283	3	767	880
3rd year Junior or 2nd year Senior	131	260	116	56	8	...	...	...	33	171	3	778	964
3rd year Senior ...	...	7	26	12	...	...	...	...	3	...	...	48	...
Unclassified Pupils	206	101	31	21	...	214	1	3	1	9	56	643	619
Percentage—													
Sub-standards ...	15·77	15·50	29·80	41·67	23·67	14·29	31·79	47·07	65·26	...	61·31	48·52	47·38
Standard I ...	6·68	6·59	11·74	14·39	12·77	7·95	13·75	15·39	12·34	...	12·35	12·14	12·10
Do. II ...	7·14	8·83	11·93	14·49	16·49	12·78	14·37	14·73	9·88	...	10·85	11·38	11·17
Do. III ...	10·95	9·29	12·10	11·93	10·64	13·32	14·38	11·90	6·62	...	7·36	9·11	9·48
Do. IV ...	7·51	11·33	11·25	9·11	9·04	12·24	12·54	7·21	3·56	...	4·35	6·84	7·79
Do. V ...	4·08	12·07	9·26	4·79	10·90	10·10	8·26	2·47	1·48	...	2·47	4·50	4·46
Do. VI ...	2·88	11·47	6·80	2·52	4·79	4·19	3·66	·94	·61	...	1·07	2·92	2·99
Do. VII ...	4·08	6·79	3·91	·69	1·06	2·15	1·21	·25	·01	...	...	1·28	1·23
Ex-standard ...	·93	15·26	1·47	·05	1·06	...	·03	...	...	...	...	1·73	1·64
1st year (J.) P.T.'s	...	...	·03	·01	3·99	...	...	...	·09	55·65	·08	·37	·38
2nd year (J.) or 1st year (S) P.T.'s ...	8·72	·97	·64	·11	3·46	...	...	...	·08	27·11	·01	·41	·49
3rd year (J.) or 2nd year (S.) P.T.'s ...	12·15	1·34	·71	·15	2·13	...	...	...	·06	16·38	·01	·42	·53
3rd year (S) P.T.'s	...	·04	·16	·03	...	...	...	...	·01	...	...	·03	...
Unclassified ...	19·11	·52	·19	·06	...	22·98	·01	·04	·00	·86	·13	·34	·35

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

(Omitting Unclassified Pupils.)

	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total, 1912.	Total, 1911.
No. present at In- spection ...	872	19311	16293	36571	376	717	6995	7249	54733	1035	41818	185970	178706
No. classified in Standard V and above.	354	9306	3751	3056	103	153	921	265	1277	1035	1526	21741	21036
Percentage ...	40·60	48·19	23·02	8·33	28·19	21·34	13·17	3·66	2·36	100	3·65	11·69	11·77

PUPILS' ATTAINMENTS AT INSPECTION.

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

IV.—ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

CIRCUIT IN CHARGE OF INSPECTOR.	Pupils on Roll.	Present at Inspection.	Sub-Standards		Standards.							Ex-Stand.	Pupil Teachers.					Unclassified.
			A.	B.	I.	II.	III.	IV.	V.	VI.	VII.		I Yr. (J.)	II Yr. (J.) or I Yr. (S.)	III Yr. (J.) or II Yr. (S.)	IV Yr. (S.)	III Yr. (S.)	
Anders ...	3309	3244	925	381	407	341	303	274	241	158	61	93	...	14	43	3	...	
Bain ...	7731	7255	3225	1133	961	812	577	344	150	38	14	...	...	1	...	...	...
Bennie ...	6169	5779	1887	667	708	686	556	424	259	171	112	106	...	41	61	...	101	
Bond... ..	9283	8801	3214	1348	1149	1052	800	506	255	165	41	112	63	45	46	...	5	
Craib, D. and Noaks	29228	27979	9028	3663	3393	3127	2624	2140	1444	906	474	753	30	106	103	24	164	
Craib, J. ...	3444	3302	745	420	362	439	377	301	270	172	73	99	...	24	14	...	6	
Freeman ...	3834	3713	1108	465	458	405	401	326	215	164	76	53	...	12	28	...	2	
Golightly ...	8635	8313	2147	875	906	867	688	641	502	455	309	655	8	78	118	...	64	
Green ...	7261	6354	2572	1178	824	690	466	301	145	85	6	...	53	23	11	...	...
Hill ...	6167	5638	3111	524	676	518	380	181	114	76	4	1	25	16	12	...	...
Hofmeyr ...	4072	3977	1009	580	552	457	414	366	203	152	101	98	...	26	17	1	1	
Kelly ...	3685	3472	1182	564	492	430	331	211	124	77	26	7	14	7	7	...	...
Logie ...	5003	4794	1469	639	643	612	482	428	213	182	59	60	...	6	1	...	...
McLaren ...	7882	7503	2568	1098	987	930	701	495	378	173	10	7	106	26	19	...	5	
Milne ...	8819	8376	2815	1057	985	937	776	623	466	312	119	138	1	8	13	4	122	
Mitchell ...	6317	6056	2237	694	749	748	596	411	261	169	55	101	...	17	17	...	1	
Noaks and D. Craib	29228	27979	9028	3663	3393	3127	2624	2140	1444	906	474	753	30	106	103	24	164	
Porter ...	8313	7780	3799	1182	941	848	522	291	115	54	14	9	...	5	...	...	...
Pressly ...	5245	5098	2164	555	472	570	417	349	189	155	62	69	42	26	25	3	...	
Rein, R. ...	7295	6224	3188	1015	667	558	401	227	85	25	3	...	30	18	7	...	...
Rein, T. W.	5590	5408	1952	507	549	500	463	372	371	226	43	33	187	82	65	...	58	
Robertson	6424	6233	1998	805	764	703	570	463	309	228	102	219	7	36	20	4	5	
Satchel ...	7681	7306	2377	950	823	847	758	586	388	243	102	93	4	21	26	1	87	
Scott ...	4562	4427	1463	673	543	575	418	323	186	118	37	43	7	12	26	...	3	
Sinton ...	2430	2370	483	259	267	292	261	248	217	149	98	62	1	5	26	...	2	
Spurway ...	3768	3639	1182	408	403	402	418	300	228	137	75	68	...	9	7	...	2	
Theron ...	5269	5133	1359	714	675	639	517	446	246	193	128	194	...	6	9	4	3	
Tooke ...	6585	5764	2230	968	685	719	487	262	157	91	9	13	79	42	22	...	...
Van der Merwe ...	3237	3306	1199	430	394	358	273	156	104	38	16	3	4	15	3	4	9	
Watermeyer	3963	3858	1135	541	526	482	387	283	218	127	63	70	...	8	15	...	3	
Young ...	6221	5811	1940	544	698	701	638	491	336	217	93	78	26	37	12	...	...
Total, 1912	197422	186613	65711	24837	22659	21245	17002	12769	8389	5456	2385	3237	687	767	778	48	643	
Do., 1911	187602	179325	60781	24207	21702	20906	16994	13080	7992	5371	2202	2940	687	880	964	...	619	
Increase ...	9820	7288	4930	630	957	339	8	-311	397	85	183	297	...	-113	-186	48	24	

B.—PERCENTAGE COMPARISON OF CLASSIFICATION OF PUPILS, 1905 TO 1912.

Year.	Sub-Standards.	Standard.							Ex-Stand.	Pupil Teachers.					Unclassified.
		I.	II.	III.	IV.	V.	VI.	VII.		1st Yr. (J.)	2nd Yr. (J.) or 1st Yr. (S.)	3rd Yr. (J.) or 2nd Yr. (S.)	3rd Yr. (S.)		
1905 ...	48.49	13.21	12.64	9.44	7.17	3.85	2.14	.97	.86	.42	.34	.27	...	.20
1906 ...	47.78	13.27	12.48	9.61	7.26	4.03	2.40	.96	.93	.38	.37	.27	...	.25
1907 ...	46.70	13.34	12.54	9.86	7.23	4.20	2.63	.90	1.16	.51	.48	.33	...	.11
1908 ...	44.19	13.39	12.97	10.25	7.63	4.56	2.84	1.12	1.33	.61	.54	.41	...	.15
1909 ...	43.90	13.06	12.95	10.46	7.45	4.62	2.97	1.24	1.44	.54	.62	.52	...	.22
1910 ...	45.44	12.16	12.52	10.33	7.30	4.59	2.92	1.24	1.63	.46	.57	.54	...	.29
1911 ...	47.38	12.10	11.17	9.48	7.79	4.46	2.99	1.23	1.64	.38	.49	.53	...	.35
1912 ...	48.52	12.14	11.38	9.11	6.84	4.50	2.92	1.28	1.73	.37	.41	.42	.03	.34	

V.—HIGH SCHOOLS.

NUMBER OF PUPILS IN HIGH SCHOOL STANDARDS AT 30TH SEPTEMBER.

Year.	High School Standards.					Total.		
	A.	B.	C.	D.	E.			
1909	1336	1115	1079	949	...	4479
1910	1433	1255	1054	1100	...	4842
1911	1568	1340	1161	1276	...	5345
1912	1601	1473	1130	995	202	5401
Increase on 1911	33	133	-31	-281	202	56

6. ANNUAL PROGRESS OF PUPILS.

[C.P. 4-13.]

	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	C 1	C.	Total, 1912.	Total, 1911.
<i>Success of Pupils at Annual Inspection in all Schools inspected.</i>													
Total No. of Pupils presented for Standards	436	15316	11049	21646	257	613	4873	3966	20493	...	17815	96464	94386
No. of Pupils who passed the Standard for which they were presented	357	13192	9607	18261	205	325	3956	3280	14593	...	11747	75523	73617
Percentage	81·88	86·13	86·95	84·36	79·77	53·02	81·16	82·70	71·21	...	65·94	78·29	77·00
<i>Comparative Progress.</i>													
No. presented for Standards this year who were also present at previous inspection	318	10625	8688	17050	154	173	3285	3358	16595	...	14377	74623	73063
Of these, No. who passed a <i>higher</i> Standard this year	269	8762	7635	14610	128	87	2731	2802	12088	...	9739	58851	57635
Percentage	84·59	82·47	87·88	85·69	83·12	50·28	83·14	83·44	72·84	...	67·74	78·86	78·88
Of these, No. who passed the <i>same</i> Standard this year	49	1859	1051	2431	26	85	549	556	4492	...	4630	15728	15359
Percentage	15·41	17·50	12·10	14·26	16·88	49·13	16·71	16·56	27·06	...	32·20	21·08	21·02
Of these, No. who passed a <i>lower</i> Standard this year	...	4	2	9	...	1	5	...	15	...	8	44	69
Percentage ... ..	...	·03	·02	·05	...	·58	·15	...	·09	...	·06	·06	·09
No. of Schools where such comparison is possible ...	12	91	103	1027	2	13	648	226	675	...	678	3475	3433
No. of Pupils present at Inspection in these Schools	1078	19412	16324	36592	376	931	6996	7252	54734	1044	41874	186613	168144
No. presented for Standards	406	15316	11049	20499	257	547	3735	3821	19880	...	17211	92721	90700
No. of Pupils present at Inspection in these Schools who were also present at last Inspection	372	12503	11136	23039	200	187	3877	4636	32074	...	23869	111893	107028
No. of Schools where comparison is not possible owing to													
(a) first inspection	1	...	...	117	...	4	251	15	35	...	37	460	422
(b) other reasons*	3	...	...	26	...	2	14	8	17	12	27	109	100

* Comparison impossible, because

- (1) 12 Training Schools, 3 Special Schools and 2 Evening Schools are not dealt with on Standard lines.
- (2) Record of previous inspection was missing in 47 cases.
- (3) School was in abeyance last year in 37 cases, and
- (4) There was no inspection in 1911 in 8 cases.

6.—ANNUAL PROGRESS OF PUPILS.

7. SUBJECTS OF INSTRUCTION.

A.—NUMBER OF PUPILS RECEIVING INSTRUCTION IN THE UNDERMENTIONED SUBJECTS FOR YEARS ENDING 30TH SEPTEMBER, 1912 AND 1911.

SUBJECT.	Number of Schools.		Number of Pupils.		Average number of Hours per Week.	
	1912.	1911.	1912.	1911.	1912.	1911.
Agriculture	1	4	3	73	39.50	17.38
Agricultural Science	1	...	5	...	1.50	...
Algebra	195	196	8061	7907	1.93	1.90
Basketmaking	2	3	41	57	17.75	14.33
Blacksmith Work	3	5	14	23	34.00	31.50
Bookbinding	3	2	21	15	26.00	37.00
Bookkeeping	16	9	252	134	3.64	2.44
Botany	37	37	1710	1607	2.12	2.13
Building	1	2	37	46	17.75	12.00
Building Construction	2	2	30	16	2.50	1.50
Cardboard Modelling	10	6	288	112	1.60	1.67
Carpentry	4	7	100	150	24.13	30.50
Chemistry	17	21	560	761	2.91	2.63
Cookery	70	58	2483	1745	2.83	2.16
Dairying ... ..	...	1	...	10	...	40.00
Design	3	3	52	44	6.33	8.33
Domestic Economy	15	16	418	442	4.10	1.94
Drawing	2383	2245	90325	86794	1.31	1.33
Dressmaking	11	12	127	150	3.55	5.13
Drill	3336	3262	149847	142930	0.97	0.97
Dutch Grammar... ..	617	546	20671	17751	1.91	1.49
Elementary Physical Science	22	11	1124	473	3.01	2.59
Forestry	1	...	30	...	8.50	...
French	40	44	735	809	2.27	2.27
Gardening	15	14	634	706	8.10	7.45
Geometry... ..	172	180	7282	7054	2.08	1.96
German	29	22	753	618	2.63	2.75
Gessowork ... ..	...	1	...	6	...	1.00
Greek	17	16	197	223	2.66	2.72
Hebrew	2	2	382	367	3.50	3.38
Housewifery ... ..	...	1	...	6	...	20.00
Hygiene	5	5	360	207	1.00	1.15
Kafir Grammar	12	12	660	616	1.29	1.08
Latin	195	205	9523	9545	2.40	2.90
Laundry Work	10	13	250	252	7.40	8.35
Machine Construction	1	2	36	39	6.00	8.00
Machine Drawing	1	1	93	60	1.00	1.00
Magnetism and Electricity	1	1	22	19	2.00	2.00
Mechanics, Applied	1	...	13	...	2.00	...
Millinery	1	...	6	...	4.00	...
Modelling	3	1	27	4	3.33	4.00
Music (Instrumental)	157	167	2618	2551	1.20	1.15
Needlework	2751	2680	71825	69471	1.47	1.79
Painting	16	20	162	257	3.03	2.40
Physics	43	40	1486	1502	2.58	2.73
Physiology	4	3	70	42	1.19	1.17
Piano Tuning ... ..	...	...	5	...	2.00	...
Printing	3	3	48	45	26.67	26.33
Sesuto Grammar... ..	3	2	13	52	1.25	0.75
Shoemaking	8	9	77	133	23.34	23.50
Shorthand	15	4	138	75	2.28	1.56
Spinning ... ..	...	2	...	47	...	6.00
Stencilling ... ..	...	1	...	13	...	1.00
Tailoring	4	4	47	42	32.13	30.63
Typewriting	9	2	58	11	3.28	1.50
Vocal Music	3087	3093	142168	138308	1.06	1.41
Wagonmaking	3	4	26	49	34.00	32.63
Weaving	1	2	11	18	25.00	5.75
Woodwork	202	184	8215	7579	2.56	2.24

SUBJECTS OF INSTRUCTION.

B.—PUPILS' EXAMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1911: NUMBER OF CANDIDATES AND PASSES.

Subject.	Candidates.		Passes.		Subject.	Candidates.		Passes.	
	1911.	1910.	1911.	1910.		1911.	1910.	1911.	1910.
Botany :					Kafir :				
First Year ...	130	105	64	70	First Year ...	107	...	54	...
Second Year ...	71	54	17	23	Second Year ...	70	...	49	...
Chemistry :					Third Year ...	125	167	58	70
First Year ...	44	73	19	55	Latin :				
Second Year ...	23	45	10	33	First Year ...	397	406	115	188
Domestic Economy ...	...	35	...	20	Second Year ...	253	316	119	172
Drawing :					Third Year ...	190	216	76	125
Standard V ...	618	797	250	273	Mathematics :				
Standard VI ...	758	977	397	637	First Year ...	346	401	228	200
Standard VII ...	880	967	421	614	Second Year ...	265	315	109	211
Dutch :					Third Year ...	195	214	59	164
First Year ...	571	497	235	278	Physics :				
Second Year ...	546	716	233	423	First Year ...	40	100	18	42
Third Year ...	586	717	413	371	Second Year ...	56	73	17	47
Elementary Physical Science :					Sesuto :				
First Year ...	75	...	23	...	First Year ...	82	...	60	...
Second Year ...	43	...	20	...	Second Year ...	29	...	10	...
French :					Third Year ...	38	36	9	25
First Year ...	23	36	18	21	Needlework :				
Second Year ...	29	28	22	19	Third Year (Sect.A)	526	469	454	399
Third Year ...	29	49	22	40	Third Year (Sect.B)	325	179	284	154
Geography ...	...	86	...	28	Do. (P.T.) (Sect.A)	1145	330	847	188
German :					Third Year (Sect.B)	983	601	804	476
First Year ...	...	4	...	3	Woodwork :				
Second Year ...	5	10	2	9	First Year ...	1197	1439	911	1167
Third Year ...	8	16	7	11	Second Year ...	790	813	687	728
History ...	...	157	...	87	Third Year ...	419	354	387	344
					Total ...	12017	11798	7528	7715

C.—TOTAL NUMBER OF CANDIDATES PASSED IN TECHNOLOGICAL AND HIGHER ART EXAMINATIONS, DECEMBER 1911.

Subject.	Candidates.		Passes.	
	1911.	1910.	1911.	1910.
Building Construction :				
First Year ...	15	7	6	3
Second Year ...	2	...	2	...
† Higher Art ...	285	152	176	74
Machine Construction :				
First Year ...	32	81	21	39
Second Year ...	22	33	17	24
Practical Geometry :				
First Year ...	54	103	18	59
Second Year ...	34	27	6	17
° Woodwork, Apprentices :				
First Year ...	85	57	62	40
Second Year ...	74	33	63	26
Third Year ...	39	29	36	27
Total ...	642	522	407	309

D.—SUMMARY FOR ALL EXAMINATIONS: NUMBER OF CANDIDATES AND PASSES.

(For details see above and page 52a.)

Examinations.	Candidates.			Passes.		
	1909.	1910.	1911.	1909.	1910.	1911.
Pupils' Specific Subjects... ..	13061	11798	12017	8287	7715	7528
Technological and Higher Art	424	522	642	256	309	407
Teachers	3561	3319	3140	2436	2236	2139
Teachers' Specific Subjects	891	1033	1054	725	775	741
Total	17937	16672	16853	11704	11035	10815

* The figures for Needlework and Woodwork are for the Years ending 30th September, 1911 and 1912.

† These figures include 160 candidates and 97 passes at the examination in June, 1912.

8. TEACHERS.

A.—TEACHERS' QUALIFICATIONS.

(Based on information given in the Attendance Returns for the Quarter ending 30th June, 1912).

I.—ARRANGED ACCORDING TO CERTIFICATES AND CLASSES OF SCHOOLS.

Summary.	Certificated.	Uncertificated.	Total.	Percentage Certificated.		Percentage Increase.
				1912.	1911.	
Province, excluding Territories	4,654	1,645	6,299	73·88	73·39	·49
Territories	652	1,202	1,854	35·17	33·99	1·18
Total, 1912	5,306	2,847	8,153	65·08	64·41	·67

TEACHERS HOLDING

Class of School.	Privy Council Certificate.						Other British Government Certificates.					TI Certificate and Degree.	T2 Certificate.					T3 Certificate.					Miscellaneous Certificates.					Total No. of Certificated Teachers.	Uncertificated Teachers.					Total No. of Teachers.					
	Degree.	Intermediate.	Matriculation.	Other Higher University Diplomas.	No Academic Qualification.	Total.	Degree.	Intermediate.	Other Higher University Diplomas.	No Academic Qualification.	Total.		Degree.	Intermediate.	Matriculation.	Other Higher University Diplomas.	No Academic Qualification.	Total.	Degree.	Intermediate.	Matriculation.	Other Higher University Diplomas.	No Academic Qualification.	Total.	Degree.	Intermediate.	Matriculation.		Other Higher University Diplomas.	No Academic Qualification.	Total.								
																																Other European Government Certificates (without Academic Qualification).	Degree.		Intermediate.	Matriculation.	Other Higher University Diplomas.	No Academic Qualification.	Total.
Sp.	5	...	...	1	6	12	...	...	...	...	7	...	4	2	8	...	2	16	...	...	4	...	22	26	2	...	1	1	37	41	102	1	...	1	...	24	26	128	
A 1	51	2	4	4	41	102	4	1	...	1	6	15	15	96	46	146	4	6	298	23	22	89	1	225	360	9	1	5	2	114	131	928	40	8	4	...	25	77	1005
A 2	6	5	3	2	43	59	...	...	...	3	3	1	1	14	26	86	...	3	129	8	7	74	1	303	393	...	...	1	...	11	12	597	4	4	3	...	8	19	616
A 3	...	...	2	...	38	40	...	...	...	7	7	2	1	4	48	3	8	64	2	5	120	2	1239	1368	...	...	...	...	16	16	1498	...	5	30	1	267	303	1801	
D.	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	4	...	...	...	...	1	1	8	...	...	1	1	1	3	11	
E. {	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	2	...	...	...	2	2	4	...	...	...	...	16	20	24	...	...	...	10	10	34		
(5)	...	...	(1)	...	(6)	(12)	...	...	...	...	...	(2)	(2)	...	...	...	(4)	...	(2)	...	(13)	(15)	(4)	...	...	...	(21)	(25)	(56)	...	...	...	(12)	(12)	(68)				
P.F.	...	...	...	...	3	3	...	...	...	1	1	...	1	...	6	...	...	7	1	...	23	...	487	511	...	...	...	...	523	...	1	15	...	...	353	369	892		
Poor	...	...	...	...	3	3	...	...	...	...	...	...	...	4	...	1	5	...	...	17	...	220	237	...	...	...	...	245	...	1	6	...	...	77	84	329			
B.	1	1	...	...	10	12	...	...	...	...	...	...	...	5	...	1	6	...	...	6	...	751	757	1	...	...	6	7	782	1	...	...	797	798	1580				
C 1	4	3	1	1	11	20	...	...	1	1	2	2	1	...	1	5	1	1	8	...	2	1	7	10	1	...	...	4	5	48	...	...	...	1	1	49			
C.	1	...	...	...	5	6	...	...	...	...	...	...	...	3	...	...	3	...	...	...	...	531	531	...	...	...	...	11	11	551	...	...	...	1157	1157	1708			
Total	69	11	10	8	160	258	4	1	1	13	19	29	19	116	81	311	8	22	538	34	34	335	5	3791	4199	17	1	7	3	216	244	5306	46	19	60	2	2720	2847	8153
Do. 1911	73	12	8	6	170	269	1	2	...	13	16	19	20	81	80	275	6	21	463	28	40	321	4	3552	3945	11	2	4	3	155	175	4907	37	13	61	2	2598	2711	7618
Increase.	-4	-1	2	2	-10	-11	3	-1	1	...	3	10	-1	35	1	36	2	1	75	6	-6	14	1	239	254	6	-1	3	...	61	69	399	9	6	-1	...	122	136	535
Percentage.	...	...	...	...	3·17	...	...	...	...	23	36	23	...	...	...	...	...	6·60	...	...	...	...	...	51·50	...	...	...	...	2·99	65·08	...	...	...	...	...	34·92	...		

NOTE.—Included with the Teachers classified above there are 46 teachers who receive no grant from the Department. Of these 21 are certificated and 25 uncertificated; none are academically qualified; 16 are male and 30 female.

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

A.—(cont.)—TEACHERS' QUALIFICATIONS.

II.—SUMMARY OF PROFESSIONAL AND ACADEMIC CERTIFICATES.

	Teachers holding Certificates.			No Certificate.	Percentage holding Academic Certificates.
	Professional and Academic.	Professional only.	Academic only.		
Degree	259	...	46	...	3.74
Intermediate	128	...	19	...	1.80
Matriculation	663	...	60	...	8.87
Other Higher University Diplomas	25	...	2	...	.33
Total, 1912	1075	4231	127	2720	14.74
Do., 1911	977	3930	113	2598	14.31
Increase	98	301	14	122	.43
Percentage, 1912	13.18	51.89	1.56	33.36	
Do., 1911	12.82	51.59	1.48	34.10	

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

Percentage of Teachers.	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	C 1.	C.	Total.
Certificated, 1912	80.15	92.34	96.92	83.18	72.73	82.35	58.61	74.47	49.49	97.96	32.26	65.08
Do., 1911	80.80	92.11	97.37	83.08	87.50	79.59	61.60	74.12	47.67	93.88	31.11	64.41
Increase	-65	-23	-45	-10	-14.77	2.76	-2.99	.35	1.82	4.08	1.15	.67

IV. ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Circuit in charge of Inspector.	Number of Teachers.			Percentage of Teachers Certificated.		Circuit in charge of Inspector.	Number of Teachers.			Percentage of Teachers Certificated.	
	Certi-ficated.	Un-certi-ficated.	Total.	1912.	1911.		Certi-ficated.	Un-certi-ficated.	Total.	1912.	1911.
Anders ...	190	50	240	79.17	78.8	Porter ...	65	197	262	24.81	22.5
Bain ...	92	185	277	33.21	33.3	Pressly ...	118	112	230	51.3	48.4
Bennie ...	210	69	279	75.27	75.4	Rein, R. ...	48	211	259	18.53	19.4
Bond ...	169	127	296	57.09	56.4	Rein, T. W.	170	77	247	68.83	68.6
Craib, D. and } Noaks	815	106	921	88.49	89.3	Robertson ...	206	66	272	75.74	75.9
Craib, J. ...	152	63	215	70.70	72.2	Satchel ...	245	74	319	76.80	81.3
Freeman ...	144	41	185	77.84	77.2	Scott ...	151	56	207	72.95	72.3
Golightly ...	276	65	341	80.94	80.3	Sinton ...	105	53	158	66.45	77.5
Green ...	97	161	258	37.59	38.4	Spurway ...	151	46	197	76.65	77.6
Hill ...	120	194	314	38.22	34.7	Theron ...	173	61	234	73.93	71.2
Hofmeyr ...	144	68	212	67.92	66.0	Tooke ...	111	158	269	41.26	38.9
Kelly ...	131	55	186	70.43	77.5	Van der Merwe ...	108	61	169	63.91	63.4
Logie ...	140	85	225	62.22	56.7	Watermeyer	136	65	201	67.66	68.9
McLaren ...	149	177	326	45.71	44.4	Young ...	205	41	246	83.33	81.0
Milne ...	269	82	351	76.64	76.9						
Mitchell ...	216	41	257	84.05	81.2						
Noaks and } Craib, D.	815	106	921	88.49	89.3	Total ...	5306	2847	8153	65.08	64.41

B.—SEX OF TEACHERS.

(Based on information given in the Attendance Returns for the Quarter ending 30th September, 1912).

I.—ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Circuit in charge of Inspector.	Male.	Female.	Total.	Percentage Male Teachers. ¹	Circuit in charge of Inspector.	Male.	Female.	Total.	Percentage Male Teachers.
Anders ...	54	191	245	22.04	Pressly ...	89	133	222	40.09
Bain ...	140	144	284	49.30	Rein, R. ...	163	107	270	60.37
Bennie ...	68	204	272	25.00	Rein, T. W. ...	101	150	251	40.24
Bond ...	110	188	298	36.91	Robertson ...	74	204	278	26.62
Craib, D. and Noaks }	261	674	935	22.91	Satchel ...	89	228	317	28.08
Craib, J. ...	63	150	213	29.58	Scott ...	59	153	212	27.83
Freeman ...	49	145	194	25.26	Sinton ...	39	116	155	25.16
Golightly ...	110	236	346	31.79	Spurway ...	59	139	198	29.80
Green ...	132	126	258	51.16	Theron ...	53	184	237	22.36
Hill ...	196	125	321	61.06	Tooke ...	151	125	276	54.71
Hofmeyr ...	59	156	215	27.44	Van der Merwe	78	94	172	45.35
Kelly ...	97	96	193	50.26	Watermeyer	51	150	201	25.37
Logie ...	84	144	228	36.84	Young ...	*75	173	248	30.24
McLaren ...	142	192	334	42.51	Total, 1912 ...	2959	5293	8252	35.86
Milne ...	85	261	346	24.57	Do. 1911 ...	2768	5004	7772	35.62
Mitchell ...	78	181	259	30.12	Increase ...	191	5289	480	.24
Noaks, and Craib, D. }	261	674	935	27.91					
Porter ...	150	124	274	54.74					

SUMMARY.

Province, excluding Territories ...	1938	4408	6346	30.54
Territories ...	1021	885	1906	53.57

II.—ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

Sex of Teachers.	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	C 1.	C.	Total.		In-crease.
												1912.	1911.	
Male ...	46	359	179	461	9	82	113	93	669	37	967	2959 ^o	2768	191
Female ...	84	659	439	1414	2	10	740	213	944	23	782	5293 ^o	5004	289
Total ...	130	1018	618	1875	11	92	853	306	1613	60	1749	8252 ^o	7772	480
Percentage of Male Teachers 3rd Qr., 1912	35.38	35.27	28.96	24.59	81.82	89.13	13.25	30.39	41.49	61.66	55.29	35.86	...	.24
Do., 1911...	40.20	35.34	29.37	24.24	77.78	89.74	12.68	29.95	40.49	56.41	55.38	...	35.62	...

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

C.—NUMBER OF PUPIL TEACHERS IN TRAINING AT 30TH SEPTEMBER, 1912.

I. ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

(N.B.—These figures include those given in the succeeding Table.)

Circuit in charge of Inspector.	First Year Junior.	Second Year Junior or First Year Senior.	Third Year Junior or Second Year Senior.	Third Year Senior.	Total.		Circuit in charge of Inspector.	First Year Junior.	Second Year Junior or First Year Senior.	Third Year Junior or Second Year Senior.	Third Year Senior.	Total.	
					1912.	1911.						1912.	1911.
Anders ...	...	29	17	14	60	55	Pressly ...	42	35	18	2	97	93
Bain ...	2	1	...	...	3	2	Rein, R. ...	30	17	7	1	55	47
Bennie ...	...	34	49	37	120	107	Rein, T. W. ...	192	92	65	1	350	370
Bond ...	65	38	37	6	146	161	Robertson ...	7	37	27	11	82	59
Craib, D. & Noaks }	34	110	90	51	285	271	Satchel ...	5	21	25	4	55	50
Craib, J. ...	2	17	13	6	38	37	Scott ...	7	19	29	8	63	60
Freeman ...	...	11	17	10	38	41	Sinton ...	1	8	17	4	30	39
Golightly ...	22	89	103	27	241	208	Spurway ...	...	11	5	...	16	21
Green ...	53	22	11	...	86	89	Theron ...	...	38	24	10	72	46
Hill ...	29	19	12	...	60	55	Tooke ...	80	42	23	...	145	144
Hofmeyr ...	...	25	30	5	60	44	Van der Merwe	4	20	3	5	32	18
Kelly ...	12	7	6	...	25	29	Watermeyer	...	8	20	1	29	29
Logie ...	...	7	2	...	9	7	Young ...	34	35	10	1	80	92
McLaren ...	113	26	19	1	159	194	Total, 1912	740	841	707	218	2506	...
Milne ...	2	10	13	9	34	33	Do., 1911	755	823	863	...	2441	...
Mitchell ...	...	10	15	4	29	35	Increase	-15	18	-156	218	65	...
Noaks & Craib, D. }	34	110	90	51	285	271							
Porter ...	4	3	...	...	7	5							

II.—NUMBER OF STUDENTS IN TRAINING COLLEGES AND SCHOOLS AT 30TH SEPTEMBER, 1912.

Name of Training School.	P.T. 1. Jr.	P.T. 2 Jr. or P.T. 1 Sr.	P.T. 3 Jr. or P.T. 2 Sr.	P.T. 3 Sr.	T. 2.	Kin-dergar-ten.	Total, 1912.	Total, 1911.	In-crease.
<i>European:</i>									
Cape Town, Normal College ... D. Craib	...	...	...	15	50	...	65	59	6
Do., Training College (Central Classes) D. Craib	12	57	48	29	25	...	171	172	-1
Grahamstown ... Bennie	...	29	45	37	31	33	175	157	18
Stellenbosch, Victoria College Class. D. Craib and Noaks	...	...	...	...	29	...	29	25	4
Wellington ... Golightly	...	53	52	17	24	13	159	151	8
Total, 1912 ...	12	139	145	98	159	46	599	...	...
Do., 1911 ...	20	125	229	9	138	52	...	564	...
Increase ...	-8	14	-84	98	21	-6	...	...	35
<i>Coloured:</i>									
Bensonvale (Wes.) Pressly	42	18	13	...	...	...	73	73	...
Blythswood (U.F.C.) McLaren	77	26	17	...	...	...	120	160	-40
Buntingville (Wes.) R. Rein	30	17	7	...	...	...	54	47	7
Clarkebury (do.) Tooke	27	14	10	...	...	...	51	56	-5
Emgwali (U.F.C.) Young	34	32	7	...	...	...	73	81	-8
Engcobo, All Saints' (Eng. Ch.) Tooke	27	17	8	...	...	...	52	40	12
Healdtown (Wes.) T. W. Rein	77	42	42	...	...	...	161	159	2
Lovedale (U.F.C.) do.	115	44	21	...	...	...	180	203	-23
Mvenyane (Mor.) Hill	25	16	12	...	...	...	53	45	8
St. Matthew's (Eng. Ch.) Bond	65	32	24	...	...	...	121	124	-3
Shawbury, Girls' (Wes.) Green	53	22	11	...	...	...	86	87	-1
Umtata (Eng. Ch.) Tooke	26	11	4	...	...	...	41	47	-6
Total, 1912 ...	598	291	176	...	...	...	1065	...	...
Do., 1911 ...	619	293	210	...	...	...	...	1122	...
Increase ...	-21	-2	-34	...	...	...	...	...	-57
Grand Total, 1912 ...	610	430	321	98	159	46	1664	...	...
Do., 1911 ...	639	418	439	...	138	52	...	1686	...
Increase ...	-29	12	-118	98	21	-6	...	...	-22

* The Third Year Senior Course dates from the beginning of the First Quarter, 1912. [C.P. 4-'13.]

TEACHERS.

III.—TEACHERS' EXAMINATIONS, DECEMBER, 1911: CANDIDATES AND PASSES.

CERTIFICATE.	Candidates.		PASSES.	
	1911.	1910.	1911.	1910.
Adult Teachers:				
First Class (T1) ...	3	1	3	1
Second Class (T2) ...	165	142	140	104
Kindergarten, Elementary ...	103	109	78	87
Higher ...	47	37	36	26
Cookery ...	6	...	6	...
Pupil Teachers:				
First Year (J) ...	803	729	390	352
Second Year (J) or First Year (S)	856	1066	625	768
Third Year (J) or Second Year (S)	1157	1235	861	898
Total ...	3140	3319	2139	2236

IV.—CERTIFICATES ISSUED AT VACATION COURSES HELD DURING YEAR, ENDING 30TH SEPTEMBER, 1912.

CERTIFICATE.	1912.	1911.
Drawing, Blackboard ...	45	63
Do. Freehand ...	...	1
P.T2. Junior ...	6	...
T3 ...	7	...
Total ...	58	64

V.—TEACHERS' EXAMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1911: CANDIDATES AND PASSES.

SUBJECT.	Candidates.		PASSES.	
	1911.	1910.	1911.	1910.
Drawing: Blackboard ...	193	145	152	122
Freehand ...	267	286	170	191
Geometrical ...	62	40	28	21
Model ...	172	139	110	86
Needlework: Course I. ...	100	77	82	69
Course II. ...	12	16	12	16
Course III. ...	51	93	39	91
Course IV. ...	16	24	16	22
Course V. ...	15	15	8	14
Woodwork: Branch I. ...	111	109	74	78
Branch II. ...	55	89	50	65
Vocal Music: School Teacher's Music Certificate ...	...	...	*93	*91
Total ...	1054	1033	741	775

* In the case of Vocal Music the Department has no examination of its own, but recognises the School Teacher's Music Certificate of the Tonic Sol-fa College. The awards of that certificate are accordingly given; information as to unsuccessful candidates is not available; the numbers given, which are not included in the total, are for the years ending 30th September, 1912 and 1911.

9. SCHOOL LIBRARIES.

A.—ARRANGED ACCORDING TO DIVISIONS.

DIVISION.	Sp.	A1	A2	A	D	E	P.F.	Poor.	B	C1	C	Total.
Aberdeen	1	1	...	...	6	1	...	...	...	9
Albany ...	3	2	3	19	...	...	14	...	1	...	...	42
Albert	1	1	10	...	...	17	3	...	...	...	32
Alexandria	1	15	...	...	2	...	...	...	...	18
Aliwal North	2	1	10	...	...	5	2	...	...	...	20
Barkly East	1	...	9	...	...	10	2	...	...	...	22
Barkly West	3	...	...	...	7	1	...	...	11
Bathurst	2	6	...	...	4	...	...	...	...	12
Beaufort West	2	...	5	...	...	6	1	...	...	...	14
Bedford	1	...	3	...	...	5	...	...	...	...	9
Bredasdorp	2	10	...	...	12	4	1	...	...	29
Britstown	1	1	...	...	...	4	...	...	...	...	6
Caledon	2	...	18	...	...	10	15	2	...	...	47
Calvinia	1	...	13	...	...	5	4	...	...	...	23
Cape Suburbs and District	...	6	12	36	...	1	3	...	46	...	...	104
Cape Town, Gr. & Sea Point	4	7	5	14	1	...	...	...	5	...	...	36
Carnarvon	1	...	5	...	...	4	...	1	...	...	11
Cathcart	1	...	5	...	...	10	...	...	...	...	16
Ceres	1	1	4	...	...	13	...	...	...	...	19
Clanwilliam	1	15	...	...	5	1	...	...	...	22
Colesberg	1	1	3	...	...	11	1	...	...	...	17
Cradock	2	...	13	...	...	6	...	...	...	...	21
East London	2	3	23	...	...	1	1	...	...	...	30
Fort Beaufort ...	1	2	...	3	...	...	4	6	...	1	...	17
Fraserburg	1	1	...	...	7	...	...	...	...	9
George	2	1	7	...	...	1	14	...	...	...	25
Glen Grey	1	...	...	1	...	...	...	...	2
Gordonia	1	2	...	...	1	...	1	...	...	5
Graaff-Reinet ...	1	2	1	8	...	...	4	4	...	...	...	20
Hanover	1	2	...	...	2	...	...	...	...	5
Hay	9	...	...	4	...	...	...	...	13
Herbert	1	6	...	...	3	...	...	...	...	10
Herschel	1	...	...	...	...	...	1	...	2
Hopetown	1	3	...	...	5	1	...	...	...	10
Hamansdorp	1	23	...	...	3	17	1	...	...	45
Jansenville	1	11	...	...	2	4	...	...	...	18
Kenhardt	1	4	...	...	3	3	...	...	...	11
Kimberley	3	4	18	...	1	...	...	1	...	...	27
Kingwilliamstown	2	3	24	...	...	1	...	1	1	...	32
Knysna	2	13	...	...	2	13	...	...	...	30
Komgha	1	5	...	...	1	...	...	...	...	7
Kuruman	6	...	...	1	...	...	...	...	7
Ladismith	1	...	15	...	...	...	4	...	...	...	20
Laingsburg	1	4	...	...	...	5	...	...	...	10
Mafeking	1	4	...	...	...	...	1	...	...	6
Malmesbury	2	6	35	...	...	6	...	3	...	...	52
Maraisburg	1	5	...	...	3	...	...	...	...	9
Middelburg	1	...	8	...	...	10	1	...	...	...	20
Molteno	1	...	6	...	...	5	2	...	...	...	14
Montagu	1	...	9	...	...	1	4	...	...	...	15
Mossel Bay	2	...	20	...	...	1	4	...	...	...	27
Murraysburg	1	...	1	...	...	4	...	...	...	...	6
Namaqualand	10	1	1	2	4	2	...	...	20
Oudtshoorn	2	2	67	...	...	2	...	...	...	...	73
Paarl ...	2	7	7	11	...	...	...	2	2	...	...	31
Pearston	1	1	...	...	4	3	...	...	...	9
Peddie	1	11	...	...	5	1	...	...	...	18
Philipstown	1	1	...	...	...	2	...	...	...	...	4
Piquetberg	1	1	41	...	...	1	...	...	...	...	44
Port Elizabeth ...	1	3	5	12	...	...	1	1	1	...	...	24
Prieska	1	...	...	...	14	2	...	...	...	17
Prince Albert	1	...	3	...	...	1	3	...	...	...	8
Queenstown	2	1	11	...	...	7	...	...	...	...	21
Richmond	1	...	...	...	...	3	...	...	...	...	4
Riversdale	2	1	33	...	...	6	7	2	...	...	51
Robertson	1	2	8	...	...	3	5	...	...	...	19
Somerset East	2	...	20	...	...	12	...	...	...	...	34
Stellenbosch ...	1	4	1	9	...	...	2	...	...	...	...	17
Steynsburg	1	2	...	...	8	...	...	...	...	11
Steytlerville	1	10	...	...	6	...	...	...	...	17
Stockenstrom	1	10	...	...	...	1	2	...	...	14
Stutterheim	2	5	...	...	4	...	1	1	...	13
Sutherland	1	...	...	...	5	...	...	...	...	6
Swellendam	1	1	17	...	...	11	6	...	...	...	36
Tarka	1	...	4	...	...	8	1	...	...	...	14
Tulbagh	1	...	8	...	...	1	...	1	...	...	11
Uitenhage	2	1	31	...	...	9	...	2	...	...	45
Uniondale	1	...	38	...	...	...	...	...	...	...	39
Van Rhynsdorp	1	5	...	...	...	3	...	...	...	9
Victoria East	1	1	2	...	...	6	...	3	1	2	16
Victoria West	1	...	3	...	...	6	1	...	...	...	11
Vryburg	1	12	...	...	10	...	...	...	1	24
Willowmore	1	14	...	...	4	3	...	...	...	22
Wodehouse	1	1	28	...	...	5	8	...	...	...	43
Worcester ...	2	2	1	23	...	...	3	1	1	...	...	33
Total (Province excluding Territories).	15	92	102	943	2	3	379	176	82	5	3	1802

SCHOOL LIBRARIES.

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

MAGISTRACY.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C 1	C	total.
Bizana	1	...	...	...	...	...	...	...	1
Butterworth	1	...	...	...	...	1	...	...	...	1	3
Elliot	1	6	...	...	...	9	...	...	...	16
Elliotdale
Engcobo	1	...	...	2	...	...	2	2	7
Flagstaff	1	...	...	...	...	...	...	...	1
Idutywa	1	...	...	...	2	...	...	...	...	3
Kentani	2	...	...	...	...	2
Libode
Lusikisiki	1	...	...	...	...	...	...	...	1
Maclear	10	...	...	...	...	...	...	...	10
Matatiele	1	2	...	...	...	...	...	1	1	...	5
Mount Ayliff	1	...	...	...	...	...	...	...	1
Mount Currie	1	...	1	...	...	...	...	...	...	...	2
Mount Fletcher	2	...	...	...	...	...	...	...	2
Mount Frere
Mqanduli	1	...	...	1	...	...	...	...	2
Ngqeleni	1	...	...	...	...	1	1	3	3
Nqamakwe	1	...	...	...	...	1	3	...	5
Ntabankulu
Port St. John	1	...	...	...	...	...	...	...	1
Qumbu	1	...	...	...	...	1	...	...	2
St. Mark's	2	...	...	2	...	...	...	...	4
Tsolo	1	...	...	...	...	...	...	1	2
Tsomo	1	...	...	...	...	...	...	...	1
Umtata	1	...	...	...	...	1	2	...	1	3	8
Umzimkulu	1	1
Willowvale	1	...	...	1	...	...	...	...	2
Xalanga	1	...	...	...	1	...	...	...	2
Territories	3	3	37	...	...	12	12	...	7	13	87
Province excluding Territories ...	15	92	102	943	2	3	379	176	82	5	3	1802
Total, 1912 ...	15	95	105	980	2	3	391	188	82	12	16	1889
Do., 1911 ...	14	93	103	914	2	3	457	249	75	12	14	1936
Increase...	1	2	2	66	...	...	-66	-61	7	...	2	-47

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

Circuit in charge of Inspector.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C 1	C	Total.		Increase.
												1912.	1911.	
Anders ...	1	3	3	37	...	...	22	9	...	...	...	75	77	-2
Bain ...	...	...	1	10	...	...	3	10	...	...	...	24	26	-2
Bennie ...	3	6	39	...	...	...	28	1	...	...	...	81	78	3
Bond ...	2	3	24	...	...	...	1	...	1	...	...	32	34	-2
Craib, D. and Noaks ...	5	17	18	59	1	1	5	...	51	...	...	157	155	2
Craib, J. ...	4	2	39	...	...	...	25	3	...	...	...	73	83	-10
Freeman ...	3	2	58	...	...	...	16	5	...	...	...	84	86	-2
Golightly ...	2	9	13	46	...	...	6	2	5	...	...	83	86	-3
Green ...	...	...	...	12	...	...	...	...	...	1	1	14	12	2
Hill ...	...	1	4	...	...	...	...	...	...	1	1	7	9	-2
Hofmeyr ...	2	4	65	...	...	...	19	4	...	...	...	94	99	-5
Kelly ...	...	2	34	...	...	...	15	7	2	...	1	61	65	-4
Logie ...	3	2	39	...	...	...	12	8	...	...	...	64	66	-2
McLaren ...	1	...	2	...	...	...	1	...	...	1	4	9	8	1
Milne ...	1	5	7	58	...	...	12	1	3	...	...	87	89	-2
Mitchell ...	5	5	2	90	...	...	4	7	...	...	...	108	107	1
Noaks and Craib, D. ...	5	17	18	59	1	1	5	...	51	...	...	157	155	2
Porter ...	1	...	5	...	...	...	...	...	...	...	1	7	9	-2
Pressly ...	3	1	20	...	...	...	15	4	...	1	...	44	50	-6
Rein, R. ...	...	...	4	...	...	...	4	...	...	1	1	10	11	-1
Rein, T. W. ...	1	4	2	19	...	...	18	8	5	2	2	61	69	-8
Robertson ...	2	5	2	59	...	...	5	14	2	...	...	89	83	6
Satchel... ..	4	8	27	...	1	26	3	1	...	...	...	70	62	8
Scott ...	2	4	43	...	...	6	44	1	...	...	...	100	94	6
Sinton ...	4	2	10	...	...	29	1	1	...	...	...	47	53	-6
Spurway ...	4	5	23	...	...	45	6	...	...	...	...	83	92	-9
Theron... ..	3	4	36	...	...	25	24	3	...	...	...	95	97	-2
Tooke ...	1	1	1	...	...	5	2	...	3	5	...	18	18	...
Van der Merwe ...	1	2	29	1	1	11	11	3	...	...	...	59	63	-4
Watermeyer ...	3	2	50	...	...	17	13	2	...	...	...	87	86	1
Young ...	3	6	38	...	...	16	1	1	...	...	...	66	69	-3
Total, 1912 ...	15	95	105	980	2	3	391	188	82	12	16	1889	...	...
Do., 1911 ...	14	93	103	914	2	3	457	249	75	12	14	...	1936	...
Increase ...	1	2	2	66	...	...	-66	-61	7	...	2	...	...	-47
Total No. of Schools in operation at 30th Sept., 1912...	27	95	105	1298	2	26	853	236	764	12	916	4334	...	...

10. SCHOOL BUILDINGS.

A.—LOANS ISSUED (IN WHOLE OR PART) DURING YEAR ENDING 30TH SEPTEMBER, 1912.

Division.	School.	Class	Total Loan.	Payments during Year.
			£	£ s. d.
Aberdeen ...	Aberdeen ...	A 2	6,634	1,075 0 0
Albany ...	Grahamstown, Girls' ...	A 1	1,500	1,500 0 0
Alexandria ...	Alexandria ...	A 2	2,350	2,350 0 0
Do. ...	Do. ...	A 2	375	250 0 0
Aliwal North ...	Aliwal North High School	A 1	2,000	645 0 0
Do. ...	Aliwal North ...	Poor	430	430 0 0
Barkly West ...	Barkly West ...	A 3	1,700	1,700 0 0
Do. ...	Klein Boetsap ...	Poor	600	250 0 0
Beaufort West ...	Beaufort West ...	Poor	1,600	1,550 0 0
Bredasdorp ...	Uilenkraal ...	A 3	470	191 0 0
Caledon ...	Caledon High School ...	A 1	5,000	900 0 0
Do. ...	Greyton ...	A 3	600	240 0 0
Do. ...	Hermanus ...	A 3	1,000	350 0 0
Calvinia ...	Calvinia ...	A 1	4,700	3,303 1 0
Cape Suburbs ...	Bellville ...	A 3	2,800	2,448 4 9
Do. ...	Goodwood ...	A 3	5,600	5,000 0 0
Do. ...	Parow ...	A 3	5,500	3,980 0 0
Do. ...	Wynberg, Aliwal Road...	A 3	2,160	2,160 0 0
Cape Town ...	Cape Town, S.A. College High School...	A 1	2,500	2,500 0 0
Do. ...	Do. ...	A 1	2,500	2,250 0 0
Carnarvon ...	Carnarvon ...	A 1	3,400	3,050 0 0
Cradock ...	Cradock, Girls' High School ...	A 1	1,125	1,125 0 0
Do. ...	Do. Wilson ...	A 3	1,150	950 0 0
East London ...	East London East, Boys' High School ...	A 1	1,650	1,650 0 0
Do. ...	Do., do., Girls' High School	A 1	1,943	1,610 0 0
Do. ...	East London West ...	A 2	700	620 0 0
Do. ...	Amalinda... ..	A 3	1,260	264 0 0
Fraserburg ...	Fraserburg ...	A 2	1,035	1,035 0 0
George ...	George Girls' ...	A 1	1,100	1,025 0 0
Hay ...	Griquatown ...	A 3	3,500	2,669 0 0
Jansenville ...	Jansenville ...	A 2	500	500 0 0
Kenhardt ...	Kenhardt ...	A 3	1,500	838 0 0
Kimberley ...	Kimberley, Girls' High School ...	A 1	15,763	11,450 0 0
Do. ...	Beaconsfield ...	A 2	5,500	5,181 18 0
Do. ...	Kimberley, West End ...	A 3	1,800	1,800 0 0
Knysna ...	Knysna ...	A 2	900	900 0 0
Komgha ...	Komgha ...	A 2	3,000	250 0 0
Do. ...	Do. ...	A 2	600	60 0 0
Kuruman ...	Kuruman... ..	A 3	1,250	693 0 0
Ladismith ...	Van Wijk's Dorp ...	A 3	2,700	500 0 0
Malmesbury ...	Malmesbury, Boys' High School ...	A 1	10,000	7,959 18 11
Do. ...	Darling ...	A 2	1,700	1,401 0 0
Do. ...	Hopefield ...	A 2	3,000	50 0 0
Montagu ...	Montagu ...	A 1	500	500 0 0
Oudtshoorn ...	Oudtshoorn, Industrial... ..	Sp.	5,482	5,482 0 0
Do. ...	Do., Girls' High School	A 1	4,525	678 0 0
Do. ...	Calitzdorp ...	A 2	5,000	4,840 10 0
Do. ...	De Rust ...	A 2	3,080	1,102 5 5
Do. ...	Oudtshoorn, South End	A 3	800	640 0 0
Paarl ...	Wellington, Training College ...	Sp.	9,000	1,650 0 0
Do. ...	Paarl, Boys' High School	A 1	17,500	2,296 0 0
Do. ...	Do., North End ...	A 2	600	500 0 0
Piquetberg ...	Piquetberg ...	A 2	1,000	80 15 0
Port Elizabeth ...	Port Elizabeth, Erica ...	A 2	330	330 0 0
Do. ...	Do., North End ...	A 2	940	940 0 0
Do. ...	Do., South End ...	A 2	330	330 0 0
Prince Albert ...	Prince Albert ...	A 1	1,500	1,145 0 0
Queenstown ...	Queenstown, Girls' ...	A 1	600	540 0 0
Robertson ...	Robertson, Girls' High School ...	A 1	15,000	9,396 10 0
Tarka ...	Tarkastad ...	A 1	6,750	1,886 0 0
	Carried forward		£188,032	£110,991 3 1

Division.	School.	Class.	Total Loan.	Payments during year.
	Brought forward		£188,032	£110,991 3 1
Tulbagh ...	Tulbagh ...	A 1	1,000	950 0 0
Do. ...	Porterville Road...	A 3	300	50 0 0
Uitenhage ...	Uitenhage, Dolley, Cuyler Street	A 3	2,655	2,655 0 0
Van Rhynsdorp ...	Van Rhynsdorp	A 2	3,300	1,857 10 0
Victoria West ...	Victoria West	A 1	5,400	44 12 0
Do. ...	Do. ...	A 1	350	350 0 0
Wodehouse ...	Dordrecht	A 1	1,850	475 0 0
Butterworth ...	Butterworth	A 1	5,000	503 15 9
Elliot ...	Elliot	A 2	2,700	2,700 0 0
Port St. John ...	Port St. John	A 3	1,000	252 0 0
St. Mark's ...	St. Mark's	A 3	500	200 0 0
	Total		£212,087	£121,029 0 10

B.—PARLIAMENTARY GRANTS OF LAND FOR SCHOOL PURPOSES SANCTIONED DURING SESSION 1912.

Division.	School or Locality.	Class.	Area (approximate).	Object of Grant.
Barkly West ...	Longlands	Poor	2 m. 139 sq. r. 85 sq. f.	Site.
Bathurst ...	Port Alfred	A 2	92 sq. rds. 3 sq. ft.	Site.
Caledon ...	Hawston	Poor	1 morgen	Site.
East London ...	Tainton	...	4 morgen	Site.
Jansenville ...	Klipplaat	A 3	1 morgen 100 sq. rds...	Site.
King William's Town	Hanover	A 3	½ morgen	Site.
Kuruman ...	Oliphant's Hoek...	...	2 morgen	Site.
Malmesbury ...	Kruispad	...	1 morgen	Site.
Stockenstrom ...	Cathcart Vale	A 3	1 morgen	Site.
Mount Ayliff ...	Mount Ayliff	A 3	3 morgen	Site.
Willowvale ...	Willowvale	A 3	4 morgen	Site.

C.—FREE BUILDING GRANTS ISSUED DURING THE YEAR ENDING 30 SEPTEMBER, 1912.

Division.	School.	Class.	Payments during year.
			£ s. d.
Gordonia ...	Keidebees	A 3	600 0 0
Humansdorp ...	Karreedouw	A 3	369 4 6
Kenhardt ...	Blaaukop	A 3	199 6 9
Do. ...	Pofadder	A 3	81 2 1
Namaqualand ...	Soebatsfontein	A 3	96 0 0
Van Rhynsdorp ...	Grootdrift	A 3	322 8 6
	Total		£1668 1 10

NUMBER OF PUPILS UNDER INSTRUCTION IN THE DIFFERENT BRANCHES AT 30TH SEPTEMBER, 1912.

(a) BOYS.

SCHOOL.	Class.	Blacksmiths.	Bookbinders.	Carpenters.	Farmers.	Gardeners.	Housework.	Masons.	Printers.	Shoemakers.	Tailors.	Wagonmakers.	Miscellaneous.	No. of individual Pupils, 3rd Qr., 1912.	No. of individual Pupils, 3rd Qr., 1911.
<i>European :</i>															
Adelaide ...	Sp.	8	...	20	...	48	...	...	...	...	...	20	...	48	48
Cape Town, Salesian Institute	Sp.	13	...	26	...	...	...	26	15	13	...	...	...	93	88
Oudtshoorn ...	Sp.	5	...	6	...	15	...	...	...	...	...	4	...	15	...
Stellenbosch ...	Sp.	...	...	44	45	45	...	...	...	3	...	...	...	48	39
Uitenhage ...	Sp.	6	...	20	...	66	...	...	...	10	13	17	...	66	71
Worcester ...	Sp.	...	...	19	...	...	...	...	...	...	...	...	...	19	26
<i>Coloured :</i>															
Blythswood ... (U.F.C.)	C	...	...	27	...	...	...	...	...	...	...	...	...	27	20
Clarkebury ... (Wes.)	C	...	...	18	...	...	...	...	11	...	...	...	...	29	24
Lovedale ... (U.F.C.)	C	2	5	33	...	...	...	...	16	11	...	11	18	96	104
Osborn ... (Wes.)	C	...	...	24	...	...	...	...	...	...	...	...	...	24	23
Tembu ... do.	C	...	...	8	...	...	...	...	...	...	...	...	...	8	...
Umtata ... (Eng. Ch.)	C	...	...	15	...	...	...	...	...	...	...	...	...	15	15
Vryburg, Tigerkloof (L.M.S.)	C	...	...	30	6	...	17	26	...	...	4	...	2	73	98
Industrial departments attached to 5 coloured Schools	...	...	...	7	33	119	54	...	...	...	...	...	34	247	364
Total, 1912 ...	...	21	18	297	84	293	71	26	42	50	30	52	54	808	...
Do. 1911 ...	...	19	19	263	57	431	16	47	42	100	37	47	104	...	920
Increase ...	...	2	-1	34	27	-138	55	-21	...	-50	-7	5	-50	-112	...

(b) GIRLS.

SCHOOL.	Class.	Cookery.	Dressmaking.	Housework.	Laundrywork.	Spinning.	Weaving.	Miscellaneous.	No. of individual Pupils, 3rd Qr., 1912.	No. of individual Pupils, 3rd Qr., 1911.
<i>European :</i>										
Grahamstown, Housekeeping ...	Sp.	46	...	46	46	...	...	...	46	34
Graaff-Reinet ...	Sp.	26	20	67	24	12	12	...	67	54
Port Elizabeth, Spinning and Weaving	Sp.	...	...	...	15	15	...	...	15	35
Tulbagh ...	Sp.	4	...	22	3	...	...	...	29	...
Wellington ...	Sp.	36	...	36	...	...	...	...	36	36
Cookery Classes attached to 51 Public Schools ...	...	1710	...	...	...	...	...	...	1710	1447
<i>Coloured :</i>										
Blythswood ... (U.F.C.)	C	16	...	16	16	...	...	...	16	11
Grahamstown ... (Eng. Ch.)	C	50	...	50	50	...	...	...	50	37
Lovedale ... (U.F.C.)	C	63	6	63	58	...	...	12	72	55
Industrial departments attached to 12 coloured Schools, of which 10 teach Cookery ...	...	250	...	144	131	...	...	...	377	348
Total, 1912 ...	...	2201	26	444	328	27	27	12	2418	...
Do. 1911 ...	...	1745	36	239	318	58	58	...	...	2057
Increase ...	...	456	-10	205	10	-31	-31	12	361	...

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION

STATE EXPENDITURE FOR PUBLIC EDUCATION
STATEMENT FOR THE YEAR 1911-12

ANNEXURE II.

FINANCE.

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EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR THE PERIOD 1ST APRIL, 1911, TO 31ST MARCH, 1912.

ADMINISTRATION AND INSPECTION.

A. SALARIES AND ALLOWANCES :		£	s.	d.	£	s.	d.
Head Office Staff ... ..	...	8,882	13	7			
Inspectors ... ..	...	16,311	19	4			
					25,194	12	11

B. TRAVELLING EXPENSES :		£	s.	d.	£	s.	d.
Head Office Staff (including School Board Auditors)	1,420	2	11			
Inspectors	12,631	2	9			
					14,051	5	8

C. INCIDENTAL EXPENSES :				281	16	1
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TRAINING OF TEACHERS.

D. SALARIES AND ALLOWANCES :		£	s.	d.	£	s.	d.
Instructors of Music	918	15	0			
Instructresses in Needlework ... ..	...	822	10	0			
Instructors in Woodwork ... ..	...	692	10	0			
" Drawing ... ..	...	1,391	13	4			
" of Pupil Teachers ... ..	...	1,275	0	0			
Instructor in Class Singing ... ..	...	60	0	0			
Instructresses in Kindergarten ... ..	...	650	0	0			
Instructress in Domestic Economy ... ..	...	300	0	0			
Instructor in Elementary Agriculture ... ..	...	500	0	0			
Instructress in Physical Exercises ... ..	...	60	0	0			
Relieving Instructors and Instructresses ... ..	...	30	0	0			
Messenger and Cleaner, Training Institute, C.T. ... ..	...	193	10	0			
					6,893	18	4

E. TRAVELLING EXPENSES :	...				3,894	12	5
Instructors and Instructresses ... ..	...					

F. GRANTS :		£	s.	d.	£	s.	d.
Pupil Teachers' Grants ... ..	...	15,498	13	4			
Grants to Principals on passing Pupil Teachers ... ..	...	725	5	5			
Vacation Courses ... ..	...	1,807	7	0			
Institutions for Training Teachers ... ..	...	11,171	9	0			
Pupil Teachers' Institute and School of Art, Cape Town, Furniture, Fittings and other Expenses ... ..	...	645	11	4			
Pupil Teachers' Monthly Train and Tram Fares ... ..	...	384	4	7			
Examinations for Certificates under Science, Art and Manual Training and Art Scholarships... ..	...	2,090	6	1			
Expenses of Competitions and Exhibitions of Manual Work, Singing, Writing, etc. ... ..	...	99	7	8			
Expenses of Judges at other Industrial Exhibitions, &c. ... ..	...	5	18	3			
Education Museum and Library ... ..	...	38	10	1			
					32,466	12	4

SCHOOLS.

G. GRANTS-IN-AID :		£	s.	d.	£	s.	d.
Undenominational Public Schools ... ..	...	199,263	1	9			
Church Third Class Schools ... ..	...	6,858	0	5			
Boarding Schools and Boarding Departments ... ..	...	5,335	19	0			
Poor Schools ... ..	...	25,911	10	3			
Private Farm Schools ... ..	...	25,698	6	2			
Trade Schools for Poor Whites ... ..	...	6,939	11	0			
Science, Art and Music Schools ... ..	...	1,679	7	2			
Native Industrial Institutions ... ..	...	2,334	5	0			
Mission Schools ... ..	...	80,985	17	4			
Evening Schools ... ..	...	1,326	2	3			
Schools for Defective Children ... ..	...	2,127	9	6			
Weaving and Spinning Schools ... ..	...	61	5	0			

Carried forward £358,520 14 10 82,782 17 9

STATEMENT FOR THE PERIOD 1ST APRIL, 1911, TO 31ST MARCH, 1913—(contd.)

		£	s.	d.	£	s.	d.
Brought forward		358,520	14	10	82,782	17	9
G. GRANTS-IN-AID (contd.) :—							
Maintenance Grants for Apprentices and Boarders and Capitation Allowances for Indigent Children ... ..	...	10,938	16	8			
Grants for Assistance to Education in Poor Districts	...	2,982	7	6			
Interest and Redemption Charges on Building Loans including Local Loans ... ..	...	30,453	18	9			
Rent of Land and Buildings for School Purposes	...	21,392	13	6			
School Board Deficits and Miscellaneous Expenditure connected with School Boards and Railway Schools ... ..	...	72,716	10	10			
Grants towards Administration Expenses of School Boards ... ..	...	14,888	2	4			
Grants for General Maintenance of Schools under School Boards ... ..	...	13,868	7	1			
Grants for General Maintenance of Schools not under School Boards ... ..	...	142	0	2			
School Requisites, including School Plans, Books, Maps, Libraries, etc., etc. ... ..	...	17,313	7	5			
Repairs, Additions, Fencing, etc., of School Buildings ... ..	...	43	3	4			
					543,260	2	5

GENERAL.

H. GOOD SERVICE ALLOWANCES AND PENSION FUND :		£	s.	d.	£	s.	d.
Good Service Allowances to Teachers and Departmental Instructors ... ..	...	34,619	8	0			
To Supplement Teachers' Pension Fund ... ..	...	3,000	0	0			
					37,619	8	0
Total					£663,662	8	2

PUPIL TEACHERS' FUND.

ACCOUNT OF THE ABOVE FUND FOR THE FINANCIAL YEAR ENDED 31ST MARCH, 1912.

1911.		£	s.	d.	1911.		£	s.	d.	
April	To Balance	65	11	9	April	By Allowances to Pupil Teachers, March quarter, 1911	84	0	0	
July	Interest received from the Master of the Supreme Court to 30th June, 1911	168	2	1	June	By Allowances to Pupil Teachers, June quarter 1911	84	0	0	
Dec.	Interest received from the Master of the Supreme Court to 31st December 1911	168	2	1	Sept.	By Allowances to Pupil Teachers, September quarter 1911	84	0	0	
					Dec.	By Allowances to Pupil Teachers, December quarter 1911	84	0	0	
					1912.	Mar.	By Allowances to Pupil Teachers, March quarter 1912	48	0	0
					Balance at 31st March, 1912		17	15	11	
					£401 15 11		£401 15 11			

3. TEACHERS' PENSIONS.

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

	Amount.	Date.
Anderson, George W. (Rev.)	£24 10 0	1st April, 1905.
Arends, Isaac	30 0 0	1st January, 1898.
Aristeus, Bro.	61 5 0	1st October, 1906.
Balie, Rudolf	24 0 0	1st July, 1905.
Beswick, Frederick	140 0 0	1st July, 1899.
Beukman, Petrus	21 0 0	1st January, 1890.
Blair, Helen	30 16 0	1st January, 1911.
Bliss, A. E. (Miss)	120 0 0	1st April, 1910.
Brown, Eleanor L. Y.	60 0 0	1st October, 1900.
Bruce, William R. (Rev.)	48 0 0	1st April, 1902.
Burbidge, G. T. (Rev.)	87 0 0	1st December, 1902.
Calder, Sarah A.	21 0 0	1st July, 1893.
Cassé, George W.	45 0 0	1st July, 1908.
Coetzee, Dirkie C.	27 0 0	1st January, 1912.
Daintree, Eliz.	39 7 6	1st January, 1911.
Dale, Robert	70 6 3	1st January, 1899.
Dalziel, A. A.	48 0 0	1st January, 1913.
Daniels, Catherine J. L.	18 18 0	1st April, 1912.
Davidson, Jas.	100 0 0	1st April, 1910.
Davidson, Lydia J.	42 0 0	1st January, 1912.
De Smidt, Johannes H.	48 0 0	1st July, 1901.
De Villiers, Elizabeth R.	21 0 0	1st May, 1889.
De Wet, Peter François	52 10 0	1st July, 1911.
Du Toit, Mrs. S. J.	21 0 0	1st January, 1895.
Dwashu, David	21 0 0	1st January, 1894.
Eason, Thos.	99 0 0	1st October, 1910.
Ebeling, Aletta M.	33 12 0	1st April, 1902.
Eksteen, Elizabeth C.	64 0 0	1st January, 1913.
Ferguson, Abby P.	70 0 0	1st January, 1898.
Fisk, Ellen Eliza	64 7 0	1st January, 1912.
Forman, Wm. J.	140 0 0	1st January, 1912.
Fourie, Joseph S.	61 5 0	1st July, 1906.
Fransch, Rosa	24 0 0	1st October, 1906.
Gantz, Cornelia J.	21 12 0	1st July, 1912.
Gie, Coenraad J. C.	42 0 0	1st April, 1898.
Gilmore, Letitia M.	35 0 0	1st July, 1912.
Glennie, Catherine F.	52 10 0	1st July, 1907.
Godden, Thomas W.	42 0 0	1st April, 1904.
Griffiths, Maria S. (Mrs.)	27 0 0	1st April, 1898.
Griffiths, M. A. (Miss)	13 10 0	1st October, 1909.
Hahn, Johannes S.	21 0 0	1st August, 1896.
Halcrow, Thomas S.	112 0 0	1st January, 1908.
Harris, A. V.	45 0 0	1st April, 1902.
Heese, Freida J.	29 15 0	1st January, 1912.
Heldzingen, M. M. (Miss)	27 0 0	1st October, 1905.
Hendrickse, A. J.	56 0 0	1st January, 1913.
Hendrickse, Johanna M.	24 0 0	1st July, 1904.
Hill, Henry	122 10 0	1st January, 1906.
Hoogenhout, Casparus P.	68 0 0	1st January, 1909.
Hutchinson, George P.	80 0 0	1st October, 1902.
Immelman, Chrisman J.	59 10 0	1st October, 1901.
Jager, Nathan	24 0 0	1st January, 1902.
Joubert, D. C. (Miss)	52 10 0	1st July, 1908.
Juffernbruch, Carl	60 0 0	1st January, 1908.
Kidd, Constance Emily	45 0 0	1st July, 1892.
Kildasi, Henry C.	21 0 0	1st August, 1895.
Kirsten, A. J. (Miss)	21 0 0	1st April, 1907.
Laws, G. G. C. (Miss)	30 0 0	1st April, 1906.
Le Cornu, Wm.	122 10 0	1st July, 1910.
Leipoldt, Maria C.	24 0 0	1st January, 1902.
Leonard, Helen E.	31 10 0	1st May, 1911.
Le Roux, Abraham G. (Rev.)	24 0 0	1st July, 1898.

3. TEACHERS' PENSIONS—continued.

	Amount.	Date.
Lister, Catherine A.	£42 0 0	1st July, 1912.
Loman, Brother	21 0 0	1st January, 1895.
Luluti, Philip	28 0 0	1st October, 1909.
MacCuaig, Angus	80 10 0	1st January, 1909.
Mahali, John	21 0 0	1st January, 1908.
Malherbe, Johanna E.	60 0 0	1st January, 1909.
Marsh, Edward	24 0 0	1st January, 1902.
Mashiya, Fynn	15 15 0	1st October, 1903.
Mashiya, Hezekiah	21 0 0	1st October, 1901.
McCormick, R. (Rev.)	87 10 0	1st July, 1895.
Michie, Mary A.	17 6 6	1st January, 1909.
Mildenhall, Florence L.	25 4 0	1st April, 1908.
Mitchell, Annie	38 10 0	1st July, 1906.
Monyakuane, N.	8 8 0	1st January, 1910.
Moony, John E.	45 0 0	1st December, 1896.
Morton, W. H.	59 10 0	10th November, 1911.
Moyle, M. P. J.	52 0 0	1st January, 1910.
Mtotywa, L. (Miss)	12 12 0	1st April, 1910.
Mullins, R. J. (Rev.)	80 0 0	1st July, 1907.
Nanqu, Jonathan	12 8 6	1st July, 1911.
Ndwardwa, Theo.	36 15 0	1st January, 1912.
Nel, Anna J.	42 0 0	1st July, 1906.
Nelson, A. v. d. Bijl	105 0 0	1st October, 1909.
Nicol, Matthew	70 0 0	1st July, 1898.
Njokweni, A. M.	21 0 0	1st January, 1912.
Ntsikana, William K.	24 0 0	1st April, 1905.
Peters, T. H. (Rev.)	70 0 0	1st October, 1900.
Pfeiffer, Pieter S.	24 0 0	1st July, 1896.
Piet, William	24 0 0	1st January, 1898.
Quail, John	52 10 0	1st July, 1900.
Raphael, Sister Mary	24 0 0	1st January, 1912.
Raymond, Sister Mary	42 0 0	1st January, 1900.
Reid, Petronella C.	39 12 0	1st July, 1911.
Rosenow, Carl F. W.	120 0 0	1st April, 1904.
Rossiter, M. B. (Miss)	27 11 3	1st October, 1909.
Rossouw, Elizabeth H.	52 10 0	1st July, 1904.
Roux, David G.	60 0 0	1st January, 1902.
Scheuble, Frederica C. K.	60 0 0	1st July, 1908.
Serfontijn, Margaret C. E.	26 12 0	1st April, 1909.
Smith, A. E. (Miss)	80 0 0	1st September, 1908.
Smith, George (Rev.)	42 0 0	1st January, 1902.
Smuts, J. E. (Miss)	49 0 0	1st April, 1910.
Spijker, Adriana H.	84 7 6	1st April, 1907.
Stocks, Alfred R.	45 0 0	1st July, 1906.
Stucki, Marinus J.	100 0 0	1st January, 1903.
Swemmer, John Wm.	64 15 0	12th November, 1911.
Thwaites, F. A. (Miss)	69 0 0	1st January, 1911.
Tobias, Elizabeth Y.	35 0 0	1st April, 1913.
Turpin, Edith E.	19 16 0	18th April, 1909.
Tyamzashe, Peter	15 16 4	1st January, 1904.
Uys, Izaak	24 0 0	1st January, 1903.
Van der Horst, Evert J. J.	56 0 0	1st April, 1904.
Van Heerde, Gerrit L.	59 10 0	1st April, 1898.
Van Niekerk, Johanna J.	35 0 0	1st January, 1898.
Van Niekerk, Susan J.	63 0 0	1st January, 1901.
Varnfield, George	34 6 0	1st April, 1907.
Venn, Catherine	18 0 3	1st May, 1901.
Waite, Grace C.	35 0 0	1st April, 1904.
Weeber, Maria E.	39 0 0	1st July, 1907.
Weisbecker, Frances	18 0 0	1st January, 1897.
Wilson, Thomas W.	70 0 0	1st April, 1899.
Xatasi, Wm. F.	26 19 0	1st July, 1912.
Xavier, Sister M.	21 0 0	1st January, 1905.
Zeeman, Mrs. Anne	20 16 0	1st July, 1911.

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