# CAPE OF GOOD HOPE. <br> - DEPARTMENT OF PUBLIC EDUCATION. <br> <br> REPORT <br> <br> REPORT <br> OF THE <br> SUPERINTENDENT-GENERAL <br> OF <br> <br> EDUCATION, 

 <br> <br> EDUCATION,}

EOR THE YEAR ENDING 30TH SEPTEMBER,

## 1906.

 1907.

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## CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.
Report of the Superintendent-General of Education for the Year ending 30th September, 1906.
 1907.

Department of Public Education,
Cape Town, 17th April, 1907.
To the Honourable the Colontal Secretary.
SIR,-I have the honour to submit to you this my Report on the work of the Education Department for the year ending 30th September, 1906, the latest date up to which it is possible to prepare the chief statistics. With respect to the work of the new School Boards, however, it has been considered desirable to carry on the record to a later date, viz., the end of February, 1907; and as to High Schools the report deals with the year ending December, 1906

The plan and arrangement of the Report are essentially the same as in previous years. One difference in detail may be mentioned. In several sections of the Report the statistics for white and coloured children have been kept distinct, with the object of making clearer the educational condition of both races.

The aim of the Report has been not only to put on record the work done during the year but to give an accurate representation of the system of Public Education in Cape Colony, to show the advances that have been made in recent years and to indicate the lines along which future activity should be directed.

In accordance with the desire of the Government that the strictest economy should be practised in all departments, I withhold from publication the Annual Reports of Inspectors and Instructors and also the usual annexures containing the detailed statistics of and also the usual annexures containing the detailed statistics of enrolment, attendance and classification of pupils. It is with regret that I do so, and I trust that when the present financhal epression has passed, these valuable documents will be publishet. so that the series of Cape Education Reports may be comple also as an obligation to the Education Departments of other Governments.
I. ADMINISTRATION.
the school boards. - What effect school Boards have had upon the working of the educational system of the country, and what the cost will be of the new administration, are, no doubt, to the general reader the most interesting of the questions dealt with in the present report.

The first School Board-that for Petrusville-was constituted On the 2nd December, 1905; the last-that for the district of Willowmore-was constituted on the 15th August, 1906. It will be seen, therefore, that while some Boards have had the greater part of the statistical year in which to settle down to business, others at the close of that year stood only on the threshold of their work In this section of my report, however, the record of work has been brought up to the latest date possible, viz., the end of February, brought up to the latest date possible, viz., the end of February,
1907, so that even the last constituted Board has had at least six months for work.

The first duty that devolved upon the new School Boards was taking over the control of the public schools already in operation within their school area, and many of the Boards are to be congratulated on the despatch and success with which this business was accomplished. On the 31st January, 1907, the total number of schools transferred to the control of the School Boards was 1,213 while the number still outside their control stood at 731 . it is disappointing that this number remains so large. In some cases, it is true, School Committees have taken advantage of the provision of the Act which permits them to retain the management of their school until the expiry of their term of office; in this way a certain amount of the apparent delay is explained.

The steady diminution of the number of non-school-going children in their area is one of the most important matters that will engage the attention of School Boards. One of the duties therefore, required by the Act was the taking of a census of all children of European parentage in the several school districts Most School Boards took early steps to carry out this work, and returns, more or less satisfactory, have been received by the Education Department from 85 Boards. From the following eighteen Boards no returns have been received: Barkly West, Clanwilliam, Fort Beaufort, Fraserburg, Williston, Graaff-Reinet, Herbert, Malmesbury, Hopefield, Molteno (Divisional), Molteno (Municipal), Springbokfontein Peddie Stutterheim, Van Rhyn's Dorp, Victoria East, Willowmore, Indwe. From some of the Boards in this list explanations have been received giving sufficient reasons for the delay in sending returns; from others, however, no communications have been received.

Some interesting results in connection with this census are discussed in Section III. of this report, which deals with Enrolment and Attendance. Here it may be remarked that according to the School Board Census the number of children of school age returned as not attending school is in every district considerably less than one would have been led to expect from the statistics collected in the Government Census of 1904. So general and so marked is this difference that probably the same cause accounts for it, viz., that a considerable number of children were returned as European in the former census who in the School Board Census have been passed over as Coloured.

The best justification a School Board can show for its existence is substantial increase in the enrolment and attendance of pupils in its schools. It is satisfactory, therefore, to be able to state that there can be no doubt that the very marked increase in the enrolment of European children for the year ending December, 1906, is directly due to the action of the new Boards. The increase - 6,448 -is the largest on record, and is probably about 3,000 greater than it would have been under the old conditions.

Another of the duties enjoined upon Boards by the Act was framing an estimate of income and expenditure, and in connection with this they had to prepare for the approval of the Department a scale of school fees for the different classes of schools under their charge. The result generally of the deliberations on these questions has been that fees have been considerably lowered in all classes of schools and made more uniform in scale. Progressive reductions have been provided in cases where families have more than one child at school. The children of families in poor circumstances are admitted at reduced fees, or, in case of necessity, free. But it is worthy of observation that as yet no movement has manifested itself towards the establishment of public free elementary education. Indeed, in Capetown the number of scholars receiving free education has been considerably diminished.

Plans for the improvement of the position of teachers and, as steps to that end, schemes for grading them according to qualifications and length of service and for arranging their salaries on a more liberal and equitable basis have also occupied the attention of several School Boards, notably that of the Cape

One Board-that of Kenhardt-has asked for compulsory powers.
The new School Boards have had, and will have, no doubt, to purchase experience at the cost of some mistakes: notwithstanding this, it is satisfactory to report that in many cases the record of work accomplished is very creditable and the outlook on the whole is encouraging

Three examples of good work are given, chosen as typical of school areas differing widely in character and conditions, namely, a Karroo district, a district on the coast and a large urbau district.

The Victoria West School Board has taken over the control of all the schools in its area with the exception of two Private Farm Schools. It has established fifteen new schools and has increased the number of pupils attending school by 183.

The School Board of Piquetberg has taken over the control of all the schools in the district except four. It has established six new schools and made preliminary arrangements for opening a still larger number, and has increased the number of pupils attending school by 184.

The School Board of the Cape Division has taken over the control of 8 First Class, 17 Second Class. 21 Third Class Public Schools, one Private Farm School, and one Evening School. Two new schools have been opened, and plans are being completed for considerable extensions in five existing schools and for the erection of six new schools. The number of children not attending school has been diminished by 582 .
school board finance.- In my last report attention was drawn to the importance of obtaining the services of capable and energetic men for the secretaryships of the new School Boards. Since then 104 appointments have been made and the total sum paid in salaries-which range, it may be remarked, from $£ 25$ to $£ 500$ per annum-mounts up to a grand total of 216,625. in addition to this large amount there have to be reckoned the expenditure on the salaries of attendance officers, the travelling expenses of officials, the rents of offices, and various other items. The mere cost of administrative machinery will, it is evident, prove a very considerable sum. Further, the lowering of school fees the raising of teachers' salaries, the improvement of school buildings and equipment, and the gathering into school of neglected children are all of them proceedings that involve increased expenditure.

A rough estimate places the total additional cost of the administrabtion and work of the School Boards over the ordinary expenditure for the vear at about $£ 50,000$. Of this sum probably about $£ 25,000$ for the year at about $£ 50,000$. Of this sum probably about $£ 25,000$
was spent on administration, and the balance on work of a more was spent on administratio
directly educational nature.

INSPECTORATE-During the year the following changes have taken place in the Inspectorate. Inspector Ely retired on pension after a service of over thirty years in connection with the Education Department. Inspector Ely has always shown himself earnest, fair-minded and courteous in the discharge of his duties. and he carries with him into his retirement the cordial esteem of all his calleagues. Inspector Bartmann has also, much to my regret, sent in his resignation. He has been elected to a professorship of Mathematics at Victoria College, Stellenbosch. Inspector Bond has been appointed to the King William's Town circuit, and Acting Inspector Robinson has been placed in temporary charge of Mr. Bartmann's circuit. It is with regret also that I must record the loss of the services of Miss Sutherland, the Kindergarten Instructress in the Eastern Province, and of Miss Eaton, the Instructress of Needlework in the same Province. Both of these ladies have been zealous and efficient officers of the Department, and both of them carry with them into their new domestic sphere of life the kind wishes of many friends in both schools and Department. Miss Swain and Miss Solomon have been appointed to fill the vacant positions.

## II. SUPPLY OF SCHOOLS.

SCHOOLS FOR EUROPEAN CHILDREN.-The activity in founding new schools which was noted in last year's report has, so far as schools for white children are concerned, been more than maintained during the year now under review. In the total number of such schools there has been a net increase of 238 as compared with an increase of 210 for the preceding statistical year.

In the following table is shown the total number of European schools of each class in operation during the years ending September, 1905, and September, 1906, respectively, and the net increase under each class :-

First Class Schools.. Second Class Schools Third Class Schools
Poor Schools
Private Farm Schools
Evening Schools
Evening Schools ...
District Boarding Schools

|  | 1905. | 1906. | Increase |
| :--- | ---: | ---: | ---: |
| $\ldots$ | 86 | 86 | $\ldots$ |
| $\ldots$ | 95 | 101 | 6 |
| $\ldots$ | 634 | 696 | 62 |
| $\ldots$ | 262 | 287 | 25 |
| $\ldots$ | 565 | 687 | 122 |
| $\ldots$ | 24 | 27 | 3 |
| $\ldots$ | 4 | 4 | $\cdots$ |
|  | -1 | - | - |

## Total

At the present juncture it will be of general interest to give some little space to the elucidation of these figures and to indicate briefly the nature and scope of these different kinds of schools.

FIRST CLASS SCHOOLS AND HIGH SCHOOLS.-Of the 86 First Class Schools 32 are Boys' Schools, 31 are Girls' Schools and the remaining 23 are Mixed Schools.

The First Class School is expected not only to furnish primary education of a liberal character but also to provide instruction in secondary subjects. Nearly all of these schools prepare pupils for the Matriculation Examination of the Cape University.

Some of the weaker, it is true, are not very adequately staffed or equipped for this work: and the preparation of a small number of Matriculation candidates would appear to demand a disproportionate amount of the principal teacher's attention. On the por hand, experience has shown how valuable may be the otholts of the higher work that has been done single-handed by a resuls capable district can afford the expenditure, it should provide somewhore a dor man the and in order to thing better and induce a sounder concept some 37 of the First a new grade was ins being paid in Class Schools have been classed as ing making the classification to the stren and teaching staff, the number of pupils in the hight
the adequacy of the school buichns and
oh Schools has been their vigorous growth in the Western Province, particularly in the fiscal divisions of the Paarl and Stellenbosch. In the Eastern Province, on the other hand, King Wiliam s Town excepted the progress of the High Schools, particularly in the seaports, has the kept pace with the general advance of the towns in population and wealth. Lately, especially as regards the Girls' High Schools, it is plasant to note that an improvement has taken place. The is phation of the Rhodes University College will no doubt in time保 paration in the Eastern Province

Tarly all the First Class Schools, as has been said, prepare
Nearly all the Nor entrance to pupils for the Erica First Class Girls' School in Port Elizabeth of offers a training of a more is an exception to this rule and ofers a cape Peninsula. there technical character. Where, as Class Schools within the same is a considerable numer that reproduce a school area, it would be wis encouraged to develop special characteristics.

The First Class Schools are thus distributed. Of the 81 fiscal divisions into which the Colony proper is divided 43 are provided with First Class Schools. Cape Town and the Cape Division have 12 ( 6 Boys', 5 Girls', 1 Mixed). Paarl Division has 7 (3 Boys', 3 Girls', 1 Mixed). Stellenbosch has 4 ( 1 Boys', a Girls' 1 Mixed), and the divisions of Port Elizabeth, East London and Malmesbury have 3 each (one school in each division being Mixed). Seventeen other divisions are provided with eing Mixed. Class Schools for Boys and for Girls in their eparate espective district towns. There is co-education of the sexes. The (both Mixed) Butterworth and Umtata for the children of the white residents f the Transkei. There has been no increase in the number of these Carnarvon and Humansdorp, it may be解 observe , are Fiass.

The total number of pupils aitending First Class Public Schools is 17,804 .

SECOND CLASS SCHOOLS. Some of the public schools graded as econd Class might be fitly described as higher elementary schools ; others do work of a more advanced nature; some
even prepare candidates for the Matriculation examination Fudeed, between the stronger Second Class and the weake in relass Schools often no sharp dividing line can be drawi social status of pupils. In twenty-nine qualifications of staff or social status of pupils. In twenty-nine of the fiscal divisions of Class. Thy the central district town school is graded as Second class. There were 101 Second Class Schools in operation in the Colony at the 30th September, 1906, an increase of 6 on the previous ear's total.

The total attendance at all the Second Class Schools of the Colony is 13,537
third class sohools. The Third Class School at its best offers a complete elementary school course: at its lowest it is expected to provide instruction up to Standard V. There are no fewer than 696 Third Class Schools, but under this heading there are collected a number of different classes of school. In the first place, there are the Church Third Class Schools, or White Mission Schools as they used to be named mainly fownd or White towns, and intended Of these there are to reach the children of the poorer white people. Secondly, there are in all 45 , attended by 5,465 white children. Schonds, there are the Public Undenominational Third Class the great majority are are town schools ( 150 to 300 pupils), but the great majority are small rural one-teacher schools with an attendance ranging from 10 to 25 pupils, the former being the this class number required for the establishment of a school of the number of Third Class Schools

In nine of entirely among these small country schools
In nine of the fiscal divisions of the Colony, it may be observed there is no school graded higher than Third Class.
Class Schools of the Colony is 26178 pupils attending the 696 Third

POOR SCHOOLS.-Where the people of a locality are too poor to maintain a Third Class Public School on the ordinary viz., the £1 for £1 principle, special Government conditions, available and a "Poor" School may be established grants are now 287 schools of this class-an increase of 25 over the There are 1906-with an agoregate attendance of 8,498 over the number in vears past Knysna has headed the list of 8,498 pupils. For some egards the arge number of white labourers schools, a fact attributed to the utters in the forests labourers who find employment as wood
 and Riversdale the number of Poor Schools has risen to the same of of this class

The Cape educational system of European schools, based as it is on the $£ 1$ for $£ 1$ principle, was devised for people who have the means and the will to help themselves rather than for those who need the assistance of a helping hand. Hitherto there has been no body charged with the responsibility of looking after the ducational needs of the lapsed portion of looking after the his work has been left to repiois and phe white population duty will now devolve on uty in now it may be ound in several districts that there is a larger proportion of the population in this fallen condition than had been previously
realised.

In this connection mention may be made of the six Industrial Institutions that are in operation. One of them-the Boys' In dustrial School at Uitenhage-has been markedly successful ; and another institution working on similar lines is shortly to be opened at Adelaide.

PRIVATE FARM SCHOOLS. As has been already stated, the minimum attendance required for the establishment of a Third Class Public School is 10. Small though this number is, at many centres in the more thinly populated districts of the Colony it is not feasible to gather together as many as ten children of schoolgoing age. Hence arises the necessity for the public recognition of schools of the "Private Farm" School class, where not fewer than ive children are under regular instruction. It will throw much ight on the peculiar difficulties of educational work in the Colony -the difficulties with regard to the supply of teachers and the difficulties of school inspection-if it be realised what a large number of very small schools are scattered at wide distances over a vast area of country. Out of the 1,888 schools for Europeans no fewer than 1,235 are schols with an attendance ranging between 5 and 25 . Generally they are separated by a cart journey of two or three hours from one another-often, indeed, by much greater distances.

Another point to be noted in connection with these schools is the shortness of their life. The children grow up, or a family moves, and the school is closed. During the year under review, no closed

On a good farm where the governess is a trained teacher the Private Farm School is an excellent school for children up to the age of 11 or 12 ; where the teacher is a school girl with Standard VI. or even lower qualifications, the school, as may be expected, is often verv weak. There is a general consensus of opinion among Inspectors and principals of district schools that the work in Farm Schools should not go beyond Standard V Pupils after passing this Standard should be transferred to the central divisional school

The great net increase in the number of "Private Farm" Schools, viz., 122, is noteworthy as it is the largest on record, being almost double of the increase of the previous year. The distribution of these schools at present, it should be observed, is remark ably unequal, even among those fiscal divisions where similar conditions prevail. For example, in the division of Albert there are 28, while in the neighbouring division of Colesbero there are only 6. Again, in Victoria West there are 22, while in the neigh bouring division of Britstown there are only 5. It may be reason ably inferred, therefore that there is room for great expansion the number of schools of this class

On the 30th Septrmber last, the total number of Private Farm Schools stood at 689 and the aggregate attendance of pupils was 5,718.

DISTRICT BOARDING SCHOOLS AND BOARDING DEPARTMENTS Public provision has also been made for the institution of District Boarding Schools where such institutions would be for the benefit of the agricultural population. A considerable number of schools of this class were started at one time or another, but in the greater number of cases they proved unsuccessful, and after a
longer or shorter existence were closed. No progress has been made during the year along this line of advance, and the number of during the year along this line of ad
District Boarding Schools remains at 4.
strict Boarding Schools remains at 4.
Hitherto it has been found more advantageous to institute Hitherto it has been found more advantageous to institute schools, and steady encouragement has been given to the formation of such departments. There are now 106 subsidised Boarding Departments, and the total number of boarders in such departments stands at 5,818. Most of these departments draw their pupils from the surrounding district and are local in character. Others, such as those attached to the High Schools in the Peninsula and atWellington, Stellenbosch, Paarl and King William's Town, attract pupils from a much wider field, and indeed from all parts of South Africa. French Hoek High School owes its status wholly to its large boarding departments. Without large outside accessions, the school district, which is small, would not be able to maintain a Public School of a grade higher than Second Class. Ratepayers may be disposed to find a stumbling block in Boarding Departments that draw their pupils largely from beyond the limit of their own school area. But by careful management the extra expenditure, if there be any, can be reduced within very narrow limits, and it should be borne in mind that a liberal policy which seeks to make a school borne in mind that a liberal policy which seeks to make a school many ways.

There is room for several more of these large secondary schools. The Boys' High School at Worcester, it may be remarked, has a fine opportunity, at the present juncture of its history, of developing on these lines, as the Girls' High School in that town has already done.

Aliwal North also would appear to be marked out naturally as a centre for High School education in the north-eastern portion of the Colony.

THE CAPE EDUCATIONAL SYSTEM FOR WHITE CHILDREN.-One feature of the Cape educational system will strike the educationist as peculiar-viz., the high proportion of children attending schools that profess to be more than merely elementary in character. Over 40 per cent. of the pupils attend First Class and Second Class Public Schools. Some of the Private Farm schools and the smaller Third Class schools are also on a fairly high level within their limited range. The reason is found in the comparative wealth of the bulk of the white population, who hold, relatively to wealth of the bulk of the white population, who hold, relatively to the coloured population, the position of an upper class. This is most noticeably the case in the country districts; in the larger towns, as Capetown, Kimberley and Port Elizabeth, conditions approach more nearly to those of europe. The social position of and tends to unify it so far as they are concerned, and gradually to and tends to u
raise its level.

The proportion of pupils taking a secondary course in Cap Colony schools at the present time with a view to future professional pursuits is very considerable. Probably a sufficient number are going forward to satisfy the requirements of the Colony in all the regular professions except that of medicine.

Notwithstanding this, if the question be more closely investigated it will be seen that the number of pupils proceeding with their education beyond the elementary stage is not nearly so large as it ought to be. The characteristic feature of the social economy
of the Cape Colony is the large class who own and farm landed property ranging in value between $£ 3,000$ and $£ 5,000$. In times past this class had of necessity to content itself with the elements of a primary school education. For the rising generation, however, the parents should not rest satisfied with less than a High School course of study, and a course, if possible, of such a nature as to awaken an intelligent interest in the scientific side of their future work. In another generation, when the economic value of a good education is better understood and the means of obtaining it are rendered more accessible, a College course will probably be regarded as a desirable qualification for young men of this class.

SCHOOLS FOR COLOURED CHILDREN.-The following table gives the comparative numbers of the schools provided for the Coloured population for the years ending September, 1905, and September 1906, respectively :-

| Mission Schools | $\ldots$ | 697 | 1906 | Increase. |
| :--- | :--- | :--- | :---: | :---: |
| Aborigines' Schools | $\ldots$ | 701 | 720 | 23 |
| Ab | 745 | 44 |  |  |

Mission Schools are the schools provided for the Coloured people of the Colony proper, while the Aborigines' Schools are provided for the population of the Native Territories. There is practically no difference in the character of these schools. The Aborigines' Schools are not permitted to go beyond Standard V. except under certain conditions relating to the number of pupils in attendance. No regulation of this nature limits the work of Mission Schools, but, as will be seen in the section dealing with pupils' attainments, it cannot be said that hitherto there has been much demand for instruction beyond, or even up to, this stage. In Kimberley, it is true, a good Second Class School has been provided by the Board for coloured children, and has been in operation for several years ; and a development in Mission School organisation has taken place at Grahamstown which deserves notice. Some little time ago four of the missionary superintendents in that town, after conferring with Inspector Bennie, agreed to unite in sending their uper standard pupils to a new higher-grade school in which the ower standards should not be taught, and over which they should oxercise joint control The experiment has so far worked succes lly and is one that well worthy of imitation in the larger is well worthy of imitation in the large centres of population.
III.-ENROLMENT AND ATTENDANCE.
enrolment of european children.-Towards the end of the September quarter 1906, the total number of European children attending school was 73,988 , an increase of 5,496 on the corresponding enrolment of the previous year. The following table shows the totals for the last ten years with the respective increases for each year :-

| 30th September, | 1897 | No. of European children <br> attending scobol. | Increase on <br> previouss year. |
| :---: | :---: | :---: | :---: |
| $"$ | $"$ | 1898 | 52,211 |

The increase for the year under review, it will be observed, has been greater than in any previous year with the exception of 1903 , when the specially large increase was due to the recovery of the ground lost during the war. In the present year there can be no doubt that the large increase is due to the action of the new School
Boards.

An examination of the detailed figures for the different fiscal divisions yields some interesting results. In the following four fiscal divisions of the north-west, in which education has always been in a very backward condition, the increase deserves special notice:-


Namaqualand ... Kenhardt Vryburg Prieska
... dale with an increase of 278 stand out prominently-Rivers berg with 234, and Victoria West oudtshoorn with 247, Piquet 35 per cent. The Cictoria West with 182, the last being a gain of 35 per cent. The Cape Division shows an increase of 404 and

In 17 out of the 86
taken place, the two most serions decrease in the enrolment has taken place, the two most serious cases being Mafeking, where there is a decrease of 52 , and Willowmore, where there is a decrease matter if the cases demand careful attention, as it will be a serious matter if the costly machinery of the School Boards does not result n improved enrolment in every district.

Among the circuits that of Inspector Robertson (Worcester Ceres, \&c.), takes the first position with an increase of 741 . The circuit of Inspector Grant (Prieska, Kenhardt, \&c.), deserves special mention, as the gain there reaches the high figure of 18 per special

It will be of interest to examine the distribution of the cent. among the different classes of schools :-

Total No. on
Roll.
First Class Public Schools econd Class Public Schools Third Class Public Schools Poor Schools
Private Farm Schools ...
17,804

From these figures it will be see will how large a proportion of the Class Schools and Private due to the growth of small rural Third

THE SCHOOL BOARD CENSUS.-An examination of the number and distribution of non-school-going children, as given in the census returns of the different School Boards, yields some valuable information. It enables us in the first place to form a better opinion of the adequacy of the Cape educational system to meet the special difficulties of the country; and in the second place it gives a fairly reliable answer to a question that has been much discussed, namely, what proportion of the European children of school age- 6 rears to 14 years-in Cape Colony is not attending school age- 6 years Heretofore the work of administering the edur of the Colony has been left to private initiative educational system measure of success attained in energy and intelligence that were devoted to the work.

Accordingly in different districts-even in neighbouring districts where the material conditions are practically identical-there is often a remarkably wide difference in the educational position. The following figures will illustrate this. In the town of Uitenhage, and in the districts of Victoria West and Worcester, the proportion of children of school age not attending school is only one in eleven. In Bedford, Cradock, King William's Town and Murraysburg, the proportion of non-school-goers is one and Murraysburg, the proportion of non-school-goers is one
in six. In the majority of the country districts the proportion in six. In the majority of the country districts the proportion is one in four, in a considerable number it is one in three. It is to be noted that in Beaufort West and Aberdeen-districts immediately adjoining Victoria West and Murraysburg-the proportion is only a little better than one in three. As we go towards the North-West the proportion of non-school-going children rises still higher. In Carnarvon about half of the children of sshool age attend school, and in Hay and Fordonia the non-school-going children are in the majority, only one child in every four or every five attending school. In Paarl and Stellenbosch the large number of boarders from outside districts obscures the true proportion of non-school-going children, but these latter are not numerous. In the whole of the Paarl division the number not attending school is returned at 120 ; in Stellenbosch the number is estimated at 40 ; but a careful census has not been taken.

From the figures given above it will be seen that where it has been vigorously administered the Cape system of schools can show good results-very good if the nature of the difficulties to be overcome is taken into account.

Two remarks may be made here $\qquad$ In the first place it is worthy of observation how close is the connection between the standard of education in a district and the grade of a central town school. If there has been a good First Class School in the district school. If there has been a good First Class School in the district
town for many years, it will be found that the general standard of town for many years, it will be found that the general standard of
education through the district is high; if on the other hand the education through the district is high; if on the other hand the town school is a weak Third Class School, the general standard of education will be low. The town school is the kerstone of the educational arch. One of the difficulties in districts like Hay is the fact that there is no town to be the centre of educational co-operation.

In the second place it may be remarked that it is quite impracticable to think of gathering into school all the children between 5 and 14 -or even 7 and 14 -who live in the more widely scattered farmhouses in the sparsely populated districts of the Colony. It is well to recognise this, and, since these children form a considerable proportion of the total number, to direct effort rather to arranging that they shall all get three or four years' schooling before the age of 16 or 17 . There is no doubt great loss in beoinning school life late, but to country children it is a loss not without some compensation, as the discipline and the varied experiences of a boyhood passed in farm occupations have an educational value of their own. Nor, indeed, on the scholastic side is the loss always irreparable. One can point to instances of men brought up on irreparable. One can point to instances of men brought up on
remote farms who did not acquire the rudiments of a school remote farms who did not acquire the rudiments of a school education till their 16 th or 17 th year, and who yet made their way with distinction into a profession.

As regards the larger urban districts, the School Board Census returns showed that in the Cape Division 1,836 children of school age were not receiving instruction ; in Kimberley the number was 703 , in Port Elizabeth 550 and in East London 552. The proportion
to the number of children attending State-aided schools works out at one in eight, one in five, one in eight and one in six respectively. Both the numbers and the proportion of children not attending school in these areas are very high. Educational facilities have not been wanting. Kimberley, where the proportion is highest, has had for years a capable and energetic Board of Management for its Public School system. The true cause lies in the neglect and Public school system. The true cause lies in the neglect and apathy of parents. Families of the "Poor White" class have
been drifting of late years into towns and villages in considerable numbers, and the necessity for compulsory education is growing numbers, and the necessity for compulsory education is growing
every day increasingly urgent, if the children of these families are every day increasingly urgent, if the children of these families are
not to grow as thriftless as, and more degraded than, their parents. not to grow as thriftless as, and more degraded than, their parents.

An approximate answer can now be given to the question: What is the proportion of European children of school age in Cape Colony not attending school? In the 87 districts from which returns have been received the total number of children not attending school amounts to 18,797. If a somewhat unfavourable estimate be taken for the 18 districts from which returns have not been received, the total number of children not attending school in the Colony may be placed at $23,0 c 0$ in round figures. The total number of European children attending Stateaided schools at the end of the December quarter, 1906, was a little over 74,500 . The total number attending private schools, etc., may be roughly placed at 11.500 , making a grand total of 86,000 . Enquiries have shown that on an average about 30 per children are not of school age being above or below cent. of these children are not of school age, being above or below it. There are therefore, in round figures, 61,000 children of school age attending school, and about 23,000 not attending school. About 27 per cent. therefore, of children of school age in the Colony are at present no receiving instruction. Of these the children that live on farms wil probably in the majority of cases be sent to school, for a longer or shorter period, later on as they grow older and as an opportunity presents itself. Those, however, living in towns or villages wil probably not be sent to school unless some measure of compulsion is applied.

ENROLMENT OF COLOURED PUPILS.-The total number of coloured pupils on the roll at the end of the statistical year was 102,849 , an increase of 2,063 over the previous year's enrolment. This number was distributed between the Colony and the Native Territories as follows :-

> Colony, Mission Schools
> Territories, Aborigines' Schools

| Total No. of <br> Pupis. | Increase <br> during Year |
| :---: | :---: |
| 56,519 | 125 |
| 46,330 | 1,938 |
| 102,849 |  |

An examination of the figures for the Mission Schools in the colony during the last three years reveals what appears to be an ansatisfactory state of matters. In 1904 there was a good increase of 3,746 in the enrolment ; in 1905 , on the other hand, there was a small decrease of 161 ; this year there is again a small increase 125. The enrolment therefore at Mission Schools has remained practically stationary for the last two years. The cause is partly
 be last two years During the years of drought has enjoyed for flow of natives into the town locations : during the last two years the flow has been back to work on the farms.

In the Territories, on the other hand, the increase has been steady and satisfactory, being 1,928 for this year as against 1,917 for the previous year.

A rough calculation places the proportion of coloured children attending school at a little over 25 per cent. of the total number of children of school-going age. The proportion varies widely in different parts of the Colony. In some places the keen rivalry between the different agencies at work is even something. of a hindrance to educational progress ; in other places, as notably hindrance to educational progress and the Pondos in the south-east, the field is almost anoccupied.

RELATIVE NUMBERS OF WHITE AND COLOURED PUPILS-In 189 accurate information was collected for the first time regarding the relative numbers of white and coloured children under instruction In that year the number of white children on the roll was 43,043 and of coloured children 58.948, the relative percentages stand ing at 42.2 and 57.8 . Since then the numbers on the roll have increased to 73,988 white children and 102,849 coloured children but the proportion works out curiously near to the same figure, the respective percentages being 41.8 and $58 \cdot 1$.

The proportion has not, however, always remained so constant The war had a much greater disturbing influence on white schools than on coloured, as is shown by the following table, which gives the figures since 1902 :-

Percentage of white pupils 1902. 1903. 1904. $\begin{array}{lllll}36 \cdot 88 & 39 \cdot 09 & 39 \cdot 47 & 40 \cdot 46 & 41 \cdot 84\end{array}$ $\begin{array}{llllllll}\text { Percentage of coloured pupils... } & 63 \cdot 12 & 60 \cdot 91 & 60 \cdot 52 & 59 \cdot 54 & 58 \cdot 16 .\end{array}$

For the last five years, therefore, there has been a steady increase in the proportion of white children at school.
attendance.- The rate of attendance in White Schools has risen steadily for the last twelve years ; it is now excellent and compares favourably with the rate of attendance in England or Scotland. The percentages are :-

| First Class Public ... | $\ldots$ | $\ldots$ | $\ldots$ | $92 \cdot 78$ |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Second Class Public | $\ldots$ | $\ldots$ | $\ldots$ | $90 \cdot 63$ |  |
| Third Class Public | $\ldots$ | $\ldots$ | $\ldots$ | $89 \cdot 73$ |  |
| Private Farm | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $94 \cdot 23$ |
| Poor _... | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $87 \cdot 95$. |

As much as anything, this high regularity of attendance shows the increasing value parents are setting on the means of education for their children.

The rate of attendance in Coloured Schools also continues to show a satisfactory advance. The following are the figures for the last two years :-

|  |  |  | 1905. | 1906. |
| :--- | :--- | :--- | :--- | :--- | ---: |
| Mission Schools | $\ldots$ | $\ldots$ | $80 \cdot 0$ | $81 \cdot 19$ |
| Aborigines' Schools | $\ldots$ | $\ldots$ | $79 \cdot 9$ | $81 \cdot 48$. |

Fourteen years ago the rate of attendance in Coloured Schools was only 65 per cent.

## IV. INSPECTION OF SCHOOLS

FORMAL VISITS FOR DETAILED EXAMINATION.-During the twelve months under review, no fewer than 3,244 detailed inspections of schools were conducted by the Education Department, and it is gratifying to be able to report that, notwithstanding the large increase in the number of schools, the work of inspection was duly overtaken within the year, and that for the first time in the history of the Department it has not been found necessary to call in any outside assistance. The result is the more creditable to the energy of the Inspectorate if the difficulties arising from the nature and extent of the country are taken into consideration. In some of the more arid districts of the North-west the ox-waggon must still be used as the means of transport.

A change has been made in the method of inspection for the upper classes-viz., Standards Cand D-in High Schools. A detailed examination of individual pupils in these classes is no longer conducted, but attention is directed to the organisation of the school, the methods of instruction, and the equipment. With regard to the extension of this mode of inspection to all standards and to all classes of schools, several difficulties present themselves, the main one being the exceedingly large number of smali schools and the constant transference of pupils from one class of school to another. Under these circumstances the maintenance of a certain standard of attainment among the pupils becomes a matter of considerable importance. In the smaller schools also the detailed examination of the individual pupil affords valuable independent information to the parents as to the stage the child has arrived at in his school career, and his fitness for entering a higher-grade school.

INFORMAL VISITS.-In the number of informal visits there has been a slight decrease, the number this year standing there has against 2,358 for the preceding year. In the better schools these visits do much good by making teachers and inspectors better acquainted, and by affording opportunities for consultation and the discussion of difficulties; in weaker schools they bring to light and tend to check many irregularities.

INSPECTION AND INSTRUCTION IN SPECIAL SUBJECTS.-There are now twelve Instructors and Instructresses at work in the Colony and the Transkei. Two are for Vocal Music, two for Woodwork three for Needlework, two for Kindergarten, two for Drawing, and one for Domestic Economy. They have made in all 2.094 visits, As will be seen in Section VII. of this report, a oreat deal has been done through their agency during the last ten years to raise the standard in these several subjects and to increase the number of schools giving instruction in them.

The visits of the Instructors and Instructresses, it may be observed, are intended to be so ordered as not to cause any serious dislocation of the ordinary school work

## V. PUPILS' ATTAINMENTS AT INSPECTION.

eUROPEAN PUPILS, ELEMENTARY SCHOOL STANDARDS.-That parents generally value the individual examination of their children is shown by the fact that no fewer than 97 per cent. of the pupils on the roll presented themselves at inspection-an attendance 5 per
cent. higher than is usually obtained. The following table gives the average attendance and also the attendance at inspection for the different classes of schools :-
Class of School.

First Class Public Second Class Public Third Class Public Poor
Private Farm

Average Attendance
$92 \cdot 78$
$90 \cdot 63$
$89 \cdot 73$
$87 \cdot 95$
$04 \cdot 92$ $94 \cdot 23$

Percentage
present at
present at
Inspection.
$96 \cdot 92$
$96 \cdot 92$
$96 \cdot 96$
$96 \cdot 96$
$96 \cdot 47$
$96 \cdot 47$
$95 \cdot 32$
5•32
98-81.

These are remarkable figures, especially when it is remembered that the Government grants are in no wise dependent on results save in the case of the Private Farm School.

The total number of children, viz., 67,438 , presented at inspection were thus distributed among the standards of the Elementary School Course :-

| Sub-Standards | $\ldots$ | $\ldots$ | 21,558 |
| :--- | :--- | :--- | ---: |
| Standard I. | $\ldots$ | $\ldots$ | 8,669 |
| Standard II. | $\ldots$ | $\ldots$ | 9,453 |
| Standard III. | $\ldots$ | $\ldots$ | 8,170 |
| Standard IV. | $\ldots$ | $\ldots$ | 7,088 |
| Standard V. | $\ldots$ | $\ldots$ | 5,673 |
| Standard VI. | $\ldots$ | $\ldots$ | 3,147 |
| Standard VII. | $\ldots$ | $\ldots$ | 1,524 |
| Ex-Standard | $\ldots$ | $\ldots$ | 1,463 |
| Pupil-Teachers | $\ldots$ | $\ldots$ | 1,144 |
| Unclassified | $\ldots$ | $\ldots$ | 386. |

From these figures it will be seen that 12,951 are in or above Standard V., or, in other words, these pupils form $19 \cdot 2$ per cent. of the total number attending school. This percentage differs only slightly from that in the London County Council Schools. When, however, the social position of the white population in this country is taken into account, it is plain that a considerably higher percentage should be made the aim. It is satisfactory to note that the percentage is rising steadily; ten years satisfactory to note that the percentage is rising steadily; ten yeas 13 per cent. But constantly breaking new ground in the ago it was 13 per cent. But constantly breaking new ground in the remoter districts helps to keep it down. The Poor School also-the weak spot in our educational system-lowers the average appreciably. In the schools of this class no less a percentage than
below Standard, and only 2.7 are in or above Standard V.

In the appended table is shown the percentage of pupils in or above. Standard V. in the different classes of schools. Pupil Teachers are not reckoned in this table.
Class of School.

First Class Public
Second Class Public...
Third Class Public
Poor ... ...
$\ldots$
Percentage in
or above
or above
Standard $v$.
$40 \cdot 81$

Private Farm
$\ldots$

After passing Standard V., a large nunber of pupils are After passing Standard , from the Third Class Schools and
from Private Farm Schools to the Boarding Departments of First Class Schools.

HIGH SCHOOL STANDARDS.-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 leading up through four High School Standards to the Matriculation examina. tion of the Cape University. It was, I believe, one of the earliest attempts made anywhere formally to co-ordinate primary and secondary education.

In one respect the High School course differs from that laid down by the University for the Matriculation examination. Science has been made a compulsory subject instead of being optional, and the teaching of this subject is required to be observational and experimental in character as well as theoretical. All the Boys' High Schools with two exceptions have now well-equipped laboratories, physical or chemical, and in several of the Girls' High Schools there is a room specially fitted for botanical work. During the year under review a two-year course of Physics was taken in 33 schools by 861 scholars and a similar course in chemistry was taken in 21 schools by 723 scholars. Botany is the subject recommended for girls' schools. It was taken in 31 schools by 453 scholars.

In the following table are given the numbers in the four High School Standards for the year ending December, 1906. For the purpose of comparison the numbers for the year 1901 are also given -the first year in which the scheme was in full working order.

|  |  | A. | B. | c. | D. | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1906 | ... | 1,158 | 768 | 570 | 410 | 2,906 |
| 1901 | ... | 684 | 398 | 331 | 222 | 1,635 |
| Increase |  | 474 | 370 | 239 | 188 | 1,271. |

The Matriculation examination of the Cape University takes the place of the inspectors' individual examination in the upper Standards ; it will therefore not be out of place to give here a brief resume of the results in that examination. The total number of passes in the Matriculation examination of 1906 for the whole passes in the Matriculation examination of 1906 for the whole of South Africa was 643 , of which 426 were credited to the State-
aided public schools of Cape Colony, 67 to the Denominational and aided public schools of Cape Colony, 67 to the Denominational and
Private Schools of Cape Colony, and 114 to the other South A frican Private Schools of Cape Colony, and 114 to the other South African
States. Of these 426 passes the High Schools obtained 329 ; as States. Of these 426 passes the High Schools obtained 329 ; as
regards the quality of their work, it may be added that they took regards the quality of their work, it may be added that they took
all the 11 Major Exhibitions offered by the University for open all the 11 Major Exhibitions offered by the University for open
competition and 9 out of the 11 Minor Exhibitions and also took 84 competition and 9 out of the 11 Minor Exhib

COLOURED PUPILS, ELEMENTARY SCHOOL STANDARDS.-The attendance at inspection is also very satisfactory in Coloured Schools, as is shown by the following table :-

| Class of School. |  | Average <br> Attendance. | Percentage present <br> at Inspection. |  |
| :--- | :--- | :--- | :---: | :---: |
| Mission Schools | $\ldots$ | $\ldots$ | $81 \cdot 19$ | $91 \cdot 32$ |
| Aborigines' Schools | $\ldots$ | $\ldots$. | 81.48 | $90 \cdot 64$ |

The total number of children presented at inspection was 90,392. They were thus distributed among the standards :-Sub-Standards Standard I. Standard II. Standard III. Standard IV. Standard V. Standard VI. Standard VII. Ex-Standard Pupil Teachers

53,807
12,260
10,435
6,991
4,367
1,687
640

It will be observed that considerably over half- 59.9 per cent.are below Standard I.; that comparatively few, about 7 per cent. get beyond Standard III. ; and only $2 \cdot 6$ are in and above Standard V . The majority of these last are desirous of becoming pupilteachers, and many of them at this stage are transferred to the Native Training Institutions or the practising schools attached; the supply of candidates for the teaching profession, it may be mentioned, has never yet been anything like sufficient

It has sometimes been made a reproach against the Education Department that the Elementary School Course is the same for White and Coloured Schools. But, if the matter be seriously considered, it is difficult to see what great educational modification can be made in an Elementary School course below Standard III.; and, as a matter of fact, the great mass of coloured children do not proceed beyond Standard II.

From the European standpoint the knowledge acquired in Coloured Schools seems very little; relatively, however, it is considerable. The children gain a good deal in intelligence, they profit by the discipline and leave school with much more orderly and industrious habits than if they had not been under instruction. One school lesson-class singing-is to them in school and remains to them in after life a source of peculiar pleasure

As has been said, a large number of the pupils above Standard V. become pupil-teachers ; but courses in Industrial Training are also provided. During the year under review the total number of pupils taking these courses was 558 , viz., 268 boys and 290 girls. A large majority of the boys took carpentry ; other trades represented were gardening, shoemaking and printing. The girls took needlewere gardening, shoemaking and printing. The girls took needlework, laundry work and cookery. The cost of this training per
head is high and preference is given to candidates who have head is high and preferen

During the last few years there has been a marked ncrease in the number of pupils attaining the upper Standards. Ten years ago in 1896-the first year for which statistics are available-only 223 pupils out of a total enrolment of 64,159 were placed in the Fifth Standard and only 4 pupils attained Standard VI. For the year under review, 1,687 pupils have been placed in Standard V. and 640 have reached Standard VI.
proposed native college.-Of late there has been organised a movement to obtain subscriptions towards establishing a College for the benefit of the native races of South Africa. The statistics given above will help to show what schemes are within the range of practicability and what are not. The new institution must be
prepared to admit pupils at the Fifth or Sixth Standard stage, and it cannot be gainsaid that an institution admitting students at and it cannot be gainsaid that an institution admitting students at
this stage, provided the course of training was wisely planned and this stage, provided the course of training was wisely planned and
the institution capably conducted, might be the source of great the institution capably conducted, might

For an institution of University College rank-and the proposed institution is generally referred to in terms that imply such rank-there exists at present no supply of qualified students, and there can be no supply for a considerable number of years to come. If, therefore, it be decided that the new advance in Native Education follow academic lines, the first step must be the establishment of an institution offering a High School course of study.

The principle has been recognised in Cape Colony in the School Board Act of 1905 , that the door to the higher callings in life shall be open to the Native. Though something might be urged in favour of such a course, it is doubtful whether it would be either just or expedient to lower in his favour the standard of academic or professional requirements that has been fixed for the European.

## VI. ANNUAL PROGRESS OF PUPILS

In my report of 1893 attention was drawn to the fact that there was one question with regard to our schools on which no information had hitherto been available but to which nevertheless the greatest importance should be attached:-viz., the question of what progress the pupils were making from year to year. A systematic inquiry was instituted in the following year and it came to light (1) that only 54 per cent. of the pupils present at inspection had been present at the inspection of the previous year ; (2) that only 53 per cent. of those who had been present in the (2) that only 53 per cent. of those who had been present in the
previous year had succeeded in attaining a higher standard; the remaining 47 per cent. had either remained stationary or fallen back.

Every year since that date has seen a steady and gratifying improvement in both of these respects. For the present year 75 per cent. of the pupils who were present at inspection were present also at inspection in 1905 ; and 71.88 per cent. of these attained a higher Standard.

It will be of interest to investigate the progress made in the different classes of schools and to compare the position for the present year with that for 1895 when these particular statistics were first collected, though even that year saw a considerable advance on 1893.

Class of School.
European Schools:
First Class Public
Second Class Public
Third Class Public
Poor
Private Farm

## Coloured Schools:

Mission Sch:
Mission Schools
Aborigines' Schools

Percentage of pupils who advanced a Standard.
1895 .

Gain per cent.


| 82.96 | 10.19 |
| :--- | :--- |
| 87.86 | 1555 |
| 82.12 | 24.61 |
| 80.38 | 25.36 |

$\begin{array}{ll}87 \cdot 86 & 1555 \\ 82 \cdot 12 & 24 \cdot 61\end{array}$
$\begin{array}{ll}82 \cdot 12 & 24 \cdot 61 \\ 80 \cdot 38 & 25 \cdot 36\end{array}$
$79 \cdot 22 \quad 18 \cdot 05$
$43.84 \quad 63.96 \quad 20.04$
$63.96 \quad 20.04$

This remarkable advance is due to the two following causes first, the regularity of attendance, which, as we have seen, now reaches a very high average ; secondly, the greatly improved character of the teaching now given in our schools.

## VII. SPECIAL SUBJECTS OF INSTRUCTION.

Under this heading are discussed some subjects which are admittedly of great importance in a school curriculum but which at a time when the public looks largely to public written examinations as the conclusive test of educational efficiency are liable to be pushed on one side by the teacher as non-paying. These subjectsSinging, Drawing, Needlework, Woodwork and Domestic Economywere almost completely neglected in the Cape schools of fitteen years aro owing to the dominating influence of the School Elementary Examination

The method adopted for raising these subjects to their proper place in the school course was as follows. Specially qualified Instructors were appointed, and began by conducting classes in several of the Public Schools and starting the work on right lines. The interest of the teachers was thus aroused. Courses of work suitably graded for the different Standards were then drafted, and classes were commenced at convenient centres to afford teachers an opportunity to qualify themselves as instructors. Lastly annual examinations were instituted to test the quality of the work and the progress made.

The measure of success that has attended this work can be gathered from the statistics given in the succeeding paragraphs. In these is shown the increase during the last decade in the number of schools giving instruction in these several subjects and in the number of pupils receiving instruction.
singing. - The progress made in the teaching of Singing has been truly remarkable. The first Instructors dwelt on the great natural aptitude of the children of this country for vocal music, and this subject has made way, as it were, of its own accord This year Singing from notes is being taught in 78 more schools and to 5,129 more pupils than last year. The following are the figures for 1896 and 1906 respectively :-

| Instruction in Singing. | 1896. | 1906. | tnerease. |
| :--- | ---: | ---: | ---: |
| No. of Schools | 798 | 2,076 | 1,278 |
| No. of Pupils | 47,165 | 112,278 | $65,113$. |

A little satisfaction over these figures may be pardoned when one considers the amount of happy and healthful activity imparted into school life which they imply.

In 1897 a handsome silver shield was presented for annual competition among the schools of the Cape Division. The example thus set has been widely followed. There now take place regularly every year no fewer than 24 of these School Choir Competitions at different centres in the Colony, 6 of them being for Native Schools, and they have done much to awaken and maintain popular interest in good school music.

DRAWING.- In 1895 an effort was made to put the teaching of Drawing on a more satisfactory basis. A certain amount of improvement was effected and the increase in the number of schools giving instruction in Drawing was very considerable. But there
was no great interest taken in the subject and the work produced was of a mediocre description. Since the appointment of Mr. W. W. Rawson, A.R.C.A., in 1904, as Departmental Instructor a change has taken place, a new syllabus has been drawn up, and fresh life has been infused into the teaching of this subject

The statistics for 1896 and 1906 are as follows :-

| Instruction in Drawing. | 1896. | 1906. | Increase. |
| :--- | :---: | :---: | ---: |
| No. of Schools | 406 | 1,088 | 682 |
| No. of Pupils | 18,337 | 55,954 | $37,617$. |

NEEDLEWORK.-The advance during the last ten years, both in the quality of the work done, and also in the number of schools giving instruction in this subject has been most marked. The figures are as follows :-

| Instruction in Needlework. | 1896. | 1906. | Increase. |  |
| :--- | :--- | ---: | ---: | ---: |
| No. of Schools | $\ldots$ | 1,185 | 2,091 | 906 |
| No. of Pupils | $\ldots$ | 35,749 | 58,547 | $22,796$. |

A great deal of this success is due to the tact and perseverance of Miss Fuechsel, the senior Departmental Instructress in Needlework, who started the systematic teaching of this subject in 1893.

WOODWORK.-From its introduction this subject has continued to make satisfactory though not rapid progress. This year there is an increase of 24 in the number of schools in which instruction is given, and an increase of nearly 500 in the number of pupils receiving instruction. The comparative figures for 1896 and 1906 are :-

| Instruction in Woodwork. |  | 1896. | 1906. | Increase. |
| :--- | :--- | ---: | ---: | ---: |
| No. of Schools | $\ldots$ | 42 | 125 | 83 |
| No. of Pupils | $\ldots$ | 1,443 | 5,070 | $3,627$. |

HANDIWORK EXHIBITION.-An annual exhibition of the handiwork done in Public Schools has been held now for a considerable number of years. Different sections are devoted to Drawing, Needlework and Woodwork, the specimens exhibited being selected from the work that had been prepared in the ordinary course of school instruction and sent in for the Departmental Examinations. This exhibition has always aroused a great deal of interest and attention on the part of the general public, and has done much to create a sound public opinion on the proper position of these create a sound public opin
subjects in the school course.

DOMESTIC ECONOMY AND COOKERY.-Domestic economy is the latest subject that. has been taken in hand. A beginning was made some fifteen months ago, and instruction is now being given in thirteen schools to 325 pupils.

PHYSICAL CULTURE AND DRILL. In all the Vacation Courses for teachers since their institution in 1893, due attention has been given to the subject of Physical Culture and Drill. Ling's Swedish system has been generally adopted ; the following figures will show the great advance that has been made during the last ten years.

| Instruction in Physical |  | 1896. | 1906. | Increase. |
| :--- | :--- | ---: | ---: | ---: |
| Culture. | $\ldots$ | 432 | 2,043 | 1,611 |
| No. of Schools | $\ldots$ | 47,165 | 105,117 | 57,952 |
| No. of Pupils | $\ldots$ |  |  |  |

So much can be done by giving a little daily attention to the healthy development of the body that the aim ought to be to get every pupil in school put through a suitable course of physical exercises.

In a considerable number of Girls' High Schools there is now a specially trained mistress on the staff whose duty it is to supervise the physical training of the pupils and to organise out-of-door exercise and games. This is an excellent thing if kept within proper bounds. It would be a matter for regret, however, if sport came to occupy the unduly prominent position in Girls schools that it holds at present in some Boys' schools.

During recent years some five of the larger public schools have been provided with Swimming Baths; others have good natural bathing places. The great hygienic value of swimming, both for boys and girls, is not, however, so widely recognised as it ought to be. There is perhaps no exercise so wholesome or so beneficial to be.

A little over two years ago the organisation of Cadet Corps was brought into closer connection with the Education Department. Due encouragement has been given to this movement. At the close of the statistical year now under review, there were repre sented in the organisation 54 schools with a total strength of 214 officers and 4,843 cadets. The increase during the last twelve months consisted of 6 schools, 31 officers and 582 cadets

## VIII. TEACHERS.

NUMBER AND QUALIFICATIONS.-The following is a brief summary of the number and the qualifications, academic and professional, of the teachers employed in Government-aided schools, both European and Coloured, for the statistical year now under review.

The total number of teachers whose work was reported on reached the grand total of 5,992 , an increase of 481 over the total for the previous year. Of these, 3,126 were employed in European schools and 2,866 in Coloured schools.

An analysis of the qualifications of these 5,992 teachers gives the following results :-

* 170 were University graduates and in addition held a teacher's professional certificate
*52 were University graduates, but had not as yet obtained a professional certificate.
55 had passed the Intermediate examination in Arts of the Cape University and held a professional certificate
0 had passed this examination, but had not yet obtained a teacher's certificate
336 had passed the Matriculation Examination and held also a teacher's certificate.
41 had passed the Matriculation Examination, but had not as yet obtained a teacher's certificate.
2,470 had solely a professional certificate. Of these, 8 per cent held the Privy Council certificate of the English Board of Education or the Scotch Education Department. A little over 9 per cent. had the Cape Second Class certificate, and over 80 per cent. had the Cape Third Class certificate.
2,856 were returned as holding neither professional nor academic certificates.
In this class are incluaed ladies who have taken the Degree xxaminations in Oxford and Cambridge University degree.

A considerable number of this last class had passed the Second or First Year Pupil Teacher examination, or held the Certificate of the School Higher or the Seventh Standard examination. The qualifications of many, especially of those employed in Coloured schools, were, it must be admitted, extremely low, but all appointments require the approval of the Department, and $n 0$ oppointment is ratified where it is evident that the teacher is quite unfit to undertake the work proposed. Occasionally there are amongst the teachers thus classed people of considerable mental cultivation-superior, indeed, to that found in many of the teachers who rank as certificated. All, however, without exception, are placed in this class unless they hold a recognised professional certificate or have passed a public examination equivalent to the Matriculation Examination of the Cape University. Teachers who are placed in this category, it should be added, are urged from time to time to improve their status, and facilities for doing so are given to them. Vacation Courses for uncertificated teachers are held twice a year, and the students who attend these courses may earn the Third-Class or Second-Class certificate according to the competency which they display during the course and at the concluding examination.

Of the total number of teachers employed it will be observed that just over half are certificated, the exact proportion being Certificated $50 \cdot 58$, Uncertificated $49 \cdot 42$. This proportion is a shade worse than it was last year. The increase in the number of new schools has been greater proportionally than the increase in the supply of certificated teachers.
eUROPEAN SCHOoLs.-The distribution of professionally certificated teachers among the different classes of European schools will be seen from the following table:-

First Class Schools
First Class Schools
Second Class Schools
Third Class School
Poor Schools
Private Farm Schools
fit oberved that the percentage of certificated teachers in Second Class Schools is higher than that in First Class Schools. This is due to the fact that in the latter schools the appointment of untrained University graduates is frequently sanctioned, as these schools require men of University standing for the teaching themselves for a professional certificate within a reasonable period.

A fall is to be noted for the second year in succession in the proportion of certificated teachers in Farm Schools. The percentage of certificated teachers in Farm Schools has fallen during the last two years from 46.89 to $38 \%$. This fall is accounted for by the large increase in the number of these schools and the insufficient supply of locally trained teachers.

COLOURED SCHOOLS.-The following table shows the percentage of trained teachers in coloured schools :-

| Class of School. |  | Percentage of | Certificated | Teachers. |
| :---: | :---: | :---: | :---: | :---: |
| 1906. |  |  |  |  |
| Increase. |  |  |  |  |

Both classes of schools show a slight improvement on last year's position, an improvement that is the more satisfactory as the number of schonls has also increased. It may be remarked that a considerable number of white teachers are employed in Mission Schools. In the Aborigines' schools native teachers alone are employed, except in a few cases where a European toacher takes the Standard VI. class.

SUPPLY OF TRAINED TEACHERS.-Several causes combine to make it difficult to train an adequate supply of teachers even for the European schools of the Colony. The first is the high number of teachers required in proportion to the number of pupils. Owing to the large number of very small schools this proportion works out at the rate of one teacher for every twenty pupils. The second cause is the short time the trained woman teacher remains in the profession, the average term of service being under five years The number of trained teachers, therefore, required every year simply to fill up vacancies in the ranks is large beyond the average Another cause lies in the vast extent of the country and the diffi culties of travelling. Teachers trained in the more thickly populated centres decline invitations to posts in the more remote districts. The isolated life deters them, and the physical discomfort and expense of the long journey. From this it follows that the work of training must be carried on at many centres through the Colony Indeed, experience has proved that the only efficacious method of meeting the demand for trained teachers in the small rura schools of outlying districts is to train a sufficient supply in the central town school of the division. In the last place it may be added that for many years the northern South African states have drawn largely on Cape Colony for their supply of teachers.

Fortunately on the other side there are favourable circumstances to be taken into account. A very high proportion of school girls in Cape Colony are desirous of entering the teaching profession and are willing to pass through a course of training to that end, as is proved by the following figures. The total number of candidates pursuing the pupil-teacher course in Government Schools and Institutions reaches the grand total of 2,209 ; but of this number only 1,141 draw Government grants and are indentured, the remaining 1,068 drawing no grants and passing through the course at their own expense, an expense which is very considerable when the course is taken at a High School or at one of the residential Training Schools. In truth, it is coming to be considered the proper thing, especially among the fairly well-to-do farmer class, that the daughters of the family on completing their school education should go out and teach for three or four years. A large number of candidates, therefore, can be counted on for the Third Class Teachers' Certificate.

SUPPLY OF THIRD CLASS TEACHERS.-During the past year 593 candidates obtained the Third Class Teachers' Certificate ; but even this large number did not prove sufficient, as has been already observed, to keep the percentage of certificated teachers at work in the Colony as high as it was in the previous year.

The ordinary method of obtaining this certificate is to pass through the three-year pupil-teacher course at an approved school or to pursue the same course at one of the Training Schools or Native Training Institutions; it will, therefore, be noticed with satisfaction that the total number of pupil-teachers under training in Government

Schools and Institutions, viz., 2,209, has increased during the year by the large number of 430 . The details of the increase are given in the appended table :-

| $\begin{aligned} & 1906 \\ & 1905 \end{aligned}$ |  | First Year. | Second Year | Third Year. | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 911 | 807 | 491 | 2,209 |
|  | ... | 744 | 570 | 465 | 1,779 |
|  | ease | 167 | 237 | 26 | 430 |

In connection with this increase honourable mention should be made of the good work that has been done at the Girls' High School, Graaff-Reinet, where a special department for training pupil-teachers has been instituted and over 50 girls are going through the course.

It is also satisfactory to observe that the number of districts that return no pupil-teachers as under training has been considerably diminished since last year. There still remain, however out of the 86 divisions of the Colony proper the following five in which there is not a single pupil-teacher under training:- Hay Herbert, Hopetown, Prieska, Sutherland. It is noteworthy that these districts are also the districts, according to the School Board Census, with the lowest proportion of children attending school.

At the December examination, 1905, the percentage of passes was on the whole considerably higher than in the previous year. The following comparative table gives the results of the two years:-

|  |  |  | First Year. | Percentage of Passes. <br> Second Year. | Third Year |
| :--- | :--- | :--- | :--- | :---: | :---: |
| 1904 | $\ldots$ | $\ldots$ | 49.67 | 79.31 | 78.37 |
| 1905 | $\ldots$ | $\ldots$ | 67.0 | 75.6 | 78.5 |

THE PUPIL-TEACHER SYSTEM IN CAPE COLONY.-The pupil-teachel system is being largely abandoned in England and to a very considerable extent in Scotland also, and its complete abolition has been urged. Under these circumstances it will be well to give a brief account of the system in operation in the Colony, as there is a considerable amount of misconception in regard to it.

In the first place, it is not as a cheap means of staffing schools out as the main source of the supply of certificated teachers, that the pupil-teacher system is subsidised by the Government. Pupil teachers are not reckoned by the Education Department as an effective part of the teaching power of the school.

In the next place attention is drawn to the varied nature of the provision made for their training. Of the 2,209 pupil-teachers who were under training on the 30th September

236 were attending the European Training Schools. Two of these are residential. In these Institutions candidates are taught in special classes and do their practical work under skilled supervision.
527 were attached to First Class Public Schools-for the most part to Girls' High Schools. These candidates generally have practice for a short period every day in responsible teaching. For the rest they have the benefit of the higher teaching and of the other advantages provided by the schools in addition to special instruction in their own subjects.

760 were attached to Second Class or Third Class Public Schools or Mission Schools. These candidates have generally a good deal of practice in responsible teaching. For their own instruction the best provision is made that the circumstances of the school will permit. This naturally varies a great deal. Though they do not enjoy so many advantages as the pupil-teachers attached to Training Schools or High Schools, some excellent candidates are drawn from this class.
686 were being trained in the Aborigines' Institutions. These are all residential and the candidates are trained on the same lines as in the European Training S'chools.
In the last place attention is directed to the options permitted in the course. After passing Standard VI., candidates may enter a three-year pupil-teacher course ; or, if they desire, they may proceed to the School Higher Examination or the Standard VII. Examination. They are, if successful, excused the first year of the course, and may enter as Second Year students. An increasingly large number avail themselves of this permission. Or candidates may proceed to the Matriculation Examination. They are in that case proceed to the Matriculation lil-teacher's course, and may enter as exce Year students. students numbered 69. They make good candidates, and generally obtain places in the first class ; but their practical experience is obtain places in

SUPPLY OF KINDERGARTEN TEACHERS.-There has been a large increase in the number of candidates presenting themselves for Kindergarten Certificates. The entries and passes for the December examinations of 1905 and 1904 are given below :-

| Year. | Entries. |  | Passes. |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Elementary Certificate. | $\begin{aligned} & \text { Higher } \\ & \text { Certificate. } \end{aligned}$ | Elementary | $\begin{aligned} & \text { Higher } \\ & \text { Certificate. } \end{aligned}$ |
| 1905 | 92 | 18 | 80 | 14 |
| 1904 | 54 | 17 | 48 | 14 |
| Increase | 38 | 1 | 32 | 0 |

SUPPLY OF SECOND CLASS TEACHERS-For some years past there has been a steady decrease in the number of candidates for the Second Class Teachers' Certificate. It is satisfactory, therefore, to note that a great improvement has taken place during the past year. The number of candidates at the last examination was 47 . as against 19 in 1904,24 in 1903,34 in 1902 , and 39 in 1901. The comparative figures for 1905 and 1904 are given in the following table :-

| Year. |  |  | Entries. | Passes. |
| :---: | :---: | :---: | :---: | :---: |
| 1905 | ... | ... | 47 | 34 |
| 1904 | ... | $\ldots$ | 19 | 16 |
|  |  | ... | 28 | 18 |

It would help greatly to increase the number of candidates for this higher certificate if School Boards were to give the holders of it due consideration when vacancies are filled or new appointments made.

SUPPLY OF TEACHERS WITH SUPERIOR ACADEMIC QUALIFICATIONS. In last year's report attention was drawn to the desirability of training an adequate supply of teachers with superior academic qualifications for work in High Schools. A system of Maintenance Bursaries has since been instituted by the Education Department with the view of assisting suitable candidates to attend college classes and to proceed to graduation in the Cape University.
european training schools.-An increase can be recorded in the number of teachers under training in all the courses offered in these institutions. The details are given in the appended table:-

| Training School. | Pupil Teacher Course. | Second Class Teachers | Kinder garten. |
| :---: | :---: | :---: | :---: |
| Capetown Normal College | *... | 7 | ... |
| Capetown Pupil Teachers' |  |  |  |
| Training Centre... | 163 | 4 |  |
| Grahamstown Training School | 115 | 14 | 36 |
| Wellington Training School ... | 121 | 11 | ... |
| Total, $1906 \ldots$ | 399 | 36 | 36 |
| Total, 1905 ... | 324 | 30 | 17 |
| Increase | 75 | 6 | 19 |

The increases in the number of students taking the Second Class Teachers' course and the Kindergarten course are the more satisfactory as only two years ago the numbers in these courses were 14 and 3 respectively. Grahamstown Training School, it may be remarked, continues to show the greatest vitality.

The number of European Training Schools needs to be increased. Kimberley, Aliwal North and Oudtshoorn would be very suitable centres for new Training Schools.

ABORIGINES' TRAINING INSTITUTIONS.-The appended table gives the comparative number of students under training for the years ending September, 1905, and 1906 :-


There were considerable decreases in the number of students attending the Native Training Institutions in both 1904 and 1905 it is satisfactory, therefore, to note that an improvement has set in and that there is an increase of no fewer that 144 students in the total number in residence. The present number of students in residence is the largest on record.

At the December examination, 1905, the percentage of passes was:-

66
Second Year.
52
47
Lovedale and Blythswood head the list with 59 passes each
The attention of all interested in Mission School work is again drawn to the fact that there exists no Training School for the Cape Coloured student.
vacation courses of training. - Four Vacation Courses for uncertificated teachers were held during the year. Of these two were for European teachers and two for Coloured teachers. The details in regard to attendance and the number of certificates awarded are given in the appended table:-

| European: Course held at | $\begin{aligned} & \text { No. of } \\ & \text { Students. } \end{aligned}$ | T. 2. | T. 3. | P. T. 2. | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Capetown, Christmas, 1905 | 198 | 3 | 61 | $\ldots$ | 64 |
| Grahamstown, Winter, 1906 | 163 | 11 | 74 | $\ldots$ | 85 |
| Coloured: |  |  |  |  |  |
| Course held at |  |  |  |  |  |
| Blythswood, Winter, 1906 | 193 | ... | 45 | 12 | 57 |
| Capetown, Winter, 1906 | 132 | .. | 31 | 3 | 34 |
| Total | 686 | 14 | 211 | 15 | 240 |

In addition to these general courses special courses were held at Capetown for certificated teachers who wished to qualify for giving instruction in Drawing, Needlework, and Woodwork. The number of students attending these courses were as follows:-

Subject.<br>Drawing<br>Woodwork

No. of Students
132
57
26
$\frac{215}{2}$

It is pleasing to note the large number who attended the course in Drawing, as it marks the interest that has been taken in the new syllabus.

## IX. LIBRARIES

The number of school libraries this year reaches the total of 496, an increase of 50 over the number in 1905. No First-Class School is now without a library. There still remain, however, 10 Second-Class Schools in which the authorities have not yet provided this pleasant means of self-education. The number of libraries this pleasant means of self-els shows the satisfactory increase of 47. The appended table gives the detailed figures in regard to these three classes of schools as on the 30th September, 1906 .
Class of Schools.
First Class Public $\ldots$
Second Class Public ...
Third Class Public ...

| Total No. <br> of Schools. | No. with <br> Libraries. | To. without <br> Libraries. |
| :---: | ---: | :---: |
| $\ldots$ | 86 | 86 |

Libraries have also been instituted in 40 Poor schools and in 67 Mission schools.

Many of the smaller rural schools graded as Third-Class Public and Private Farm cannot be regarded as permanent schools Under such circumstances there has been a difficulty hitherto in issuing a library grant to schools of this class. Now, however, it may be feasible with the assistance of the school Boards to make arrangements whereby a system of small circulating libraries may be initiated for the bencfit of the scholars and teachers in these schools.

As it also is designed to foster the love of reading, an acknowledgment may not be out of place here of the benefits which some of our teachers have derived from membership in the National Home Reading Union. The less the opportunity of general society, the more need there is for the companionship of good books. Many teachers, especially those in more isolated positions, would find that membership in a Reading Union would bring into their lives a fresh source of intellectual interest which would react most beneficially on their work.

## X. SCHOOL BUILDINGS.

The year under review has been one of marked activity both as regards the completion of building schemes already initiated and the inception of new schemes. Schemes covered by loans during the year, and amounts on account have been issued in the case of the following schools :
School.

Grahamstown Third Class Public School Salem Third Class Public School
Aliwal North First Class Public School
Jamestown Third Class Public School
Beaufort West Boys' First Class Public School
Barkly East Second Class Public School
Rhodes Third Class Public School
Caledon First Class Public School
East End Second Class Public School
Green \& Sea Point Girls' First Class Public School
Tamboers Kloof Second Class Public School
Mowbray Second Class Public School
District.
Albany. do.
Aliwal North. do.
Beaufort West. Barkly East. do.
Caledon.
Capetown, Green
do.
Cape Suburbs \& District.
Plumstead Second Class Public School Retreat Second Class Public School Rondebosch Girls' High School
Stickland Siding Third Class Public School
Woodstock Second Class Public School
Colesberg First Class Public School
Cradock Girls' Hioh School
East London Boys' High School
East London W. First Class Public School
Gearge Boys' High School
George Girls' First Class Public School
Graaff-Reinet Boys' High School
Kenhardt Third Class Public School
Kimberley Girls' High School
New Main Street Second Class Public School Stockdale Street Poor School
King William's Town Girls' First Class Public School.
Cambridge Road Second Class Public School
Frankfort Third Class Public School
Ladismith Second Class Public School
Malmesbury Third Class Public School
Darling Second Class Public School
Riebeek West First Class Public School
Vredenburg Third Class Public School

Oudtshoorn Boys' First Class Public School Oudtshoorn Girls' First Class Public School Lower Paarl, Huguenot High School Wellington Boys' High School Wellington Girls' High School Port Elizabeth Girls' High Schoo Queenstown Girls' First Class Public School Queenstown Boys' First Class Public School Sterkstroom Second Class Public School Riversdale Boys' First Class Public School Robertson High School
Robertson High School
Somerset East Girls' First Class Public School Somerset East Girls' First Cl Somerset East Poor School
Stellenbosch Boys' High School Stellenbosch Boys' High School
Bloemhof Girls" High School Bloemhof Girls' High School Somerset West First Class Public School Somerset Strand Second Class Public School Steynsburg Second Class Public School Tulbagh second Class Public School Uniondale second Class Public School Uitenhage Boys' High School
Alice Second Class Public School Wilge River Third Class Public School Umtata Boys' First Class Public School

## Oudtshoorn.

do.
Paarl. do.
do.
Port Elizabeth. Queenstown. do. do.
Riversdale
Robertson,
domerse
do.
Stellenbosch.
do.
do.
do.
do.
Steynsburg.
Tulbagh.
... Uniondale
... Uitenhage
... Victoria East.
... Worcester.
... Umtata.

The total issue on School Loan Account during the twelve months under review amounted to $£ 185.0306 \mathrm{~s} .9 \mathrm{~d}$

Several of the buildings opened during the year are not only excellently designed from the educationist's point of view, but are beautiful architectural structures. Photographic reproductions of some of them have appeared in the Education Gazette. Among them the following deserve special mention :-

> Graaff-Reinet Boys' High School.

Paarl Girls' High School.
Port Elizabeth Girls' High School.
Mowbray Public School.
Somerset East Girls' High School.
Woodstock Public School
The great interest now taken in educational affairs was manifest at the formal opening of these buildings, and contrasts markedly with the comparatively general indifference of former years.
free building grants.-Free building grants have been issued in nine cases during the year. The total sum thus expended amounts to $£ 2,0843 \mathrm{~s} .3 \mathrm{~d}$. The preceding year the expenditure was £3,982.

## XI. COLLEGES.

The depression at present existing in the Colony has had its influence on the number of students attending the higher and professional courses of study. The most marked decrease is in the number of students taking the Survey course, where the numbers have fallen to almost half of what they were the preceding year. This is, no doubt, in part due to the more stringent regulations that have lately been issued for the Survey Examination. There have also been considerable decreases in the numbers of the Law and the Mining students. In all the other departments there
have been increases, but the net result is a decrease of 13 on last year's total. The subjoined table gives the detailed figures as at the 30 th September, 1906 :-

| Class. |  |  | Number of Students |  | Increase. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Arts M.A. |  | ... | 1905 7 | 1903 9 |  |
| Arts B.A. | $\ldots$ | ... | 110 | 123 | 13 |
| Arts Intermediate |  |  | 176 | 203 | 27 |
| Law |  | $\ldots$ | 127 | 105 | -22 |
| Medical |  |  | 9 | 13 | 4 |
| Mining ... |  | $\ldots$ | 29 | 16 | -13 |
| Engineering |  | ... | 10 | 16 | 6 |
| Surveying . |  | ... | 84 | 43 | -41 |
| Forestry | ... | $\ldots$ | ... | 11 | 11 |
| Total | . | $\ldots$ | 552 | 539 | -13 . |

By the liberality of the City Council of Capetown a professorship of Electro-technics has been founded in connection with the Engineering Department of the South African College. This is the second occasion on which the College has received handsome assistance from the Municipality of Capetown.

At the Victoria College, Stellenbosch, owing to the very considerable increase in the number of students on the Science side, two additional professors have been appointed, one of Applied Mathematics and the other of Pure Mathematics.

Satisfactory progress has also been made during the year by the Rhodes University College, Grahamstown. As the seat of Higher Education for the Eastern Province, it should receive wide and cordial support within that Province.

## XII. FINANCE.

APPORTIONMENT OF EDUCATION VOTE.-During the current year the total expenditure on education has reached the large amount of $£ 482.67111 \mathrm{~s}$. 11 d ., an increase of $£ 34,9756 \mathrm{~s}$. 5 d . on the expenditure on the previous year. This expenditure was apportioned as follows :-

| Increase. |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| A. Office (Administration) | $£ 9,300$ | 9 | 7 | 8,930 | $1905-5$ | 5 | -370 | 2 | 2 |
| B. Inspection | $\ldots$ | $\ldots$ | 26,636 | 12 | 9 | 28,600 | 7 | 10 | 1,963 |

E. Schools ...

Totals ... $\begin{array}{llllllllll} & \text { T447,796 } & 5 & 6 & 482,671 & 11 & 11 & 34,975 & 6 & 5\end{array}$
From these figures it will be observed that there has been a decrease in the expenditure on administration but considerable increases under all the other headings. If the expenditures under the various headings are converted into percentages of the total expenditure, we have the following results :-

|  |  | $1904-5$ | $77 \cdot 37$ | Increase. |
| :--- | :--- | ---: | ---: | ---: |
| E. Schools ... $\ldots$. | $\ldots$ | $78 \cdot 15$ | 78 |  |
| D. Training of Teachers | $\ldots$ | $8 \cdot 35$ | $9 \cdot 15$ | -80 |
| B. Inspection $\ldots \ldots$ | $\ldots$ | $5 \cdot 94$ | $5 \cdot 92$ | -02 |
| C. Higher Education | $\ldots$ | $5 \cdot 55$ | $5 \cdot 75$ | -.20 |
| A. Office (Administration) | 2.08 | 1.85 | -.23 |  |

$\begin{array}{llll}\text { A. Office (Administration) } & 2.08 & 1.85 & -23\end{array}$
The largest proportionate increase, therefore, has been on the training of teachers, and after that on Higher Education.

RATE OF GRANT PER PUPIL.-The following table gives the average grant per pupil present at the various classes of schools aided by Government. The average grant for 1905 is also given for the purpose of comparison.
Class of School.

First Class Public ...
Private Farm
Second Class Public
Poor School
Third Class Public
Mission Schools
Aborigines' Schools...

| overn | Grant per Pupil present at Inspectio 1804-5.. 1905-6. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | £4 13 | 9 |  |  |  |
|  | 213 | 9 | 3 | 3 | 8 |
|  | 217 | 9 |  | 0 | 9 |
|  | 213 | 5 | 2 | 15 | 10 |
|  | 25 | 7 | 2 | 9 | 1 |
|  | 013 | 8 |  | 16 | 2 |
|  | 014 | 4 | 0 | 15 | 1 |

Ine figures given above are of the greatest importance and call for serious and minute attention. It will be seen that all of them show increases and that some of the increases are considerable, as in the case of First Class Public Schools and Private Farm Schools.

The general increase in expenditure is in part the result of the higher salaries that are being paid to teachers. In the case of the Public Schools it is to a considerable extent due to the new and improved school buildings which have lately been put up in many of the educational centres. In the case of the Private Farm School it is in great part due to a higher proportion of the expenditure falling upon the Government.

A few observations on the expenditure in connection with the different classes of schools may be made here with advantage.

It is sometimes made a ground for reproach against the Cape Educational system that it helps the rich more than the poor, and the expenditure per pupil in First Class Schools would at first sight appear to bear this out. In large towns such as Capetown and Port Elizabeth it is true that the pupils attending First Class, Second Class and Third Class Schools respectively, are drawn generally, from families that differ a good deal in standard of wealth, and yet exceptions are by no means uncommon, more common than in European countries. In the country the case is often different, as the following instances will show. Richmond has a First Class Public School in its town, but no Poor School, the Committee of Management admitting the children of poor parents on special terms and receiving in recognition of this work an extra grant from Government. In Aberdeen, on the other hand, the Town School is graded as Second Class, while for the children of parents unable to pay the fees of this School a separate Poor School is provided. Many parallel instances to the case of Richmond could be given. The establishment of a First Class Public School, therefore, in a country town does not imply the existence of social distinctions, but rather the fact that the people value the means of a superior education for their children

The cost per pupil in Private Farm Schools has also risen, and it is to be feared it will rise much higher. The truth is that the new regulations in regard to these schools have been too liberally framed. The farmer is now required to provide only the schoolroom and board for the teacher, while the School Board undertakes responsibility for the full salary. If the Government capitation grants do not suffice for this, the deficiency is to be made up in equal parts by Government and School Board. To take what will be a common case-a school of six children and a certificated governess engaged at $£ 60$ a year ; in such a school a capitation
[G. 8. -1907.]
grant of $£ 410$ s. per pupil works out at $£ 27$ and leaves a deficiency of £33, of which Government must pay half. The Government contribution will therefore come to about $£ 710 \mathrm{~s}$. per pupiltoo high a rate of expenditure on elementary education for the country to maintain. A weak point in the present scheme is that there is no inducement to the farmer to increase the number of children attending the school ; indeed, he will probably consider that his own children will get more attention from the teacher if there are only five or six children in school Some School Boards have given a good deal of consideration to this question of expenditure in connection with Farm Schools, and have thought it right to take a line of action which, while perhaps not contrary to the School Board Act, is not in accord with its manifest intention. One Board has arranged to pay over simply the Government capitation grants, while another Board has agreed to increase the Government capitation grants to $£ 5$ per pupil, the farmer in both cases undertaking to make up the balance of the teacher's salary.

The expenditure on Poor Schools might well be increased if with the increased expenditure there were also a clause making with the increased expenditure there were also a clause making attendance compulsory up to Standard IV. or . The action of Ceres School Board in raising all the Poor Schools in the district to the grade of Third Class Public School is deserving of special notice.
It may be asked why in every town the Poor School and the Public It may be asked why in every town the Poor School and the Public
School should not be amalgamated and form one school, as in the School should not be amalgamated and form one school, as in the
case of Richmond which has just been mentioned. In some towns case of Richmond which has just been mentioned. In some towns
such a course might be advisable; in other towns, again, where there such a course might be advisable; in other towns, again, where there
is a considerable Poor White element, there may be sound reasons is a considerable Poor White element, there may be sound reasons against the introduction of a large number of older and socially objectionable children into the younger standards of the Public School. The question is one for local judgment to decide.

The Government grants to Coloured Mission Schools, it should be observed, are given on a more liberal principle than the $£ 1$ for £1. There is $£ 1$ of grant for every 10 s. contributed from local resources.

## XIII. SUMMARY AND CONCLUSION

In the following summary the main facts of the preceding sections are briefly recapitulated

As regards Administration, the regime of the School Boards has been successfully initiated, and 1,213 Public Schools out of a total number of 1,944 have been transferred to their control. The Supply of Schools for children of European descent and the Enrolment of pupils in these schools show the unprecedented increases of 218 and 5,496 respectively. For coloured children the corresponding figures are 67 and 2,063. The average Attendance for European figures are pupils is now excellent, and stands at over 90 per cent. ; for coloured pupils is now excellent, and stands at over 90 per cent. ; for coloured
children it is very fair, and now is over 81 per cent. As regards the Attainments of the Pupils, the number of white children above the Attainments of the Pupits, the number of white children above
Standard V. now amounts to more than 19 per cent. of the total Standard V. now amounts to more than 19 per cent. of the total
enrolment. The general standard of attainment, however, in schools enrolment. The general standard of attainment, however, in schools
in more remote districts is still very low, and in Poor Schools it is in more remote districts is still very low, and in Poor Schools it is
deplorably low. On the other hand the upper classes in the High deplorably low. On the other hand the upper classes in the High
Schools are in a flourishing condition. The character of the InstrucSchools are in a flourishing condition. The character of the Instruc-
tion given in Public Schools has been greatly broadened in range and improved in quality during the past ten years, and during the
year under review there have been very satisfactory increases in year under review there have been very satisfactory increases in
the number of pupils receiving instruction in Music, Drawing, the number of pupils receiving instruction in Music, Drawing, Woodwork, Needlework and Drill. As regards the qualifications of Teachers, the position is practically unchanged from that of the previous year ; just over 50 per cent. are certificated. The number of candidates under training for the teaching profession, however, shows a remarkably large increase. The position in regard to School Libraries is eminently satisfactory. The erection of new and improved School Buildings throughout the country has been proceeding at a very rapid rate. As regards University Education there has been no striking development to record. In regard to Finance the increase in ordinary expenditure has been very considerable, and the additional expenditure in connection with the operation of the School Board Act will amount to a large sum.

To conclude, last year saw the beginning of a new chapter in the history of education in Cape Colony ; the first page has now been completed, and on the whole it makes pleasant reading. Our system of education has always aimed high. It has now been placed on a stable basis ; if it be administered in a spirit of justice and goodwill, the future may be looked forward to with hope.

I have the honour to be,
Sir,
Your obedient Servant,
THOS. MUIR,
Superintendent-General of Education.

ANNEXURE I.

SCH00L STATISTICS.

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B. DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

Domestic Economy:
Miss M. C. McIver.
Draning: W. W. Rawson, A.R.C.A., Western
Province.
Mr. H. Christie Siititi, A.R.C.A., Eastern
Kindergarton:
MIss M.
MIs M. Adanson, Western Province.
Miss E. M. SWarN, Eastern Provirice.

Neelleevorl: : M. Cogan, Native Territories.
Miss A. M. Miss E. Eaton, Eastern Province. Miss H. D. Furchsel, Western Province Mr. F.
Mr. F. Farrington, Eastern Province,
Mr. A. Lare, Western Province.
Nr. A. lee, Western Province.
oodwork:
Mr. F. T. Morrison, Eastern Province.
Mr. C. S. Young, Western Provinee.

## 2.-SUPPLY OF SCHOOLS.

A. CLASSIFICATION OF SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1906.

Arranged according to Atphabetical Order of Divisions.

| Division. |  |  | Sp. | A 1 | A 2 | A 3 | D | E | P.F. | Poor | B | C 1 | C | $\begin{aligned} & \text { Total, } \\ & 1906 . \end{aligned}$ | Total, | Incr. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Aberdeen . | ... |  |  |  | 1 | 1 | ... | ... | 13 | 1 | 2 |  |  | 18 | 17 |  |
| Albany |  | ... | 3 | 2 | 2 | 15 | ... |  | 8 | 1 | 11 |  | 2 | 44 | 43 |  |
| Albert | $\ldots$ | $\ldots$ | .. | 1 | 1 | 7 | ... | $\cdots$ | 28 | 1 | $\stackrel{4}{4}$ |  | $\ldots$ | 39 | 25 | 14 |
| Alexandria |  | ... | ... | - | 1 | 7 | $\ldots$ | ... | 11 | 3 | 2 | ... | ... | 14 | 12 | 2 |
| Aliwal North | $\ldots$ | ... | $\ldots$ | 1 | 1 | 10 | $\ldots$ | $\cdots$ | 11 | 4 | 6 |  | ... | 33 | 31 | - ${ }^{2}$ |
| Barkly East | $\ldots$ | ... |  | $\ldots$ | 1 | 11 | $\ldots$ | 1 | 14 3 | $\stackrel{2}{2}$ | $\stackrel{2}{7}$ | ... | ... | 31 | 32 | -1 |
| ${ }^{\text {Barkly }}$ Bathurst. .. | $\ldots$ |  | ... |  | ${ }_{2}^{1}$ | 6 |  | $\ldots$ | 3 |  | 7 | ... | $\ldots$ | 20 | 21 | -1 |
| Beaufort West | ... | ... | ... | 2 | ... | 1 | ... | ... | 20 | 2 | 4 | ... | ... | 29 | 26 | 3 |
| Bedford | ... | ... | ... | 1 | $\ldots$ | 2 | ... | ... | 9 | 1 | 5 | ... | ... | 18 | 15 | 3 |
| Bredasdorp | ... | ... |  |  | 2 | 4 | ... | ... | 15 | 8 | 5 | ... | ... | 34 | 27 | 7 |
| Britstown... | ... | $\ldots$ | $\ldots$ | $\ldots$ | 2 | 1 |  | ... | 5 |  | 4 | ... | $\ldots$ | 12 | 11 | 1 |
| Caledon |  |  |  | 1 | 1 | 8 |  |  | 17 | 18 | 9 |  | $\ldots$ | 54 | 44 | 10 |
| Calvinia $\ldots$ Cape Suburbs |  | ... | ... | 1 |  | 11 | $\ldots$ | 1 | 13 | 3 | 2 | ... | $\ldots$ | 31 | 29 | ${ }_{8}^{2}$ |
| Cape suburbs Cape Town, Gre | een d |  |  | 5 | 13 | 25 |  | 8 | 7 |  | 58 | ... | $\ldots$ | 116 | 108 | 8 |
| Point |  |  | 6 | 7 | 6 | 12 | 2 | 7 |  |  | 12 | ... | $\ldots$ | 52 | 54 | -2 |
| Carnarvon | ... | ... | ... |  | 1 | 3 | ... | ... | 7 | $\ldots$ | 1 | ... | ... | 12 | 11 | 1 |
| Catheart ... | ... | ... | ... | 1 | 1 | 3 | ... | ... | 10 |  | 3 | ... | ... | 18 | 22 | -4 |
| Ceres ... | ... |  | ... | 1 | 1 | 4 | ... | ... | 12 | , | 3 | ... | ... | 22 | 13 | , |
| Clanwilliam | ... | ... | , |  | 1 | 8 | ... | ... | 8 | 10 | 4 | ... | ... | 31 | 25 |  |
| Colesberg | ... | $\ldots$ | $\cdots$ | 1 | 1 | 4 | ... | $\ldots$ | ${ }^{6}$ | 1 | 3 |  |  | 16 | 15 | 1 |
| Cratock | ... | ... | ... | 2 | 1 | ${ }^{6}$ | $\ldots$ |  | 25 | 2 |  | $\ldots$ | $\ldots$ | 39 | 32 | 7 |
| East London | ... | ... | $\ldots$ | , | 2 | 14 | ... | 1 | 10 | 1 | 10 | ... | ... | 41 | 38 | 3 |
| Fort Beaufort | ... | $\ldots$ | 1 | 2 | . | 1 | ... | ... | 11 | 3 | 13 | 1 | $\ldots$ | 32 | 30 | 2 |
| Fraserburg | , | ... | ... |  | 1 | 2 | ... | ... | 13 | 1 | 1 | ... | $\ldots$ | 18 | 12 | 6 |
| George ... | ... | ... | ... | 2 | 1 | 7 | ... | ... | 1 | 11 | 6 | ... | ... | 28 | 31 | -3 |
| Glen Grey | ... | ... | ... |  | .. | 1 | ... | ... | 3 |  | 50 | ... | ... | 54 | 54 |  |
| Gordonia ... | $\ldots$ |  | ... | . | - | 2 | ... | $\ldots$ |  |  | 3 | ... | ... | 5 | 6 | -1 |
| Graaff-Reinet | ... | ... | 2 | 2 | 1 |  | ... | 1 | 12 | 5 | 6 | $\ldots$ | ... | 36 | 33 | 3 |
| Hanover ... |  | . | ... | ... | 1 | 2 | ... | ... | 7 |  | 2 | ... | ... | 12 | 7 | 5 |
| Hay ... | ... | ... | ... | ... | $\ldots$ | 8 | ... | ... | 6 | ... | 1 | ... | ... | 15 | 10 | 5 |
| Herbert ... |  | $\ldots$ | $\ldots$ | ... | $\ldots$ | 5 | ... | $\ldots$ | 3 |  | 1 |  |  | 9 |  | 3 |
|  | ... | $\cdots$ | ... | ... | i | 2 | $\cdots$ | ... | 10 | $\cdots$ | 41 | 1 | $\ldots$ | 44 | 42 | $\stackrel{2}{5}$ |
| Humansdorp | $\ldots$ | ... | ... |  | 1 | 15 | ... | .... | 8 | 12 | 9 | ... |  | 45 | 44 | 1 |
| Jansen ville | ... | ... | ... | $\ldots$ | 1 |  | ... | ... | 7 | 10 | 3 | ... | ... | 29 | 28 | 1 |
| Kenhardt... | $\ldots$ | ... | ... | - |  | 8 | $\ldots$ | $\cdots$ | 4 | $\cdots$ |  | ... |  | 12 | 7 | 5 |
| Kimberley |  | $\ldots$ |  | 2 | 2 | 13 | ... | 3 | 1 | 4 | 10 |  |  | 35 | 35 |  |
| King William's | Town | ... | ... | 2 | 3 | 14 | ... | ... | 2 | 2 | 116 | 1 | 1 | 141 | 137 | 4 |
| Knysna ... |  | ... | ... |  | 2 | 4 | ... | ... | 4 | 18 | 8 | ... | ... | 36 | 32 | 4 |
| Komgha ... | ... | ... | $\ldots$ | 1 |  | 1 | ... | . | 7 |  | 3 | ... | ... | 12 | 14 | -2 |
| Ladismith... | ... | ... | ... | 1 | $\ldots$ | 11 | ... | $\ldots$ |  | 6 | 4 | ... |  | 22 | 19 | 1 |
| Laingsburg | ... | ... | $\ldots$ |  |  | , | ... | $\ldots$ | 2 | 6 | 1 | ... | ... | 11 | 10 | 1 |
| Mafeking ... | ... | ... | ... |  | 1 | 3 | ... | ... |  |  | 9 | ... | ... | 13 | 15 | -2 |
| Malmesbury | $\ldots$ | ... | ... | 3 | 4 | 20 | ... | .. | 24 | 3. | 12 | ... |  | 66 | 66 |  |
| Middelburg | ... | ... | ... | 1 |  | 4 |  |  | 18 | 1 | 2 | .. |  | 26 | 16 | 10 |
| Molteno ... | ... | ... | $\ldots$ |  | 1 | 5 | ... | ... | 9 | 4 | 1 |  |  | 20 | 18 | 2 |
| Montagu ... | $\ldots$ |  | ... | 1 | $\ldots$ | 6 | ... | ... | 1 | 4 | 1 | ... | $\ldots$ | 13 | 12 | 1 |
| Mossel Bay | ... | . | ... | 2 | $\ldots$ | 18 |  | ... | 1 | 6 | 4 |  | ... | 31 | 33 | -2 |
| Murraysburg | $\ldots$ | $\ldots$ | $\ldots$ | 1 | $\ldots$ | 9 |  | $\ldots$ | 10 |  | 14 |  | $\ldots$ | 14 | 17 | $-3$ |
| Namaqualand | ... | $\ldots$ | ... |  |  | 9 | 1 | $\ldots$ | 1 | 4 | 14 |  |  | 29 | 22 | 7 |
| Oudtshoorn | $\ldots$ | ... | . | 2 | 1 | 41 | $\cdots$ | 2 | 3 | 11 | 15 | $\ldots$ |  | 69 | 61 | 8 |
| Paarl | ... | ... | 2 | 7 | 8 | 7 | $\ldots$ | $\ldots$ | 4 | 3 | 15 |  |  | 46 | 48 | -2 |
| Peddie |  |  |  |  | 1 | 4 |  |  | 7 | .. | 25 |  | 1 | 38 | 39 | -1 |
| Philipstown | $\ldots$ | $\ldots$ |  | $\ldots$ | $\stackrel{2}{2}$ |  | $\ldots$ | .. | 2 |  | 3 |  |  | 7 |  |  |
| Piquetberg <br> Port Elizabeth |  | $\ldots$ | $\cdots$ | \% | $\stackrel{2}{2}$ | 25 9 |  | $\cdots$ |  |  | ${ }^{5}$ |  |  | 45 36 | 37 31 | 8 |
| Prieska | ... | ... | ... |  | $\ldots$ | 9 | ... | ... | 9 | 4 | 1 | ... |  | 23 | 16 | 7 |
| Prince Albert | ... |  |  | 1 | $\ldots$ | 2 |  |  | 4 | 4 | 3 |  |  | 14 | 12 | 2 |
| Queenstown | ... | $\ldots$ | ... | ${ }^{2}$ | 1 | 9 | ... | .. | 12 | 1 | 25 | $\ldots$ | 1 | 51 | 49 | ${ }_{2}^{2}$ |
| Richmond... |  |  |  | 1 | ... |  | ... | .. | 6 |  | 2 | $\ldots$ |  | 9 | 6 | . |
| Riversdale |  |  |  | 2 | ... | 24 |  |  | 11 | 18 | 7 |  | .. | 62 | 49 | 13 |


B.-CLASSIFICATION OF SCHOOLS IN OPERATION AT 30th SEPTEMBER, 1906. Arranged According to Inspectors' Cireutts.

| Inspector. |  |  |  | p. | A 1 | A 2 | A 3 | D | E | P.F. | Poor: | B |  | 1 | C | Total, | Total 1905 | Increase. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Beunie |  |  | . |  | 3 | 5 | 30 |  | .. 23.. 28 |  | 52 | $\begin{gathered} 25 \\ 116 \end{gathered}$ |  |  | 2 | 96 | 91 | 5 |
| Bond |  |  |  |  | 7 | 36 | $\begin{array}{r}14 \\ 3 \\ 12 \\ \hline\end{array}$ | 12 |  |  | i |  | 1 | $\begin{array}{r}141 \\ 52 \\ \\ \hline\end{array}$ | $\begin{array}{r}137 \\ 54 \\ \hline\end{array}$ | -2 |
| Craib, ${ }^{\text {che }}$ |  | $\ldots$ | .. |  |  |  |  | 22 |  |  |  | ${ }^{2}$ | $\begin{aligned} & 12 \\ & 19 \\ & 15 \end{aligned}$ |  |  |  | $\ldots$ | $\ldots$ |
| Freeman |  |  |  |  | 3 | 2 |  |  |  | 12 27 |  | .... |  |  | 130 | 110 131 | 15 |
| Golightly |  |  |  | 2 | 10 | ${ }^{3}$ |  | ... | ... |  |  | $\begin{array}{r}128 \\ -39 \\ \hline\end{array}$ |  |  | - 27 | 27 |  | $\ldots$ |  | $\begin{array}{r}112 \\ 98 \\ \hline 1\end{array}$ | 11473 | -25 |
| Grant |  |  |  |  | $\ldots$ | 5 <br> 2 <br> 2 | 35 ... |  | ... | 410 | 15 |  |  |  |  |  |  |  |  |  |  |
| Hagen |  |  |  |  |  |  | 8727 |  | .... |  |  | 14 | 2 |  | 108 | - 98 | $132$ | 25 12 |  |  |  |
| Hill ... |  |  |  |  | - | 2 |  |  | 1 |  | 7 | - |  |  |  | 144120165 | $\begin{array}{r} 9 \\ 97 \\ 151 \end{array}$ | 12231414 |  |  |  |
| Hobden |  |  |  |  |  | $\cdots$ | 12 |  | .. |  | 24 | 31 | 1 |  | 146 |  |  |  |  |  |  |
| Hofmeyr |  |  |  |  | 14 |  |  | 1 |  | $\begin{array}{r} 29 \\ \hline 6 \end{array}$ |  |  |  |  | - 165 | 151 113 | 14 23 |  |  |  |  |
| ${ }_{\text {Logie }}^{\text {McLaren }}$ |  |  |  |  |  |  | 13 | ... | .. |  | $\begin{gathered} 2 \\ \ldots \end{gathered}$ | $81$ | $\cdots$ |  |  | 113 | 131123 | 122123 | 9$\cdots$$\cdots$ |  |  |  |
| Milne |  |  |  |  |  | $\begin{array}{r} \cdots \\ 3 \\ 2 \end{array}$ | 18 | ... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mitchell |  |  |  |  | $\begin{aligned} & 5 \\ & 6 \end{aligned}$ |  |  | 1 | $\stackrel{3}{2}$ | 5 | 28 | $\begin{array}{r} 27 \\ \hline \end{array}$ |  |  | .. | 128 | $\begin{array}{r}79 \\ 125 \\ \hline\end{array}$ | $\frac{4}{3}$ |  |  |  |  |
| Noaks | $\ldots$ |  | ... | ${ }^{2}$ |  | 13 | 25 | $\ldots$ | 8 | 7 | 2. | 58 |  | $\ldots$ |  | 116 | 108 | 8 |  |  |  |  |
| Porter |  |  |  |  |  | 2 | 8 | ... |  | 5 |  |  |  |  | 117 | 132 | 124 | 8 |  |  |  |  |
| ${ }_{\text {Pressly }}$ |  |  |  |  | 2 | 3 | 45 | ... | 1 | 37 | 13 | 53 |  | 1 |  | 155 | 153 | 2 |  |  |  |  |
| ${ }_{\text {Rein, }}^{\text {Rein }}$ R. T . |  | ... |  |  |  | 1 | 1 | ... | ... | 5 |  |  |  |  | 114 | 121 | 119 |  |  |  |  |  |
| Reio, T. W. |  |  |  |  | 2 | 3 | 16 | ... | ... | 24 | 7 | 63 |  | 2 | 3 | 121 | 117 | 4 |  |  |  |  |
| Robertson |  | ... |  |  | 5 | 4 | 36 | ... | ... | 31 | 17 | 9 |  |  | ... | 104 | 90 | 14 |  |  |  |  |
| Robinson |  |  |  |  |  | 4 | 45 | ... |  | 13 | 45 | 21 |  |  |  | 128 | 112 | 16 |  |  |  |  |
| Satchel |  |  |  |  |  | 5 | 44 | ... | 3 | 9 | 7 | 30 |  |  | 1 | 101 | 90 | 11 |  |  |  |  |
| Spurway |  | $\ldots$ | $\cdots$ |  | $\stackrel{2}{3}$ | 5 | 19 | $\ldots$ | ... | 75 | 7 | 13 |  |  | ... | 122 | 89 | 33 |  |  |  |  |
| Theron |  |  |  |  | $\begin{aligned} & 1 \\ & \hline \\ & \hline \\ & \hline \end{aligned}$ |  |  | $\begin{array}{r} 21 \\ 5 \\ 45 \\ 19 \end{array}$ | ... |  |  | 26 | 26 |  |  |  |  |  | 19 |  |  |  |
| Watermeyer |  |  |  |  |  | $\begin{gathered} \cdots \\ \cdots \\ \cdots \\ 1 \end{gathered}$ |  |  |  |  |  |  | 2 | - | $151$ | $\begin{aligned} & 134 \\ & 110 \\ & 101 \end{aligned}$ | 17 |  |  |  |  |  |
| Young |  |  |  |  |  |  |  |  | $\begin{aligned} & 28 \\ & 35 \end{aligned}$ | $\begin{array}{r} 31 \\ 1 \end{array}$ | $\begin{aligned} & \ddot{20} \\ & 32 \end{aligned}$ | $\cdots$ |  |  | $\begin{aligned} & 151 \\ & 129 \\ & 101 \end{aligned}$ |  | +.. |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Totals . |  |  |  |  | 81 | 101 | 69 | 4 | 7687 |  | 287 | 720 | 11 |  | 745 | 3383 | 3098 | 285 |  |  |  |  |

C.-SCHOOLS OPENED DURING YEAR ENDING 30TII SEPTEMBER, 1906 Arranged According to Alphabetical Order of Divisions.

| ISİN. | Sp. | A 1 | A 2 | A 3 | D | E | P.F. | Poor | B | C 1 | C | Total, 1906 | Total 1905. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Aberdeen |  |  |  |  |  | ... | 4 |  | ... |  | $\ldots$ | 4 | 3 |
| Albany ... ... | ... | ... | ... | 2 | ... | ... | 2 |  |  |  |  | 4 | 6 |
| Albert ... |  | ... | ... | 1 | $\ldots$ | ... | 19 |  | $\cdots$ | ... | ... | 20 | 13 |
| Alexandria ... | $\ldots$ | $\ldots$ | , | 1 | $\ldots$ | $\cdots$ | 1 | 1 | 1 | ... | $\ldots$ | 4 | 2 |
| Aliwal North ... | $\ldots$ | $\ldots$ | ... | 1 | ... | 1 | 7 |  | $\because$ | ... | $\ldots$ | 9 | 11 |
| Barkly East |  |  |  | 2 | $\ldots$ | $\ldots$ | ${ }_{2}^{6}$ | $\ldots$ | 1 | $\ldots$ | $\ldots$ | 9 4 | 11 4 |
| Barkly West | ... | ... |  |  | $\ldots$ | $\ldots$ | 2 | $\ldots$ | 2 | $\ldots$ | ... | 4 | 4 |
| Bathurst $\ldots$. |  |  |  | $\cdots$ | $\cdots$ |  | 7 |  |  | ... | ... | 7 | 1.2 |
| Beaufort West Bedford | $\ldots$ | $\ldots$ | . | $\ldots$ | $\ldots$ | $\ldots$ | 7 | $\ldots$ | i | $\ldots$ | $\ldots$ | 7 | 12 |
| Bedford Bredasdor | $\ldots$ | $\ldots$ | . | $\cdots$ | $\ldots$ | ... | ${ }_{9}^{4}$ | $\ddot{2}$ | 1 | ... | ... | 12 | 3 |
| Britstown ... | $\ldots$ | ... |  | $\ldots$ | $\ldots$ | $\ldots$ | $\stackrel{1}{2}$ |  | . | ... |  | 2 | ${ }^{6}$ |
| Caledon |  | ... | .. | . | $\ldots$ | ... | 8 | 3 | 1 | ... | ... | 12 | 10 |
| Calvinia ... |  | $\ldots$ |  | 1 | $\ldots$ |  | 6 | $\stackrel{2}{2}$ |  | $\ldots$ |  |  | 15 |
| Cape Suburbs \& Dist. | ... | ... | 2 | 3 | $\ldots$ | 2 |  | .. | 7 | ... |  | 14 | 13 |
| Cape Town, Green and Sea Point ... |  | ... |  |  |  |  |  |  | ... | ... | ... |  |  |
| Carnarvon ... | ... | ... | $\ldots$ | 2 | ... | $\ldots$ | 5 |  | $\ldots$ | ... | ... | 7 |  |
| ${ }_{\text {Cathcart }}$... | $\ldots$ | $\ldots$ |  | i |  | $\ldots$ |  |  | . | $\ldots$ | $\ldots$ |  | 5 3 3 |
| ${ }_{\text {Ceres }}^{\text {Clanwilliam }}$ | $\ldots$ | ... | $\ldots$ | 1 | $\ldots$ | $\ldots$ | $\begin{aligned} & 9 \\ & 3 \end{aligned}$ |  | $\cdots$ | $\ldots$ | ... |  | 3 <br> 8 |
| ${ }_{\text {Clanwilliam }}$ | $\ldots$ | ... | $\ldots$ |  | $\ldots$ | $\ldots$ | 3 | ¢ | $\ddot{2}$ | ... | ... | 9 | 4 |
| Colesberg... Cradock | $\ldots$ | $\ldots$ | ... |  | $\ldots$ | $\ldots$ | 12 | ... | 1 | $\ldots$ | ... | 13 | 12 |
| East London |  | $\ldots$ | $\ldots$ | 2 | ... | $\ldots$ | 4 | 1 | 2 | ... | $\ldots$ | 9 | , |
| Fort Beaufort | 1 | $\ldots$ | ... | 2 | $\ldots$ | ... | ${ }^{6}$ | $\ldots$ | ... | ... |  | 8 | ${ }_{8}^{6}$ |
| Fraserburg | $\ldots$ | ... |  | 1 |  | ... | 7 | $\cdots$ |  | ... | ... | 8 | 8 |
| George | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |  | $\ldots$ | 1 | $\ldots$ | 1 | .i. | ... | 2 | 4 |
| Glen Grey | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |  | $\cdots$ |  | $\ldots$ |  | ... | ... |  | ${ }_{1}^{4}$ |
| Graff-Reinet | $\ldots$ | $\ldots$ | $\ldots$ | ... | $\ldots$ | 1 | 3 | $\ldots$ | $\ldots$ | $\ldots$ |  | 4 | 5 |
| Hanover ... |  | ... | ... |  | ... | ... | 4 | ... | 1 | ... | $\ldots$ | 5 | 2 |
| Hay ... | $\cdots$ | ... | ... | 4 | ... | $\ldots$ | 5 | $\ldots$ |  | ... | $\ldots$ | 9 | 5 |
| Herbert ... | $\ldots$ |  | ... | 2 | ... | $\ldots$ | 2 | $\ldots$ | 1 | $\ldots$ | ... | 5 | 2 |
| Herschel ... | $\ldots$ | $\ldots$ |  | $\ldots$ | ... | $\ldots$ |  | $\ldots$ | 2 | $\ldots$ | ... | 5 |  |
| Hopetown | ... | $\ldots$ | $\ldots$ |  |  | $\ldots$ | 4 |  | 2 | ... | ... |  | 10 |
| $\underset{\text { Jumansenville }}{\text { Hep }}$ | $\ldots$ | $\ldots$ | ... |  |  | $\ldots$ | 4 | 3 | ... | ... | ... | 14 12 | 10 |
| Jansenville | $\ldots$ | :... | ... | 2 | $\ldots$ | $\ldots$ | $\stackrel{4}{5}$ | . | ... | $\ldots$ | $\ldots$ |  |  |
| Kenhardt .. | $\ldots$ | .... | $\ldots$ | 1 | $\ldots$ | ... | 1 | $\ldots$ |  | ... |  | 2 | 7 |
| King William's 'Town | ... | $\cdots$ | ... | 2 | ... | $\ldots$ | 1 |  | 6 | ... | ... | 9 | 10 |
| Knysna ... | ... |  |  | $\ldots$ | ... | ... | 1 | 1 | $\pm$ | ... | ... | 6 | 6 |
| Komgha ... | $\cdots$ | $\ldots$ | ... | $\cdots$ | $\ldots$ | $\ldots$ | 2 | \% | $\ldots$ | $\ldots$ | $\ldots$ | 2 | $\stackrel{2}{2}$ |
| Ladismith |  |  |  | 1 | ... | ... | , | 2 |  |  | ... | 3 | ${ }^{2}$ |
| Laingsburg | $\cdots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | ... | 3 |  | ... | ... | $\ldots$ | 3 | 1 |
| Mafeking .. | $\ldots$ | .... | ... | $\cdots$ | ... | $\ldots$ | 3 | 1 | ... | $\ldots$ | $\cdots$ | 5 | 20 |
| Malmesbury | $\ldots$ | ... | $\ldots$ | 1 | $\ldots$ | $\ldots$ | 11 |  | $\ldots$ | $\ldots$ | ... | 12 |  |
| Molteno ... |  | ... | ... | 1 | $\ldots$ | ... | 5 | 1 | ... |  | ... | 7 | 7 |
| Montagu | ... | ... | ... | $\ldots$ |  | ... | $\ldots$ | 1 | ... | $\ldots$ | $\ldots$ | 1 |  |
| Mossel Bay |  | $\ldots$ |  | $\ldots$ | $\cdots$ | ... | $\ldots$ | 1 | $\ldots$ |  |  | 1 | ${ }^{6}$ |
| Murraysburg | $\ldots$ | $\ldots$ | $\ldots$ | 4 | $\ldots$ | ... |  |  |  | ... | $\ldots$ | 10 | 4 |
| Namaqualand Oudtshoorn | $\ldots$ | $\ldots$ | $\ldots$ | 2 | $\cdots$ | $\cdots$ | 1 | 3 | $\begin{aligned} & 2 \\ & 2 \\ & \hline \end{aligned}$ |  | ... | 11 | 15 |
| Paarl ... | $\ldots$ | $\ldots$ | … |  | ... | ... | 2 | ... |  | ... | ... | 2 |  |
| Peddie ... | ... | ... | ... | ... | ... | ... | 1 | ... | 2 | ... | ... | 3 | 5 |
| Philipstown | ... | $\ldots$ | ... |  | ... | ... | 1 |  | 1 |  | ... | 2 |  |
| Piquetberg ... | ... | ... | ... |  | $\ldots$ | ... | 1 | 1 | $\ldots$ | $\ldots$ | ... | 13 | 8 |
| ${ }_{\text {Port Elizabeth }}$ | $\ldots$ | .... | .... | $3$ | .... | $\ldots$ | 7 | $\stackrel{\square}{1}$ | . | $\ldots$ | ... | 11 | $\stackrel{2}{6}$ |
| $\stackrel{\text { Prieska }}{ } \ldots$ | $\ldots$ | ... | $\cdots$ |  | $\ldots$ |  | \% | 1 | i |  | $\ldots$ | 5 | 2 |
| Queenstown ... | ... | ... | $\ldots$ | 3 | ... | 1 | 7 | $\ldots$ | ... | ... | ... | 11 | 6 |
| Richmond | $\ldots$ | $\ldots$ | ... | 1 | $\ldots$ | ... | 5 |  | ... | ... | $\ldots$ | ${ }^{6}$ | 10 |
| Riversdale |  | $\ldots$ | $\ldots$ | 8 | $\ldots$ | $\cdots$ | 4 |  | $\ldots$ | ... | ... | 17 | 10 |
| ${ }_{\text {Robertson }}^{\text {Somerset }}$ East | $\cdots$ | $\ldots$ | $\ldots$ | $\cdots$ | $\ldots$ | $\ldots$ | 11 | $\stackrel{2}{2}$ | $\ldots$ | $\ldots$ | $\cdots$ | ${ }_{14}^{2}$ | 10 |
| Stellenbosch | $\ldots$ | .... | $\ldots$ | 1 | $\ldots$ | $\cdots$ | I | ... | 1 |  | ... | , |  |
| Steynsburg | ... | ... | ... | $\ldots$ | ... | ... | 2 | ... | 1 | ... | ... | 3 | 4 |
| Stockenstrom | .. | ... | ... | $\ldots$ | $\ldots$ | ... |  | $\ldots$ | 1 | $\ldots$ | ... | 1 | 4 |
| Stutterheim | .. | $\ldots$ | ... | ... | $\ldots$ | ... | 7 | $\ldots$ | 2 | $\ldots$ | $\ldots$ | ${ }_{2}$ | ${ }_{2}^{4}$ |
| Sutherland | $\ldots$ | $\ldots$ | ... | 3 | ... | ... | 2 | $\because$ | ... | $\ldots$ | $\ldots$ | 11 | $\stackrel{2}{8}$ |
| Swellendam Tarka ... | $\ldots$ | ... | ... |  | ... |  | 11 | ... | 2 | $\ldots$ | $\ldots$ | 13 | 5 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |


D.- SCHOOLS CLOSED DURING YEAR ENDING 30th SEPTEMBER, 1906.

Arranged According to Alphabetical Order of Divisions.

| Division. | Sp. | A 1 | A 2 | A 3 | D | E | P.F. | Poor | B | C 1 | c | Total, | $\begin{aligned} & \text { Total, } \\ & 1905 . \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Aberdeen | $\ldots$ |  |  |  | $\ldots$ | $\ldots$ | 3 |  | $\ldots$ | ... |  | 3 | 1 |
| Albany ... ... | ... | $\ldots$ | ... | $\ldots$ | ... | ... | 2 | 1 | $\ldots$ | ... | $\ldots$ | 3 |  |
| Albert .... .... | $\ldots$ | $\ldots$ | $\ldots$ | 1 | ... | $\ldots$ | 3 | 1 | 1 | ... | ... | 6 | 7 |
| Alexandria ... | $\ldots$ | . | $\ldots$ | 1 | ... | $\ldots$ | 1 | $\ldots$ | - | $\cdots$ | $\ldots$ | 7 | 2 |
| Aliwal North ... | ... |  | $\ldots$ |  | ... | 1 | 5 | ... | 1 | ... | $\ldots$ | 7 | 3 |
| Barkly East ... | $\ldots$ |  | $\cdots$ | 1 | ... | $\ldots$ | 8 | $\ldots$ | 2 | $\cdots$ | ... | $\begin{array}{r} 10 \\ 4 \end{array}$ | 1 |
| Barkly West ... Bathurst |  |  | ... | 1 | ... | ... | 1 |  | 2 | ... | $\ldots$ | $\begin{aligned} & 4 \\ & 1 \end{aligned}$ | 1 |
| ${ }_{\text {Beaufort }}$ Bathurst |  |  | .... | ... | ... | $\ldots$ | 3 | 1 | ... | ... | ... | 1 | 3 |
| Bedford ... ... | $\ldots$ |  | ... |  | ... | ... | 2 |  | .... | ... | ... | 2 | 2 |
| Bredasdorp .... ... | $\ldots$ |  | ... | ... | ... | $\ldots$ | 4 | 1 | ... | ... | ... | 5 | 3 |
| Britstown ... | ... | . | ... | ... | ... | ... | 1 |  | ... | ... | ... | 1 | 3 |
| Caledon ... | ... | .. | ... |  | ... | ... | 1 | 1 | ... | ... | ... | 2 | 2 |
| Calvinia ... ... | ... |  | $\ldots$ | 3 | ... | ... | 3 | 1 |  |  |  | 7 | 1 |
| Cape Suburbs \& District |  |  |  | .. |  | ... | 3 | ... | 3 | ... | $\ldots$ | 6 | .. |
| Cape Town Green and Sea Point, |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sea Point, Carnarvon $\ldots$ | $\ldots$ | ... | ... | 1 | ... | $\ldots$ | ¢ | $\ldots$ | ... |  | ... | $\stackrel{2}{6}$ | 3 |
| Catheart |  |  |  | 2 | $\ldots$ | ... | 4 |  | ... |  |  | 6 | 5 |
| Ceres |  | $\ldots$ | $\ldots$ |  | ... | ... | 1 | .. | ... | ... | $\ldots$ |  | 1 |
| ${ }_{\text {Clanwilliam }}^{\text {Colesberg }}$ | $\ldots$ | $\cdots$ | $\ldots$ | 1 | $\cdots$ | $\ldots$ | 3 | .i. | $\cdots$ | $\ldots$ | ... | $\frac{3}{5}$ | ${ }_{1}^{2}$ |
| $\begin{array}{ll}\text { Cradock } & \text { Colers } \\ \text { Cra } \\ \end{array}$ | $\ldots$ | $\ldots$ | … |  | $\ldots$ | $\ldots$ | 6 | ... |  | $\ldots$ | ... | 6 |  |
| East London ... | ... | . | ... | 1 | ... | ... | 4 | .. | 1 | .. | ... | 6 | 4 |
| Fort Beaufort ... |  |  | ... | 3 | $\ldots$ | ... | 3 |  | 1 | ... | ... | 7 |  |
| Fraserburg ... | $\ldots$ | ... | ... | 1 | ... | ... |  | 1 | ... | ... | ... | 2 | 8 |
| George ... ... | $\ldots$ | $\ldots$ | $\ldots$ | 2 | ... | $\ldots$ | 1 | $\cdots$ | 1 | $\ldots$ | ... |  | $\stackrel{2}{3}$ |
| Glen Grey Gordonia | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | ... | $\ldots$ | 1 | .i. |  | ... | ... | 1 | 1 |
| Graaff-Reinet .... |  | ... | ... |  | ... | $\ldots$ | 1 | $\ldots$ | … | $\ldots$ | ... | 1 |  |
| Hanover |  | ... | $\ldots$ | .. | ... | ... |  |  | ... |  |  |  |  |
| Hay ... ... | ... | .. | ... | 1 |  | ... | 2 | 1 |  | ... | $\ldots$ | 4 | 2 |
| Herbert |  | . | $\ldots$ | .. | $\ldots$ | ... | 1 |  | 1 |  | ... | 2 | 2 |
| Herschel | $\ldots$ | .. | $\ldots$ | .. | $\ldots$ | ... | $\ldots$ | ... | $\ldots$ | ... |  | $\ldots$ |  |
| Hopetown ... | $\ldots$ | $\ldots$ | $\ldots$ |  | $\ldots$ | ... | $\cdots$ |  |  | ... | $\ldots$ |  |  |
| $\underset{\text { Junsenville }}{\text { Humandor }}$.... | $\ldots$ | ... | $\ldots$ | $\stackrel{5}{5}$ | $\cdots$ | .. | ${ }_{1}^{6}$ | $\stackrel{2}{5}$ | 1 | $\ldots$ | ... |  | 7 |
| Kenhardt | $\ldots$ | $\ldots$ | $\ldots$ | ... | ... | $\ldots$ | 2 | 5 | $\ldots$ | $\ldots$ | $\ldots$ | 2 | 2 |
| Kimberley | ... | $\ldots$ | ... | ... | ... |  | 1 | ... | 1 | ... | ... | 2 | 8 |
| King William's Town | ... |  | ... | ... | ... | 1 | $\cdots$ |  | 4 | ... | ... |  | 10 |
| Knysna | $\ldots$ | ... | $\ldots$ |  | ... | $\ldots$ | 1 | 1 | $\cdots$ |  | .. | 2 | 6 |
| Komgha ... | ... | $\ldots$ | $\ldots$ | 1 | ... | $\ldots$ | 2 | ... | 1 | ... | ... | 4 | 4 |
| Ladismith ... |  | ... | $\ldots$ |  | $\ldots$ |  | 2 | ... | $\ldots$ |  | . |  | 2 |
| Mangsburg ${ }_{\text {Mafeking }} \ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |  | $\cdots$ | $\ldots$ | .. | $\ddot{3}$ | $\ldots$ | ... | $\ldots$ | $\stackrel{2}{3}$ | i |
| Malmesbury ... | $\ldots$ | $\ldots$ | $\ldots$ | 3 | $\ldots$ | . | 2 |  | $\ldots$ |  | ... | 5 | 8 |
| Middelburg ... | ... | $\ldots$ | $\ldots$ | 1 | ... | ... | 1 | ... | ... | ... | $\ldots$ | $\stackrel{2}{2}$ | , |
| Molteno ... | $\ldots$ |  | ... | $\ldots$ | ... |  | 5 | $\ldots$ | ... | ... | . | 5 | + |
| Montagu | ... | ... | ... | ... | ... | $\ldots$ | $\because$ | ... | , | ... | ... | $\because$ | i |
| Musseassburg ... | $\ldots$ | $\ldots$ | $\ldots$ |  | $\ldots$ |  | 3 |  | 2 | $\ldots$ | ... | 3 | 4 |
| Namaqualand ... | ... | ... | ... | 1 | ... | 1 | 1 | ... | ... | ... | ... | 3 | 1 |
| Oudtshoorn ... |  | ... | ... | ${ }^{2}$ | ... | ... |  | ... | 1 | ... | ... | 3 | 3 |
| Paarl ... ... | ... | ... | $\ldots$ | 1 | ... | ... | 2 | $\ldots$ | 1 | $\ldots$ | ... | 4 | $\ldots$ |
| Peddie ... ... | ... | . | ... | 2 | ... | . |  | ... | 2 | ... | ... | 4 |  |
| Philipstown ... | $\ldots$ | $\ldots$ | $\ldots$ | . | ... | $\ldots$ | 2 | 2 | .. | ... | ... | 5 | 1 |
| ${ }_{\text {Piquetberg }}^{\text {Port Elizabetha... }}$ |  |  | $\ldots$ | ... | $\ldots$ | $\ldots$ |  |  |  |  | $\ldots$ |  | 5 |
| Prieska ... ... | ... | ... | $\ldots$ |  | $\ldots$ | ... | 4 |  | ... | ... | ... | 4 | 1 |
| Prince Albert ... | . | ... | ... | 1 | ... | ... | 2 |  |  | ... | $\ldots$ | 3 | 1 |
| Queenstown ... | ... | ... | $\ldots$ | $\stackrel{2}{2}$ | $\ldots$ | 1 | 4 | 1 | 1 |  | ... | 9 | 3 |
| Richmond ... | ... | ... | ... | 1 | ... | ... | 1 |  | 1 | ... | ... | 3 | 3 |
| Riversdale ... | ... |  | ... | $\ldots$ | ... | $\ldots$ | 1 | 3 | ... | ... |  | 4 | 5 |
| Robertson Somerset East.... | $\ldots$ | $\ldots$ | $\ldots$ | 1 | $\ldots$ | $\ldots$ | 7 | ... | $\cdots$ |  | $\ldots$ | ${ }_{9}^{1}$ | ${ }_{9}^{1}$ |
| Stellenbosch ... | 1 |  | $\ldots$ |  | ... | $\ldots$ |  |  |  |  | $\ldots$ | 1 |  |
| Steynsburg ... | $\ldots$ | $\ldots$ | $\ldots$ | 1 | ... | ... | 1 | $\ldots$ | ... | ... | $\ldots$ | 2 | ! |
| Stockenstrom ... | $\ldots$ | $\ldots$ | $\ldots$ | - | $\ldots$ | $\ldots$ | 3 | ... | $\ldots$ | $\cdots$ | ... | ¢ | 6 |
| . Stutterheim | $\ldots$ |  | ... |  |  |  |  |  |  |  |  |  | 6 |


E.-SUMMARY OF SCHOOLS OPENED SCHOOLS CLOSED. AND SCHOOLS IN OPERATION DURING THE YEAR ENDING 30th SEPTEMBER, 1906.

Arranged According to Inspectors' Circutts.

F.-SUMMARY OF CHANGES IN CLASSIFICATION OF SCHOOLS DURING THE YEAR ENDING 30th SEPTEMBER, 1906.

3. STATISTICS OF ENROLMENT AND ATTENDANCE.
A.-SUMMARY OF ENROLMENT AND ATTENDANCE (INCLUDING LATE RETURNS.)

| Division. |  | Averagie No. Scholars on Roll. |  |  |  | Average Attiendance. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\begin{aligned} & \text { 4th Qr. } \\ & 1905 . \end{aligned}$ | $\begin{aligned} & \text { 1st Qr. } \\ & 1906 . \end{aligned}$ | $\begin{gathered} \text { 2nd Qr. } \\ 1906 . \end{gathered}$ | $\begin{gathered} 3 \mathrm{rd} \text { Qr. } \\ 1906 . \end{gathered}$ | $\begin{aligned} & \text { 4th Qr. } \\ & \text { 1905. } \end{aligned}$ | $\begin{aligned} & \text { 1st Qr. } \\ & 1906 . \end{aligned}$ | $\begin{aligned} & \text { 2nd Qr. } \\ & 1906 . \end{aligned}$ | $\begin{aligned} & 3 \mathrm{rd} \mathrm{Qr} . \\ & 1906 . \end{aligned}$ |
| Aberdeen ... |  | 512 | 501 | 505 | 535 | 443 | 429 | 428 | 484 |
| Albany |  | 2585 | 2677 | 2752 | 2760 | 2235 | 2365 | 2353 | 2421 |
| Albert |  | 959 | 923 | 888 | 889 | 843 | 855 | 804 | 825 |
| Alexandria |  | 313 | 348 | 325 | 370 | 285 | 315 | 284 | 337 |
| Aliwal North |  | 1551 | 1567 | 1624 | 1565 | 1352 | 1409 | 1453 | 1423 |
| Barkly East | ... | 631 | 68.2 | 678 | 677 | 572 | 611 | 616 | 619 |
| Barkly West |  | 875 | 834 | 951 | 936 | 732 | 719 | 802 | 800 |
| Bathurst |  | 625 | 615 | 605 | 616 | 521 | 506 | 511 | 542 |
| Beaufort West |  | 861 | 909 | 901 | 929 | 758 | 807 | 776 | 813 |
| Bedford ... |  | 420 | 490 | 509 | 584 | 359 | 423 | 451 | 496 |
| Bredasdorp |  | 905 | 917 | 933 | 987 | 752 | 804 | 826 | 906 |
| Britstown... |  | 619 | 631 | 660 | 659 | 563 | 578 | 600 | 589 |
| Caledon ... |  | 1851 | 1999 | 1994 | 2069 | 1599 | 1796 | 1742 | 1857 |
| Calvinia |  | 623 | 681 | 671 | 724 | 559 | 618 | 616 | 668 |
| Cape Suburbs aud | Id District | 11556 | 12765 | 12343 | 12294 | 9694 | 10864 | 10397 | 10238 |
| Cape Town, G. | \& S. Point | 7623 | 7858 | 7663 | 7770 | 6481 | 6884 | 6666 | 6795 |
| Carnarvon |  | 387 | 384 | 369 | 400 | 351 | 350 | 351 | 359 |
| Catheart ... |  | 593 | 588 | 561 | 583 | 531 | 530 | 499 | 516 |
| Ceres |  | 638 | 691 | 707 | 709 | 576 | ${ }^{625}$ | 631 | ${ }_{84}^{64}$ |
| Clanwilliam |  | 738 | 868 | 871 | 877 | 669 | 798 | 779 | 815 |
| Colesberg ... |  | 838 | 756 | 781 | 777 | 751 | 662 | 701 | 684 |
| Cradock |  | 1158 | 1138 | 1320 | 1361 | 1058 | 1054 | 1187 | 1241 |
| East London | ... ... | 2607 | 2901 | 2710 | 2697 | 2190 | 2545 | 2364 | 2416 |
| Fort Beaufort |  | 1680 | 1694 | 1742 | 1789 | 1425 | 1489 | 1463 | 1496 |
| Fraserburg |  | 202 | 241 | 234 | 252 | 182 | 223 | 215 | 238 |
| George ... |  | 1509 | 1525 | 1373 | 1536 | 1203 | 1288 | 1159 | 1271 |
| Gleu Grey |  | 2534 | 2605 | 2616 | 2738 | 1913 | 2058 | 1979 | 2153 |
| Gordonia : |  | 363 | 289 | 360 | 428 | 267 | 231 | 311 | 361 |
| Graafti-Reinet |  | 2011 | 2016 | 2047 | 2091 | 1743 | 1814 | 1804 | 1892 |
| Hanover ... | . | 261 | 286 | 295 | 364 | 242 | 268 | 279 | 345 |
| Hay ${ }_{\text {Herbert }}$... | ... - | 297 | ${ }_{216} 316$ | 354 | 320 | 271 | 287 167 | 325 149 | 292 191 |
| Herbert ... |  | 26880 | -20784 | $\begin{array}{r}194 \\ 2965 \\ \hline\end{array}$ | 293 2984 | 2243 | 2336 | 2373 | 2542 |
| Hopetown | ... ... | 354 | 362 | 371 | 403 | 322 | 344 | 337 | 375 |
| Humansdorp |  | 1230 | 1210 | 1277 | 1258 | 1044 | 1049 | 1111 | 1087 |
| Jansenville |  | 656 | 626 | 664 | 708 | 568 | 558 | 562 | 620 |
| Kenhardt ... |  | 380 | 425 | 440 | 457 | 299 | 399 | 400 | 407 |
| Kimberley |  | 4071 | 4046 | 4165 | 4452 | 3456 | 3497 | 3613 | 3861 |
| King William's | Town | 8247 | 8496 | 8848 | 9328 | 6368 898 | ${ }^{6818}$ | 7038 998 | 7414 |
| Knysna ... | ... ... | 1041 | 1220 | $\begin{array}{r}1158 \\ 314 \\ \hline\end{array}$ | 1195 | ${ }_{246} 898$ | 1100 259 | 998 <br> 265 | 1033 246 |
| Komgha ... |  | 290 1015 | ${ }^{295}$ | $\begin{array}{r}314 \\ 1089 \\ \hline\end{array}$ | 282 1110 | 246 <br> 864 | 259 964 | 265 953 | 246 1005 |
| Laingsburg |  | 392 | 437 | 425 | 431 | 351 | 389 | 368 | 379 |
| Mafeking ... | ... ... | 825 | 719 | 668 | 696 | 711 | 615 | 594 | 622 |
| Malmesbury |  | 3234 | 3061 | 3137 | 3227 | 2806 | 2739 | 2747 | 2934 |
| Middelburg | ... ... | 844 | 875 | 867 | 908 | 766 | 808 | 794 | 819 |
| Molteno ... |  | 471 | 509 | 507 | 487 | 427 | 466 | 453 | 429 |
| Montagu |  | 589 | 600 | 606 | 637 | 537 | 541 | 540 | 579 |
| Mossel Bay |  | 1301 | 1383 | 1363 | 1233 | 1046 | 1152 | 1126 | 1068 |
| Murraysburg | ... ... | 316 | 308 | 305 | 300 | 285 | ${ }_{1} 290$ | 276 | 1277 |
| Namaqualand | ... .. | 1437 | 2008 | 1909 | 1765 | 1015 | 1606 | 1420 | 1409 |
| Oudtshoorn Paarl ar |  | 4 | 3203 4479 | - 42750 | 3367 <br> 4542 | ${ }_{3971}^{2027}$ | 2783 4018 | 32845 | +2996 |
| Peddie |  | 1502 | 1511 | 1532 | 1642 | 1184 | 1156 | 1165 | 1358 |
| Philipstown |  | 445 | 457 | 470 | 464 | 412 | 431 | 428 | 443 |
| Piquetberg |  | 1502 | 1624 | 1571 | 1695 | 1339 | 1483 | 1387 | 1548 |
| Port Elizabeth |  | 3758 | 3998 | 3982 | 4111 | 3260 | 3516 | 3414 | 3530 |
| Prieska | ... ... | 408 | 475 | 441 | 469 | 375 | 434 | 407 | 381 |
| Prince Albert |  | 486 | 516 | 546 | 508 | 420 | 458 | 466 | 454 |
| Queenstown | ... ... | 2768 | 2879 | 2827 | 2678 | 2316 | 2513 | 2335 | 2230 |
| Richmond |  | 375 | 375 | 375 | 362 | 325 | 338 | 327 | 303 |
| Riversdale |  | 1563 | 1731 | ${ }^{1786}$ | 1854 | 1372 | 1570 | 1572 | 1679 |
| Robertson |  | 1226 | 1253 | 1336 | 1404 | -996 | 1053 | 1149 | 1203 |
| Somerset East Stellenbosch | $\ldots$ | 1551 2672 | 1603 2718 | 1628 <br> 2698 | 1629 | ${ }_{2}^{1325}$ | 1432 | 1417 | 1392 |
| Stellenbosch | $\cdots$ | 200 | 2784 | 269 | 2670 | 2278 176 | ${ }_{237}^{2410}$ | 1415 230 | 2354 |
| Stockenstrom |  | 643 | 656 | 723 | 772 | 510 | 541 | 585 | 632 |
| Stutterheim | ... ... | 1322 | 1340 | 1401 | 1360 | 1086 | 1118 | 1182 | 1129 |


| Division. |  |  | Ayerage No. Schólars on Roll. |  |  |  | Average Attendance, |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | $\begin{aligned} & \text { 4th Qr. } \\ & 1905 . \end{aligned}$ | $\begin{aligned} & \text { 1st Qr. } \mathrm{er} . \\ & 1906 . \end{aligned}$ | 2nd Qr. 1906. | $\begin{aligned} & \text { 3rd Qr. } \\ & 1906 . \end{aligned}$ | $\begin{aligned} & \text { 4th Qr. } \\ & 1905 . \end{aligned}$ | $\begin{aligned} & \text { 1st Qr. } \\ & 1906 . \end{aligned}$ | $\begin{aligned} & \text { 2nd Qr. } \\ & 1906 . \end{aligned}$ | $\begin{gathered} \text { 3rd Qr. } \\ \text { i906 } \end{gathered}$ |
| Sutherland |  |  | 110 | 106 | 108 | 113 | 95 | 98 | 101 | 105 |
| Swellendam |  |  | 1531 | 1652 | 1617 | 1580 | 1252 | 1399 | 1344 | 1373 |
| Tarka ... |  |  | 659 | 632 | 732 | 746 | 574 | 543 | 649 | 655 |
| Tulbagh ... |  |  | 866 | 928 | 872 | 861 | 776 | 848 | 776 | 757 |
| Uitenhage |  |  | 2171 | 2241 | 2211 | 2263 | 1859 | 2018 | 1884 | 1988 |
| Uniondale |  |  | 1089 | 1165 | 1138 | 1298 | 932 | 1011 | ${ }^{982}$ | 1152 |
| Van Rhynsdorp |  |  | 317 | 355 | 352 | 344 | 301 | 327 | 316 | 318 |
| Victoria East |  |  | 1751 | 1710 | 1916 | 2075 | 1481 | 1502 | 1695 | 1787 |
| Vietoria West |  |  | 597 | 678 | 713 | 745 | 556 | 634 | 644 | 689 |
| Vryburg ... |  |  | 703 | 758 | 82.3 | 867 | 617 | 684 | 745 | 774 |
| Willowmore |  |  | 1053 | 1081 | 1051 | 1040 | 957 | 975 | 935 | 900 |
| Wodehouse |  |  | 1334 | 1318 | 1296 | 1335 | 1177 | 1180 | 1142 | 1175 |
| Worcester |  |  | 1951 | 1985 | 1955 | 2033 | 1719 | 1791 | 1763 | 1843 |
| Total |  |  | 119979 | 125048 | 125680 | 128434 | 101745 | 108803 | 107646 | 111319 |
| magistracy. |  |  |  |  |  |  |  |  |  |  |
| Bizana |  |  | 261 | 258 | 220 | 216 | 212 | 203 | 166 | 164 |
| Butterworth | ... | $\ldots$ | 2193 | 2237 | 2251 | 2458 | 1735 | 1715 | 1695 | 1920 |
| Elliot ... |  |  | 591 | 681 | 713 | 654 | 500 | 578 | 619 | 571 |
| Elliotdale... |  |  | 457 | 376 | 351 | 401 | 340 | 291 | 266 | 311 |
| Engeobo ... |  | ... | 3048 | 2943 | 3099 | 3242 | 2440 | 2464 | 2519 | 2696 |
| Flagstaff ... |  |  | 373 | 347 | 375 | 375 | 263 | 270 | 284 | 306 |
| Idutywa ... |  | ... | 1353 | 1374 | 1500 | 1504 | 990 | 1068 | $11: 2$ | 1159 |
| Kentani ... |  | ... | 1739 | 1893 | 2037 | 2151 | 1280 | 1405 | 1544 | 1649 |
| Libode ... |  |  | 229 | 247 | 233 | 291 | 183 | 179 | 186 | 224 |
| Lusikisiki... | ... | $\ldots$ | 265 | 255 | 279 | 302 | 204 | 208 | 232 | 252 |
| Maclear ... |  |  | 496 | 554 | 535 | 533 | 422 | 471 | 445 | 432 |
| Matatiele |  |  | 1884 | 1997 | 1930 | 1906 | 1603 | 1719 | 1657 | 1643 |
| Mount Ayliff |  | $\ldots$ | 847 | 670 | 676 | 772 | 659 | 530 | 518 | 648 |
| Mount Currie |  |  | 824 | 895 | 909 | 936 | 716 | 763 | 758 | 797 |
| Mount Fletcher |  | ... | 1366 | 1349 | 1371 | 1487 | 1164 | 1172 | 1131 | 1310 |
| Mount Frere |  | $\ldots$ | 3233 | 3166 | 3283 | 3390 | 2552 | 2669 | 2701 | 2970 |
| Mqanduli ... |  |  | 1153 | 1100 | 1272 | 1740 | 833 | 900 | 1000 | 1381 |
| Ngqeleni ... |  | ... | 471 | 437 | 489 | 527 | 408 | 372 | 411 | 452 |
| Nqamakwe |  |  | 4307 | 4260 | 4402 | 4790 | 3326 | 3459 | 3500 | 3812 |
| Ntabankulu |  |  | 593 | 666 | 701 | 737 | 477 | 544 | 536 | 590 |
| Port St. John's | ... | ... | 121 | 106 | 118 | 150 | 106 | 90 | 105 | 132 |
| Qumbu ... |  |  | 2711 | 2654 | 2809 | 2994 | 2185 | 2199 | 2295 | 2515 |
| St. Mark's |  | ... | 1555 | 1684 | 1757 | 1875 | 1208 | 1351 | 1390 | 1427 |
| Tsolo ... |  |  | 2683 | 2718 | 2622 | 2737 | 2134 | 2267 | 2182 | 2277 |
| Tsomo |  |  | 2449 | 2547 | 2525 | 2771 | 2006 | 2106 | 2059 | 2439 |
| Umtata ... | ... | .. | 2394 | 2382 | 2456 | 2695 | 1882 | 1964 | 1967 | 2217 |
| Umzimkulu |  |  | 1759 | 1713 | 1828 | 2013 | 1408 | 1433 | 1523 | 1558 |
| Walfish Bay |  | .. | 71 | 52 | 42 | 60 | $6^{63}$ | 48 | 35 | 46 |
| Willowvale |  |  | 2730 | 2806 | 2822 | 2958 | 1863 | 2002 | 2076 | 23.24 |
| Xalanga ... |  |  | 1693 | 1737 | 1736 | 1738 | 1333 | 1455 | 1301 | 1350 |
| Total for Territories Do. Colony Proper |  |  | 43849 | 44104 | 45341 | 48403 | 34495 | 35895 | 36273 | 39572 |
|  |  |  | 119979 | 125048 | 125680 | 128434 | 101745 | 108803 | 107646 | 111319 |
| Totals |  |  | 163828 | 169152 | 171021 | 176837 | 136240 | 144698 | 143919 | 150891 |
| Grand Total, 19 |  |  | 163828 | 169152 | 171021 | 176837 | 136240 | 144698 | 143919 | 150891 |
| Do. 190 | 05 |  | 162051 | 162220 | 165745 | 169278 | 133694 | 137377 | 137928 | 141876 |
| Increase <br> Percentage of Attendance, 1906 .. <br> Percentage of Attendance, 1905 ... |  |  | 1777 | 6932 | 5276 | 7559 | 2546 | 7321 | 5991 | 9015 |
|  |  |  |  |  |  |  | $83 \cdot 16$ | $85 \cdot 54$ | $84 \cdot 15$ | $85 \cdot 33$ |
|  |  |  |  | $\ldots$ | ... | ... | $82 \cdot 50$ | $84 \cdot 68$ | 83.22 | 83.81 |

B.-COMPARISON OF ENROLMENT AND ATTENDANCE FOR YEAR ENDING $30{ }^{\circ} \mathrm{TH}$ SEPTEMBER, 1905, WITH ,YEAR ENDING 30TH SEPTEMBER, 1906.
I.-ARRANGED IN ALPHABETICAL ORDER OF DIVISIONS

| Division. |  |  |  | No. of Pupils on Rolid. |  |  | Average Attendanct. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | 3rd Qr. 1905. | $\begin{gathered} \text { 3rd Qr. } \\ 1906 . \end{gathered}$ | Iner. | $\begin{gathered} 3 \mathrm{rd} \mathrm{Qr} \text {. } \\ 1905 . \end{gathered}$ | $\begin{gathered} 3 \mathrm{rd} \text { Qr. } \\ 1906 . \end{gathered}$ | Iner. |
| A berdeen |  |  |  | 508 | 535 | 27 | 452 | 484 | 32 |
| Albany | .. | $\ldots$ | $\ldots$ | 2623 | 2760 | 137 | 2207 | 2421 | 214 |
| Albert Alexandria . |  |  |  | 923 334 | 889 370 | $\begin{array}{r}-34 \\ 36 \\ \hline\end{array}$ | 850 <br> 294 <br> 1 | 825 337 | -25 |
| Aliwal North' |  |  |  | 1500 | 1565 | 65 | 1314 | 1423 | 109 |
| Barkly East |  |  |  | 686 | 677 | -9 | 621 | 619 | -2 |
| Barkly West |  |  |  | 887 | 936 | 49 | 750 | 800 | 50 |
| Bathurst ... |  |  |  | 652 | 616 | -36 | 577 | 542 | -35 |
| Beaufort West |  |  |  | 897 | 929 | 32 | 787 | 813 | 26 |
| Bedford ... |  | $\cdots$ |  | 483 | 584 | 101 | 412 | 496 | 84 |
| Bredasdorp ... | ... |  |  | 919 | 987 | 68 | 820 | 906 | 86 |
| Britstown ... |  |  |  | 646 | 659 | 13 | 558 | 589 | 31 |
| Caledon |  |  | $\ldots$ | 1893 | 2069 | 176 | 1668 | 1857 | 189 |
| Calvinia ... |  |  |  | 696 | 724 | 28 | 650 | 668 | 18 |
| Cape Suburbs an | Dis | rict |  | 11704 | 12294 | 590 | 9804 | 10238 | 434 |
| Cape Town, Gre | n and | Sea | Point | 7956 | 7770 | -186 | 6814 | 6795 | -19 |
| Carnarvon ... |  |  | ... | 371 | 400 | 29 | 345 | 359 | 14 |
| Catheart ... | ... | ... | ... | 590 | 583 | -7 | 520 | 516 | -4 |
| Ceres... ... | $\ldots$ | ... | $\ldots$ | 635 | 709 | 74 | 559 | 643 | 84 |
| Clanwilliam... | ... | ... | ... | 750 | 877 | 127 | 686 | 815 | 129 |
| Colesberg ... | ... | $\ldots$ | .. | 772 | 777 | 5 | 663 | 684 | 21 |
| Cradock ... | ... | ... | .. | 1114 | 1361 | 247 | 1013 | 1241 | 228 |
| East London |  | ... |  | 2587 | 2697 | 110 | 2249 | 2416 | 167 |
| Fort Beaufort | ... | ... | $\ldots$ | 1755 | 1789 | 34 | 1468 | 1496 | 28 |
| Fraserburg ... | ... | ... | $\ldots$ | 202 | 252 | 50 | 185 | 238 | 53 |
| George ... | ... | , | $\ldots$ | 1587 | 1536 | -51 | 1266 | 1271 | 5 |
| Glen Grey ... | $\ldots$ | $\ldots$ | $\ldots$ | 2672 | 2738 | 66 | 2097 | 2153 | 56 |
| Gordonia |  |  |  | 398 | 428 | 30 | 353 | 361 | 8 |
| Graaff-Reinet | ... | ... | $\ldots$ | 2125 | 2091 | -34 | 1816 | 1892 | 76 |
| Hanover | ... | ... | $\ldots$ | 276 | 364 | 88 | 250 | 345 | 95 |
| Hay ... ... | ... | $\ldots$ | $\ldots$ | 245 196 | 320 213 | 75 | 222 | 29.2 | 70 |
| Herbert ... | $\ldots$ | $\ldots$ | $\ldots$ | $\begin{array}{r}196 \\ 285.3 \\ \hline\end{array}$ | 213 2984 | 17 | 173 | 191 | 18 |
| Hopetown $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | ${ }_{347}$ | 403 | 156 | ${ }_{2} 243$ | $\begin{array}{r}2542 \\ 375 \\ \hline\end{array}$ | 107 78 |
| Humansdorp | ... | $\ldots$ | $\ldots$ | 1245 | 1258 | 13 | 1064 | 1087 | 23 |
| Jansenville ... |  |  |  | 656 | 708 | 52 | 577 | 620 | 43 |
| Kentardt ... | ... | $\ldots$ |  | 304 | 457 | 153 | 289 | 407 | 118 |
| Kimberley ... |  |  | $\ldots$ | 4137 | 4452 | 315 | 3500 | 3861 | 361 |
| King WilliamsT |  | ... |  | 8930 | 9328 | 398 | 7023 | 7414 | 391 |
| Knysna ... |  |  | ... | 1094 | 1195 | 101 | 939 | 1033 | 94 |
| Komgha ... | $\ldots$ | ... |  | 327 | 282 | -45 | 273 | 246 | -27 |
| Ladismith ... | ... |  | $\ldots$ | 1034 | 1110 | 76 | 876 | 1005 | 129 |
| Laingsburg ... | $\ldots$ |  |  | 403 | 431 | 28 | 344 | 379 | 35 |
| Mafeking ${ }_{\text {Malmesbury }}$ | ... |  | $\cdots$ | 815 | ${ }^{696}$ | -119 | 727 | 622 | -105 |
| Malmesbury Middelburg ... | $\ldots$ | $\ldots$ | $\ldots$ | 3205 882 | 3227 908 | 22 26 | 2925 | 2934 | 9 |
| Molteno ${ }^{\text {a }}$... |  |  |  | 487 | 487 |  | 422 | 819 | ${ }_{7} 5$ |
| Montagu .... | $\ldots$ |  |  | 584 | 637 | \%3 | 529 | 579 | 50 |
| Mossel Bay ... | ... | $\ldots$ |  | 1340 | 1233 | -107 | 1103 | 1068 | -35 |
| Murraysburg | $\ldots$ | $\ldots$ | ... | 335 | 300 | -35 | 305 | 277 | -28 |
| Namaqualand | ... | $\cdots$ | $\ldots$ | 1534 | 1765 | 231 | 1185 | 1409 | 224 |
| Oudtshoorn ... | $\ldots$ | $\ldots$ | $\ldots$ | 2982 4605 | 3367 4542 | 385 -63 | ${ }_{4046}^{2532}$ | 2996 | 464 |
| Paarl... Peddie | $\ldots$ | $\ldots$ | $\ldots$ | 4605 | 4542 1642 | -63 2 | ${ }_{1222}^{4046}$ | 4089 1358 | 4.3 136 |
| Philipstown ... | $\ldots$ | $\ldots$ | $\ldots$ | 425 | 464 | 39 | 405 | 443 | 38 |
| Piquetberg ... | ... |  |  | 1452 | 1695 | 243 | 1324 | 1548 | 224 |
| Port Elizabeth | $\ldots$ | $\ldots$ |  | 3961 | 4111 | 150 | 3311 | 3530 | 219 |
| Prieska | $\ldots$ | $\ldots$ | $\ldots$ | 336 | 469 | 133 | 312 | 381 | 69 |
| Prince Albert | ... | $\ldots$ | ... | 511 | 508 | -3 | 428 | 454 | 26 |
| Queenstown | ... | ... | ... | 2808 | 2678 | -130 | 2275 | 2230 | -45 |

Summary of Eirolment and Attendance

| - Division. |  |  |  | No. of Pupils on Rolle. |  |  | Average Attendance. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | 3rd Qr., | 3rd Qr., | Incr. | 3rd Qr.. | 3rd Qr., | Iner |
| Richmond |  |  | $\ldots$ | 394 | 362 | -32 | 353 | 303 | -50 |
| Riversdale ... | ... | ... | ... | 1557 | 1854 | 297 | 1395 | 1679 | 84 |
| Robertson |  |  |  | 1275 | 1404 | 129 | 1026 | 1203 |  |
| Somerset East |  |  |  | 1642 | 1629 | -13 | 1405 | 1392 | -13 |
| Stellenbosch |  |  |  | 2760 | 2647 | -113 | 2408 | 2350 | 58 |
| Steynsburg ... |  |  |  | 215 | 270 | 55 | 195 | 254 | 59 |
| Stockenstrom |  |  |  | 690 | 772 | 82 | 555 | 632 | 77 |
| Stutterheim |  |  |  | 1297 | 1360 | 63 | 1082 | 1129 | 47 |
| Sutherland ... |  |  |  | 105 | 113 | 8 | 97 | 105 | 8 |
| Swellendam... |  | $\ldots$ | ... | 1581 | 1580 | -1 | 1338 | 1373 | 35 |
| ${ }_{\text {Tarka }}^{\text {Tulbagh }}$. |  | $\ldots$ | $\ldots$ | ${ }_{883}^{635}$ | 746 861 | 111 | 549 779 | ${ }_{7}^{655}$ | 106 |
| Uitenhage ... |  | $\ldots$ | $\ldots$ | 883 2186 | 861 263 | 122 77 | 789 1849 | $\begin{array}{r}757 \\ 1988 \\ \hline\end{array}$ | -22 |
| Uniondale ... |  |  |  | 1163 | 1298 | 135 | 991 | 1152 | 161 |
| Van Rhynsdorp |  |  |  | 341 | 344 | 3 | 302 | 318 | 16 |
| Victoria East |  |  |  | 1863 | 2075 | 212 | 1570 | 1787 | 217 |
| Victoria West |  |  | ... | 569 | 745 | 176 | 520 | 689 | 169 |
| Vryburg ... | ... |  |  | 690 | 867 | 177 | 617 | 774 | 157 |
| Willowmore |  |  | $\ldots$ | 1139 | 1040 | -99 | 1019 | - 900 | -119 |
| Worcester ... |  |  |  | 1954 | ${ }_{2033}^{1335}$ | 60 79 | 1735 | 1843 | $\begin{array}{r}89 \\ 108 \\ \hline\end{array}$ |
| Totals |  |  |  | 123023 | 128434 | 5411 | 104745 | 111319 | 6574 |
| Magistracy. |  |  |  |  |  |  |  |  |  |
| Bizana |  |  |  | 260 | 216 | -44 | 224 | 164 |  |
| Butterworth |  | $\ldots$ | $\ldots$ | 2366 | 2458 | 92 | 1871 | 1920 | 49 |
| Elliot |  |  |  | 52.2 | 654 | 132 | 451 | 571 | 120 |
| Elliotdale ... |  |  |  | 360 | 401 | 41 | 275 | 311 | 36 |
| Engcoobo ... |  |  | .. | 3228 | 3242 | 14 | 2626 | 2696 | 70 |
| Flagstaff - ... |  |  |  | 389 | 375 | $-14$ | 315 | 306 | -9 |
| Idutywa ... | .. |  | $\ldots$ | 1468 | 1504 | 36 | 1121 | 1159 | 38 |
| Kentani ... |  |  |  | 2022 | 2151 | 129 | 1508 | 1649 | 141 |
| Libode Lusikisiki |  |  |  | 241 <br> 284 | 291 | 50 18 | ${ }_{230}$ | 224 | 53 |
| Maclear ... |  |  |  | 519 | 533 | 14 | 435 | ${ }_{432}$ | -32 |
| Matatiele |  |  |  | 1964 | 1906 | -58 | 1659 | 1643 | -16 |
| Mount Ayliff |  |  | .. | 914 | 772 | -142 | 789 | 648 | -141 |
| Mount Currie |  |  |  | 823 | 936 | 113 | 681 | 797 | 116 |
| Mount Fletcher | ... |  | $\ldots$ | 1396 | 1487 | 91 | 1219 | 1310 | 91 |
| Mount Frere |  |  |  | 3278 | 3390 | 112 | 2790 | 2970 | 180 |
| Mqanduli ... |  |  |  | 1330 | 1740 | 410 | 1005 | 1381 | 376 |
| Ngqeleni ... |  |  |  | 464 | 527 | 63 | 403 | 452 | 49 |
| Nqamakwe ... |  |  |  | 4643 | 4790 | 147 | 3606 | 3812 | 206 |
| Ntabankulu ...; | $\ldots$ |  | $\ldots$ | 587 | 737 | 150 | 484 | 590 | 106 |
| Port St. John's Qumbu and |  |  | $\ldots$ | 95 2688 | 150 2994 | 55 | 80 0209 | 132 | 52 |
| St. Mark's ... |  |  |  | 1769 | 1875 | 106 | 1322 | 1427 | 105 |
| Tsolo ... |  |  |  | 2870 | 2737 | -133 | 2341 | 2277 | -64 |
| Tsomo ... |  |  | ... | 2587 | 2771 | 184 | 2191 | 2439 | 248 |
| Umtata ... |  |  |  | 2604 | 2695 | 91 | 2126 | 2217 | 91 |
| Umzimkulu ... |  |  | ... | 1812 | 2013 | 201 | 1545 | 1558 | 13 |
| Walfish Bay... | ... | $\ldots$ | $\ldots$ | 82 | 60 | -22 | 68 | 46 | -22 |
| Willowvale ... |  |  |  | 2993 | 2958 | -35 | 2102 | 2324 | 222 |
| Xalanga ... | . |  | ... | 1697 | 1738 | 41 | 1284 | 1350 | 66 |
| Total for Territories Do. Colony Proper.. |  |  |  |  | 48403 | 2148 | 37131 |  |  |
|  |  |  | $\ldots$ | 123023 | 128434 | 5411 | 104745 | 111319 | 6574 |
| Totals | ... | ... | .. | 169278 | 176837 | 7559 | 141876 | 150891 | 9015 |

II.-ARRANGED ACCORDING TO INSPFCTORS' CIRCUITS.

| Uircuit iv Charge of Inspector. |  |  |  | No. of Pupils on Roll. |  |  | Average Attendance. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | 3 rd Qr., | 3rd Qr | Tncrease | 3rd Qr., | 3rd Qr., | Increase. |
| Bennie <br> Bond <br> Craib, D <br> Craib, J. <br> Freeman <br> Golightly <br> Grant <br> Hagen ... <br> Hill <br> Hobden <br> Hofmeyr <br> Logie <br> McLaren <br> Milne <br> Mitchell <br> Noaks ... <br> Porter ... Pressly <br> Rein, R. <br> Rein, T. W <br> Robertson <br> Robinson <br> Satchel ... <br> Spurway <br> Theron ... <br> Tooke ... <br> Young ... | ... | $\ldots$ |  | 4092 | 4330 | 238 | 3490 | 3796 | 306 |
|  |  | ... |  | 8930 | 9328 | 398 | 7023 | 7414 | 391 |
|  |  |  |  | 7956 | 7770 | -186 | 6814 | 6795 | -19 |
|  | . | ... | $\ldots$ | 4881 | 5081 | 200 | 4234 | 4525 | 291 |
|  |  |  | $\ldots$ | 4081 | 3720 | -361 | 3581 | 3271 | 310 |
|  |  | $\ldots$ | $\ldots$ | 7810 | 7769 | -41 | ${ }^{6971}$ | ${ }^{7023}$ | 52 |
|  | ... | ... |  | 2897 | 3413 | 516 | 2609 | 3039 | 430 |
|  | $\ldots$ | $\ldots$ | $\ldots$ | 7216 | 7509 | ${ }^{293}$ | 5683 | 6044 | 361 |
|  |  |  | ., | 2567 | 2783 | 216 | 2358 | 2534 | 176 |
|  |  |  | ... | 8468 | 9141 | 673 | 7137 | 7817 | 680 |
|  |  |  | $\ldots$ | 5042 | 5602 | 560 | 4344 | 4893 | 549 |
|  |  |  | $\ldots$ | 6115 | 6162 | 47 | 4921 | 5038 | 117 |
|  |  |  | ... | 9596 | 10019 | 423 | 7668 | 8171 | 503 |
|  | $\ldots$ | ... | $\ldots$ | 6147 | 6374 | 227 | 5160 | 5518 | 358 |
|  |  |  |  | 5909 | 6136 | 227 | 4901 | 5335 | 434 |
|  |  | ... | ... | 11704 | 12294 | 590 | 9804 | 10238 | 434 |
|  |  |  | ... | 6446 | 6520 | 74 | 5443 | 5368 | -75 |
|  |  |  | ... | 6309 | 6561 | 252 | 5456 | 5759 |  |
|  | $\ldots$ | $\ldots$ | ... | 6843 | 7014 | 171 | 5006 | 5443 | 437 |
|  |  |  | ... | 5948 | 6278 | 330 | 4815 | 5273 | 458 |
|  |  |  |  | 4586 | 5327 | 741 | 3972 | 4752 |  |
|  | $\ldots$ | ... | ... | 3502 | 3751 | 249 | 2994 | 3272 | 278 |
|  | ... |  | $\ldots$ | 6529 | 6951 | 422 | 5594 | 6057 | 463 |
|  |  |  |  | 3555 | 3695 | 140 | 3143 | 3356 | 213 |
|  | ... | $\ldots$ |  | 5572 | 5703 | 131 | 4896 | 5113 | 217 |
|  |  |  |  | 7604 | 8140 | 536 | 6126 | 6683 | 557 |
|  |  |  |  | 4172 | 4544 | 372 | 3609 | 4057 | 448 |
|  | ... | ... | ... | 4801 | 492.2 | 121 | 4124 | 4307 | 183 |
|  | Totals | ... | ... | 169278 | 176837 | 7559 | 141876 | 150891 | 9015 |

III.-ARRANGED ACCORDING TO. CLASSES OF SCHOOLS.

| Cliass of School. |  | No. of Pupils on Rolit. |  |  | Average Attendinge. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\begin{gathered} 3 \mathrm{rd} \text { Qr., } \\ 1905 . \end{gathered}$ | 3rd Qr. 1906. | Increase. | 3 rd Qr . 1905. | 3 rd Qr., 1906. | Increase. |
| Sp... | ... ... | 919 | 1047 | 128 | 848 | 984 | 136 |
| A 1 | ... ... | 17119 | 17804 | 685 | 15626 | 16519 | 893 |
| A 2 | ... ... | 12385 | 13537 | 1152 | 11109 | 12269 | 1160 |
| A 3 | ... ... | 24580 | 26436 | 1856 | 21648 | 23720 | 2072 |
| D ... |  | 222 | 207 | -15 | 204 | 195 | -9 |
| E ... | ... ... | 1027 | 1152 | 125 | 826 | 918 | 92 |
| P.F. | ... ... | 4746 | 5853 | 1107 | 4429 | 5515 | 1086 |
| Poor | ... ... | 8108 | 8567 | 459 | 6972 | 7535 | 563 |
| B ... | ... | 54768 | 54794 | 26 | 43829 | 44487 | 658 |
| C $1 . .$. | ... ... | 561 | 707 | 146 | 530 | 670 | 140 |
| c .. | ... ... | 44843 | 46733 | 1890 | 35855 | 38079 | 2224 |
|  | Totals | 169278 | 176837 | 7559 | 141876 | 150891 | 9015 |

Attendance, Sex and Colour of Pupils.
$17 a$
IV.-Rate of atrendance in the various classes of schools.

| Criss of Scrioot. | Percentage of Attendance. |  | Class of Schoor. | Percentage of Attendance. |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 3rd Qr., 1905. | 3rd Qr., 1906. |  | 3rd Qr., 1905. | . 3rd Qr., 1906. |
| Sp. ... ... | $92 \cdot 3$ | 93.98 | P.F. ... ... | 93.3 | 94.231 |
| A 1 ... ... | $91 \cdot 3$ | 92.78 | Poor ... ... | 85.9 | 87.95 |
| A 2 | 89.7 | 90.63 | B ... ... | 80.0 | $81 \cdot 19$ |
| A 3 | 88.1 | 89.73 | C 1 ...... | 94-4 | 94.77 |
| D | $91 \cdot 8$ | 94.20 | C ... ... | 79.9 | $81 \cdot 48$ |
| E ... ... | $80 \cdot 4$ | 79.69 | All Schools ... | 83.8 | 85:33 |

V.-PERCENTAGE OF PUPILS IN ATTENDANCE AT THE VARIOUS CLASSES OF SCHOOLS.

| Class of School. |  | Percentage of Attendange. |  | Class of | Schooi. | Percentage of $\cdot$ <br> Attendance. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 3rd Qr., 1905. | 3rd Qr., 1906. |  |  | 3rd Qr., 1905. | 3rd Qr., 1906. |
| Sp. | ... $\quad .$. | 0.54 | 0.59 | P.F. | ... ... | 2.80 | $3 \cdot 31$ |
| A 1 | ... ... | $10 \cdot 11$ | 10.07 | Poor | ... ... | $4 \cdot 80$ | 4.84 |
| A 2 | ... ... | $7 \cdot 31$ | 7.65 | B | ... ... | $32 \cdot 35$ | 30.98 |
| A 3 | ... ... | 14.52 | 14.95 | C 1 | ... ... | $0 \cdot 33$ | 0.40 |
| D | ... ... | $0 \cdot 13$ | $0 \cdot 12$ | c | $\ldots$ | 26.50 | $26 \cdot 43$ |
| E | $\ldots$ | $0 \cdot 60$ | 0.65 |  |  |  |  |

VI.-Statistics regarding sex and colour of pupils.

| Year. | White Pupils. |  |  | Colotred Pupils. |  |  | Total Enrol MENT, |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys. | Giris. | Total. | Bors. | Giris. | Total. |  |
| 3rd Qr., 1906 | 37959 | 36029 | 73988 | 51054 | 51795 | 102849 | 176837 |
| Percentage ... | $21 \cdot 47$ | 20.37 | 41.84 | 28.87 | 29.29 | $58 \cdot 16$ |  |
| 3rd Qr. 1905 ... | 35035 | 33457 | 68492 | 49958 | 50828 | 100786 | 169278 |
| Percentage ... | 20.70 | 19.76 | $40 \cdot 46$ | 29.51 | 30.03 | 59.54 | ... |

[G. 8.-1907.]

VII－－TABLE SHOWING NUMBER OF WHITE AND COLOURED PUPILS ON ROLL AT 30TH SEPTEMBER，1905，．AND AT 30TH SEPTEMBER， 1906.

|  |  |  |
| :---: | :---: | :---: |
|  | $\begin{aligned} & \text { 甜淢 } \\ & \text { ond } \end{aligned}$ |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | 动通 | －－，ink |
|  |  |  |


Coloured Pupils．

| Division． |  |  |  | White Pupils． |  |  | Coloured Pupils． |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | 3rd Qr． | 3rd Qr., | Increase． | 3rd Qr．， | 3rd Qr., | Increase． |
| Robertson |  |  | $\ldots$ | 896 | 1057 | 161 | 379 | 347 | －32 |
| Somerset East ．．． | ．．． | ．．． | ．．． | 971 | 1066 | 95 | 671 | ${ }^{563}$ | －108 |
| Stellenbosch |  |  | $\ldots$ | 1552 | 1517 | －35 | 1208 | 1130 |  |
| Steynsburg ．．． | $\ldots$ |  | $\ldots$ | ${ }_{328}^{215}$ | 198 | -17 14 | $\ldots{ }_{362}$ | 72 430 | 72 68 |
| Stockenstrom |  | $\ldots$ | $\ldots$ | 328 302 | 342 276 | －26 | ${ }_{995}^{362}$ | 1084 | 89 |
| Sutherland | $\ldots$ |  | ．．． | 105 | 113 | 8 |  |  |  |
| Swellendam ．．．． |  |  | $\ldots$ | 927 | 978 | 51 | 654 | 602 | －52 |
| Tarka |  |  |  | 371 | 397 | 26 | 264 | 349 | 85 |
| Tulbagh | $\ldots$ | $\ldots$ | $\ldots$ | 318 | 353 | 35 | 565 | 508 | －57 |
| Uitenhage |  | ．．． |  | 1492 | 1647 | 155 | 694 | ${ }_{6} 16$ | －78 |
| Uniondale |  | ．．． | $\ldots$ | 861 | 1030 | 169 | 302 | 268 | －34 |
| Van Rhynsdorp |  | ． |  | 190 | 225 | 35 | 151 | 119 | －32 |
| Victoria East ．． |  | ．．． | $\ldots$ | 241 | 285 | 44 | 1622 | 1790 | 168 |
| Victoria West |  |  | ．．． | 510 | 692 | 182 | 59 | 53 | －6 |
| Vryburg |  |  |  | 368 | 516 | 148 | 322 | 351 | 29 |
| Willowmore |  |  | $\ldots$ | 872 | 800 | －72 | 267 | 240 | －27 |
| Wodehouse |  |  |  | 926 | 1068 | 142 -39 | 344 | ${ }_{6}^{267}$ | －77 |
| Worcester | $\ldots$ | $\ldots$ | ．．． | 1437 | 1398 | －39 | 517 |  |  |
| Total | ．．． | ．． | $\ldots$ | 66629 | 71915 | 5286 | 56394 | 56519 | 125 |
| Magi | acy． |  |  |  |  |  |  |  |  |
| Bizana ．．．．． |  |  |  | 10 |  | －10 | 250 | 216 | －34 |
| Butterworth | ．．． | ．．． | ．．． | 143 | 154 |  | 2223 |  | 81 -50 |
| ${ }_{\text {Elliot }}$ Elliotdale | $\ldots$ | ． | $\ldots$ | 401 | 583 34 | 182 3 | 329 | 367 | ${ }^{-58}$ |
| Engcobo | ．．． | ．．． | $\ldots$ | 27 | 28 | 1 | 3201 | 3214 | 13 |
| Flagstaff |  |  |  | 15 | 18 | 3 | 374 | 357 | －17 |
| Idutywa | $\ldots$ | $\ldots$ | ．．． | 70 | 73 |  | 1398 | 1431 | 33 |
| Kentani | ．． | $\ldots$ | ．．． | 13 | 12 | －1 | 2009 | 2139 | 130 |
| Libode $\ldots$ |  |  | ． | 15 | 14 | 14 | 241 | 277 | 36 |
| Maclear ．．． |  |  |  | 194 | 239 | 45 | 325 | 294 | －31 |
| Matatiele |  |  |  | 133 | 131 | －2 | 1831 | 1775 | $-56$ |
| Mount Ayliff ．．． | $\ldots$ | ．．． | $\ldots$ | 19 | 11 | －8 | 895 | 761 | －134 |
| Mount Currie ．．． |  |  |  | 194 | 222 | 28 | 629 | 714 | 85 |
| Mount Fletcher |  | $\ldots$ | $\ldots$ | 30 | 41 | 11 | ${ }^{1366}$ | 1446 | 80 |
| Mount Frere ．．． | $\ldots$ |  |  | 13 | 6 | －7 | 3265 | 3384 | 119 |
| Mqanduli |  |  | $\ldots$ | 19 | 30 | 11 | 1311 | 1710 | 399 |
| Ngqeleni |  | ．．． | ．． | 14 | 14 |  | 450 | 513 | 63 150 150 |
| Nqamakwe Ntabankulu and | $\ldots$ | $\ldots$ | $\ldots$ | 37 11 | 34 | －11 | 4606 576 | 4756 737 | 161 |
| Port St．John＇s | ．．． |  | ．．． | 26 | 28 | 2 | 69 | 122 | 53 |
| Qumbu ．．． |  |  | $\ldots$ | 26 | 29 | 3 | 2662 | 2965 | 303 |
| St．Mark＇s |  | $\ldots$ |  | 68 | 75 | 7 | 1701 | 1800 | 99 |
| Tsolo ．．． | $\ldots$ |  | ．．． | 68 | 29 | －39 | 2802 | 2708 | －94 |
| Tsomo ．．． |  |  |  | 27 | 26 | －1 | 2560 | 2745 | 185 |
| Umtata ．．． |  | $\ldots$ | ．．． | 140 | 155 | 15 | 2464 | 2540 | 76 |
| Umzimkulu | ．． | $\ldots$ | $\ldots$ | 12 | 22 | 10 | 1800 | 1991 | 191 |
| Walfish Bay |  | $\ldots$ | ．． |  |  |  | 82 8979 | 60 | －22 |
| Willowvale |  |  |  | 14 | 13 | $-1$ | 2979 | 2945 | －34 |
| Xalanga | $\ldots$ | ．．． | $\ldots$ | 93 | 42 | －51 | 1604 | 1696 | 92 |
| Total for Territories ．．． Do．Colony Proper |  |  | ．． | 1863 | 2073 | 210 | 44392 | 46330 | 1938 |
|  |  | ．．． | $\ldots$ | 66629 | 71915 | 5286 | 56394 | 56519 | 125 |
| Totals |  | ．．． | ．． | 68492 | 73988 | 5496 | 100786 | 102849 | 2063 |

## 4. INSPECTION OF SCHOOLS.

A. TABLE SHOWING NUMBER OF FORMAL AND INFORMAL INSPECTIONS MADE DURING THE YEAR ENDED 30тн SEPTEMBER, 1906.
I. ARRANGED ACCORDING TO INSPECTORS CIRCUITS.

| Circuit in Charfie of Inspector. |  |  |  |  | Formal. |  |  |  |  | Informat. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bennie | $\ldots$ | $\ldots$ |  |  | 92 | 8 | $\ldots$ | 100 | 99 | 89 |  |  |  |
| Bond | \% | . |  | $\ldots$ | ${ }^{139}$ | ... | $\ldots$ | 139 | 141 | \$150 |  |  | 150 |
| Craib, D. | $\ldots$ | ... | ... | $\ldots$ | 51 127 | $\ldots$ | $\ldots$ | 51 127 | ${ }_{97}^{54}$ | 127 | ... |  | 127 |
| Craibeman |  | ... | $\ldots$ | $\ldots$ | 104 | $\ldots$ | $\ldots$ | 104 | 97 119 | 73 47 | $\ldots$ | $\ldots$ | 73 47 |
| Golightly | ... | ... | $\ldots$ | ... | 114 | $\ldots$ | $\ldots$ | 114 | 113 | 47 | $\ldots$ | ... | 47 |
| Grant |  |  |  |  | 84 |  | $\ldots$ | 84 | 54 | 85 |  |  | 85 |
| Hagen | $\ldots$ | $\cdots$ |  | .. | 104 | 31 | $\ldots$ | 135 | 134 | 102 | $\ldots$ | 6 | 108 |
| Hill $\ldots$.. |  |  |  |  | 32 | 34 | $\ldots$ | ${ }^{66}$ | 93 | 1 |  | 13 | 14 |
| Hobden Hofmeyr |  |  |  | $\ldots$ | 168 114 | ... | $\ldots$ | 168 | 132 | 143 | ... |  | 143 |
| $\xrightarrow{\text { Hofmeyr }}$ |  |  |  |  | 114 130 |  | $\ldots$ | 114 | $\begin{array}{r}91 \\ 124 \\ \hline\end{array}$ | $\begin{array}{r}46 \\ 124 \\ \hline\end{array}$ | $\ldots$ | $\ldots$ | ${ }^{46}$ |
| McLaren | $\ldots$ |  | ... | $\ldots$ | 101 | 24 | $\ldots$ | 125 | 120 | 124 | $\ldots$ | 3 | 124 95 |
| Milne... |  |  |  | ... | 88 | 2 |  | 90 | 82 | 101 | ... |  | 101 |
| Mitchell | $\ldots$ |  |  | ... | 113 | 14 | $\ldots$ | 127 | 117 | 43 |  |  |  |
| Noaks | ... | ... | $\ldots$ | ... | 116 |  | ... | 116 | 107 | 145 |  |  | 145 |
| Porter |  |  |  | $\ldots$ | 88 170 | 47 | $\ldots$ | 135 170 | 124 | 38 98 | $\ldots$ | 58 | ${ }_{99}^{96}$ |
| Pressly |  |  |  | ... | $\begin{array}{r}170 \\ 54 \\ \hline\end{array}$ | $\ldots 1$ | ... | 1170 | 147 | 99 59 | $\cdots$ | 66 | 99 |
| Rein, T. W | .... |  | $\ldots$ | ... | 118 | ... | ... | 118 | 109 | 75 | $\ldots$ | , | 118 |
| Robertson |  |  |  |  | 100 |  |  | 100 | 74 | 55 | $\ldots$ |  | 55 |
| Robinson | $\ldots$ | ... |  | ... | ${ }^{\circ} 118$ | ... |  | 118 | 107 | \% 10 | ... | 3 | 13 |
| Satchel | $\ldots$ | $\ldots$ | ... | ... | 83 |  |  | 83 | 85 | ${ }_{6}^{62}$ |  | $\ldots$ | 62 |
| Spurway Theron | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 135 121 |  | $\ldots$ | ${ }_{121}^{136}$ | 79 90 | 89 78 | 4 | $\ldots$ | 93 78 |
| Tooke | $\ldots$ | $\ldots$ |  | $\ldots$ | 140 |  | $\ldots$ | 140 | 114 | 118 |  | $\ldots$ | 7888818 |
| Watermey |  |  |  |  | 114 |  | ... | 114 | 99 | 37 |  | $\ldots$ | 37 |
| Young | ... | ... | ... | ... | 102 | 2 | ... | 104 | 101 | 50 | $\ldots$ | ... | 50 |
| Totals, 1906 .. |  |  |  |  | 3021 | 223 | ... | 3244 | ... | 2178 | 4 | 149 | 2331 |
| Do. $1905 \ldots$ |  |  |  | .. | 2799 | 121 | - | ... | 2922 | 221 | 4 | 133 | 2358 |

Note. -63 Schools were inspected twice during the year, the later inspection only being reckoned; these were distributed as follows: Bond (1), Freeman (5), Golightly (1), Hagen (1),
Hofmeyr (9), McLaren (1), Mitchell (3), T. W. Rein (36), Robertson (1), Spurway (3), Watermeyer (1), Young (1).

- Before his retirement Inspector Ely made 57 formal and 58 informal inspections in the Circuit now in charge of Inspector Bond, and previous to his resignation Inspector Bartmann made 4 formal and 4 informal inspections in the Circuit now in charge of Acting Inspect $r$ Robinson, These numbers are included in the totals appearing in the column "By Circuit Inspector.
iI.--ARRANGED ACCORDING TO DIVISIONS AND CLASSES OF SCHOOLS.

Formal Inspictions only.

| Division. |  | Sp. | A 1 | A 2 |  | 3 | D | E | P.F. | Poor. | B | C 1 | C | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A berdeen |  |  |  | 1 |  | 1 |  |  | 11 | 1 | ${ }_{11}^{2}$ |  | $\because$ | 16 |
| Albany |  | 3 | 2 | 2 |  | 14 | $\ldots$ | $\ldots$ | 10 | 2 |  |  |  |  |
| Albert |  |  | 1 | 1 |  | 5 | $\ldots$ | $\ldots$ | 31 | 2 | 5 |  | $\ldots$ | 45 |
| Alexandria |  |  | 1 | 1 |  | 10 | $\ldots$ | $\cdots$ | 14 | 4 | 7 |  | $\ldots$ | 18 |
| Aliwal North |  | .. | . | 1 |  | 13 | ... | 1 | 17 | 2 | 2 | $\ldots$ | .... | 36 |
| Barkly West | ... |  |  | 1 |  | 8 | ... | ... | 3 | 2 | 5 |  | ... | 19 |
| Bathurst | ... |  |  | 2 |  | 5 | ... | ... | \% |  | 7 | ... | ... | 20 |
| Beaufort West |  |  | 2 | . |  | 1 | $\ldots$ | $\ldots$ | 18 | 1 | 4 | .. |  | 26 |
| Bedford ... |  |  | 1 |  |  | 2 | $\ldots$ | ... | 10 | 1 | 5 | ... | ... | 19 |
| Bredasdorp | ... |  |  | 2 |  | 2 | $\ldots$ | $\ldots$ | 17 | 8 | 5 |  |  | 12 |
| Britstown... | $\ldots$ |  |  |  |  | 1 | $\ldots$ | ... | 20 | 18 | ${ }_{9}$ |  | $\ldots$ | 57 |
| Caledon |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  | 5 |
| Cape Suburbs \& DistrictCape Town, Green andCaper |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sea Point | ... | 4 | 7 | 6 |  | 12 | 1 | 7 |  |  | 14 | .. | $\ldots$ |  |
| Carnarvon | ... |  |  | 1 |  | 1 | $\ldots$ | $\ldots$ | 8 | $\ldots$ | 1 | $\ldots$ | $\ldots$ | 11 |
| Catheart ... | ... |  | 1 | 1 |  | 5 | $\ldots$ | ... | 12 |  | 2 | $\ldots$ | ... | ${ }_{21}^{21}$ |
| Ceres |  |  | 1 | 1 |  | 4 | ... | ... | 11 | 1 | 3 |  | ... | 21 |
| Clanwilliam | ... |  |  |  |  | 8 |  |  | 7 | 8 | 4 | $\ldots$ | ... | 27 |
| Colesberg ... | $\ldots$ |  | 1 | 1 |  | 5 | $\ldots$ | $\ldots$ |  | 1 | 3 | $\ldots$ | ... | 19 |
| Cradock | $\ldots$ |  | 2 |  |  |  | $\ldots$ | $\ldots$ |  |  | 11 | $\ldots$ | $\ldots$ | 41 |
| East London |  |  |  |  |  | 14 | ... | ... |  | $\ddot{3}$ | 13 |  | ... | ${ }_{28}$ |
| Fort Beaufort | ... |  | 2 |  |  | 2 | $\ldots$ | $\ldots$ | 9 | 1 | 1 | ... | ... | 14 |
| $\underset{\text { Fraserbury }}{ }$ | $\ldots$ |  | 2 | . 1 |  | 7 | $\ldots$ | ... | 2 | 11 | 6 |  | ... | 29 |
| Glen Grey | ... |  |  |  |  | 1 | .. | $\ldots$ | 3 | $\ldots$ | 48 |  | $\ldots$ | 52 |
| Gordonia ... | $\ldots$ |  |  |  |  | 7 | ... | $\ldots$ | 12 | 5 | ${ }_{6}$ |  | $\ldots$ | 35 |
| Graafl-Reinet | ... | 2 | 2 |  |  |  |  | $\cdots$ |  |  |  |  | $\ldots$ | 9 |
| Hanover ... | ... |  |  |  |  | 7 |  | $\ldots$ |  | 1 | 1 |  | $\ldots$ | 11 |
| ${ }_{\text {Hay }}^{\text {Herbert }}$... | $\ldots$ | . |  | . |  | 2 | ... | $\ldots$ | 4 | 1 | 2 |  | ... | 9 |
| Herschel ... | ... |  |  |  |  | 2 | $\ldots$ | ... |  | $\ldots$ | 40 | 1 | $\ldots$ | 43 |
| Hopetown | ... | . | $\ldots$ | 1 |  | 2 | ... | $\ldots$ | 5 |  | 2 | $\ldots$ | ... |  |
| Humansdorp | $\ldots$ |  |  |  |  | 15 |  | $\ldots$ |  | 10 10 | 3 | $\ldots$ | $\ldots$ | 44 31 |
| Jansenville | ... |  |  |  |  | 10 | $\ldots$ | $\ldots$ |  |  |  |  | $\ldots$ | 10 |
| Kimberley |  |  | 2 | .. |  | 2 | $\ldots$ | 2 | 4 | 2 | 10 |  |  | 22 |
| King William's | Town |  | 2 |  | 3 | 13 | ... | $\ldots$ | 3 | 2 | 114 | 1 | 1 | 139 |
| Fnysna ... | ... |  |  |  |  |  | $\ldots$ | $\ldots$ | 3 | 19 | 7 | .. | . | $\begin{array}{r}36 \\ 13 \\ \hline\end{array}$ |
| Komgha ... | $\ldots$ |  | 1 | $\cdots$ |  | 10 | $\ldots$ | $\ldots$ |  | 6 | 4 | ... | $\ldots$ | ${ }_{21}$ |
| Ladismith... |  | . |  |  |  | , | ... | $\ldots$ | 3 |  | 1 |  | ... | 12 |
| Mafeking ... |  |  |  |  |  | 3 | ... | $\ldots$ | 1 |  | 4 |  |  | 11 |
| Malmesbury | ... |  |  |  | 4 | 20 | $\ldots$ | $\ldots$ | 25 | 3 | 12 | $\ldots$ | $\ldots$ | 67 |
| Middelburg | $\ldots$ |  | 1 | .. | , |  | ... | ... | 19 | 1 | ${ }^{2}$ |  |  | 28 |
| Molteno ... |  |  |  |  |  |  |  | $\ldots$ | 1 | 4 | 1 | $\ldots$ | $\ldots$ | 13 |
| Montagu ... | $\ldots$ |  |  |  |  | 18 | $\ldots$ | $\ldots$ | 1 | 5 | 6 | ... | ... | 32 |
| Murraysburg |  |  |  |  |  |  |  |  | 7 | .. | 1 | ... |  |  |
| Namaqualand | ... |  |  |  |  |  | $\ldots$ | $\because$ |  |  | 12 | . | $\ldots$ | 18 |
| Oudtshoorn Paarl | $\ldots$ |  |  |  | 8 | 4 | $\ldots$ |  | 5 | 3 | 15 | $\ldots$ |  | 47 |
| Peddie ... | ... |  |  |  | 1 | 6 | ... | $\ldots$ | 7 | ... | 27 | ... | 1 | 42 |
| Philipstown | $\ldots$ |  |  |  | 2 |  |  | $\cdots$ | 2 |  | 3 | .. | ... |  |
| Piquetberg | $\ldots$ |  |  |  | 2 | 20 | $\ldots$ | i | 3 | 11 | 18 | $\ldots$ | $\ldots$ | 46 |
| Port Elizabeth | ... |  |  |  | 3 |  | $\ldots$ | 1 |  | $\cdots$ | 18 | $\cdots$ | $\ldots$ | 32 22 |
| $\underset{\text { Prieska }}{\text { Prince Albert }}$ | $\ldots$ |  |  |  |  |  | $\ldots$ | ... |  |  |  |  |  |  |
| Queenstown | ... |  |  |  | 1 | 10 | ... | ... | 12 | 2 | 26 | ... | 1 | 54 |
| Richmond | ... |  |  |  |  | 1 | $\ldots$ | $\ldots$ | ${ }_{10}^{2}$ |  | 1 | $\ldots$ |  |  |
| Riversdale |  |  |  |  |  | 16 |  | $\ldots$ | 10 | 13 | 4 | $\ldots$ | ... | ${ }_{23}$ |
| Robertson |  |  |  |  | 1 | ${ }^{6}$ |  | $\ldots$ | 8 | 5 | 2 |  |  |  |
| Somerset East | $\ldots$ |  |  |  | 1 | 11 | $\ldots$ | $\ldots$ | 27 | 4 | 11 | $\ldots$ | $\ldots$ | 30 |
| Stellenbosch |  |  |  |  | 1 |  | $\ldots$ | $\ldots$ |  | $\ldots$ |  | $\ldots$ | $\ldots$ |  |
| Steynsburg | $\ldots$ |  |  |  | 1 | 8 | $\ldots$ | $\ldots$ | 1 | 3 | ${ }_{6}$ |  | $\ldots$ | 19 |
| Stockenstrom | $\ldots$ |  |  |  | 2 | 3 | ... | $\ldots$ | 5 | ... | 16 | 1 | 2 | 29 |
| Sutherland |  |  |  |  | 1 |  | $\cdots$ | $\ldots$ |  |  |  | $\ldots$ | $\ldots$ | 1 |
| Swellendam | ... |  |  |  | 1 | 10 | $\ldots$ | $\ldots$ | 19 | 9 | 9 | $\ldots$ | $\ldots$ | 48 |
| Tarka ... | ... |  |  |  |  |  | $\ldots$ | $\ldots$ | 11 | 1 | 6 |  | $\ldots$ | 24 |
| Tulbagh ... | ... |  |  |  | . |  | $\ldots$ | 1 |  |  | 9 | $\ldots$ | $\ldots$ | 54 |
| Uitenhage | ... |  |  |  | 1 | $\begin{aligned} & 12 \\ & 17 \end{aligned}$ | $\ldots$ | ... | $\begin{array}{r} 20 \\ 3 \end{array}$ | 13 | 4 | . | ... | 38 |

Inspection of Schools.

| Division. | Sp. | A 1 | A 2 | A 3 | D | E | P.F. | Poor. | B | C 1 | C. | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Van Rhynsdorp ... |  |  |  | 7 |  |  | 3 |  | 1 |  |  | 1 |
| Victoria East ... | ... | ... | 1 | 3 | ... | ... | 4 | 1 | 18 | ... | 2 | 29 |
| Victoria West ... | ... | 1 |  | 9 | $\ldots$ | ... | 10 | 1 | 1 | $\ldots$ | - | ${ }_{21}^{22}$ |
| Vryburg ... ${ }_{\text {Willowmore }}$ | $\cdots$ | .. | 1 | $\stackrel{21}{5}$ | $\ldots$ | $\cdots$ | 4 | 1 | 3 | $\ldots$ | 1 | $\begin{aligned} & 31 \\ & 31 \end{aligned}$ |
| Willowmore ${ }_{\text {W }}$ Wedehouse | $\ldots$ | $\cdots$ | 2 | 5 | $\ldots$ | $\ldots$ | 12 | 9 | $3$ |  | $\ldots$ | 31 53 |
| Worcester... ... | 2 | 2 | 1 | 18 |  | $\ldots$ | 18 | 1 | ${ }_{2}^{6}$ | $\ldots$ | ... | ${ }_{30}$ |
| Total... | 17 | 81 | 89 | 616 | 1 | 21 | 633 | 252 | 703 | 3 | 10 | 2426 |
| $\begin{aligned} & \text { Magistracy. } \\ & \text { Bizana } \quad . . \\ & \hline \end{aligned}$ |  |  |  |  | $\ldots$ | $\ldots$ |  |  |  |  |  |  |
| Butterworth ... | $\ldots$ | 1 | $\ldots$ | $\ldots$ | ... | $\ldots$ | 3 |  | $\ldots$ | ... | 26 | 30 |
| Elliot ... | $\ldots$ |  | .. | 3 | ... | ... | 10 | 9 |  | ... | 3 | 25 |
| Elliotdale ... | ... | ... | ... |  | ... | . | 3 | .. | $\ldots$ |  | 7 | 10 |
| Engeobo ... | ... | ... | ... | 1 | ... | ... |  | .. |  | 1 | 45 | 47 |
| Flagstaff ... | . | $\ldots$ |  | 1 | $\ldots$ | $\ldots$ | ... | $\ldots$ | $\ldots$ | .. | 6 | 7 |
| Idutywa ... | $\because$ | $\ldots$ | 1 |  | $\ldots$ | ... | $\cdots$ | $\ldots$ | $\ldots$ | $\ldots$ | 21 | 22 |
| Kentani ... | ... | $\ldots$ | $\ldots$ | 1 | $\ldots$ | ... |  | $\ldots$ |  | $\ldots$ | 41 | ${ }_{7}$ |
| $\begin{array}{ll}\text { Libode } \\ \text { Lusikisiki } . . . & . . . \\ \text {... }\end{array}$ | $\ldots$ | $\cdots$ | , | \% | $\cdots$ | $\ldots$ | $\cdots$ | $\cdots$ | $\ldots$ | $\ldots$ | 5 | 6 |
| Maclear ... ... ... | $\ldots$ | ... | $\ldots$ | 8 | $\ldots$ | ... | $\ddot{3}$ | 1 | $\ldots$ | $\ldots$ | 8 | 20 |
| Matatiele ... $\quad .$. | ... | ... | 1 | 3 | ... | ... |  |  | $\ldots$ | ... | 33 | 37 |
| Mount Ayliff -.. | ... | ... |  | .. | $\ldots$ | $\ldots$ | 2 | $\ldots$ | $\ldots$ | ... | 14 | 16 |
| Mount Currie ... | $\ldots$ | $\ldots$ | 1 | $\stackrel{2}{2}$ | ... | $\ldots$ | 3 | ... | $\ldots$ | $\ldots$ | 14 | 20 |
| Mount Fletcher ... | $\ldots$ | $\ldots$ | $\ldots$ | 2 | $\ldots$ | $\ldots$ | 1 | $\ldots$ | ... | $\ldots$ | 27 | 30 50 |
| Mqanduli ... ... | $\ldots$ | $\ldots$ |  | $\ldots$ | $\ldots$ | $\ldots$ | 2 |  | $\ldots$ | $\ldots$ | 22 | 24 |
| Ngqeleni ... | ... | ... | ... | 1 | ... | ... | $\ldots$ | ... |  | 1 | 8 | 10 |
| Nqamakwe | ... | ... |  | 1 |  |  | 3 |  | ... | 1 | 55 | 60 |
| Ntabankulu | $\ldots$ | $\ldots$ | $\ldots$ | 1 | $\ldots$ | ... | ... | $\ldots$ | $\ldots$ | $\ldots$ | 15 | 16 |
| Port St. John's | $\ldots$ | $\ldots$ | ... | 1 | $\ldots$ | ... |  |  | $\ldots$ |  | 2 | 3 |
|  | $\ldots$ | $\ldots$ | ... | 1 | $\ldots$ |  | 1 | ... | $\cdots$ | $\ldots$ | 48 |  |
| Tsolo ... ... | $\ldots$ | $\ldots$ | $\cdots$ | 1 | $\ldots$ | $\ldots$ | 2 | 1 | $\ldots$ | $\ldots$ | 46 |  |
| Tsomo ... ... | ... |  | $\ldots$ | 1 | ... | ... | 1 |  | ... | $\ldots$ | 33 | 35 |
| Umtata ... | $\ldots$ | 1 | $\ldots$ |  | $\ldots$ | ... | 3 | 1 | ... |  | 41 | 46 |
| Umzimkulu ... | $\ldots$ |  |  | 1 | $\ldots$ | ... | 1 | . | ... | $\ldots$ | 42 | 44 |
| Walfish Bay | $\ldots$ | ... | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | \% | ... | ... | $\ldots$ | 90 |  |
| Xalanga ... ... | $\ldots$ | ... | 1 | 1 | $\ldots$ | ... | 2 |  | $\ldots$ |  | 25 | 29 |
| Total for Territories |  |  |  |  |  |  |  |  |  |  | 718 |  |
| Do. for Colony Proper | 17 | 81 | 89 | 616 | 1 | 21 | 633 | 252 | 703 | 3 | 10 | 2426 |
| Totals ... | 17 | 83 | 93 | 649 | 1 | 21 | 679 | 264 | 703 | 6 | 728 | 3244 |

B. TABLE SHOWING NUMBER OF FORMAL AND INFORMAL INSPECTIONS MADE BY DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES DURING THE YEAR ENDED 30TH SEPTEMBER, 1906

| Subject. |  | Name of Officer. | Number of Reports. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1906. |  |  | 1905. |
|  |  |  | Formal | Informal | Total. | Total. |
| Domestic Economy | - ... | Miss M. McIver <br> Mr. W. W. Rawson (W.) <br> $\{$ Mr. H. Christie Smith (E.) <br> $\int$ Miss M. Adamson (W.) <br> $\{$ Miss C. Sutherland (E.) <br> Miss A. Cogan (E.) <br> Miss E. Eaton (E.) <br> Miss H. D. Fuechsel (W.) <br> $\left\{\begin{array}{l}\text { Mr. F. Farrington (E.) }\end{array}\right.$ <br> \{ Mr. A. Lee (W.) <br> $\begin{cases}\text { Mr. F. T. Morrison (E.) ... } \\ \text { Mr. C. S. Young (W.) } & \text {... }\end{cases}$ | 15 |  | 15 | 16 |
| Drawing ... |  |  | $\begin{array}{r} 192 \\ 54 \end{array}$ | 144 | 192 198 | 278 16 |
|  |  |  | 90 | 45 | *135 | 123 |
| Kindergarten |  |  | ${ }_{3}^{32}$ | ${ }_{6}$ | 38 | 154 |
| Needlework | ... ... |  | 37 427 | 4 | 41 431 | ${ }_{91}^{4}$ |
|  |  |  | 93 |  | 93 | 136 |
|  |  |  | 173 | 62 | 235 | 206 |
|  |  |  | ${ }_{2}^{252}$ |  | 252 | 208 |
| Vocal Music |  |  | 278 66 | 13 43 | 291 109 | 288 64 |
| Woodwork |  |  | 66 |  | 66 | ${ }_{5}^{64}$ |
|  | Totals, | 1906 <br> 1905 | $1775$ | $\begin{aligned} & 321 \\ & 384 \end{aligned}$ | 2096 | 163 |

During Miss Adamson's absence on leave Miss McRobert, who acted in her place, made 27 formal and 7 informal inspections. These numbers are included in the totals placed to the credit
of Miss Adamson.

## 5. PUPILS ATTAINMENTS AT INSPECTION.

A. TABLE SHOWING CLASSIFICATION OF PUPILS AFTER INSPECTION

The information in the last five columns is as follows :-
"Higher"-the number of pupils presented for Standards this year who were also present at the previous Inspection, and who this year passed a higher also presen
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

## ABBREVIATIONS.

| A 1 | $\ldots$ | $\ldots$ | First Class Undenominational Public School. |  |
| :--- | :--- | :--- | :--- | :--- |
| A 2 | $\ldots$ | $\ldots$ | Second do. do. | do. |
| A $3^{*}$ | $\ldots$ | $\ldots$ | Third do. do. | do. |
| B | $\ldots$ | $\ldots$ | Mission School. |  |
| C 1 | $\ldots$ | $\ldots$ | Aborigines' Training School. |  |
| C | $\ldots$ | $\ldots$ | Aborigines School. |  |
| C | $\ldots$ | $\ldots$ | District Boarding School. |  |
| D | $\ldots$ | $\ldots$ | Evening School. |  |
| E | $\ldots$ | $\ldots$ | Under certain portions of the Glen Grey Act. |  |
| G.G. | $\ldots$ | $\ldots$ | Private Farm School. |  |
| P.F. | $\ldots$ | $\ldots$. | Special Institution. |  |
| Sp. | $\ldots$ | $\ldots$ |  |  |

## A．－TABLE SHOWING CLASSIFICATION OF PUPILS AFTER INSPECTION

I．arranged according to classes of schools in the several divisions of the colony． （For the Statistical Year ending 30th September，1906）．
（In this Table each School is reckoned in the Class to which it belonged at the time of Inspection．When a School has been inspected twice during the ear the figures of the later

| Name of Division and Class of School |  | Pur | pils． | $\overbrace{\mathrm{A} .}^{\substack{\text { Suburds. } \\ \text { Staudards. }}}$ |  | 售 | $\begin{aligned} & \text { H } \\ & \text { y } \\ & \text { y } \end{aligned}$ | $\begin{aligned} & \text { 號 } \\ & \text { 咅 } \end{aligned}$ |  | $\begin{aligned} & \dot{\circ} \\ & i \\ & \text { 部 } \end{aligned}$ | E |  |  | Pupil <br> Teachers |  |  |  | 皆 | 䣅 | 炭 | 硅 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | II． |  |  |  |  |  |  |  |
| A．COLONY． ABERDEEN ： <br> Inspector Freeman |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | 11 |  |  |  |  |  |  |  |  |  |  |
|  | $\ldots$ | 18 90 9 | 18 <br> 90 <br> 98 | $\begin{aligned} & 2 \\ & 12 \end{aligned}$ | ${ }_{10}^{20}$ | ${ }_{11}^{3}$ | ${ }_{20}^{7}$ | $\begin{aligned} & 3 \\ & 18 \\ & 18 \end{aligned}$ | $1 \ddot{15}$ | $\begin{array}{r} 1 \\ 4 \\ 4 \end{array}$ |  | $\ldots$ | $\ldots$ | $\ldots$ |  | $\ldots$ | $\ldots$ | 12 53 | ${ }_{5}^{2}$ | $\cdots$ | 14 73 7 | 12 12 62 |
| $\begin{array}{ll}\text { Pror } & . . . \\ \text { Pr } \\ \end{array}$ |  | 91 134 |  | ${ }_{62}^{23}$ | $\begin{aligned} & 10 \\ & { }_{21} \end{aligned}$ | ${ }_{14}^{13}$ | ${ }_{7}^{27}$ | 12 | ${ }_{6}^{5}$ | 4 | $\cdots$ |  |  | ．．． | $\ldots$ | ．．． | $\ldots$ | 39 30 |  | $\ldots$ | 58 50 50 | 47 <br> 28 |
| Total for Division |  | 519 | 506 | 125 | 56 | 45 | 97 | 73 | 47 | 31 | 17 | 11 | ．．． | ．．． | 3 | 1 | ．．． | 238 | 45 | ．．． | 334 | 269 |
| albany：$\square \ldots \ldots \ldots$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Bennie． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }_{\mathrm{A}}^{\mathrm{s} p}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { A1 } \\ & \text { A2 } \end{aligned}$ | $\ldots$ | $\begin{aligned} & 484 \\ & 159 \\ & 159 \end{aligned}$ |  | $\begin{aligned} & \ddot{68} \\ & 26 \end{aligned}$ | 26 16 | 37 22 22 | $\begin{aligned} & 34 \\ & 11 \end{aligned}$ | $\begin{aligned} & 144 \\ & \left.\begin{array}{l} 54 \\ 23 \end{array}\right) \end{aligned}$ | $\begin{aligned} & \begin{array}{l} 68 \\ 21 \\ 21 \end{array} \end{aligned}$ | $\begin{aligned} & \ddot{50} \\ & 14 \end{aligned}$ |  | $\stackrel{19}{19}$ | $\stackrel{\dddot{2} 3}{\substack{3}}$ | $\begin{aligned} & 32 \\ & \hdashline \\ & \hline \end{aligned}$ | $\begin{gathered} 44 \\ \stackrel{44}{5} \end{gathered}$ |  | $\begin{array}{r} 124 \\ \ldots . . \end{array}$ | $\begin{aligned} & 19 \\ & 200 \\ & 73 \end{aligned}$ | $\begin{aligned} & \frac{1}{22} \\ & 16 \end{aligned}$ |  | $\begin{aligned} & 488 \\ & 317 \\ & 106 \end{aligned}$ | ${ }_{285}^{487}$ |
|  | $\ldots$ | ${ }^{890}$ |  | $\begin{gathered} 200 \\ 11 \\ 11 \end{gathered}$ | ${ }_{7}^{91}$ | ${ }_{9}^{112}$ | ${ }_{1}^{136}$ | ${ }_{7}^{111}$ | $\stackrel{86}{4}$ | $\begin{aligned} & 35 \\ & 55 \end{aligned}$ | 48 4 | $\stackrel{1}{2}$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 284 28 | 114 10 | $\cdots$ | 500 <br> 50 <br> 40 | ${ }_{3}^{39}$ |
| Poor B． |  | 37 774 7 |  | ${ }_{281}^{7}$ | 90 | ${ }^{10} 113$ | ${ }_{110}^{5}$ | ${ }_{60}^{7}$ | － |  | $\cdots$ | ．．． | $\cdots$ | $\cdots$ | $\ldots$ | ．．． | $\ldots$ | 25 18 18 | ${ }^{10} 5$ | $\cdots$ | ${ }_{26}^{40}$ | ${ }_{19}^{27}$ |
| C．．．． |  |  |  | ${ }_{4}^{281}$ |  | 113 8 | 110 22 | 60 19 |  | 21 17 | $\begin{aligned} & 8 \\ & 2 \end{aligned}$ | ．．． | $\dddot{3}_{3}$ | 4 |  | ．．． |  | 200 39 | $\begin{aligned} & 117 \\ & 17 \end{aligned}$ | $\ldots$ | ${ }_{98}^{362}$ | ${ }_{\text {，}}^{218}$ |
| Total for Division | ．．． | 2752 | 2624 | 617 | 247 | 317 | 335 | 295 | 266 | 142 | 106 | 22 | 27 | 38 | 50 | 38 | 124 | 878 | 302 | 1 | 1547 | 114 |




| Name of Division and Class of School． | Pupils． |  | Sub－ Standards． |  |  |  |  |  | $\begin{aligned} & \text { b } \\ & \text { 荘 } \\ & \text { 馬 } \end{aligned}$ |  |  |  | Pupil Teachers． |  |  |  | $\begin{aligned} & \dot{0} \\ & \text { in } \\ & \text { \# } \end{aligned}$ |  | $\begin{aligned} & \dot{0} \\ & 0 \\ & \hline \end{aligned}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | E | o. | $\overbrace{\mathrm{A} .}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BEAUFORT WEST ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Freeman． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 1 ．．． | 320 | 298 | 63 | 26 | 25 | 25 | 39 | 35 | 26 | 31 | 13 | 8 | $\ldots$ | 4 | 3 | ．．． | 110 | 44 | $\ldots$ | 197 | 144 |
| A 3 P $\quad . .$. | 48 | 45 | 13 | 5 | 11 | 4 | 5 | 5 | $\cdots$ | $\stackrel{2}{8}$ | $\cdots$ | $\ldots$ | $\ldots$ | $\ldots$ |  |  | ${ }_{3}^{8}$ | 10 | ．．． | 27 96 | 14 52 |
| P．F．．．．．．． | 125 | 125 | 17 | 26 | 22 | 13 | 17 | 15 | 6 | 8 | 1 | $\ldots$ | $\cdots$ | $\cdots$ | ．．． | $\ldots$ | 35 31 | 19 | $\ldots$ | 96 43 | 52 <br> 38 <br> 8 |
| Poor ．．．． | 84 | $\begin{array}{r}78 \\ \hline\end{array}$ | 19 | 20 | 13 | 11 | 10 | 5 | $\ldots$ | ．．． | $\ldots$ | $\ldots$ | ．．． | ．．． | ．．． | ．．． | 31 51 | 4 <br> 8 | $\ldots$ | 43 94 | 38 70 |
| B． | 309 | 274 | 130 | 61 | 37 | 30 | 13 | 3 | ．．． | ．．． | ．．． | ．．． | ．．． | ．．． | ．．． | $\ldots$ |  |  |  |  |  |
| Total for Division | 886 | 820 | 242 | 138 | 108 | 83 | 84 | 63 | 32 | 41 | 14 | 8 | ．．． | 4 | 3 | ．．． | 235 | 85 | ．．． | 457 | 318 |
| BEDFORD ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Bennie． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 1 ．．．．．． | 110 | 105 | 8 | 4 | 7 | 8 | 10 | 19 | 12 | 15 | 9 | 11 | 1 | $\because$ | 1 | $\ldots$ | 52 | 9 | $\cdots$ | 80 |  |
| A 3 －${ }^{\text {P }}$ ． | 90 | 85 | 14 | 10 | 11 | 16 | ${ }^{7}$ | 11 | 8 | 3 | $\ldots$ | $\cdots$ | 2 | 3 | ．．． | $\ldots$ | 32 | 7 | ．．． | ${ }_{56}^{58}$ | 47 |
| P．F．$\quad$ ．． | 72 | 72 | 9 | 6 | 12 | 7 | 11 | 13 | 7 | 6 | $\ldots$ | 1 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 24 9 | 8 2 | $\ldots$ | $\underset{26}{56}$ | 44 19 |
| Poor $\quad$ ．．． | 51 | 50 | 22 | 6 | 9 | 5 | 8 | $\cdots$ | $\ldots$ | $\cdots$ | $\ldots$ | ．．． | $\cdots$ | $\cdots$ | $\cdots$ | $\cdots$ | 9 33 | $\stackrel{2}{36}$ | $\cdots$ | $\begin{aligned} & 22 \\ & 95 \end{aligned}$ | 19 |
| B．．．．．．． | 263 | 238 | 128 | 35 | 31 | 27 | 12 | 5 | ．．． | ．．． | ．．． | ．．． | ．．． | ．．． | ．．． |  |  |  | 1 |  | 44 |
| Total for Division | 586 | 550 | 181 | 61 | 70 | 63 | 48 | 48 | 27 | 24 | 9 | 12 | 3 | 3 | 1 | $\ldots$ | 150 | 62 | 1 | 311 | 219 |
| BREDASDORP ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Theron． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 2 ．．． | 190 | 182 | 22 | 17 | 28 | 21 | 23 | 26 | 15 | 19 | 6 | ．．． | 2 | 1 | 2 | ．．． | 93 | 15 | ．．． | 140 |  |
| A 3 ．．． | 51 | 50 | 7 | 4 | 9 | 10 | 10 | 7 | 2 | ．．． | 1 | ．．． | ．．． | ．．． | $\ldots$ | $\ldots$ | 26 | 8 | $\ldots$ | 40 | 31 |
| P．F． | 153 | 150 | 34 | 19 | 36 | 29 | 11 | 15 | 6 | ．．． | ．． | ．．． | ．．． | ．．． | ．．． | ．．． | 46 | 11 | ．．． | 103 | 82 |
| $\begin{array}{ll}\text { Poor } \\ \text { B．} & \ldots \\ \end{array}$ | 146 | 127 | 33 | 32 | 27 | 20 | 7 | 7 | 1 | ．．． | ．．． | $\ldots$ | ．．． | ．．． | ．．． | $\ldots$ | 23 | 15 | $\ldots$ | 66 183 | 46 |
| B．$\quad$. | 439 | 409 | 164 | 82 | 57 | 55 | 33 | 18 | ．．． | ．．． | ．．． | ．．． | ．．． | ．．． | ．．． | ．．． | 121 | 56 | ．．． | 183 | 134 |
| Total for Division | 979 | 918 | 260 | 154 | 157 | 135 | 84 | 73 | 24 | 19 | 7 | $\ldots$ | 2 | 1 | 2 | ．．． | 309 | 105 | ．．． | 532 | 410 |








| Name of Division and Class of \＆ichool． | Pupils． |  | Sub－ Standards |  |  | $\begin{aligned} & \text { घ } \\ & \text { 利 } \\ & \text { 岢 } \end{aligned}$ |  | $\begin{aligned} & \dot{E} \\ & \text { च } \\ & \text { 荡 } \end{aligned}$ |  |  | $\begin{aligned} & \text { E } \\ & \text { 矿 } \\ & \text { 咗 } \end{aligned}$ |  | $\begin{aligned} & \text { Pupil } \\ & \text { Teachers. } \end{aligned}$ |  |  |  |  |  |  | $\begin{aligned} & \text { تّ } \\ & \text { ü } \\ & \text { dx } \\ & \text { an } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \％\％ |  | A． | B． |  |  |  |  |  |  |  |  | I． | II． | III． |  |  |  |  |  |  |
| HERSCHEL ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Pressly． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 35 2707 | 33 2567 | 1292 | 1 308 | 9 263 | $\begin{array}{r}3 \\ 288 \\ \hline\end{array}$ | $\begin{array}{r} 5 \\ 198 \end{array}$ | 12.4 | 3 68 | $\begin{array}{r}1 \\ 28 \\ \hline\end{array}$ |  | ．．． |  |  |  |  | 15 595 | 4 259 |  | － $\begin{array}{r}26 \\ 1054\end{array}$ | 22 713 |
| C 1 ．．． |  |  |  |  |  |  | ．．． | 12 | \％ | $\ldots$ | ．．． | $\ldots$ | 31 | 18 | 7 | $\ldots$ | ${ }^{\text {．．．}}$ |  |  | 仡 |  |
| Total for Division | 2798 | 2656 | 1299 | 309 | 272 | 291 | 203 | 126 | 71 | 29 | $\ldots$ | $\ldots$ | 31 | 18 | 7 | ．．． | 610 | 263 | ．．． | 1080 | 735 |
| HOPE TOWN： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Grant． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 2 | 130 | 129 | 24 | 10 | 24 | 25 | 14 | 12 | 12 | ＋ | 2 | 1 | $\ldots$ | 1 |  | ．．． | 65 | 8 | ．．． |  |  |
| A．${ }_{\text {A }}$ | 67 44 | 67 44 | 11 | $1{ }_{8}^{12}$ | 15 2 | 11 4 | 9 12 | 4 | ＋3 | 1 | 1 | $\ldots$ | ．．． | $\ldots$ | $\ldots$ | ．．． | 33 6. | 6 | ．．． | 45 <br> 35 | 33 30 |
| B． | 113 | 112 | 75 | 17 | 8 | 9 | 3 |  | ．． | 1 | ．．． |  | ．．． | ．． |  |  | 13 | 7 | $\ldots$ | 21 | 13 |
| Total for Division | 354 | 352 | 112 | 47 | 49 | 49 | 38 | 21 | 25 | 6 | 3 | 1 | ．．． | 1 | ．．． |  | 117 | 21 | ．．． | 195 | 158 |
| HUMANSDORP： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Robinson． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 2 | 127 | 122 | 14 |  |  |  | 19 | 18 |  |  |  |  | 2 |  |  |  |  | 2 |  | 91 |  |
| ${ }_{\text {A }}^{\text {A }}$ ¢ | 328 | 322 | 53. | 50 | 47 | ${ }_{11}^{45}$ | 38 | 4.3 | $2 \cdot 2$ | 15 | 3 | 5 |  | 1 | $\ldots$ |  | 126 | 34 | $\ldots$ | 224 | 169 |
| $\stackrel{\text { P．F．}}{\text { Poor }}$ | 85 188 | $\begin{array}{r}83 \\ 184 \\ \hline\end{array}$ | 13 56 | ${ }_{28}^{68}$ | 16 20 | 11 29 | 10 20 | 14 13 | 9 11 | 4 4 | 3 |  |  | $\ldots$ | $\ldots$ |  | 35 | 10 | $\ldots$ | ${ }^{65}$ | 48 |
| ${ }^{\text {Poor }}$ | 188 | ${ }_{45}^{184}$ | ${ }_{188}^{56}$ | ${ }_{78}^{28}$ |  |  | 33 |  |  |  | ．．． | $\ldots$ | 4 | ．．． | ．．． |  | ${ }_{111}$ | 62 | ．．． |  | 137 |
| Total for Division | 1214 | 1164 | 324 | 169 | 174 | 149 | 120 | 98 | 56 | 40 | 11 | 8 | 6 | 7 | 2 |  | 367 | 125 | $\ldots$ | 688 | 516 |
| Jansenville ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Freeman． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | 8 | 2 | 1 | 4 | 1 | ．．． | ．．． |  |  | $\ldots$ | 101 |  |
| A ${ }_{\text {A }}$ | 164 | 154 | 51 | $24$ | 26 | 10 | 15 | 13 | $\stackrel{2}{1}$ | \％ | ．． | ．． | ．．． | 1 | ．．． | ．．． | 36 | 10 | ．．． | 91 | 49 |
| Poor $\ldots$ | 66 259 | 62 244 | ${ }_{88}^{11}$ | 10 | 9 40 | 10 29 | 12 20 | 7 | 1 | 2 | ． | ．． |  |  | $\ldots$ |  | 55 | 15 | $\ldots$ | 110 | 77 |
| B． | 146 | 139 | 75 | 15 | 21 | 18 | 6 | 4 | ．．． | ．．． | ．．． | ．．． |  | ．．． | ．．． | ．．． | 35 | 12 | $\ldots$ | 55 | 42 |
| Total for Division | 765 | 729 | 238 | 119 | 110 | 102 | 78 | 51 | 13 | 10 | 2 | 1 | 4 | 1 | ．．． |  | 16.5 | 48 |  | 404 | 282 |


| Name of Division and Class of School． | $\overbrace{\text { Pupils．}}$ |  | Sub－ Standards |  | $\begin{aligned} & \text { H } \\ & \text { ug } \\ & \text { 砍 } \end{aligned}$ |  | $\begin{aligned} & B \\ & \vec{H} \\ & \text { 合 } \end{aligned}$ | $\begin{aligned} & = \\ & \dot{y} \\ & \text { y } \end{aligned}$ | $\begin{aligned} & \dot{7} \\ & \dot{\tilde{U}} \\ & \ddot{\tilde{0}} \end{aligned}$ | $\begin{aligned} & \dot{F} \\ & \text { in } \\ & \text { 部 } \end{aligned}$ |  |  | $\begin{aligned} & \text { Pupil } \\ & \text { Teachers. } \end{aligned}$ |  |  |  |  |  | 哭 |  | 尔 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \％ | \％ |  |  |  |  |  |  |  |  |  |  | I． | II． | III． |  |  |  |  |  |  |
| KENHARDT |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Graut． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { A }{ }_{\text {P.F. }} \end{aligned}$ | 399 25 | 389 24 | 206 5 | $\begin{array}{r}49 \\ 3 \\ \hline\end{array}$ | $\begin{array}{r}56 \\ 8 \\ \hline\end{array}$ | 39 1 | $\cdot \begin{array}{r} 51 \\ \hline \end{array}$ | 13 2 | 4 | $\ldots$ | $\ldots$ | $\ldots$ | 1 | ．．． | ．．． | ．．． | $\sqrt{95}$ | $\stackrel{2}{4}$ |  | 135 19 | 125 11 |
| Total for Division | 424 | 413 | 211 | 52 | 64 | 40 | 26 | 15 | ＋ | ．．． | ．．． | ． | 1 | ．．． |  | ．． | 100 | 6 |  | 154 | 136 |
| KIMBERLEY ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Satchel． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 1 ．．． | 824 | 781 | 99 | 30 | 61 | 81 | 115 | 139 | 128 | 53 | 41 | 25 | 2 | 1 | 4 | 2 | 330 | 102 | 1 | 648 |  |
| E．${ }_{\text {A }}$ | 165 | 134 40 | $\stackrel{26}{12}$ | 10 | 12 | ${ }_{6}^{22}$ | 24 2 | 10 | ．11 | ． | 1 | $\ldots$ | 1. | $\ldots$ |  | $\ldots$ | 51 | 8 |  | 89 29 29 | 74 6 |
| P．F． P． | 44 |  | 10 | 5 | 6 | 12 | 5 | 3 | $\ldots$ |  | ．．． | $\ldots$ |  | $\ldots$ | $\ldots$ | $\ldots$ | ．．． | 2 | ．．． | 26 | 17 |
|  |  |  | 19 |  | 5 |  | ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  | 19 | 10 |
| B． | 1208 | 1064 | 485 | 164 | 177 | 120 | 74 | 28 | 12 | 1 | ．．． | ．．． | ．．． | 2 | 1 | ．．．． | 219 | 103 | 2 | 462 | 310 |
| Total for Division ．．． | 2322 | 2105 | 651 | 237 | 270 | 248 | 226 | 181 | 151 | 61 | 42 | 25 | 3 | 3 | 5 | 2 | 600 | 215 | 3 | 1266 | 919 |
| King william＇s town ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Bond． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 1 | 352 383 | 343 353 | 17 | 12 | 10 | 26 | 30 | 54 | 59 | 54 | 35 | 46 | ， | ， |  |  | 178 | 56 |  | 304 | 232 |
| A 3 ．．．$\ldots$ | 388 796 | ${ }_{756}$ | 129 129 | 109 | ${ }_{95}^{49}$ | 105 | 128 | 85 | ${ }^{22}$ | 3 15 | 3 | ．．． | 17 | ${ }_{10}^{2}$ | $\stackrel{2}{7}$ | $\ldots$ | 177 297 | 18 82 | ．．． | 219 510 | 197 |
| P．F．$\ldots$ ．．．.. | 29 | 28 | 7 | 4 | 7 | 2 | 5 | 2 | 1 | ．．． | ．．． | ．．． | ．．． | ．．． | ．．． | ．．． | 8 | 4 |  | 20 | 14 |
| $\begin{array}{lll}\text { Poor } \\ \text { B．} & \ldots & \ldots \\ \text { ar }\end{array}$ | 112 | 107 | 438 | 19 | 20 | 18 | 4 | $\stackrel{2}{2}$ | ${ }_{81}^{1}$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 25 | 9 | 1 | 47 | 37 |
|  | 73 | ${ }_{73}$ | 2.84 |  | 840 | 72 | 58 |  | 81 | 3 | $\ldots$ |  | 47 | 17 | 9 | $\ldots$ | 1087 | 1250 | 5 | ภ． | 156 |
| C．．．． | 224 | 201 | 38 | 37 | 25 | 27 | 29 | 11 | 10 | 14 | ．．． | ．．． | 7 | 3 | ．．． |  | 71 | 22 | ．．． | 131 | 87 |
| Total for Division | 8824 | 7869 | 2707 | 1262 | 1052 | 935 | 817 | 543 | 227 | 118 | 38 | 46 | 74 | 32 | 18 | ．．． | 1843 | 1447 | 57 | 4370 | 2542 |


| Name of Division and Class of School． | Pupis． |  | Sub－ Standards |  | $\begin{aligned} & \text { - } \\ & \text { 部 } \\ & \text { シ̈n } \end{aligned}$ |  |  | $\begin{aligned} & = \\ & \text { ت } \\ & \text { In } \end{aligned}$ | $\begin{aligned} & \bar{z} \\ & \dot{\pi} \\ & \stackrel{y}{n} \end{aligned}$ |  | $\begin{aligned} & \text { E } \\ & \text { jun } \\ & \text { 惰 } \end{aligned}$ |  | $\begin{aligned} & \text { Pupil } \\ & \text { Teacbers. } \end{aligned}$ |  |  |  |  |  | $\begin{aligned} & \dot{\mathrm{O}} \\ & \stackrel{\rightharpoonup}{\mathrm{E}} \end{aligned}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | A． |  |  |  |  |  |  |  |  |  | I． | II． | III． |  |  |  |  |  |  |  |
| KNYSNA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 23 A 3 | 192 167 | 188 165 | 19 44 | 18 26 | ${ }_{26}^{25}$ | 16 20 | 18 26 | 10 16 | 31 7 | 2. $\ldots$ | 5 | 3 | $\ldots$ | 8 | $\checkmark$ | $\ldots$ | 107 79 | 14 | $\ldots$ | 139 99 | ${ }_{8}^{110}$ | F |
| $\stackrel{\text { P．F．}}{\text { Poor }}$ | 31 | $\begin{array}{r}31 \\ .34 \\ \hline\end{array}$ | ${ }^{9}$ | 5 | ${ }^{6}$ | $6{ }_{6}^{6}$ | 52 | 5 | 20 |  | $\ldots$ |  | $\ldots$ |  |  | $\ddot{2}$ | $\stackrel{5}{188}$ | $\frac{4}{7}$ | i | － 19 | 13， | \％ |
| B． |  |  | $\begin{aligned} & 160 \\ & 168 \end{aligned}$ |  | 34 | 23 | 7 |  | 2 | 2 | ．．． | ．．． |  | 2 | ． |  | ， 35 | 18 | 1 | 80 | 4.9 | － |
| Total for Division | 1242 | 1206 | 400 | 191 | 170 | 129 | $10 \overline{5}$ | 85 | 60 | 31 | ； | 3 | 5 | 12 | 8 | 2 | $41+$ | 110 | 2 | 61.5 | 467 |  |
| KOMGHA ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Young． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc$ |
| A 1 ．．． | 68 |  | 10 | 5 | $+$ | ${ }^{9}$ |  |  |  | ， | 2 | 2 |  | 3. |  | $\ldots$ | ${ }_{15}^{2+}$ | 4 | $\ldots$ |  |  | － |
| A ${ }_{\text {P }}^{\text {P．F．}}$ | 46 <br> 57 | 44 57 | 11 10 | $\stackrel{6}{3}$ | $1{ }_{1}^{4}$ | 115 | 1 | 8 | 1 | 2 |  | $\ldots$ |  | $\ldots$ |  |  | 31 | $\stackrel{+}{+}$ |  | 28 4 4 | － 403 | $\because$ |
| ${ }_{\text {B．}}$ | 143 | 139 | 57 | 13 | 19 | 15 | 17 | 18 |  |  | ．．． |  | $\ldots$ | ．．． |  |  | ＋3 | 23 | 1 | 72 | 54 | $\Xi$ |
| Tutal for Division． | 314 | 306 | 88 | 27 | 38 | 50 | 35 | 43 | 10 | 8 | 2 | 2 | $\ldots$ | 3 | ．．． |  | 114 | 38 | 1 | 193 | 156 |  |
| LADISMITH： <br> Inspector Watermeyer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 1 ．．． | 181 | 178 | 48 | 12． |  |  |  | ${ }^{10}$ | 17 | 15 | 12 | 7 | $\ldots$ | $\ldots$ | ， |  | 84 | 10 |  | 110 | 98 | － |
| A 3 ＋oor | 394 <br> 152 | 385 146 | 89 44 | ${ }_{31}{ }^{2}$ | 81 23 | 23， | 38 <br> 20 <br> 1 | $\begin{array}{r}29 \\ 3 \\ \hline\end{array}$ | $\begin{array}{r}31 \\ 2 \\ \hline\end{array}$ | 7 | ．．． | ．． | ．．． | ．．． | 2 |  | 174 38 | 41 19 | ．．． | 252 73 | 195 49 | $\stackrel{6}{6}$ |
| B． | 376 | 355 | 137 | 90 | 59 | 50 | 17 | 2 |  | ．．． | ．．． | ．．． | ．． |  |  |  | 67 | 51 | 3 | 147 | 93 | I |
| Total for Division | 1103 | 1064 | 318 | 185 | 186 | 145． | 89 | 44 | 50 | 22 | 15 | 7 | ．． | $\ldots$ | 3 |  | 363 | 121 | 3 | 582 | 435 |  |
| LAINGSBURG： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Robertson． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 3 ．． | 204 | 202 | 50 | 32 |  |  |  |  |  |  | 2 | ．．． | 3 | ．．． | ．．． |  |  |  |  |  |  |  |
| P．F． | 17 | 17 | $\ldots$ | 3 | 3 |  | 1 | 6 | $\frac{3}{5}$ | 1 | ．．． | ．．． | ．．． | $\cdots$. | $\ldots$ | $\ldots$ | 4 | 1 | 4 | ${ }_{60}^{15}$ | $\stackrel{9}{4}$ |  |
| B．${ }^{\text {Bor }}$ ．．．．．． | ＋ 84 | ${ }^{13}$ | 35 | 17 | ${ }_{9}$ | 16 | ${ }_{6}$ |  |  | ．．． | ．．． | ．．． | $\ldots$ | $\ldots$ |  | ．．． | 13 | 19 | 4 | 24 | 17 |  |
| Total for Division ．．． | 439 | 397 | 105 | 80 | 46 | 57 | 46 | 32 | 22 | 4 | 2 | ．．． | 3 | ．．． | ．．． | $\ldots$ | 142 | 36 | $+$ | 227 | 178 |  |



| Name of Division and |  |  | $\overbrace{A .}^{\begin{array}{c} \text { Sub- } \\ \text { Standards. } \end{array}}$ |  |  |  | $\begin{aligned} & \text { E } \\ & \text { Hy } \\ & \text { In } \end{aligned}$ |  |  |  |  |  | Pupil Teachers． |  |  |  | $\begin{aligned} & \dot{\omega} \\ & \text { E. } \\ & \text { Eu } \end{aligned}$ | 先 | $\begin{aligned} & \dot{\tilde{j}} \\ & \stackrel{y}{0} \\ & \hline \end{aligned}$ |  |  | $\stackrel{\infty}{\infty}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class of School． | छ亏் | 边花 |  |  | I． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| MOLTENO ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 3 | 97 | 94 | 13 | 14 |  | 15 | 14 | 17 | 12 | 1 | 3 | 2 | ， | $\ldots$ | $\ldots$ |  | $\ldots$ | $\ldots$ | 43 | 2 | $\ldots$ | 68 | 57 | $=$ |
| P．F． | 123 | 123 | 29 | 16 | 28 | 10 | 15 | 11 | 8 | 6 | ．．． | ．．． | ．．． | $\ldots$ | $\ldots$ | $\ldots$ | 30 | ， | $\ldots$ | 82 | 69 | － |
| Poor | 110 | 104 | 31 | 21 | 15 | 12 | 16 | 9 | $\cdots$ | $\cdots$ | $\ldots$ | $\ldots$ |  | $\ldots$ | $\ldots$ | $\cdots$ | 37 | 3 | $\cdots$ | 52 | 32 | 8 |
| B．$\quad$. | 62 | 56 | 28 | 7 | 6 | 6 | 3 | 5 | 1 | $\ldots$ | ．．． | ．．． | ．．． | $\ldots$ | $\ldots$ | ．．． | 11 | 7 | 1 |  | 13 | 포 |
| Total for Division | 561 | 539 | 123 | 76 | 82 | 61 | 72 | 61 | 26 | 21 | 7 | 6 | ．．． | 2 | 2 | $\ldots$ | 201 | 23 | 1 | 340 | 265 | 8 |
| MONTAGU ： <br> Inspector Robertson． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Robertson． $\text { A } 1$ | 272 | 26. | 23 | 22 | 31 | 31 | 29 | 39 | 27 | 20 | 18 | 22 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 158 | 14 | $\ldots$ | 198 | 181 |  |
| A 3 | 131 | 131 | 17 | 15 | 21 | 27 | 20 | 13 | 11 | 7 | ．．． | $\ldots$ | $\cdots$ | $\ldots$ | $\ldots$ | $\ldots$ | 81 | 16 2 | $\ldots$ | 106 4 | 78 | 8 |
| P．F． | 9 12 | \％） |  | 5 | ${ }_{11}^{2}$ | 21 | 1 | 5 | 3 | ， | $\ldots$ | $\cdots$ | $\ldots$ |  |  |  | $31^{2}$ | $\stackrel{2}{5}$ | $\ldots$ | 51 | 1 4 | $\gtrless$ |
| $\begin{array}{ll}\text { Poor } \\ \text { B．} & \ldots \\ \end{array}$ | $\begin{aligned} & 124 \\ & 102 \end{aligned}$ | $\begin{array}{r} 122 \\ 89 \end{array}$ | $\begin{aligned} & 45 \\ & 34 \end{aligned}$ | $\begin{aligned} & 26 \\ & 24 \end{aligned}$ | $\begin{aligned} & 11 \\ & 23 \end{aligned}$ | 21 | 1 | ． | 3 | $\stackrel{.}{ }$ | $\ldots$ | $\ldots$ | $\ldots$ | 2 | $\ldots$ | $\ldots$ |  | 25 | $\ldots$ | 43 | 18 | § |
| Total for Division | 638 | 613 | 119 | 92 | 88 | 87 | 58 | 57 | 41 | 29 | 18 | 22 | $\ldots$ | 2 | $\ldots$ | $\ldots$ | 290 | 62 | ．．． | 402 | 322 |  |
| MOSSEL BAY ：$\square$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Mitchell． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A． 1 ．．． | 158 | 15.5 | 27 | 11 | 12 | 18 | 11 | 21 | 24 | 14 | 1 | 4 |  |  | 5 |  |  | 14 | $\ldots$ |  |  |  |
| A 3 | 541 | 531 | 158 | 65 | 63 | 84 | 76 | 48 | 23 | 10 | 1 | ．．． | 1 | 1 | $\cdots$ | 1 | 208 | 73 | $\ldots$ | 324 | 222 | 3 |
| $\begin{array}{ll}\text { P．F．} \\ \text { Poor } & \ldots \\ \end{array}$ | 9 172 | 9 166 | 71 | $21^{2}$ | 4 23 | 14 | ${ }_{27}^{1}$ | 9 | $\ldots$ | $\ddot{1}$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\begin{array}{r}3 \\ 4 \\ \hline\end{array}$ | 3 19 | $\ldots$ | 6 82 | $\begin{array}{r} 3 \\ 52 \end{array}$ | E |
| B． | 518 | 451 | 278 | 67 | 58 | 37 | 9 | 2 | ．．． | ．．． | ．．． | ．．． | ．．． | ．．． |  |  | 69 | 47 | ．．． | 121 | 74 | \％ |
| Total for Division | 1398 | 1312 | 536 | 166 | 160 | 153 | 124 | 80 | 47 | 25 | 9 | 4 | 1 | 1 | ＇5 | 1 | 393 | 156 | $\ldots$ | 641 | 433 | \％ |
| MURRAYSBURG |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Hill． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 1 | 131 | 129 | 19 | 5 | 13 | 11 | 13 | 22 | 14 | 15 | 9 | 6 | $\ldots$ | 1 | 1 | $\ldots$ | 74 | 6 | $\ldots$ |  |  |  |
| P．F． | 49 | 49 | 5 | 1 | 6 | 9 | 10 | 7 | 7 | 3 | 1 | $\ldots$ | $\cdots$ | $\ldots$ | ．． | $\ldots$ | 35 | 7 | ．．． | 44 | 28 |  |
| B． | 66 | 62 | 36 | 16 | 5 | 4 | 1 | $\ldots$ | ．．． |  |  | ．．． | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 7 |  | ．．． | 11 | 7 |  |
| Total for Division | 246 | 240 | 60 | 22 | 24 | 24 | 24 | 29 | 21 | 18 | 10 | 6 | ．．． | 1 | 1 | $\ldots$ | 116 | 17 | ．．． | 152 | 120 |  |


| Name of Division and Class of School． | Pupils． |  |  |  |  |  | $\begin{aligned} & \text { I } \\ & \text { I } \\ & \text { dy } \\ & \text { H } \end{aligned}$ | $\begin{aligned} & \text { خ } \\ & \text { 宊 } \\ & \text { N్N } \end{aligned}$ |  | Fت\＃名 |  |  | Pupil Teachers． |  |  |  | $\begin{aligned} & \dot{0} \\ & \frac{\dot{0}}{50} \\ & i=7 \end{aligned}$ | $\underset{\text { ®゙ }}{\substack{\dot{\pi}}}$ |  |  | \％ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\approx \frac{1}{0}$ |  |  |  | I． |  |  |  |  |  |  |  |  | III． |  |  |  |  |  |  |
| NAMAQUALAND ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Hofmeyr． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { A } 3 \\ & \text { B. } \end{aligned}$ | 156 1340 | $\begin{array}{r} 153 \\ 1169 \end{array}$ | 36 733 | $\begin{array}{r} 29 \\ 205 \end{array}$ |  | $\begin{array}{r} 23 \\ 105 \end{array}$ | $\begin{aligned} & 21 \\ & 64 \end{aligned}$ | $\begin{aligned} & 17 \\ & 50 \end{aligned}$ | 18 9 | $\begin{aligned} & 5 \\ & 1 \end{aligned}$ | 1 | 2 <br> .. |  | 1 | $\ldots$ |  |  | $\begin{array}{r} 56 \\ 134 \end{array}$ | $\begin{aligned} & 11 \\ & 74 \end{aligned}$ | 1 | 93 281 | $\begin{array}{r} 74 \\ 181 \end{array}$ |
| Total for Division | 1496 | 1322 | 769 | 234 | 128 | 85 | 67 | 27 | 6 | 2 | 2 | ．．． | 2 | ．．． | ．．． | ．．． | 190 | 85 | 1 | 374 | 255 |
| OUDTSHOORN |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Mitchell． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 1 ．．． | 468 | 451 | 68 | 27 | 36 | 58 | 47. | 64 | 52 | 49 | 16 | 21 | 3 | 9 | 1 | $\ldots$ | 202 | 68 | 1 | 346 | 257 |
| A 2 ．．． | 156 | 148 | 44 | 20 | 13 | 20 | 15 | 17 | 7 | 9 | 3 |  | ．．． |  | ．．． | ．．． | 75 | 6 |  | 84 | 78 |
| A 3 | 1430 | 1391 | 411 | 200 | 231 | 221 | 165 | 122 | 32 | 5 | ． 2 | 1 | ．．． | 1 | ．．． | ．．． | 513 | 127 | 2 | 814 | 621 |
| E． | 22 | 18 | 1 | 7 | 6 | 1 | 3 |  |  |  | ．．． | ．．． | ．．． | ．．． | ．．． | ．．． | 6 | 3 | ．．． | 14 | 9 |
| P．F． | 31 | 31 | 11 | 6 | 5 | 4 | $\stackrel{2}{2}$ | 1 | 2 | $\cdots$ | $\ldots$ | ．．． | $\ldots$ | ．．． | ．．． | ．．． | 3 | 1 | ．．． | 18 | 13 |
| Poor | 310 | 301 | 112 | 69 110 | 54 90 | 39 | 22 38 | 15 | 4 | 2 | $\ldots$ | ．．． | ．．． | $\ldots$ | $\ldots$ | $\ldots$ | 64 131 | 20 66 | $\cdots$ | 127 241 | 94 167 |
| B． | 728 | 684 | 362 | 110 | 90 | 63 | 38 | 15 | 4 | 2 | $\ldots$ |  |  |  |  |  |  |  | 1 |  |  |
| Total for Divisiou | 3145 | 3024 | 1009 | 439 | 435 | 406 | 292 | 224 | 97 | 65 | 21 | 22 | 3 | 10 | 1 | ．．． | 994 | 291 | 4 | 1644 | 1239 |
| PAARL ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Golightly． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 159 |  |  | 10 |  |  |  |  |  |  |  |  |  |  |  | ${ }^{20}$ | $\stackrel{2}{2}$ |  | 40 1538 |  |
| A 1 | 1835 | 1792 | 117 | 99 | 104 | 115 | 152 74 | 219 67 | 203 77 | 238 | 219 39 | 274 | 4 | 6 2 | 27 | 15 | 806 336 | 223 27 | 2 | 1538 449 | 1201 402 |
| A 2 |  |  | 52 65 | 54 36 | 75 34 | 61 42 | 74 15 | 67 <br> 29 | 77 10 | 51 | 39 | 9 | $\ldots$ | 2 | 1 | $\ldots$ | 336 73 | 15 | 2 | 130 | 103 |
| P．F． |  | 50 | 13 | 9 | 10 | 6 | 4 | 7 | － | 1 | $\ldots$ |  | $\ldots$ |  |  |  | 6 | 8 | $\ldots$ | 28 | 22 |
| Poor |  | 144 |  | 31 | 26 | 23 | 17 | 5 |  |  |  |  | ．．． |  |  |  | 51 | 4 |  | 71 | 64 |
| B． | 1688 | 1536 | 722 | 262 | 244 | 142 | 86 | 53 | 14 | 8 |  |  | ．．． | 3 | 2 |  | 376 | 140 | ．．． | 589 | 412 |
| Total for Division | 4699 | 4471 | 1014. | 496 | 503 | 406 | 358 | 375 | 304 | 302 | 258 | 283 | 31 | 48 | 65 | 28 | 1668 | 419 | ＋ | 2845 | 2239 |







| Name of Division and Class of School. | Pupils. |  | $\overbrace{\text { A. }}^{\text {Standards. }} \begin{gathered} \text { Sub } \end{gathered}$ |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \text { Pupil } \\ & \text { Teachers. } \end{aligned}$ |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% |  |  |  | I. |  |  |  |  |  |  |  | II. | III. |  |  |  |  |  |  |
| TARKA : |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Logie. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 1 | 194 | 190 | 20 | 18. |  | 17 | 28 | 17 |  | 22 | 20 | 6 | 14 | ... | 3 | 3 | $\ldots$ |  |  | ... |  |  |
| A P.F. | 58 81 | 57 <br> 81 | 9 19 | 8 | 11 | 11 | 4 8 | 11 | 4 6 | $\stackrel{2}{3}$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 28 | $10^{2}$ | $\ldots$ | $\frac{42}{56}$ | $\begin{aligned} & 39 \\ & 35 \end{aligned}$ |
| Poor | 69 |  | 28 | 10 | 10 | 8 | 8 | 3 |  |  | ... | ... | ... | ... | ... | $\ldots$ | 19 | 3 | $\ldots$ | $\stackrel{9}{29}$ | 27 |
| B. | 346 | 324 | 154 | 67. | 42 | 26 | 25 | 8 | 2 | ... | $\ldots$ | $\ldots$ | ... | $\ldots$ | ... | ... | 51 | 16 | $\ldots$ | 110 | 84 |
| Total for Division | 748 | 719 | 230 | 110 | 89 | 88 | 62 | 55 | 34 | 25 | 6 | 14 | ... | 3 | 3 | ... | $220)$ | 39 | ... | 3.1 | 305 |
| tulbagh : |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Hofmeyr. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 1 | 143 | 141 | 9 | 9 | 9 | 16 | 21 | 22 | 17 | 10 | 11 | 11 | $\ldots$ | 3 | 3 |  | 7 | 13 |  | 111. | 90 |
| A.3. | 175 15 | 173 15 | $\stackrel{22}{1}$ | 17 1 | $\begin{array}{r}24 \\ 3 \\ \hline\end{array}$ | $\stackrel{22}{3}$ | 32 $\ldots$ | $\begin{array}{r}30 \\ 2 \\ \hline\end{array}$ | 21 2 | 5 3 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 118 9 | 13 1 | $\ldots$ | 136 13 13 | 118 12 |
| B. | 563 | 508 | 279 | 89 | 55 | 52 | \% 4 | ${ }_{9}$ |  | ... | $\ldots$ | ... | ... | $\ldots$ |  | ... | 99 |  | $\ldots$ | $15 \%$ | 97 |
| Total for Division | 896 | 837 | 311 | 116 | 91 | 93 | 77 | 63 | 40 | 18 | 11 | 11 | ... | 3 | 3 | ... | 300 | 78 | ... | 417 | 317 |
| UITENHAGE : |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Milne. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sp. | 73 |  |  | 5 | 16 | 15 | 17 | 10 | 7 |  |  | 1 |  |  |  |  | 52 | 6 |  | 68 | 60 |
| A 1 A 3 | 574 640 | 554 606 | 75 168 | ${ }_{84}^{52}$ | 49 108 | ${ }_{95}^{61}$ | 6.3 | 89 6.3 | 70 21 | 45 | 21 | 19 | $\cdots$ | $\overline{7}$ | 3 | $\ldots$ | 267 | 54 | ... | 417 | 336 |
| E. | 65 | ${ }_{64}^{606}$ | 168 | 84 | 1 | 2 | 11 | 28 | 15 | 7 | $\ldots$ | $\ldots$ | . | $\stackrel{2}{2}$ | 1 | ... | 235 10 | 43 17 | $\cdots$ | \% 6.4 | 298 29 |
| P.F. | 217 | 213 | 42 | 26 | 36 | 29 | 30 | 34 | 13 | 3 | $\ldots$ | $\ldots$ | $\ldots$ | $\cdots$ |  |  | 81 | 13 |  | 150 | 124 |
| Poor | ${ }_{6}^{64}$ | $\bigcirc$ | 14 |  | 12 | 13 | 11 | 4 |  | 1 |  | ... |  | $\ldots$ | $\ldots$ | $\ldots$ | 24 | 2 |  | 43 | 33 |
| B. | 639 | 579 | 240 | 111 | 81 | 66 | 46 | 22 | 10 | 3 | $\ldots$ | ... | $\ldots$ | .... | $\ldots$ | .. | 166 | 41 | $i$ | 244 | 194 |
| Total for Division | 2272 | 2151 | 539 | 287 | 303 | 281 | 230 | 250 | 136 | 66 | 21 | 20 | 5 | 9 | 4 |  | 835 | 176 | 3 | 1345 | 1070 |


| Name of Division and Class of School． | Pupils． |  | $\frac{\begin{array}{c} \text { Sub- } \\ \text { Standards. } \end{array}}{\text { B. }}$ |  |  |  | $\begin{aligned} & \dot{B} \\ & \text { 品 } \\ & \text { 范 } \end{aligned}$ | $\begin{aligned} & \dot{Z} \\ & \text { 捃 } \\ & \text { W2 } \end{aligned}$ |  | $\begin{aligned} & \dot{F} \\ & \dot{\#} \\ & \text { gin } \end{aligned}$ |  |  | $\begin{aligned} & \text { Pupil } \\ & \text { Teachers. } \end{aligned}$ |  |  |  | $\begin{aligned} & \dot{\Phi} \\ & \stackrel{y}{80} \\ & \dot{y} \end{aligned}$ |  | $\begin{aligned} & \dot{5} \\ & \stackrel{y}{3} \\ & \hline \end{aligned}$ |  |  | $\stackrel{+}{*}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \％ | 号淙 |  |  |  |  |  |  |  |  |  |  |  | III． |  |  |  |  |  |  |  |
| UNIONDALE ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Robinson． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc$ |
| A $2-\ldots$. | 127 | 125 | 17 | 13 |  | 14 | 12 | 9 | 9 | ${ }^{15}$ | 13 | 5 | 2 | 1 | 9 | 6 | $\ldots$ | 55 | 7 | $\ldots$ | 80 | 70 |  |
| A ${ }_{\text {A }}$ P．E． | 434 40 | 425 38 | 104 11 | 49 4 | 71 7 | 46 6 | 63 4 | 48 3 | $\begin{array}{r}30 \\ 3 \\ \hline\end{array}$ | 10 | 3 |  | 1 | $\ldots$ | $\ldots$ | $\ldots$ | 183 6 | 28 3 3 | $\ldots$ | 276 23 23 | 238 15 | 寿 |
| Poor | 286 | 269 | 80 | 46 | 49 | 32 | 30 | 21. | 7 | 3 | $\cdots$ | ．．． | $\cdots$ | ．．． | $\cdots$ | ． | 7.8 | 31 | $\ldots$ | 150 | 107 | 3 |
| B． |  |  | 109 | 38 | 44 | 18 | 18 |  |  | ．．． | ．． | ． | ．．． | $\ldots$ | ．．． | ． | 70 | 19 | $\ldots$ | 95 | 78 |  |
| Total for Division | 1161 | 1088 | 321 | 150 | 185 | 114 | 124 | 84 | ， 56 | 26 | 9 | 2 | 2 | 9 | 6 | $\ldots$ | 386 | 88 | ．．． | 624 | 508 | \％ |
| VAN RHYNSDORP ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 |
| Inspector Hofmeyr． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $=$ |
| $\begin{array}{ll}\text { A } 3 . \\ \text { P．F．} & \ldots \\ \text { ar }\end{array}$ | 123 34 | 112 33 | 26 <br> 10 | 29 12 12 | 33 3 7 | 19 3 | $\stackrel{5}{\square}$ | $\cdots$ | $\cdots$ | $\ldots$ | $\ldots$ | ．．． | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 27 4 | 8 2 | $\ldots$ | 69 14 | $4+$ 10 | $F$ |
|  | 109 | 101 | 65 | 17 | 7 | 6 | 3 | 3 | $\ldots$ | ．．． | $\ldots$ | ．．． | ．．． | ．．． | ．．． |  | ， | 9 | ．．． | 24 | － 12 |  |
| Total for Division | 266 | 246 | 101 | 58 | 43 | 28 | 8 | 8 | ．．． | $\cdots$ | $\ldots$ | $\ldots$ | ．．． | ．．． | ．．． | $\ldots$ | 37 | 19 | $\ldots$ | 107 | 66 | \％ |
| VICtoria east ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | － |
| Inspector T．W．Rein． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\stackrel{\pi}{*}$ |
| A $2 \cdot \ldots$ | 167 | 160 | 27 | 10 | 20 | 26 | 28 | 14 | 11 | 7 | 7 | $\ldots$ | 2 | 4 | 4 | $\ldots$ | 63 | 18 |  | 117 |  | $=$ |
| A．3． | 43 32 | ${ }_{32}^{43}$ | 12 | $\stackrel{9}{2}$ | ${ }_{7}^{4}$ | $\stackrel{2}{6}$ | 8 1 | 7 6 | 1 3 | － | $\ldots$ | $\ldots$ | $\ldots$ | ．．． | $\ldots$ | $\ldots$ | 8 16 | 11 | $\ldots$ | 22 <br> 27 | 16 15 15 | \％ |
| Poor $\quad$ ．．． | 19 | 18 |  | 1 | 1 | ${ }^{6}$ | 5 | 4 | 1 |  | $\cdots$ | $\ldots$ | $\ldots$ |  |  | $\ldots$ | 15 | 1 | $\ldots$ | 17 | 15 |  |
| B． C． | 1462 115 | 1410 106 | 443 | 147 | 143 | 163 3 | 203 14 | 206 39 | 80 40 | 25 10 | $\ldots$ | $\ldots$ | $\cdots$ | $\ldots$ | $\cdots$ | $\ldots$ | 400 17 | 197 46 | 5 | 865 106 | 587 35 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total for Division | 1838 | 1769 | 485 | 169 | 175 | 206 | 259 | 276 | 136 | 46 | 7 | $\ldots$ | 2 | 4 | 4 | $\ldots$ | 519 | 276 | 5 | 1154 | 754 |  |


| Name of Division and Class of School． | Pupils． |  | Sub－ Standards． |  |  | $\begin{aligned} & = \\ & \dot{\tilde{y}} \\ & \text { 利 } \end{aligned}$ | $\begin{aligned} & \exists \\ & \text { E } \\ & \text { 炀 } \end{aligned}$ |  | $\begin{aligned} & \bar{Z} \\ & \dot{\tilde{y}} \\ & \text { 弟 } \end{aligned}$ | $\begin{aligned} & \dot{5} \\ & \dot{3} \\ & \text { 惰 } \end{aligned}$ | E000 |  | $\begin{aligned} & \text { Pupil } \\ & \text { Teachers.. } \end{aligned}$ |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  | I． |  | III． |  |  |  |  |  |  |
| VICTORIA WEST ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Hill． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A $1 . . .$. |  | 158 | 21 | 15 | 14 | 17 | 21 | 28 | 18 | 10 | 7 | 3 | 3 | 1 | $\ldots$ | $\ldots$ | ${ }^{80}$ | 13 | $\ldots$ | 118 |  |
| $\begin{array}{lll}\text { A } 3 \\ \text { P．F．} & \ldots & \ldots \\ \end{array}$ | 299 67 | 294 67 | 90 8 | 44 | 24 9 | 37 16 | 8 | 29 17 | 23 4 4 | － 10 | ． | $\ldots$ | $\ldots$ | 2 | $\ldots$ |  | 1.01 18 | $\frac{22}{8}$ | $\cdots$ | 169 54 | 119 39 |
| Poor | 65 | 60 | 34 | 6 | 9 | 10 | 1 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | ．．． | $\ldots$ | $\cdots$ | $\cdots$ |  | 18 10 | ${ }_{2}^{8}$ | $\cdots$ | 20 | 13 |
| B． | 76 | 75 | 51 | 12 | 4 | 4 | 4 | ．．． |  |  | ．．． | $\ldots$ |  | ．．． | ．．． | $\ldots$ | 3 | 13 | ．．． | 21 |  |
| Total for Division | 667 | 654 | 204 | 85 | 60 | 84 | 63 | 74 | 45 | 20 | 12 | 3 | 3 | 3. | $\ldots$ | $\ldots$ | 212 | 58. | －－ | 382 | 272 |
| VRYBURG |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Satchel． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 2 ．．． | 101 | 98 | 16 | 13 | 13 | 12 | 16 | 14 |  |  | ．．． | ．．． |  | 1 | $\ldots$ |  |  |  |  |  |  |
| A ${ }_{\text {P }} \mathrm{F}$ ．$\ldots$ | 305 36 3 | 300 36 | 84 | 57 | 57 | 47 | 34 | 14 | 5 | 2 | $\ldots$ | $\ldots$ | $\ldots$ | $\cdots$ | ．．． | ．．．． | 64 | 11 | － | 175 | ${ }^{127}$ |
| Poor | 37 | 36 33 | 12 | 5 | 9 | 6 | 1 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | ．．． |  | $\ldots$ | ．．．． | － | 1.5 | ${ }_{1}^{5}$ | $\ldots$ | 25 16 | 17 |
| B．．．． | 168 | 156 | 62 | 42 | 22 | 13 | 12 | 4 | 1 | $\ldots$ |  |  | ．．． | $\ldots$ | $\cdots$ |  | ${ }_{3.3}^{1.7}$ | 14 | $\cdots$ | 64 | 47 |
| c． | 54 | 54 | 5 | 18 | 10 | 12 | \％ | 2 | ．．． | ．．．． | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 8 | 1. | $\ldots$ | 31 | 30 |
| Total for Division | 701 | 677 | 188 | 139 | 118 | 96 | 76 | 34 | 16 | 9 | ．．． | ．．． | ．．． | 1 |  | ．．．． | 184 | 33 | 1 | 380 | 303 |
| WILLOWMORE： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Freeman． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 2 | 242 | 241 | 54 | 18 | 31 | 35 | 32 | 30 | 17 | 13 | 5 | 2 |  | 1 | 3 |  |  |  |  |  |  |
| ${ }_{\text {A }}{ }^{\text {P }}$ | 104 | 103 | 23 | 22 | 29 | 13 | 16 | 5 | 4 | $\ldots$ | ．．． | ．．． | $\ldots$ | $\cdots$ | $\ldots$ | $\cdots$ | 36 | 8 | $\ldots$ | 63 | 43 |
| $\stackrel{\text { P．F．}}{\text { Poor }}$ | ${ }^{95}$ | 94 203 | 12 | 8 | 16 | 19 | 14 | 17 | 7 | 1 | ．．． | ．．． | $\ldots$ |  | ．．．． | $\cdots$ | 38 | ${ }_{8}^{6}$ | －－ | ${ }_{76}^{76}$ | ${ }^{61}$ |
| B． |  |  |  | 44 |  |  |  | 4 | ．．． | ．．． | ．．． | $\ldots$ | ．．． |  | $\ldots$ | $\cdots$ |  |  |  |  | 54 |
| Total for Division | 926 | 859 | 257 | 121 | 138 | 128 | 93 | 67 | 30 | $1+$ | $\overline{5}$ | 2 | $\ldots$ | 1 | 3 | $\cdots$ | 315 | 62 | ．．． | 495 | 396 |



WODEHOUSE

| Inspector Pressly. |  |  |
| :--- | :---: | :--- |
| A 1 $\ldots$ $\ldots$ <br> A 2 $\cdots$ $\cdots$ <br> A3 $\cdots$ $\cdots$ <br> P.F. $\cdots$ $\cdots$ <br> Poor $\cdots$ $\cdots$ <br> B. $\cdots$ $\cdots$ <br> Total for Division   |  |  |

WORCESTER
Inspector Robertson.

| Sp . | ... |
| :---: | :---: |
| A 1 | $\ldots$ |
| A 2 | $\ldots$ |
| A 3 | $\ldots$ |
| P.F. | $\ldots$ |
| Poor | $\ldots$ |
| B. | $\ldots$ | BIZANA

Inspector Porter.

Total for Division

| 122 | 119 | 24 | 21 | 9 | 19 | 8 | 7 | 10 | 8 | 4 | 8 | $\ldots$ | 1 | $\ldots$ |  | 49 | 6 |  | (6.) | 57 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 78 | 78 | 16 | 16 | 10 | 11 | 9 | 8 | 1 | 4 | 1 | ... | .. | 2 | $\ldots$ | ... | 30 | 3 | $\cdots$ | 45 | 39 |
| 446 | 430 | 119 | 61 | 70 | 89 | 48 | 27 | 11 | 3 | 2 | $\ldots$ | $\ldots$ | .. | $\ldots$ | ... | 129 | 50 | .. | 278 | 183 |
| 160 | 159 | 36 | 19 | 27 | 43 | 17 | 9 | 3 | 5 | $\ldots$ | $\ldots$ | ... | ... | ... | ... | 45 | 14 | ... | 109 | 68 |
| 203 | 195 | 52 | 28 | 34 | 53 | 13 | 11 | , | 4 | ... | $\ldots$ | ... | $\ldots$ | ... | ... | 84 | 16 | $\ldots$ | 130 | 96 |
| 355 | 327 | 174 | 40 | 42 | 37 | 26 | 8 | ... | ... | ... | ... | ... | ... | ... | ... | 75 | 25 | ... | 132 | 87 |
| 1364 | 1308 | 421 | 185 | 192 | 252 | 121 | 70 | 25 | 24 | 7 | 8 | ... | 3 | ... | ... | 412 | 114 | 1 | 759 | 530 |
| 112 | 109 | 14 | 18 | 11 | 21 | 21 | 7 | 3 | 6 | 1 | 7 | $\ldots$ | $\ldots$ | $\ldots$ |  | 57 | 6 | 1 | 71 | 65 |
| 493 | 483 | 41 | 18 | 24 | 49 | 60 | 68 | 6.3 | 66 | 37 | 37 | ... | 8 | 11 | 1 | 261 | 63 | 1 | 405 | 319 |
| 67 | 67 | 9 | 13 | 9 | 8 | 7 | ${ }^{6}$ | 9 | 3 | $\ldots$ | 3 | ... | $\ldots$ | $\ldots$ |  | 24 | 9 | ... | 43 | 33 |
| 715 | 696 | 159 | 112 | 116 | 99 | 82 | 69 | 46 | 9 | 4 | ... | ... | ... | ... | $\ldots$ | 309 | 62 | $\ldots$ | 439 | 358 |
| 37 | 35 | 9 | 4 | 8 | 7 | 3 | 2 | 1 | 1 | $\ldots$ | ... | ... |  | $\ldots$ |  | 13 | 2 |  | 24 | 21 |
| 78 | 77 | 29 | 8 | 14 | 20) | 6 |  |  |  |  |  |  |  |  |  | 27 |  |  | 40 | 40 |
| 522 | 478 | 213 | 92 | 56 | 57 | 27 | 17 | 7 | 2 |  | ... | 7 | ... |  |  | 148 | 35 |  | 190 | 153 |
| 2024 | 1945 | 474 | 265 | 238 | 261 | 206 | 169 | 129 | 87 | 42 | 47 | 7 | 8 | 11 | 1 | 839 | 177 | 2 | 1212 | 989 |
|  |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 235 | 199 | 82 | 48 | 26 | 21 | 16 | 6 | $\ldots$ | ... | ... | ... | $\ldots$ | $\ldots$ | ... | ... | 43 | 17 | ... | 84 | 58 |
| 235 | 199 | 82 | 48 | 26 | 21 | 16 | 6 | ... | $\ldots$ | ... | $\ldots$ | .. | .. |  | $\ldots$ | 4.3 | 17 | $\ldots$ | 84 | 58 |




| Name of Division and Class of School． | Pupils． |  |  |  | $\begin{aligned} & \text { Hig } \\ & \text { ت⿹\zh26灬 } \\ & \text { تु } \end{aligned}$ |  |  | $\begin{aligned} & \text { B } \\ & \text { 蔦 } \\ & \text { 駆 } \end{aligned}$ |  |  |  |  | Pupil Teachers． |  |  |  |  |  | $\begin{aligned} & \dot{0} \\ & \dot{0} \\ & 0 \\ & \hline \end{aligned}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ธi | 运芯 |  |  | I． |  |  |  |  |  |  |  |  | III． |  |  |  |  |  |  |
| MACLEAR ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Hobden． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 3 ．．．．．． |  |  | 30 | 29 |  | 28 | 25 | 29 | 28 | 14 | 7 | 2 | ．．． | 1 | 1 |  | $\ldots$ | 60 | 23 |  | 141 | 103 |
| P．F．$\quad$ ． | 17 |  | 3 | 4 | 3 | 3 | 3 | 1 | ．．． | $\cdots$ | ．．． | ．．． | ．．． | ．．． |  | ．．． | 4 | 1 |  | 13 | 9 |
| Poor ．．． | 10 |  | 4 | 1 | 1 |  | 3 | 1 | $\ldots$ | $\ldots$ | $\ldots$ |  |  |  |  |  |  |  |  | 6 | 3 |
| C． |  | 295 | 136 | 56 | 41 | 30 | 22 | 10 | ．．． | ．．． | ．．． | $\ldots$ | ．．． | ．．． | ．．． | ．．． | 41 | 38 | ．．． | 126 | 70 |
| Total for Division | 571 | 516 | 173 | 90 | 73 | 58 | 57 | 40 | 14 | 7 | 2 | ．．． | 1 | 1 | ．．． | ．．． | 105 | 62 | ．．． | 286 | 185 |
| Matatiele ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Porter． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A $23-\ldots$ 3 3 |  | 39 | 4 |  | 4 | 5 | 6 | 6 | 8 | 5 | $\ldots$ | $\ldots$ | ． | $\ldots$ | 1 | $\ldots$ | 27 | 3 | $\ldots$ | 34 | 31 |
| $\begin{array}{ll}\text { A } 3 & \cdots \\ \text { C．} & \end{array}$ | 95 1886 | 95 1716 | $\begin{array}{r} 15 \\ 615 \end{array}$ | 16 335 | 15 357 | 11 229 | 11 148 | 18 32 | 4 | 2 | 2 | ．．． | 1 | $\ldots$ | ．．． | ．．． | 38 478 | 4 | ．．． | 64 | 55 |
| Total for Division |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2022 | 1850 | 634 | 351 | 376 | 245 | 165 | 56 | 12 | 7 | 2 | ．．． | 1 | ．．． | 1 | ．．． | 543 | 296 | ．．． | 1024 | 644 |
| MOUNT AYLIFF ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Porter． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| P．F． | 23 825 | $\begin{array}{r} 23 \\ 7 \cdot 0 \end{array}$ |  |  | $\stackrel{2}{9}$ | $\begin{array}{r} 3 \\ 93 \end{array}$ | 2 59 |  | 1 | $1$ |  | $\cdots$ |  |  |  |  |  |  |  |  |  |
| C． | 825 | 720 | 295 | 147 | 99 | $93$ | 59 | $27$ | ．．． |  |  | ．．． | ．．． | ．．． | ．．． | ．．． | $160$ | $143$ | $\ldots$ | $344$ | $180$ |
| Total for Division | 848 | 743 | 297 | 152 | 101 | 96 | 61 | 33 | 1 | 1 | 1 | ．．． | ．．． | ．．． | ．．． | ．．． | 171 | 146 | ．．． | 360 | 194 |
| MOUNT CURRIE ： |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Porter． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | 20 | 14 | 17 | 16 | 3 | 8 | 2 | $\ldots$ | $\ldots$ | $\ldots$ | 56 | 16 | $\ldots$ | 99 | 77 |
| $\begin{array}{ll}\text { A } 3 & \ldots \\ \text { P．F．} & \ldots\end{array}$ | 85 | 75 | 18 | 15 | 15 | 11 | 11 | 4 | 1 | $\ldots$ | $\ldots$ | ．．． | ．．． | ．．． | $\ldots$ |  | 19 | 4 | $\ldots$ | 46 | 33 |
| $\begin{array}{ll}\text { P．F．} & \cdots \\ \text { C．} & \ldots\end{array}$ | 33 | 33 |  | 107 | 5 | 7 | 13 | 2 | ${ }^{2}$ | 2 | $\ldots$ | ．．． | ．．． | ．．． | $\ldots$ | $\cdots$ | 8 | 3 | ．．． | 33 | 22 |
|  | 631 | 568 | 226 | 107 | 91 | 82 | 32 | 24 | 6 | ．．． | ．．． | ．．． | ．．． | ．．． | ．．． | $\ldots$ | 157 | 91 | ．．． | 284 | 182 |
| Total for Division | 860 | 783 | 249 | 132 | 116 | 109 | 76 | 44 | 26 | 18 | 3 | 8 | 2 | ．．． | ．．． | ．．． | 240 | 114 | ．．． | 462 | 314 |



| Name of Division and Class of School. | Pupils. |  |  |  |  |  | $\begin{aligned} & \text { ヨ } \\ & \text { ت } \\ & \dot{ت} \\ & \text { 亲 } \end{aligned}$ |  | $\begin{aligned} & > \\ & \dot{\#} \\ & \text { in } \end{aligned}$ | $\begin{aligned} & \text { B } \\ & \text { H } \\ & \text { H } \end{aligned}$ |  |  | Pupil Teachers |  |  |  |  | ¢ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | E. |  |  |  | I. |  |  |  |  |  |  |  |  | III. |  |  |  |  |  |  |
| NQAMAKWE : |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector McLaren. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{lll}\text { A } 3 & \ldots \\ \text { P.F. } & \ldots \\ \end{array}$ | 16 15 |  | $\stackrel{2}{1}$ |  |  |  |  | 3 |  |  |  | ... | ... | ... | ... | ... | $\ldots$ | 10 | 1 | $\ldots$ | 11 | 9 |
| $\begin{array}{ll}\text { C } 1 & \text { l... } \\ \end{array}$ | 111 | 107 | 1 | 2 | 3 | 3 | 1. | 3 | 1 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 29 | 13 |  | 4 | ... | $\ldots$ |  | 9 |
| C. $\quad .$. | 4348 | 4177 | 1115 | 662 | 585 | 597 | 466 | 349 | 268 | 133 | $\ldots$ | $\ldots$ | $\cdots$ | $\ldots$ | $\ldots$ | $\ddot{2}$ | 1560 | 591 | 3 | 2515 | 1869 |
| Total for Division | 4490 | 4315 | 1118 | 667 | 592 | 603 | 470 | 35.3 | 269 | 134 | ... | ... | 65 | 29 | 13 | 2 | 1574 | 592 | 3 | 2537 | 1887 |
| NTABANKULU : |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Hobden. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{lll}\text { A } 3 & \ldots & \\ \text { C. } & \cdots & \end{array}$ | $\begin{array}{r}6 \\ 702 \\ \hline\end{array}$ | 6 631 | 325 | 117 | 1 58 | 1 75 | 1 37 | 1 19 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | ... |  |  | 1 110 | $4{ }_{4}^{2}$ | \% | 6 230 | 2 ${ }^{2}$ |
| Total for Division | 708 | 637 | 325 | 119 | 59 | 76 | 38 | 20 | ... | ... | ... | ... | .. | ... | ... | ... | 111 | 45 | 2 | 236 | 144 |
| PORT ST. JOHN'S : |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Tooke. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{lll}\text { A } 3 & \ldots & \ldots \\ \text { C. } & \ldots & \ldots\end{array}$ | 27 62 | 27 50 | 17 | 2 20 | 4 8 | 5 4 | 5 1 | 6 | 3 | 2 | $\ldots$ | $\ldots$ |  | $\ldots$ |  | $\ldots$ | 17 | ... | .. | 25 2.5 | 25 9 |
| Total for Division | 89 | 77 | 17 | 22 | 12 | 9 | 6 | 6 | 3 | 2 | ... | ... | ... | $\ldots$ | ... | ... | 17 | ... | ... | 50 | 34 |
| QUMBU : |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inspector Hobden. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A 3 | 28 | 28 | 4 | 4 | 2 | 6 | 5 | 4 | 2 | 1 | ... | ... | ... | $\ldots$ |  |  | 18 | 1 | ... |  |  |
| $\begin{array}{ll}\text { P.F. } \\ \text { C. } & \ldots \\ \end{array}$ | $\begin{array}{r}5 \\ 2885 \\ \hline\end{array}$ |  | 1 -1093 | 4.9.9 | 2 333 | $\cdots$ | 16 | . 198 | $\cdots$ | 1 | $\ldots$ | $\ldots$ | $\cdots$ | $\cdots$ | $\cdots$ | $\cdots$ | $\ldots$ | $\ldots$ | . | 4 | 1 |
|  |  |  |  |  |  |  |  |  |  | 29 | ... | ... | ... | $\ldots$ | ... | ... | 549 | 267 |  |  | 816 |
| Total for Division | 2918 | 2712 | 1098 | 493 | 337 | 27.9 | 175 | 202 | 97 | 31 | $\ldots$ | ... | $\ldots$ | $\ldots$ | $\ldots$ | ... | 567 | 268 | $\ldots$ | 1224 | 836 |




## II. ARRANGED ACCORDING TO CLASSES OF SCHOOLS

(In these Tables each School is placed in the class to which it belonged at the time of Inspection When a School has been inspected twiee during the year the figures of the later Inspection only
are included in the totals) are included in the totals).

|  | Sp. | A 1 | A 2 | A 3 | D | E | P.F. | Poor | B | C 1 | C | $\left.\begin{array}{\|c\|c\|} \text { Total } \\ 1906 . \end{array} \right\rvert\,$ | $\begin{aligned} & \text { Total } \\ & 1905 . \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schools inspected |  |  |  | 649 |  | 21 | 679 | 264 | 03 |  | 728 | 3244 |  |
| Pupils on roll | 1113 | 16833 | 12225 | 24529 | 176 | 778 | 5802 | 8029 | 54931 | 369 | 44284 | 3244 16969 | ${ }_{164506}^{2922}$ |
| Pupils present | 1060 | 16314 | 11853 | 23663 | 175 | 627 | 5733 | 7649 | 50161 |  |  | 1577 | 151954 |
| Percentage present | 95.24 | 96.92 | 96.96 | 96-47 | 99:43 | 80.59 | 98.81 | 95-27 | 91-32 | 98.64 | $90 \cdot 64$ | 93:30 | 92:37 |
| Number of pupilsin Sub-standards Standards \& above | 200 |  |  |  |  | $\begin{aligned} & 189 \\ & 438 \end{aligned}$ | $\begin{aligned} & 1841 \\ & 3892 \end{aligned}$ | $\begin{array}{l\|l\|} 3805 & 31354 \\ 3844 & 18807 \end{array}$ |  | 364 | $\begin{aligned} & 22453 \\ & 17687 \end{aligned}$ | $\begin{aligned} & 75365 \\ & 82374 \end{aligned}$ | $\begin{aligned} & 73686 \\ & 76408 \end{aligned}$ |
|  |  | $\begin{array}{r} 2651 \\ 13663 \end{array}$ | $\begin{aligned} & 35189310 \\ & 833514353 \end{aligned}$ |  | $\begin{array}{r} 44 \\ 131 \end{array}$ |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Number of <br> 1st year P. T's. <br> 2nd year do <br> rd year do | 252 |  | $\begin{array}{r} 78 \\ 123 \\ 70 \\ 70 \end{array}$ | $\begin{array}{r} 100 \\ 83 \\ 47 \end{array}$ | 3 |  | $\begin{aligned} & \ldots \\ & \ldots \\ & \ldots \end{aligned}$ | $\stackrel{2}{5}$ | 332121 | $\begin{array}{r} 226 \\ 91 \end{array}$ | $\begin{array}{r} 19 \\ 4 \end{array}$ |  | 34 |
|  |  | $\begin{array}{r} 76 \\ 166 \\ 172 \end{array}$ |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | 600 577 |  |
|  |  |  |  |  |  |  |  |  | 14 | 47 |  | 422 | 408 |
| Unelassified Pupils |  |  |  | 3 | 9 | 56 |  |  |  |  |  | 394 | 300 |
| Number of PupilsIn Standard I. . | 89 | 1216 |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 1497 | 3592 | 21 | 93 |  | 1247 | 6813 |  |  |  |  |
| Do. II. | 106 | 1646 | 1619 | 3603 | 24 | 99 | 994 | 1162 | 5517 |  | 4918 | 19688 | 19200 |
| Do. III. | 104 | 1819 | 1578 | 2988 | 23 | 69 | 803 | 786 | 3518 |  | 3473 | 15161 | 14345 |
| Do. ${ }_{\text {Do. }}$ |  | 2293 | ${ }_{1}^{1354}$ | 2204 | 23 | 74 | 647 | 439 | 2027 |  | 2340 | 11455 | 10897 |
| Do. VI. ... | 18 | 17671106 | 640282182 | $\begin{array}{r}490 \\ 98 \\ \hline\end{array}$ | 10 | 14 | 16324 | 54 |  |  |  |  | 5859 |
| Do. VII. . |  |  |  |  |  |  |  |  | 225 1 |  | 415 |  | 3253 |
| Ex-standards | 9 | 1308 | 130 | 11 |  |  |  |  |  |  |  | ${ }_{1}^{1526}$ | 1474 1311 |
| Percentage-- In Sub-standards <br> In Standard I. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 16.25 | 29.68 | 39.34 | $25 \cdot 14$ | $30 \cdot 14$ | $32 \cdot 11$ | 49.74 | 62.51 |  | $55 \cdot 96$13.99 | 47.78 | $48 \cdot 49$ |
|  | 18.87 |  |  |  |  |  |  |  |  |  |  |  |  |
|  | ${ }^{8.39}$ | 7.45 | $12 \cdot 63$ | 15.18 | 1200 | 14.83 | 15.94 | 16:30 | $13 \cdot 58$ |  |  | 13-27 | 13.21 |
| Do. III. ... | 9.81 |  |  | 15.22 | 13.71 | 15.79 | 17.34 | 15.19 | 11.00 |  | 12-25 | 12.48 | 12.64 |
| Do. IV. | $5 \cdot 38$ | $1+04$ | 11.42 | ${ }_{9-31}^{12 \cdot 63}$ | 13.14 |  |  | 10.28 5.74 |  |  | 8.65 5.83 | ${ }_{7}^{9.61}$ | ${ }^{9.44}$ |
| Do. V. | 1.70 | 12.50 | $8 \cdot 13$ | 4.79 | 5.71 | $5 \cdot 10$ | 5.89 |  | 1.27 |  | 2.61 |  | ${ }^{7} 178$ |
| Do. VI. | 85 | $10 \cdot 83$ | $5 \cdot 40$ | 2.07 | $5 \cdot 71$ | $2 \cdot 23$ | $2 \cdot 84$ | . 71 |  |  | 1.03 | $2 \cdot 40$ |  |
| Do. VII. ... | -47 | -78 |  |  |  | 16 | -42 | $\cdot 10$ | . 00 | … | . 00 |  |  |
| Ex-standard- ${ }_{\text {1st year P. Ts.... }}$ | $\begin{array}{r}85 \\ \hline 5.56\end{array}$ | 8.02 | 1.09.66 | $\begin{aligned} & +1 \\ & -05 \\ & -42 \end{aligned}$ |  |  | . 07 |  |  |  |  |  | 86 |
| 1st year P. T's.... 2nd year do... |  |  |  |  | 4.00 | $\because 93$ |  | $\begin{gathered} 05 \\ -06 \\ \because 04 \end{gathered}$ | $\begin{aligned} & \because 06 \\ & .04 \\ & .03 \\ & \cdots \\ & \cdots \end{aligned}$ | $\begin{aligned} & 62 \cdot 08 \\ & 25 \cdot 00 \\ & 1 \cdot 01 \\ & 1 \cdot 91 \end{aligned}$ | 040101 | $\begin{array}{r}38 \\ -37 \\ \hline\end{array}$ | $\stackrel{.42}{ }$ |
| 2nd year do. .. 3rd year do... | 7.64 6.70 |  |  | $\stackrel{20}{ } \cdot$ | $\begin{aligned} & +001 \\ & 1.71 \\ & .57 \\ & 5.14 \end{aligned}$ |  | $\cdots$ |  |  |  |  |  |  |
| Unclassified ... | 23.77 | 1.35 | $\begin{aligned} & 59 \\ & \hline . . \end{aligned}$ |  |  |  |  |  |  |  | 02 | .27 .25 | -27 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |


| $\begin{gathered} \text { Circuit } \\ \text { in Charge } \\ \text { of } \end{gathered}$ Inspector. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Be | 4321 | 41 | 1000 | 414 | 541 | 562 | 481 | 398 | 228 | 166 | 33 | 40 | 42 |  |  | 124 |
| Bond. | 8824 | 7869 | 2707 | 1262 | 1052 | 935 | 817 | 543 | 227 | 118 | 38 | 46 | 74 | 43 |  |  |
| Craib, D. | 7859 | 7344 | 2447 | 958 | 825 | 789 | 631 | 482 | 372 | 286 | 126 | 188 |  |  | 40 |  |
| Craib, J. | 5065 | 4852 | 1058 | 615 | 613 | 729 | 604 | 444 | ${ }^{320}$ | 234 | 87 | 87 | 123 | 16 | 15 | 5 |
| Freeman | 3096 | 2914 | 862 | 434 | 401 | 410 | 328 | 228 | 106 | 82 | 32 |  |  |  |  |  |
| Golightly | 7952 | 7544 | 1721 | 924 | 902 | 789 | 755 | 679 | 496 | 415 | ${ }^{324}$ | 339 | ${ }^{35}$ | 69 | 77 | 728 |
| Grant | . 3068 | 2933 | ${ }_{2354}^{1038}$ | $\stackrel{401}{1105}$ | ${ }_{929}^{432}$ | ${ }_{844} 38$ | ${ }_{642}^{274}$ | ${ }_{2}^{202}$ | 114 | ${ }_{85}^{43}$ | 17 |  | ${ }_{1}^{1} 37$ | 25 | 16 |  |
| Hagen | 7066 1776 | ${ }^{6487} 1730$ | 2354 452 | 224 | 182 | 230 | 191 | 184 | 113 | 76 | 41 | 17 |  |  |  | 4 |
| Hobden | 8946 | 8264 | 3350 | 1527 | 1033 | 923 | 627 | 540 | 187 | 73 | 2 |  | 1 | 1 |  |  |
| Hofmey | 5078 | 4696 | 1858 | 849 | 591 | 512 | 372 | 256 | 121 | 52 | 39 | 15 | 12 | 14 |  |  |
| Logie | 6348 | 5995 | 1802 | 1066 | ${ }^{862}$ | 830 | 523 | 489 | 231 | 85 | 48 | 42 |  |  |  |  |
| McLar | 9444 | 9072 | 2425 | ${ }_{1}^{1427}$ | 1333 | 1249 | 1047 | 781 |  | 204 |  | 12 |  |  | 14 | $\begin{array}{ll}4 & 2 \\ 0 \\ 88\end{array}$ |
| Milne | 6505 | 6091 | 1857 | 815 | ${ }_{767} 81$ | 724 | 605 577 | 547 418 | $\begin{aligned} & 300 \\ & 199 \end{aligned}$ | 166 | 52 44 | 45 40 | (19 | ${ }^{1}{ }^{23}$ | 12 | $\begin{array}{ll}1 \\ 2 & 88 \\ 2\end{array}$ |
| Mitchel | 6095 | 5802 | 2008 | $\stackrel{822}{825}$ | ${ }_{1612}^{767}$ | 753 1450 | 577 1030 | $\begin{aligned} & 418 \\ & 766 \end{aligned}$ | $\begin{aligned} & 199 \\ & 371 \end{aligned}$ | 131 | 44 58 | 40 | 10 | ${ }^{1} 20$ | 12 | 2 |
| Noaks Porter |  | ${ }^{1675}$ | ${ }_{2415}^{4235}$ | 1134 | ${ }_{962}$ | 764 | +480 | 209 | ${ }_{62}$ | 27 | 5 |  | 83 |  |  |  |
| Pressly | 6504 | 6213 | 2390 | 775 | 743 | 896 | 529 | 410 | 205 | 128 | 32 | 28 | 40 | 02 | 8 | 9 |
| Rein, R . | ${ }^{6440}$ | 5434 | 2549 | 984 | 636 | 567 | 369 | 249 | 52 | 13 | 3 |  |  |  |  |  |
| Reir, T. W.... | 5933 | 5681 | 1687 | 806 | 740 | 710 | ${ }_{509}^{623}$ | 527 | 297 | 179 | 36 | ${ }_{93}^{22}$ |  |  |  | 17 |
| Robertson | 5259 | 4994 | 1229 | 748 | 659 | ${ }_{398} 68$ | 509 | 409 | 325 | 191 | 25 | 13 | 13 | S 28 | 17 | 16 |
| Rebinson | 3617 4382 | 3458 4069 | 1309 | 65 | 602 | 489 | 397 | 266 | 192 | 76 | 42 | 25 | 3 | 34 | 4. | 5 |
| Spurway | 4024 | 3892 | 1108 | 538 | 511 | 499 | 450 | 364 | 194 | 108 | 43 | 38 | 12 | 11 | 10 | 10 |
| Theron | 5840 | 5579 | 1572 | 809 | 716 | 697 | 505 | 377 | 262 | 186 | 171 | 183 | 14 | 33 | 32 | 322 |
| Tooke | 7206 | 6265 | ${ }^{2327}$ | 1291 | 794 | 77 | 490 | 343 | 147 | ${ }^{64}$ | ${ }^{6}$ | 13 | 16 |  |  |  |
| Watermeyer... | 4192 | 4029 | ${ }_{12726}^{132}$ | 633 | 541 | 499 | 382 | 242 | 165 | 98 | 68 | 36 | 1 | 16 | 15 | 17 |
| Young ... | 4966 | 4657 | 1273 | 498 | 591 | 602 | 574 |  | 284 | 154 | 52 |  |  | 24 |  |  |

[^0]1690691577395140423961209391968815161114556360378715261465600577422394

Increase

## B.-A PERCENTAGE COMPARISON OF CLASSIFICATION

OF PUPILS.

| Standard. | 1899. | 1900. | 1901. | 1902. | 1903. | 1904. | 1905. | 1906. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Sub-standards | $48: 33$ | 46.90. | $47 \cdot 32$ | 48.53 | 47.98 | $47 \cdot 46$ | $48 \cdot 49$ | 47.78 |
| Standard I. | $14: 56$ | 14.94 | 14.64 | 14.48 | $13 \cdot 68$ | $13 \cdot 38$ | $13 \cdot 21$ | 13.27 |
| Standard II. | $13 \cdot 28$ | $13: 32$ | 13.09 | 13.01 | 12.93 | $12 \cdot 83$ | $12 \cdot 64$ | $12 \cdot 48$ |
| Standra III. | $9 \cdot 49$ | $10 \cdot 04$ | . 9.98 | $9 \cdot 95$ | $9 \cdot 88$ | $10 \cdot 13$ | $9 \cdot 44$ | $9 \cdot 61$ |
| Standard IV. | 6.45 | $6 \cdot 59$ | $6 \cdot 89$ | 6.58 | $7 \cdot 10$ | $7 \cdot 19$ | $7 \cdot 17$ | $7 \cdot 26$ |
| Standard V. | $3 \cdot 52$ | $3 \cdot 47$ | $3 \cdot 46$ | $3 \cdot 24$ | $3 \cdot 54$ | $3 \cdot 85$ | $3 \cdot 85$ | $4 \cdot 03$ |
| Standard VI. | 1.71 | 1.71 | $1 \cdot 74$ | $1 \cdot 61$ | 1.84 | $2 \cdot 18$ | $2 \cdot 14$ | $2 \cdot 40$ |
| Standard VII. | . 71 | $\cdot 73$ | $\cdot 64$ | . 62 | . 81 | $\cdot 87$ | $\cdot 97$ | 96 |
| Ex-standard | -39 | $\cdot 61$ | -64 | -52 | $\cdot 81$ | - 80 | - 86 | -93 |
| 1st year Pupil Teachers | $\cdot 52$ | -58 | $\cdot 48$ | 49 | -48 | - 50 | -42 | -38 |
| 2nd year do. | $\cdot 37$ | -43 | -42 | - 36 | $\cdot 34$ | $\cdot 35$ | $\cdot 34$ | $\cdot 37$ |
| 3 rd year do. | $\cdot 21$ | - 34 | $\cdot 38$ | -30 | $\cdot 28$ | $\cdot 28$ | 27 | 27 |
| Unclassified | $\cdot 44$ | $\cdot 34$ | -29 | -31 | -32 | -18 | 20 | -25 |

C. - NUMBER OF PUPILS CLASSIFIED IN ST. V. \& ABOVE. (Omitting Unclassified Pupils)

Arranged according to Inspectors' Circutis.

|  | Class of School. | Number present at Inspection. | Number classified in Standard V. \&above. | Percentage. |
| :---: | :---: | :---: | :---: | :---: |
| Sp. | ... | 808 | 252 | $31 \cdot 19$ |
| A 1 | $\ldots$... | 16256 | 6634 | $40 \cdot 81$ |
| A 2 | ... ... | 11853 | 2287 | $19 \cdot 29$ |
| A 3 | ... ... | 23660 | 1963 | $8 \cdot 29$ |
| D. | ... ... | 166 | 31 | $18 \cdot 67$ |
| E. | $\ldots$... | 571 | 47 | $8 \cdot 23$ |
| P.F. | ... ... | 5728 | 529 | $9 \cdot 24$ |
| Poor | ... ... | 7646 | 207 | 2.71 |
| B. | $\ldots$... | 50161 | 932 | 1.86 |
| C 1 | ... ... | 364 | 364 | $100 \cdot 00$ |
| C. | $\cdots$ | 40132 | 1491 | $3 \cdot 72$ |
|  | Totals | 157345 | 14737 | 937 |

D.-HIGH SCHOOLS

Number of Puples distributed among the Four Upper Standards in High Sohools.

|  | High School Standard. |  | 1904. | 1905 | 1906. | Increase on <br> 1905. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |
| A. | $\ldots$ | $\ldots$ | $\ldots$ | 969 | 999 | 1158 | 159 |
| B. | $\ldots$ | $\ldots$ | $\ldots$ | 578 | 726 | 768 | 42 |
| C. | $\ldots$ | $\ldots$ | $\ldots$ | 434 | 505 | 570 | 65 |
| D. | $\ldots$ | $\ldots$ | $\ldots$ | 350 | 375 | 410 | 35 |
|  | Totals | $\ldots$ | $\ldots$ | 2331 | 2605 | 2906 | 301 |

6. ANNUAL PROGRESS OF PUPILS.

|  | Sp. | A 1. | A 2. | A 3. | D. | E. | P.F. | Poor. | B. | C 1. | C. | $\begin{aligned} & \text { Total. } \\ & 1906 . \end{aligned}$ | $\begin{aligned} & \text { Total } \\ & 1905 . \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| tal Number of Pupil | 396 | 12975 | 8085 | 14684 | 116 | 419 | 4051 | 4052 | 21162 | $\ldots$ | 19851 | 85791 | 81986 |
| umber of Pupils who passed the Standard for which they | 344 | 10527 | 6917 | 11578 | 85 | 216 | 3105 | 3089 | 13699 | $\ldots$ | 12651 | 62211 | 58346 |
| Percentage of Passes | 86.87 | $81 \cdot 13$ | $85 \cdot 55$ | $72 \cdot 04$ | $72 \cdot 41$ | $51 \cdot 55$ | 76.65 | $76 \cdot 23$ | $64 \cdot 73$ | $\ldots$ | 63•73 | 72.51 | $71 \cdot 16$ |
| Number of Schools inspected for the first time |  |  | .. | 109 |  | 5 | 289 | 54 | 45 | $\ldots$ | 76 | 578 | 430 |
| Number of Schools where a comparison with a previous | 6 |  |  | 11 | ... | 3 | 9 | 14 | 16 | 6 | 21 | 86 | 144 |
| Inspection is impossible for other reasons <br> Number of Schools where such a comparison is possible | 11 | 83 | 93 | 529 | 1 | 13 | 381 | 196 | 642 | ... | 631 | 2580 | 2348 |
|  |  |  |  |  |  |  |  |  |  |  |  |  | 138403 |
| Number of Pupils present at Inspection in these Schools ... | 599 | 16314 | 11853 | 21594 | 175 | 456 | 3307 | 6230 | 47504 |  | 36734 | 144766 | 138403 |
| umber of Pupils present at Inspection in these Schools who | 343 | 11092 | 7927 | 14123 | 97 | 107 | 2505 | 3933 | 29084 | $\ldots$ | 23583 | 92794 | 86112 |
| were also present at last Inspection |  |  |  |  |  |  |  | 4052 | 21162 |  | 19851 | 85791 | 77031 |
| Number presented for Standards at Inspection in these Schools | 396 | 12975 | 8085 | 14684 | 116 | 419 | 4051 | 40.52 | 21162 |  | 19851 | 8501 | 7 |
| Of these, Number presented for Standards this year who | . 284 | 9471 | 6254 | 10996 | 70 | 91 | 2219 | 2835 | 16661 | $\ldots$ | 15441 | 64322 | 59758 |
| were also present at previous Inspection ${ }_{\text {dol }}$ Number of Pupils who passed a higher Standard | 251 | 7857 | 5495 | 9030 | 61 | 36 | 1769 | 2279 | 10656 | $\ldots$ | 9826 | 47260 | 42955 |
| this year | 2 | 160 |  |  |  |  |  |  |  |  |  | 16862 | 16601 |
| Do. do. do. the same Standard | 32 | 1604 | 755 | 1953 | - 9 | 53 | 449 | 549 | 5885 | ... | 5513 | 16862 | 10601 |
| Do. year do. do. a lower Standard |  | 10 |  | 13 |  | 2 | 1 | 7 | 120 | $\ldots$ | 42 | 200 | 202 |
| this year Percentage of Pupils who passed a higher. Standard this year | $88 \cdot 38$ | $82 \cdot 96$ | 87-86 | $82 \cdot 12$ | $87 \cdot 14$ | 39-56 | $79 \cdot 72$ | $80 \cdot 38$ | $63 \cdot 96$ | $\ldots$ | $63 \cdot 64$ | $73 \cdot 48$ | 71.88 |
| Percentage of Pupils who passed a higher Standard this year | $88 \cdot 38$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Do. do. the same do. | $11 \cdot 27$ | 16.94 | $12 \cdot 07$ | $17 \cdot 76$ | 12.86 | $58 \cdot 24$ | $20 \cdot 23$ | $19 \cdot 37$ | $35 \cdot 32$ | $\ldots$ | 36.09 | $26 \cdot 21$ | $27 \cdot 78$ |
| Do. do. a lower do. | -35 | 10 | 07 | 12 |  | $2 \cdot 20$ | -05 | 25 | 72 | ... | $\cdot 27$ | -31 | $\cdot 34$ |

Comparison impossible, because:
(1) In the case of 9 Training Schools, 3 Special Schools, and 2 Evening Schools, the figures are not comparable.
(2) Record of previous Inspection was missing in 36 cases.
(4) In 5 cases no inspection was made during the Statistical Year 1904-05 owing to change of Circuit.

## 7. SUBJECTS OF INSTRUCTION

A.-PUPILS RECEIVING INSTRUCTION IN "EXTRA SUBJECTS," OCTOBER, 1905, то 30тн SEPTEMBER, 1906.

B.-NUMBER OF CANDIDATES PASSED IN PUPILS' EX AMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1905.

Arranged according to Inspegtors' Circuits.

| Circuit in Charge of Inspector. | Drawing. |  |  |  |  |  |  |  |  |  |  | Woodwork. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Freehand. |  |  | Geometrical. |  |  | New Syllabus. |  |  |  |  |  |  | $\begin{aligned} & \text { 荡 } \\ & \text { 花 } \\ & \text { H } \end{aligned}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bennie | 113 | 58195622132818 | $\begin{aligned} & 57 \\ & 13 \\ & 0 \end{aligned}$ |  | 2 | ... | 13 |  | ... |  |  | 54 |  |  |
| Bond ... | 60898 |  |  | 7 |  | ... |  | 317 | ... | 3. | 18 | 34 | 20 | 8 |
| Craib, D. ... |  |  | 36 |  | 17 1 |  |  |  | ... |  |  | $\begin{array}{r} 262 \\ 52 \\ 51 \end{array}$ |  | 7 34 <br> 6 15 |
| Freeman ... | 51 <br> 23 |  |  |  | ... | ... |  |  |  | . | ... |  |  |  |
| Golightly ... | 347 |  | 41 |  | $\ldots$ |  | $\cdots 70$  <br> ... $\ldots$ |  | 36. | .... | … | ${ }_{93}^{13} 76$ |  |  |
| Grant |  | 28 | $\stackrel{2}{5}$ | ... |  | ... |  |  | $\ldots$ |  | ... | $\cdots{ }_{10} \cdots_{2}$ |  | ${ }^{\text {a }}$ + ${ }_{3}$ |
| Hagen Hill | 36 <br> 25 | 4 |  |  | $\ldots$ | ... | . | ... |  |  |  |  |  |  |  |  |
| Hobden … |  | $\begin{aligned} & 5 \\ & 4 \\ & 3 \end{aligned}$ | ${ }^{2}$ | $\ldots$ | … | $\ldots$ |  | $\ldots$ | .... |  | $\ldots$ |  |  |  |
| Hofmeyr ... |  |  | ${ }_{2}^{2}$ | $\ldots$ |  |  |  |  | … |  | ... | $\cdots$ |  |  |
| Logie ... | 26 17 | $\begin{array}{r} 3 \\ 11 \end{array}$ |  | $\cdots$ |  | ... |  |  | $\ldots$ | $\ldots$ |  |  |  |  |
| Mclaren Milne | ${ }_{3}^{17}$ | $\stackrel{9}{26}$ | 16 | .$_{4}$ | 4 | $\ldots$ | 20 | 21 |  |  | $\ddot{2}$ | ... | $\ldots$ | 27 56 | ${ }^{8}$ |  |
| Mitchell ... | 29 | 28 | 20 |  |  | ... | 19 |  |  | ... | ... | 16 | 38 |  |
| Noaks Porter a | 61 |  | 20 | 46 | 2 | $\ldots$ | 66 |  | 308 | ... | ... | 133 |  |  |  |
| Pressly ... | $\begin{array}{r}16 \\ \hline 6 \\ 6 \\ \hline\end{array}$ | 15332 | 51 | ${ }^{\prime} 7$ |  | … | $\cdots$ |  | ... | $\cdots$ |  | - 35 | -28 |  |
| Rein, R. R . ${ }^{\text {a }}$ |  |  |  | $\cdots{ }^{1} 9$ |  | $\cdots$ |  |  | $\ldots$ | $\ldots$ | $\ldots$ |  | 8 ․ 0 |  |
| Rein, T. W. | 18 | 1410 | 11 |  |  | ... |  | ${ }_{4}$ | … | $\ldots$ | ... | 31 |  | 24 9 |
| Robinson ... ... | 132727 |  | 7 |  |  | ... | ... |  |  | 1 | $\ldots$ |  |  |  |
| Satchel .. |  | 24 | 15 | 20 | 1 | ... |  | 15 | 6 | .. | ... | 73 | 27 |  |
| Spurway ... ... | 88 | 11 | ${ }_{31}^{11}$ | $\ldots$ | $\ldots$ |  | 1 | 5 | ... | … |  | 34 |  | 12 |
| Theron Tooke |  | 38 |  |  |  |  | $\begin{array}{lll}45 & 22 \\ 14 & . .\end{array}$ |  |  |  |  |  |  |  |  |
| Watermeyer | ${ }_{27}$ | 19 | 10 | $\cdots$ | ... | $\ldots$ |  |  |  |  |  |  | ... | $\cdots$ | $\cdots$ | $\ldots$ |
| Young ... | 83 | 42 | 23 | 3 | 6 | 1 | 3 | 8 | ... | .. | $\ldots$ | 54 | 19 | $\ldots$ |
| Extra-Colonial Private | 38 | 18 | 7 | 6 | ... | $\ldots$ | ... | $\cdots$ | ... | ... | $\ldots$ | $\ldots$ | $\ldots$ |  |
| Totals, 1905 | 1071 | 543 | 379 | 113 | 37 | 4 | 348 | 139 | 16 | 5 | 18 | 1173 | 488219 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Do, 1904 | 821 | 305 | 120 | 99 | 24 | 4 | ... | ... | ... | ... | ... | 802 | 455 | 19 |
| Total Number of Candidates, 1905 ... <br> Total Number of Candidates, 1904 ... | $\begin{array}{r}2018 \\ \hline 1948\end{array}$ | 1063 | 666 | 250 | 91 | 10 | 772 | 370 | 40 | 14 | 18 | 1775 | 693 | 32 |
|  |  | 602 | 198 | 294 | 70 | 18 | ... | $\ldots$ | ... | ... | ... | 1355 | 564 | 24 |

B.-NUMBER OF CANDIDATES PASSED IN PUPILS' EX AMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1905:-Continued.

Arranged according to inspectors' Circuits

B. - NUMBER OF CANDIDATES PASSED IN PUPILS' EX AMINATIONS IN SPECIFIC SUBJECTS, DECEMBER 1905.-Continued


| Circuit in Charge of Inspector. | Science. |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Botany. |  |  | Chemistry. |  |  | Mathematics. |  |  | Physics. |  |  |
|  |  |  |  |  |  |  | $\begin{aligned} & \dot{\tilde{0}} \\ & \stackrel{y}{\circ} \\ & \stackrel{\rightharpoonup}{x} \end{aligned}$ |  |  |  |  |  |
| Bennie | 2 | $\ldots$ | ... | 10 | ${ }_{7}^{6}$ |  | 11 | 9 | - |  | 4 |  |
| Bond Craib, $\ldots$ D. | 10 19 | $\cdots$ | $\ldots$ | 18 | 7 | $\ldots$ | ${ }_{2}^{21}$ | 15 9 | $\cdots$ | 10 49 | 4 |  |
| ${ }_{\text {Craib, }}$ Craib, J. | 14 | 1 | $\ldots$ | 12 | 2 | $\ldots$ | 39 | 27 | 15 | 8 | 1 | $\ldots$ |
| Freeman | $\ldots$ | $\ldots$ |  | 9 | $\cdots$ | $\ldots$ | 13 | 3 |  | 1 |  |  |
| Golightly | 28 | 24 | 3 | 25 | 5 | $\ldots$ | 63 | 117 | 72 | 51 | 48 | ... |
| Grant... | $\cdots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | ${ }_{1}^{2}$ | 1 | $\ldots$ | ... | .... |  |
| Hagen ... Hill | 2 | $\cdots$ | ... | .. | $\ldots$ | $\ldots$ | 8 | ${ }_{6}$ | $\cdots$ | $\ldots$ | .... |  |
| Hobden $\ldots$... | ... | ... | $\ldots$ | .. |  |  | .. | ... | $\ldots$ | $\cdots$ | ... |  |
| Hofmeyr $\quad .$. | 1 |  | ... | $\ddot{9}$ | , |  | .. | 4 | $\ddot{\square}$ | 3 |  |  |
| Logie $\ldots \ldots$ McLaren | 1 | 1 | $\ldots$ | 9 | $\ldots$ | 1 | .. | 4 | 2 | 5 |  |  |
| Milne ... | io | ... | $\ldots$ | 13 | 1 | 1 | 12 | 15 | 5 | 5 | 4 |  |
| Mitchell ... ... ... | 2 |  | $\cdots$ | 3 |  | ... | 11 | 14 | 6 | $\cdots$ | 5 | . |
| Noaks ... ... ... $\ldots$ | 16 | 6 | $\ldots$ | 4 | 2 | 1 | $\checkmark$ | 6 | 1 | 6 | , |  |
| Porter ... | 1 | 1 | $\cdots$ | $\ldots$ |  | 1 |  | ... | $\ldots$ | $\ldots$ |  |  |
| Pressly $\ldots .$. Rein, R. |  | $\ldots$ | $\ldots$ | $\ldots$ | $\cdots$ | $\cdots$ |  |  |  | $\cdots$ | $\cdots$ |  |
| Rein, T. W. ... $\ldots$... $\ldots$ |  | $\because$ | $\ldots$ | .. | $\ldots$ | $\ldots$ | + | 12 | 1 | 8 | 1 | $\ldots$ |
| Robertson ... ... ... | 11 | 3 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 21 | 24 | 17 | 11 | 9 |  |
| Robinson Satchel | 7 | $\ldots$ | ... | $\ddot{8}$ | 7 | .. | ... | 15 | 13 | $\ddot{2}$ | ... |  |
| Spurway | 2 |  |  |  |  | ... | 2 | 1 | 1 | 1 | 15 |  |
| Theron ... ... ... | 18 | 8 | ... | 14 | 6 | $\ldots$ | 26 | 56 | 41 | 14 | 15 | ... |
| Tooke ... Watermeyer ... | 4 | 2 | ... |  | $\cdots$ | $\cdots$ | 3 | 20 | \% |  | .. |  |
| Young ... .... | 5 | .. | ... | 4 | 1 | $\ldots$ | 9 | 8 | 5 | 2 | $\ldots$ |  |
| Extra-Colonial Private | 2 | 3 | $\cdots$ | 7 | 2 |  | 55 | 21 | 1.2 | 13 | 4 |  |
| Totals, 1905 | 156 | 61 | 6 | 148 | 39 | 3 | 330 | 386 | 226 | 189 | 143 |  |
| Do., 1!04 | 108 | 47 | 7 | 176 | 38 | 30 | 185 | 6.3 | 76 | 191 | 77 | 14 |
| Total Number of Candidates, 1905 | 221 | 94 | 9 | 317 | 105 | 16 | 511 | 482 | 274 | 271 | 196 |  |
| Total Number of Candidates, 1904 | 168 | 85 | 11 | 302 | 101 | 38 | 58.3 | 301 | 203 | 245 | 111 | 22 |

C.-TOTAL NUMBER OF CANDIDATES PASSED IN TECHNOLOGICAL AND HIGHER ART EXAMINATIONS, DECEMBER, 1905.

| Circuit in Charge of Inspector. |  |  | Building <br> Construction. |  | Machine Construction. |  | घ் | Apprentices' Woodwork. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | $\begin{aligned} & \text { First } \\ & \text { Year. } \end{aligned}$ | Secon Year. | First <br> Year. | $\begin{aligned} & \text { Second } \\ & \text { Year. } \end{aligned}$ |  | $\begin{aligned} & \text { First } \\ & \text { Year. } \end{aligned}$ | Second Year. | Third <br> Year. |  |  |
| Bennie | 21 |  |  |  |  |  |  | 1 | 4 | $\ldots$ | 26 |  |
| Bond ... |  | ... | ... | ... | $\ldots$ | ... | $\ldots$ |  | 4 |  | 4 | 8 |
| Craib, D. ... | 12 | ... | 3 | 2 | ... | 1 | ... | $\ldots$ | ... | $\ldots$ | 18 | 48 |
| Golightly ... |  | ... |  |  |  |  | ... | ... | , |  | 2 | 4 |
| Hagen ... | ... | $\ldots$ | $\ldots$ | $\cdots$ | $\ldots$ | $\cdots$ | $\ldots$ |  | 3 | 1 | 4 | ${ }_{36}^{17}$ |
| McLaren ... | $\ldots$ | ... | $\cdots$ | $\because$ | $\cdots{ }_{6}$ | 3 |  | 14 | 1 | 2 | $\begin{aligned} & 17 \\ & 43 \end{aligned}$ | 36 80 |
| Noaks |  | $\ldots$ | 4 |  |  | 4 | 6 |  |  | ... | 13 | 42 |
| Pressly ... |  | $\ldots$ | $\ldots$ | $\ldots$ | ... | $\ldots$ | ... |  | 2 |  | 2 | 10 |
| Rein, T. W. ... | 1 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | ... | $\ldots$ | 21 | 9 | 6 | 37 | 49 |
| Satchel Tooke | $\ldots$ | 2 | $\ldots$ | $\ldots$ |  | 1 | 2 | ${ }_{2}$ | 4 | $\cdots$ | ${ }_{6}^{8}$ | ${ }^{25}$ |
| Yooke ${ }_{\text {Young }}$... | $\ldots$ | $\cdots$ | ... | $\ldots$ | 3 | 1 | ... | .. | ... | ... | 4 | 15 |
| Private | ... | ... | 1 | ... | ... |  | ... |  |  |  | 1 | 3 |
| Totals | 63 | 2 | 8 | 3 | 15 | 10 | 8 | 39 | 28 | 9 | 185 | $\ldots$ |
| Do., 1904 | 42 | 1 | 10 | 5 | 27 | 14 | 1 | 30 | 12 | 12 | 154 | .. |
| Totai No. of Candidates, 1905 | 128 | 2 | 21 | 5 | 58 | 24 | 16 | 92 | 41 | 11 | ... | 398 |
| Total No. of Candidates, 1904 $\qquad$ | 74 | 3 | 16 | 8 | 64 | 21 | 3 | 68 | 23 | 15 | ... | 295 |

D.-SUMMARY OF NUMBERS OF CANDIDATES AND PASSES FOR ALL EXAMINATIONS. (For Details see the tables on pp. 61a-64a and 71a-72a).

| Examinations. | Candidates. |  |  | Passes. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1903. | 1904. | 1905. | 1903. | 1904. | 1905. |
| Pupils' Specific Subjects | 6,736 | 9,566 | 16,128 | 4,301 | 5,253 | 10,094 |
| Technological and Higher Art ... | 173 | 295 | 398 | 93 | 154 | 185 |
| Teachers' | 1,857 | 1,875 | 2,188 | 1,058 | 1,256 | 1,600 |
| Teachers' Specific Subjects | 655 | 752 | 893 | 448 | 515 | 639 |
| Totals | 9,421 | 12,488 | 19,607 | 5,900 | 7,178 | 12,518 |

## 8. TEACCHERS.

A.-TEACHERS' QUALIFICATIONS FOR YEAR ENDING 30тн SEPTEMBER, 1906
(Based on Inspection Statistics.)
I. ARRANGED IN DETAIL ACCORDING TO CERTIFICATES.

| Class of Certificate. | Academig. |  |  |  |  | Total. | $\begin{gathered} \text { Per- } \\ \text { centage } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |
| British Privy Council | 46 | 8 | 7 | 9 | 158 | 228 | $3 \cdot 80$ |
| Other British Governments' Certificates | ... | $\ldots$ | 1 |  | 14 | 15 | 25 |
| Other European Governments' Certificates | ... |  | $\ldots$ |  | 6 | 6 | $\cdot 10$ |
| Cape First Class (T 1) | 7 | .. |  | ... | $\ldots$ | 7 | $\cdot 12$ |
| Cape Second Class (T 2) | 55 | 26 | 15.2 | 8 | 39 | 9280 | $4 \cdot 67$ |
| Cape Third Class (T 3) | 31 | 21 | 174 | 4 | 2176 | 2406 | $40 \cdot 15$ |
| Miscellameous | 5 | $\ldots$ | 2 | 5 | 77 | 89 | $1 \cdot 49$ |
| Total : Professional Certificates | 144 | 55 | 336 | 26 | 2470 | 3031 | $50 \cdot 58$ |
| No Professional Certificates | 50 | 10 | 41 | 2 | 2858 | 2961 | $49 \cdot 42$ |
| Totals | 194 | 65 | 377 | 28 | 5328 | 5992 | ... |
| Percentages | 3.24 | 1.08 | $6 \cdot 29$ | 47 | $88 \cdot 92$ | ... | ... |

Note.-(a) In addition to the Teachers classified above there are 96 Teachers who receive no Grants from the Department. Of these-
13 are Certificated, and 83 are Uncertificated.

6 have Academic Qualifications, and 90 have none
30 are Male, and 66 are Female.
(b) The total number of Teachers in this and the following Tables of Section 8, viz., 5,992, only includes Teachers in schools inspected during the year ending 30th September, 1906 . The total number of Teachers at the end of the year, as shown by the Quarterly Statistics for the Third Quarter, 1906 was 6,40
comparison with the classification of teachers' qualifications in the preceding year.

| Teachers holding- | Totals. |  |  | Percentages. |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1906. | 1905. | Increase. | 1906. | 1905. |
| Specified Certificates :- |  |  |  |  |  |
| $\underset{\text { British Privy Council }}{\text { Other British Governments' }}$ Certificates | 228 15 | 251 11 |  | -25 | +20 |
| Other EuropeanGovernments' 'ertificates | 6 | , | -2 | 10 | 15 |
| Cape First Class ( T 1) ... ... | \% | 5 | -1 | . 12 | -15 |
| Cape Second Class (T 2.) ... | . 280 | - 265 | 15 179 | 4.67 +0.15 | 4.81 40.41 |
| Cape Third Class (T 3.) ... ... Miscellaneous ... | 2406 89 | ${ }_{6} 223$ | 1796 | ${ }_{1}+49$ | 1.14 |

This number includes 13 Teachers who had passed the whole or a part of the written examita ion for the First Class Certificate, but who had not taken the practical part of the exanination, as compared with 8 last year.
[G. 8. -1907.]
$66 a$
Teachers' Qualifications.


Day School Teachers employed in Evening Schools are reckoned once instead of twice as
formerly ; this accounts for the apparent decrease.
V.- Arranged according to inspectors' circuils.

| Circuit in Charge of Inspector. | No. of Teachers. |  |  | Percentage of Certificated Teachors. |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Certificated | Uncertificated. | Total. | 1906. | 1905. |
| Bennie | 138 | 55 | 193 | 71.50 | $72 \cdot 83$ |
| Bond | 118 | 167 | 285 | $41 \cdot 40$ | 37.45 |
| $C^{\text {Craib, }}$ D. | 179 | 48 | 227 | $78 \cdot 85$ | 76.47 |
| Craib, J. | 143 | 8. | ${ }^{225}$ | 63.56 | $69 \cdot 05$ 55.21 50.75 |
| Freeman Golightly | 74 192 | ${ }_{86}^{65}$ | 139 278 | $53 \cdot 2 \pm$ $69 \cdot 06$ | $55 \cdot 21$ $67 \cdot 77$ |
| Gratightly | 192 66 | 86 58 | 278 124 | $69 \cdot 06$ $53 \cdot 23$ | $67 \cdot 77$ 54.43 |
| Hagen | 83 | 148 | 231 | 35.93 | $34 \cdot 09$ |
| Hill | 52 | 46 | 98 | 53.06 | $49 \cdot 21$ |
| Hobdeu | 69 | 222 | 291 | $23 \cdot 71$ | $24 \cdot 58$ |
| Hofmeyr | 73 | 92 | 165 | $44 \cdot 24$ | 46.81 |
| Logie | 99 | 133 | 232 | $42 \cdot 67$ | $44 \cdot 80$ |
| McLaren | 106 | 205 | 311 | $34 \cdot 08$ | 30.98 |
| Milne | 159 | 72 | 231 | 68.83 | $66 \cdot 35$ |
| Mitchell | 129 | 80 | 209 | 61.72 | 60.92 |
| Noaks Porter | 240 | 99 | 339 | $70 \cdot 80$ | $71 \cdot 03$ |
| Porter | 51 | 155 | 206 | $24 \cdot 76$ | $20 \cdot 71$ |
| Pressly | 114 | 15.5 | 269 | $42 \cdot 42$ | 48.93 |
| Rein, R. ${ }_{\text {Rein }}$ T, | 34 | 175 | 209 | $16 \cdot 27$ | 17.35 |
| Rein, T. W... | 95 | 110 | 205 | +6.34 | 47.96 |
| Robinson ${ }_{\text {Satchel }}$. | 74 110 | 76 45 | 150 | 49.33 $70 \cdot 97$ | 43.80 66.31 |
| Spurway | 197 | ${ }_{96}$ | 193 | $50 \cdot 26$ | $60 \cdot 31$ |
| Theron | 132 | 95 | 227 | $58 \cdot 15$ | 63.83 |
| Tooke | 53 | 181 | 234 | $22 \cdot 65$ | 28.43 |
| Watermeyer ... | 77 | 95 | $17 \%$ | $44 \cdot 77$ | +97.69 |
| Young | 132 | 64 | 196 | $67 \cdot 35$ | $67 \cdot 58$ |
| Totals | 3031 | 2961 | 5992 | $50 \cdot 58$ | $51 \cdot 41$ |


| Summary : |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Colony Proper | $\ldots$ | 2635 | 1875 | 4510 | $\ldots$ |  |
| Percentages | $\ldots$ | $58 \cdot 43$ | $41 \cdot 57$ | $\ldots$ | $58 \cdot 43$ | $59 \cdot 4$ |
| Native Territories | $\ldots$ | 396 | 1086 | 1482 | $\ldots$ | $\ldots$ |
| Percentages | $\ldots$ | $26 \cdot 7 \cdot 2$ | $73 \cdot 28$ | $\ldots$ | $26 \cdot 72$ | $26 \cdot 5$ |

B.-STATISTICS REGARDING SEX OF TEACHERS EMPLOYED IN STATE-AIDED SCHOOLS, 1906
I.-ARRANGED ACCORDING TO INSPECTURS' CIRCUITS (Based on information given in the Quarterly Attendance Returns.)

\begin{tabular}{|c|c|c|c|c|}
\hline Circuit in Charge of Inspector. \& Male. \& Female. \& Total. \& Percentage of Male Teachers <br>
\hline Bennie \& 54 \& 140 \& 194 \& $27 \cdot 84$ <br>
\hline Bond \& 103 \& 187 \& 290 \& $35 \cdot 52$ <br>
\hline Craib, D. \& 87 \& 156 \& 243 \& $35 \cdot 80$ <br>
\hline Craib, J. \& 71 \& 173 \& 244 \& $29 \cdot 10$ <br>
\hline ${ }_{\text {Freeman }}$-.. \& 43 \& 137 \& 180 \& $23 \cdot 89$ <br>
\hline Golightly ... \& 92 \& 197 \& 289 \& 31.83 <br>
\hline Grant \& 53 \& 91 \& 144 \& $36 \cdot 81$ <br>
\hline Hagen \& 122 \& 112 \& 234 \& $52 \cdot 14$ <br>
\hline $\underset{\text { Hoblil }}{\text { Hill }}$ \& 44 \& 113 \& 157 \& $28 \cdot 03$ <br>
\hline Hobden
Hofmeyr \& 169 \& 125 \& 294 \& $57 \cdot 48$ <br>
\hline ${ }^{\text {Hofmeyr }}$ Logie \& 64 \& 134 \& 198 \& $32 \cdot 32$ <br>
\hline Logie
McLaren \& 91 \& 149 \& 240 \& 37.92 <br>
\hline Milne
Milaren \& $\begin{array}{r}130 \\ 58 \\ \hline\end{array}$ \& 177 \& 307 \& $42 \cdot 35$ <br>
\hline Mitchell \& 63 \& 156 \& 219 \& $28 \cdot 77$ <br>
\hline Noaks \& 81 \& 295 \& 376 \& $21 \cdot 54$ <br>
\hline Porter \& 106 \& 107 \& 213 \& 49.77 <br>
\hline Pressly \& 113 \& 153 \& 266 \& $42 \cdot 48$ <br>
\hline Rein, R. \& 110 \& 100 \& 210 \& $52 \cdot 38$ <br>
\hline Rein, T. W. \& 86 \& 135 \& 221 \& 38.91 <br>
\hline Robertson \& 50 \& 163 \& 213 \& $23 \cdot 47$ <br>
\hline ${ }_{\text {Robinson }}$ \& 48 \& 115 \& 163 \& $29 \cdot 45$ <br>
\hline Satchel
Spurway \& 74
67 \& 153
114 \& 227
181 \& $32 \cdot 60$ <br>
\hline Spurway ${ }_{\text {Theron }} \ldots$ \& 67
51 \& 114
172 \& 181
223 \& 37.02

20.87 <br>
\hline Tooke \& 139 \& 105 \& ${ }_{244}^{223}$ \& 56.97 <br>
\hline Watermeyer \& 49 \& 150 \& 199 \& $24 \cdot 62$ <br>
\hline Young \& 61 \& 137 \& 198 \& $30 \cdot 81$ <br>
\hline Totals, $1906 . .$. \& 2279 \& 4125 \& 6404 \& $35 \cdot 59$ <br>
\hline Do. 1905. \& 2105 \& 3837 \& 5942 \& $35 \cdot 43$ <br>
\hline Increase \& 174 \& 288 \& 462 \& -16 <br>
\hline Summary : \& \& \& \& <br>
\hline Colony Proper \& 1503 \& 3399 \& 4902 \& $30 \cdot 66$ <br>
\hline Native Territories \& 776 \& 726 \& 1502 \& $51 \cdot 66$ <br>
\hline
\end{tabular}

Sex of Trachers.
69a
II.-ARRANGED ACCORDING TO CLASSES OF SCHOOLS
(Based on Inspection Statistics.)

| - Class of School. |  | Male. | Female. | Total. | Percentage of Male Teachers. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1906. |  |  | 1905. |
| $\begin{aligned} & \text { Special } \\ & \text { A } 1 \\ & \text { A } 2 \\ & \text { A } 3 \\ & \text { D } \\ & \text { E } \\ & \text { P.F. } \\ & \text { Poor } \\ & \text { B } \\ & \text { C } 1 \\ & \text { C } \end{aligned}$ |  |  | 27 | 30 | 57 | $47 \cdot 37$ | $50 \cdot 00$ |
|  | $\ldots$ | 246 | 438 | 684 | 35.97 | $35 \cdot 43$ |
|  |  | 122 | 286 | 408 | 29.90 | $31 \cdot 31$ |
|  |  | 248 | 729 | 977 | 25.38 | $26 \cdot 87$ |
|  | ... ... | 5 |  | 5 | 100.00 | $62 \cdot 50$ $71 \cdot 43$ |
|  |  | ${ }^{7}$ | ${ }^{2}$ | ${ }^{9} 5$ | 77.78 | $71 \cdot 43$ 13 |
|  |  | 102 85 | 573 226 | 675 311 | $15 \cdot 11$ $27 \cdot 33$ | $13 \cdot 23$ $25 \cdot 98$ |
|  | $\ldots$... | 516 | 944 | 1,460 | $35 \cdot 34$ | $35 \cdot 66$ |
|  |  | 13 | 10 | ${ }^{1} 23$ | $56 \cdot 52$ | $67 \cdot 57$ |
|  | ... ... | 719 | 664 | 1,383 | $51 \cdot 99$ | $51 \cdot 31$ |
|  | Totals, 1906 | 2090 | 3902 | 5992 | $34 \cdot 88$ |  |
|  | Do., 1905 | 1952 | 3559 | 5511 |  | $35 \cdot 42$ |
|  | Increase | 138 | 343 | 481 | - 54 |  |

C.-NUMBER OF PUPIL TEACHERS IN TRAINING
I.-ARRANGED ACCORDING TO INSPECTORS' CIRCUITS
[N.B.-These figures include those given in the succeeding table.]


| Name of Training School. | P.T. 1.P.T. 2. P.T. 3. T 2. | Kinder- Total, Total, | $I_{n}$ - |
| :--- | :--- | :--- | :--- | :--- | :--- |



School.
Cape Town, Normal College
Do. Pupil Teachers ' Central
Classes
irahamstow
Vellington
Totals

$\qquad$ | 44 |
| :--- |
| 30 |
| 19 |
| 98 |

Coloured:

| School. <br> Bensonvale <br> Blythswood <br> Buntingville <br> Clarkebury <br> Emgwali <br> Engcobo <br> Healdtown <br> Lovedale <br> St. Matthew's <br> Shawbury, Girls <br> Umtata | Denomination: (Wes.) (U.F.C.) (Wes.) (do.) (U.F.C.) (Eng. Ch.) (Wes.) (U.F.C.) (En. Ch.) (Wes.) (Eng. Ch.) | $\begin{array}{r} \text { Pressly } \\ \text { McLaren } \\ \text { Tooke } \\ \text { Hagen } \\ \text { Young } \\ \text { Hagen } \\ \text { T. W. Rein } \\ \text { T. W. Rein } \\ \text { Bond } \\ \text { Hobden } \\ \text { Tooke } \end{array}$ | 31 68 17 40 26 12 62 84 47 31 31 22 | $\begin{array}{r} 18 \\ 29 \\ 7 \\ 25 \\ 16 \\ 2 \\ 36 \\ 31 \\ 17 \\ 9 \end{array}$ | $\begin{array}{r}7 \\ 14 \\ 10 \\ 15 \\ 3 \\ \cdots \\ 9 \\ 11 \\ 9 \\ 4 \\ 4 \\ \hline\end{array}$ | $\ldots$ $\cdots$ $\cdots$ $\cdots$ $\ldots$ $\ldots$ $\cdots$ $\cdots$ $\cdots$ $\ldots$ $\ldots$ |  | $\begin{array}{r}56 \\ 111 \\ 24 \\ 80 \\ 45 \\ 14 \\ 107 \\ 126 \\ 73 \\ 44 \\ 45 \\ \hline 1\end{array}$ | $\begin{array}{r}44 \\ 83 \\ 16 \\ 74 \\ 41 \\ 12 \\ 86 \\ 102 \\ 54 \\ 35 \\ 24 \\ \hline\end{array}$ | 12 28 8 6 4 4 21 21 24 19 9 11 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Totals |  | 440 | 199 | 76 |  | ... | 715 | 571 | 144 |
|  | Totals, 1906... |  | 555 | 356 | 203 | 36 | 36 | 1186 |  |  |
|  | Do., 1905... | .. | 441 | 243 | 211 | 32 | 17 |  | 944 |  |
| Increase | se ... ... | .. ... | 114 | 113 | -8 | 4 | 1. |  |  |  |

III.-NUMBER OF CANDIDATES PASSED IN TEACHERS' EXA UINATIONS DECEMBER, 1905.


[^1]V.-NUMBEK OF CANDIDATES PASSED IN TEACHERS' EXAMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1905

Arranged according to Inspectors' Circuits


| Division. | Sp. | A 1 | A 2 | A 3 | D | E | P.F. | Poor. | B | C1 | C | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Aberdeen |  |  | 1 |  |  | ... |  |  |  |  |  | 1 |
| Albany ... | 2 | 2 | 1 | 8 |  | ... |  |  |  |  | 1 | 14 |
| Albert |  | 1 | 1 | 2 |  | $\ldots$ | $\ldots$ | $\ldots$ |  | ... |  | 4 |
| Alexandria ... |  | $\ldots$ | 1 | 2 | $\ldots$ | $\ldots$ | $\ldots$ | 1 | $\ldots$ | ... |  | 4 |
| Aliwal North | $\ldots$ | 1 | 1 | 3 |  | ... | ... | 3 | ... | ... |  | 8 |
| Barkly East ... | ... |  | 1 | 4 | $\ldots$ | ... |  | 1 | ... | $\ldots$ | $\ldots$ | ${ }_{5}^{6}$ |
| Barkly West. |  | .. | $\cdots$ | 5 |  |  |  | $\ldots$ |  | .. |  | 5 |
| Bathurst |  |  | 2 | 2 | ... | $\ldots$ |  |  |  |  |  | 4 |
| Beaufort West |  | 2 | $\cdots$ | $\cdots$ | $\ldots$ |  | $\ldots$ | 1 | $\ldots$ | $\ldots$ | $\ldots$ | 3 |
| Bedford ... | $\ldots$ | 1 | $\cdots$ | 1 | $\ldots$ | ... |  | 1 |  |  | $\ldots$ | 3 |
| Bredasdorp ... | $\ldots$ | .. | 2 | 2 |  | $\ldots$ | ... | $\ldots$ | ... | ... | $\ldots$ | 4 |
| Britstown Caledon | ... | 1 | 1 | 4 | $\ldots$ | ... | ... | 1 | 1 | ... | $\cdots$ | 8 |
| Calvinia |  | 1 |  | 2 |  |  |  | ... |  | ... | ... | 3 |
| Cape Suburbs and Distric |  | 5 | 11 | 20 | $\ldots$ | ... | 4 | .. | 47 | ... | ... | 87 |
| Cape Town, Green and S |  |  |  |  |  |  |  |  | ; |  |  |  |
| Point ... | 4 | 7 |  | 12 | 2 | 1 |  |  | , | $\ldots$ | $\ldots$ | 37 |
| Carnarvon Caihcart | ... | 1 | 1 | 1 | $\ldots$ | $\ldots$ |  | $\ldots$ | $\ldots$ | ... | ... | 3 |
| Ceres ... |  | 1 |  |  | ... | .. | $\ldots$ | $\ldots$ |  |  | $\ldots$ | 1 |
| Clanwilliam ... |  | $\cdots$ | 1 |  | ... | ... |  | $\ldots$ | $\ldots$ | $\ldots$ | ... | 1 |
| Colesberg | . | 1 | 1 |  | $\ldots$ | $\ldots$ | $\ldots$ |  |  |  | $\ldots$ | $\stackrel{2}{4}$ |
| Cradock |  | 2 | 1 |  | $\ldots$ | $\ldots$ |  | 2 | $\ldots$ | ... | $\ldots$ | 10 |
| Fort Beaufort |  | 2 |  |  | $\ldots$ | $\ldots$ | ... | 2 | $\ldots$ | 1 | $\ldots$ | - |
| Fraserburg | $\ldots$ |  | 1 | 1 |  | ... | ... |  | $\ldots$ | ... | $\ldots$ | 2 |
| George |  | 2 | 1 | 5 | $\ldots$ | $\ldots$ |  | 2 | $\ldots$ |  | $\ldots$ | 10 |
| Glen Grey ... |  |  |  | 1 |  | $\ldots$ | ... | $\ldots$ | $\ldots$ | $\ldots$ | ... | 1 |
| Graaff-Reinet | 1 | 2 | 1 | 5 | $\ldots$ | ... | ... | ... | ... |  | ... | 9 |
| Hanover |  |  | 1 |  | ... | ... | $\ldots$ | $\ldots$ | $\ldots$ | ... | $\ldots$ | 1 |
| Hay ... | $\ldots$ | $\ldots$ | $\ldots$ | 1 | $\ldots$ | ... | $\ldots$ | $\ldots$ | $\ldots$ | ... | $\ldots$ | 1 |
| Herbert ${ }_{\text {Herschel }} \ldots$ | $\ldots$ | ... | ... | 1 |  | $\ldots$ | $\ldots$ | ... | ... | 1 | $\ldots$ | 2 |
| Hopetown ... |  |  |  | 1 | ... | ... | ... |  | ... |  | $\cdots$ | 1 |
| Humansdorp ... | ... |  | 1 | 5 | ... | ... | ... | 3 | $\ldots$ | $\ldots$ | $\ldots$ | 9 |
| Jansenville |  |  | 1 | ... | $\ldots$ | $\ldots$ | 1 |  | $\cdots$ | $\ldots$ | $\ldots$ |  |
| Kenhardt ... |  | 2 |  | 7 | $\ldots$ | ... |  | \% | $\ldots$ |  | $\ldots$ | 13 |
| Kimberley ${ }_{\text {King William's Town }}$ |  | 2 | 2 | 6 | $\ldots$ | $\ldots$ | $\ldots$ | 1 | $\ldots$ | 1 | $\ldots$ | 12 |
| Knysna ... | $\ldots$ | .. | 2 | 3 | .. | $\ldots$ | $\ldots$ | 7 | ... | ... | $\ldots$ | 12 |
| Komgha ... |  | 1 | ... | 1 | $\ldots$ | $\cdots$ | $\ldots$ | ... | . |  | $\ldots$ | $\stackrel{2}{4}$ |
| Ladismith ... | $\ldots$ | 1 | $\ldots$ | 3 | $\ldots$ | $\ldots$ | $\ldots$ | 1 | $\cdots$ | $\ldots$ | $\cdots$ |  |
| Laingsburg ... |  | $\cdots$ | $\because$ | 1 | $\ldots$ | $\ldots$ | $\ldots$ |  |  | ... |  | ${ }_{2}$ |
| $\underset{\text { Mafeking }}{\text { Malmesbury }} \ldots$ |  | $\ddot{3}$ | 4 | 5 | $\ldots$ | $\ldots$ | i | ... | ... | ... | ... | 13 |
| Midelburg ... |  | 1 |  | 2 | $\ldots$ | ... | ... | ... | ... | ... | ... |  |
| Molteno ... |  |  | 1 | 3 |  |  |  |  |  | $\ldots$ | $\ldots$ | 4 |
| Montagu | . | 1 | $\ldots$ | 4 | $\ldots$ | $\ldots$ | $\ldots$ | 1 | $\ldots$ | ... | $\ldots$ | ${ }^{6}$ |
| Mossel Bay |  | 2 |  | 7 |  |  | ... | 2 |  |  |  |  |
| Murraysburg ... |  | 1 | $\ldots$ |  | 1 | $\ldots$ |  | .. | 3 | $\ldots$ | $\ldots$ | 5 |
| Namaqualand Oudtshoorn | . | 2 | i | 13 | 1 | $\ldots$ | ... | 1 | 1 | $\ldots$ | $\ldots$ | 18 |
| Paarl | 1 | 7 | 8 | , | ... |  |  | 1 | ... | $\ldots$ | $\ldots$ | 21 |
| Peddie ... |  |  | 1 | 2 | ... | ... | $\ldots$ | $\ldots$ |  | $\ldots$ | 1 | 4 |
| Philipstown ... |  | $\cdots$ | 1 |  | $\cdots$ |  |  | $\ldots$ | 1 | $\cdots$ | ... |  |
| Piquetberg ... |  |  | $\stackrel{2}{2}$ | 2 | $\ldots$ | ... | $\ldots$ | ., | 1 | $\cdots$ | $\ldots$ | 13 |
| Port Elizabeth |  | 3 | 3 | \% | $\ldots$ |  | $\ddot{\square}$ |  | $\cdots$ | $\cdots$ | $\cdots$ |  |
| Prieska ... |  | 1 | $\ldots$ | 2 | ... | $\ldots$ | .. | 1 | $\ldots$ |  | ... |  |
| Prince Albert |  | 1 |  | 5 | $\ldots$ |  | $\ldots$ |  | ... | ... |  |  |
| Queenstown ${ }^{\text {Richmond }}$... |  | $\stackrel{1}{1}$ | 1 |  | $\ldots$ | ... | $\cdots$ |  | $\cdots$ | $\ldots$ | $\ldots$ | 1 |
| Riversdale |  | 2 |  | 3 |  | ... | $\ldots$ | 1 | 2 | ... | ... | 8 |
| Robertson |  | 1 | 1 | 3 | ... | ... |  | $\ldots$ | $\ldots$ | .. | $\ldots$ | 8 |
| Somerset East |  | ${ }_{4}^{2}$ | 1 | 7 |  | $\cdots$ | ... |  | $\ldots$ |  | $\ldots$ | 12 |
| Stellenbosch ... |  | 4 | 1 |  |  | ... |  |  | $\ldots$ |  | $\ldots$ |  |
| Steynsburg ${ }_{\text {Stock }}$ |  | ... | 1 | 4 | $\ldots$ | ... | ... | 1 | ... |  | $\cdots$ | 6 |
| Stutterheim ... |  |  | 2 |  | ... | ... | $\ldots$ | ... | ... | 1 | 1 | 4 |
| Sutherland ... |  |  | 1 |  |  | $\ldots$ |  |  |  |  | $\ldots$ |  |
| Swellendam ... |  | 1 | 1 | 2 | $\ldots$ | ... |  | 1 | $\ldots$ | $\ldots$ |  |  |
| Tarka ... |  | $\stackrel{1}{2}$ |  |  | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |  | $\ldots$ | $\ldots$ |  |
| Tulbagh ... |  | . | $\ldots$ | 1 | $\ldots$ | $\ldots$ |  | ... | $\begin{aligned} & 1 \\ & 2 \end{aligned}$ | ... | $\ldots$ | 8 |
| Vitenhage ... |  | 2 |  | 4 | $\ldots$ | $\ldots$ |  | 1 | ... | $\ldots$ | ... | 6 |
| Uniondale ${ }^{\text {Van }}$ Rhynsdorp |  | .. | 1 |  | ... | $\ldots$ | $\ldots$ |  | $\ldots$ |  |  | 1 |
| Victoria East |  |  | 1 | 1 | ... | ... |  |  | 3 | 1 | 2 | 8 |
| Victoria West |  | 1 |  | 3 | $\ldots$ | $\ldots$ | $\ldots$ |  | ; | $\ldots$ |  | $\stackrel{4}{9}$ |
| Vryburg ... |  | $\cdots$ | 1 | 7 | $\ldots$ | $\ldots$ | $\ldots$ | $\cdots$ | 1 | ... | ... |  |
| Willowmore ... |  | 1 | 1 | 3 | $\ldots$ | $\ldots$ | ... |  | $\ldots$ | ... | ... | 5 |
| Wodehouse Worcester $\ldots$ |  | 2 | 1 | 12 | ... | ... |  | $\ldots$ | ... |  |  | 16 |
| Total |  | 84 | 86 | 234 | 3 | 1 | 7 | $3 \times$ | 6.7 | 5 | 5 | 9 |


| Matistracy. | Sp. A 1 | A 2 | A 3 | D | E | P.F. Poor. | B | (1 | C | Total: |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| Bizana |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Butterworth ... | ... | .. | 1 |  |  |  |  |  |  |  |  |  | ... ... |  |
| Elliot ... |  | $\ldots$ |  | 1 |  | 1 |  | $\ldots$ |  |  | 1 | $\ldots$ | ... ... | 3 |
| Elliotdale |  | ... |  |  |  |  |  |  |  |  |  |  |  |  |
| Engcobo |  | ... | $\ldots$ |  |  | 1 | ... | $\ldots$ | $\ldots$ |  |  | ... | ... .. | 1 |
| Flagstaff |  | ... |  |  |  |  |  |  |  |  |  |  |  |  |
| Idutywa |  | ... | $\ldots$ | 1 |  | .. | ... | $\ldots$ |  |  |  | ... | $\ldots$ | 1 |
| Kentani |  |  |  |  |  | 1 |  |  |  |  |  |  |  | 1 |
| Libode | ... | ... | $\ldots$ |  |  | .. |  | $\ldots$ |  |  |  | $\ldots$ |  | .. |
| Lusikisiki |  |  |  |  |  |  |  | . |  |  |  | ... |  |  |
| Maclear |  |  |  |  |  | 3 |  |  |  |  |  | ... | .. .. | 3 |
| Matatiele | $\ldots$ | ... | ... | 1 |  | 1 | $\ldots$ | $\ldots$ |  |  |  | ... | .. .. | 2 |
| Mount Ayliff Mount Currie |  |  |  |  |  |  |  |  |  |  |  |  |  | , |
| Mount Currie |  | $\ldots$ | . | 1 |  | 1 | $\ldots$ | $\ldots$ | ... |  |  | $\ldots$ | .. | 2 |
| Mount Frere ... |  | ... | $\ldots$ |  |  | ... | $\ldots$ |  |  |  |  | $\ldots$ | i | 1 |
| Mqanduli ... | ... | ... | ... |  |  | . |  |  |  |  |  | $\ldots$ | . ... |  |
| Ngqeleni ... |  | ... | $\ldots$ |  |  | ... |  |  |  |  |  | $\ldots$ | 1 ... | 1 |
| Nqamakwe ... | ... | $\ldots$ | $\ldots$ |  |  | $\ldots$ | $\ldots$ | .. | $\ldots$ |  |  | ... | .. ... |  |
| Ntabankulu $\ldots$ |  |  |  |  |  | $\ldots$ |  |  |  |  |  | $\ldots$ | .. |  |
| Port St. John's Qumbu a |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| St. Mark's |  |  |  |  |  | , |  |  |  |  |  |  |  | , |
| Tsolo |  | $\ldots$ |  |  |  | 1 | $\ldots$ |  |  |  |  | $\ldots$ | ... ... | 1 |
| Tsome ... |  | ... |  |  |  |  |  |  |  |  |  | $\ldots$ |  |  |
| Umtata |  | ... | 1 |  |  | ... |  |  | ... |  | 1 | ... | 1 ... | 3 |
| Umzimkulu ... | . | $\ldots$ | ... |  |  | ... |  | .. |  |  |  | ... | ... ... | . |
| Wailish Bay ... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{ll}\text { Willowvale } & \\ \text { Xalanga } & \ldots\end{array}$ | ... | $\ldots$ | $\ldots$ | i |  | $\ldots$ |  | $\ldots$ | .. |  |  | $\ldots$ | $\ldots$ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total for Territorie |  | 9 | $\begin{array}{r} 2 \\ 8+ \end{array}$ | $\begin{array}{r} 5 \\ 86 \end{array}$ |  | $\begin{aligned} & 12 \\ & 234 \end{aligned}$ | 3 | 1 | 7 | $\begin{array}{r} 2 \\ 38 \end{array}$ | $\begin{array}{r} 2 \\ 38 \end{array}$ | 67 | $\frac{1}{5}$ | $\begin{array}{r} 24 \\ 539 \end{array}$ |
| Totals, 1906 |  | 9 | 86 | 91 |  | 46 | 3 | 1 |  | $40$ |  | 67 | 6 | 563 |
| Do. 1905 | ... | 10 |  |  |  |  |  | 1 | $7$ |  |  |  | 5 |  |
| Increase ... | ... | -1 | 1 | 8 |  | 47 |  | ... |  |  | 7 | 3 | 1 | 67 |
| B.-ARRANGED |  |  |  | RD |  |  | TO |  | NSP | EC' | TO |  | CIRC | UITS |
|  |  | N |  |  |  |  | OF |  |  |  |  |  |  |  |
| Circuit in Charge of Inspector | Sp. | A 1 | A 2 | A 3 | D. | E. | P.F. | Poor | B. | C1. | c. | $\begin{aligned} & \text { Total, } \\ & 1906 . \end{aligned}$ | $\begin{aligned} & \text { 1, Total, } \\ & \% \quad 1905 . \end{aligned}$ | Increase. |
| Beante ... | 2 | 3 | + | 13 |  |  |  | $\stackrel{1}{2}$ | $\ldots$ |  | 1 | 25 | 26 | -1 |
| Bond ... |  | 2 | 2 | 6 |  |  |  | 1 |  | 1 |  | 12 | 11 |  |
| Craib, D. ... ... | 4 | 7 | 6 | 12 | 2 |  | 1 | . | 5 | $\ldots$ | $\ldots$ | 37 | 36 | , |
| Craib, J. | 1 | ${ }_{6}$ | 2 | 12 |  |  |  | 2 |  |  |  | 23 | 18 | 5 |
| Ereeman | $\ldots$ | 3 | 3 | $\ldots$ | ... |  | :.. | 2 | ... | ... | ... | 8 | 8 |  |
| Golightly | 1 | 10 | 12 | 9 | ... |  | .. 1 | 1 |  | ... | $\ldots$ | 34 | 31 | 3 |
| Grant ... |  |  | , | c | ... |  | . ${ }^{2}$ |  | ... | . |  | 11 | 8 | 3 |
| Hagen ... | ... |  | 2 | 4 | ... |  | .. ... | 1 | ... | $\ldots$ |  | 7 | 5 | 2 |
| Hill |  | 4 | 2 | ${ }^{6}$ | $\ldots$ |  | .. ... | .. | ... | ... |  | 12 | 7 | 5 |
| Hobden | $\ldots$ |  |  | 4 |  |  | .. ... | ... |  | ... | 1 | 5 | 5 |  |
| Hofmeyr | ... | 1 | 4 | $\pm$ | 1 | ... | .. ... | ... | 5 | ... | .. | 15 | 12 | 3 |
| Logie ... | ... | 4 | 1 | 5 |  |  |  | $\cdots$ | ... |  |  | 10 | 9 | 1 |
| McLaren | ... | 1 | ... |  | ... | ... | .. ... | ... |  | $\ldots$ | ... | 1 |  | -1 |
| Milne ... | ... | 5 | 3 | 11 |  |  |  |  | 2 |  |  | 21 | 20 | 1 |
|  | ... | 6 | , | 25 | ... | .. | 4 | 5 | 1 | $\ldots$ | $\ldots$ | 39 | 38 | 1 |
| Noaks $\ldots$... Porter $\ldots$... | $\ldots$ | 5 | 11 | 20 | $\ldots$ | $\ldots$ | 4 | $\ldots$ | 47 | . | $\ldots$ | 87 |  | $\stackrel{2}{1}$ |
| Porter Pressly ... ... Pr | $\ldots$ | 2 | $\stackrel{2}{3}$ | 11 | $\ldots$ |  | ... ... | $\cdots$ | $\ldots$ | 1 | .. | $\stackrel{+}{2}$ | 13 | 8 |
| Rein, R. ${ }^{\text {R }}$. ${ }^{\text {a }}$ |  |  | 1 |  |  |  |  |  |  |  |  | 2 | 1 | 1 |
| Rein, T. W. |  | 2 | 3 | 7 | $\ldots$ |  | .-... | 3 | 3 | 2 | 3 | 23 | 21 | 2 |
| Robertson | 1 | 5 | 3 | 20 |  |  | .. ... | 2 |  |  |  | 31 | 25 | 6 |
| Robinson | $\ldots$ | $\ldots$ | 4 | 12 | $\cdots$ | ... | - ... | 11 |  | $\ldots$ | $\ldots$ | 27 | $2 t$ | 14 |
| Satchel... |  | 2 | 4 | 20 |  |  | .. ... | 2 | 1 |  |  | 29 | 15 | 14 |
| Spurway Theron... | $\ldots$ | 3 | $\pm$ | 13 | $\ldots$ |  | . |  |  |  |  | 14 | 14 |  |
| Theron... Tooke ... |  | 5 | ... | 13 | .. |  |  |  | 1 | 2 | $\cdots$ | 24 | $2 \pm$ |  |
| Watermeyer |  | $\pm$ | 1 | 8 |  |  |  | 2 | 2 |  |  | 17 | 12 | 5 |
| Young ... |  | 5 | 5 | 7 | ... | ... | .. ... | .. | ... | 1 | 1 | 19 | 18 | 1 |
| Totals, 1906 |  |  |  |  |  |  |  |  |  |  |  | 563 |  |  |
| Do., 1905 | 10 | 85 | 83 | 199 | 3 |  | 17 | 33 | 64 | 6 | 5 | ... | 496 |  |
| Increase ... | -1 | 1 | 8 | 47 | $\ldots$ |  | .. ... | 7 | 3 | 1 | 1 | $\ldots$ | ... | 67 |
| Total No. of Schools in operation 30th September, 1906 | 19 | 86 | 101 | 696 | 4 | 27 | 7687 | 287 | 720 | 11 | 745 | 3,383 | 3,698 | 285 |

## 10. BUILDINGS.

A.-LIST OF LOANS ISSUED (IN WHOLE OR PART) DURING THE PERIOD 1sT OCTOBER, 1905, TO 30 TH SEPTEMBER, 1906

B.-LIST OF SCHOOL LOANS RECOMMENDED FOR ISSUE DURING THE PERIOD 1ST OCTOBER, 1905, TO 30TH SEPTEMBER, 1906, BUT IN RESPECT OF WHICH NO PAYMENT HAD BEEN MADE UP TO 30TH SEPTEMBER, 1906.

| Division. | School. | Class. | Date recommended. | Amount. |
| :---: | :---: | :---: | :---: | :---: |
| Albany ... | Riebeek East... | A 3 | 26/2/06 | £2,400 |
| Britstown | Britstown | A 2 | 19/9/06 | 2,600 |
| Cape Suburbs \& District | Mowbray | A 2 | 22/8/06 | 9,300 |
| Do. ... ... ... | do. | A 2 |  | 4,185 |
| Cathcart ... | Catheart ... ... ... ... | A 1 | 2/5/06 | 4,580 |
| Ceres ... | Ceres | A 1 |  | 1,800 |
| Fort Beaufort. | Adelaide | A 1 | 14/9/06 | 3,155 |
| Glen Grey | Lady Frere . . | A 3 | 16/3/06 | 1,490 |
| George ... ... | Buffelsfontein | Poor | 29/5/06 | 400 |
| Graaff-Reinet ... | New Bethesda | A 2 | 23/4/06 | 650 |
| Kimberley ... | Kimberley Boys' High School | A 1 | 22/8/06 | 935 |
| King William's Town.. | King William's Town, Cambridge Road | A 2 | 5/9/06 | 3,928 |
| Malmesbury ... ... | Riebeek West ... ... ... | A 1 | 14/9/06 | 350 |
| Molteno | Molteno | A 2 | 5/9/06 | 2,650 |
| Paarl | Paarl North End | A 3 | 5ग0 | -610 |
| Do. ... | do. Girls' High School | A 1 | 25/9/06 | 13,000 |
| Philipstown | Petrusville | A 2 | 16/2/06 | 3,365 |
| Port Elizabeth | Port Elizabeth, Seymour Street | B | 5/9/06 | 273 |
| Stellenbosch . | Somerset Strand ... | A 2 | 18/9/06 | 700 |
| Suockenstrom ... | Seymour | A 2 | 22/12/05 | 1,800 |
| Butterworth | Butterworth | A 1 | 22/8/06 | 606 |
|  |  |  | . | £58,777 |

C.-LIST OF FREE BUILDING GRANTS ISSUED IN WHOLE OR IN PART DURING THE PERIOD 1ST OCTOBER, 1905, то 30 TH SEPTEMBER, 1906.
Herschel...
Ladismith
Do.
Ma!mesbury
Prieska ...
Riversdale
Stockenstrom
Vryburg...
Willowmore

Herschel, A 3
Buffelsvlei Poor..
Hoeko, A 3
Malmesbury, A 3
Marydale Poor .
Brand River, A 3
Balfour Poor
Rieikloof, A 3
Willowmore Poor

| $£$ | s. | d |
| ---: | ---: | ---: |
| 29 | 19 | 8 |
| 285 | 0 | 0 |
| 200 | 0 | 0 |
| 400 | 0 | 0 |
| 400 | 0 | 0 |
| 34 | 3 | 7 |
| 400 | 0 | 0 |
| 50 | 0 | 0 |
| 285 | 0 | 0 |
|  |  |  |
| 2,084 | 3 | 3 |

* Free Grant of $£ 400$ issued in addition to loan of $£ 1,500$.
D.-PARLIAMENTARY GRANTS OF LAND FOR SCHOOL PURPOSES SANCTIONED DURING SESSION 1905-1906.

| Division. | School or Locality. | Area. | Object of Grant. |
| :---: | :---: | :---: | :---: |
| Caledon... | Caledon A 1 | Morgen. Sq. rds. Sq. ft. 400 |  |
| Glen Grey $\quad . .$. | Lady Frere A 3 | - | Site for U.P.S. |
| King William's Town... | Frankfort A 3 ... . | $300 \quad \ldots$ | Teacher's Residence. |
| Do. | King William's Town. | 13338128 | Endowment. |
| Namaqualand Do. | Namies South ... Port Nolloth A | $\begin{array}{rrr}500 & \ldots & \ldots \\ \ldots & 108 & 48\end{array}$ | U.P.S. purposes. |
| Swellendam | Swellendam A 1 | $3{ }^{7}$ - | Site for U.P.S. |
| Vryburg | Taungs A 3 | 400 | U.P.S. purposes. |
| Elliot . | Gubenxa Poor | $1 \times \ldots$ | Site for U.P.S. |
| Qumbu ... | Qumbu A 3 | $149 \quad 44$ | do. |

## 11. COLLEGES.

table showing (a) No. of Lecturers, and (b) No. of students in the various courses at 30 th septenber, 1906.

| Name of Colitege. | $\begin{aligned} & \dot{\Delta} \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ | Arts Course. |  |  |  |  |  | Engineering Course. |  |  |  |  | $\begin{aligned} & \text { Medical Course, } \\ & \text { I. Year. } \end{aligned}$ | Mining Course. |  |  |  | TOTAL. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Matric. |  |  | B.A. |  | M.A. |  |  |  |  |  |  | 荡 |  |  |  |  |  |
|  |  | 路 |  |  | $$ |  |  |  |  | $\pm$ |  |  |  |  |  |  |  | 1906. | 1905. |
| Cape Town, South African College | 29 | $\ldots$ |  | 49 | 23 | 21 | 2 | 9 | 4 | 3 | 11 | 68 | 4 | 2 | 9 | 13 | 13 | *230 | 275 |
| Grahamstown, Rhodes' College | 12 | $\ldots$ |  | 17 | 6 | 6 | $\ldots$ |  |  | $\ldots$ |  | 13 | .. | $\ldots$ | $\ldots$ | 11 | 3 | 56 | 58 |
| Rondebosch, Diocesan College | 6 | $\ldots$ | ... | 14 | 3 | 5 | $\ldots$ | $\ldots$ |  | $\ldots$ | $\ldots$ | 24 | $\cdots$ | $\ldots$ |  | 9 | $\ldots$ | 55 | 79 |
| Stellenbosch, Victoria College | 16 | ... | ... | 99 | 28 | 19 | 5 |  |  | $\ldots$ | $\ldots$ | ... | 9 | 2 | 3 | 10 | 33 | 208 | 196 |
| Wellington, Huguenot Ladies' College | 5 | $\ldots$ | $\ldots$ | 24 | 8 | 4 | 2 |  |  | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | ... | 38 | 25 |
| Totals, 1906 | 68 | $\ldots$ | ... | 203 | 68 | 55 | 9 | 9 | 4 | 3 | 11 | 105 | 13 | 4 | 12 | 43 | 49 | 587 | $\ldots$ |
| Do. 1905 | 64 | ... | 32 | 176 | 63 | 47 | 7 | 5 | 5 | ... | $\ldots$ | 127 | 9 | 11 | 18 | 84 | 55 |  | 633 |
| Increase | 4 | . | -32 | 27 | 5 | 8 | 2 | 4 | -1 | 3 | 11 | $-22$ | 4 | $-7$ | -6 | -41 | -6 | $\ldots$ | $-47$ |

(Additional Information whll be round in Annexure II.)
The figures given under "Total Rate of Government Grant" and "Tot.l Rate of Local Contribution" are the sums of the rates per annum at which the grants and local contributions were
being paid at the time of the Inspection; the figures given under "Government Graut" include al being paid at the time of the Inspection ; the figures given under " "Government Grant include al
annual grants to the various schools, but the "Local Contribution" is only that devoted to teachers annual grants to the various schools, but the "Local Contribution" is only that devoted to teach
salaries, the remainder of the local expenditure on schools not being leported to the Department.

| Class of School. | $\begin{aligned} & \text { Total Rate } \\ & \text { of } \\ & \text { Government } \\ & \text { Grant. } \end{aligned}$ | $\begin{aligned} & \text { Total Rate } \\ & \text { of } \\ & \text { Local Contri- } \\ & \text { bution. } \end{aligned}$ | Teachers with Free |  |  | Cost to Government per Pupil Examined. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Board. | House. | Land. | Highest. | Lowest. | A verage. |
| Sp. | $\begin{array}{ccc} £ & \text { s. } & \text { d. } \\ 14,449 & 15 & 0 \end{array}$ | $\begin{array}{r} 8 \\ \hline \\ 4.955 \\ \hline \end{array}$ | 32 | 1 |  |  | f s. <br> 2 d. | $\begin{array}{ccc} \text { E s. } & \text { d. } \\ 13 & 12 & 8 \end{array}$ |
| A 1 | 82,708 76 | 65.84018 | 120 | 25 |  | 1208 | 1196 | $5 \quad 310$ |
| A 2 | 36,013 18 | $26,12011+$ | 8 | 49 |  | 10811 | 18 | 30 |
| A 3 | 58,453 7 \% | 40,141 7 8 | 294 | 147 | 5 | 1000 | 0185 | 29 |
| D | 450 | $764 \quad 0 \quad 0$ | 6 | 3 | 1 | 2115 | 211 | 2115 |
| E | 7550 | 730116 |  |  |  | 41011 | 07 | 1 4 1 |
| P.E. | $\begin{array}{llll}18,266 & 3 & 10\end{array}$ | $10,9633 \quad 310$ | 611 | 2 | 2 | 737 | $\begin{array}{llll}1 & 3 & 4\end{array}$ | 3 3 8 |
| Poor | 21,378 15 9 | 3,217 411 | 182 | 22 | 3 | 94 | 13 | 21510 |
| B | $40,516 \quad 6 \quad 8$ | 24,575 1511 | 207 | 283 | 178 | 2146 | $\begin{array}{llll}0 & 3 & 11 \\ 0 & 7\end{array}$ | $\begin{array}{llll}0 & 16 \\ 8 & 2\end{array}$ |
| Cl | 3,230 0 | 1,943 120 |  | 11 | 4 | 1200 | 5711 | 817 |
| c | 30,286 6 | 17,521 78 | 190 | 163 | 194 | 1617 | $\begin{array}{lllll}0 & 4 & 11\end{array}$ | 015 |
| Totals... | 306,608 1 | 196,77314 |  |  |  |  |  |  |
| , 1905 | 270,137 16 9 | 187,293 $11 \quad 5$ | 1,430 | 697 | 352 | 300 | 0 4 | $1154$ |

13. INDUSTRIAL SCHOOLS AND DEPARTMENTS

Table showing number of pupils under instruction in the DIFFERENT BRANCHES, AT 30TH SEPTEMBER, 1906.


[^2]13. INDUSTRIAL SCHOOLS-continued.
table showing number of pupils under instruction in the DIFFERENT BRANCHES, AT 30TH SEPTEMBER, 1996.

*These Schools are not Industrial Schools, but have Departments in the subjects indicated attached to them.

ANNEXURE II.

FINANCE

INDEX.

1. State Expenditure for Public Education.
2. Pupil-teachers' Fund
3. Pensions Granted
4. STATEMENT OF EXPENDITURE FOR PUBLIC EDUCATION FOR THE FINANCIAL YEAR ENDED 30th JUNE, 1906.
A.-Office:
Staff-Salaries
Contingencies .
B.-Inspectorate:
Regular Staff--Salaries. Do. Travelling Expenses
Casual
$\ldots$ asual
$\begin{array}{lll}14,001 & 13\end{array}$
$1437 \quad 3$
237
$28,600 \quad 710$
C.-Higher Education :

University, Cape of Good Hope :

1. For general purposes
2. School and College Bursaries
3. Queen Victoria Scholarships (Prou ... Act No. 22 of 1902)

South African College (Special Grant,
Ordi ance No. 11 of 1837).
Colleges :

1. Salaries
2. Merit Grants
3. South African College, Equipment, Engineerin Laboratory
$2,750 \quad 0$
40000
$900 \quad 0 \quad 0$
$400 \quad 0 \quad 0$
13,909
9
2
2
7 $\begin{array}{lll}2,646 & 10 & 8 \\ 4\end{array}$
$\qquad$ $27,537 \quad 9$
D.-Training of Teachers :

Educational Museum and Library
Instructors in Drawing
Do. of Pupil-teachers
Do. in W oodwork
Instructresses in Needlework
Do.
Do.
Kindergarten
Domestic Economy
Vacation Courses :

1. Fees to Lecturers
2. Travelling Expenses of Lecturers \&c., attending the Vacation
3. Books and Materiak supplied for the use of the Training Classes during the Vaca-
tion Courses ... $\quad \cdots \quad 586$

$$
\begin{array}{rrr}
55 & 13 & 7 \\
981 & 3 & 8 \\
740 & 0 & 0 \\
780 & 0 & 0 \\
754 & 0 & 0 \\
747 & 10 & 0 \\
775 & 0 & 0 \\
300 & 0 & 0
\end{array}
$$

$96115 \quad 0$
$1,222 \quad 9 \quad 0$
$\qquad$ 2,770 13

Brought forward
Institutions for Training of Teachers Pupil-teachers
Allowances to Principals on passing Pupil-teachers... Examination for Certificates and in Science, Art, and Manual Training ...
Expenses of Competitions and Exhibitions of Manual Work, Singing, and Writing
Pui il-teachers' Institute and School of Art, Cape Town-Furniture, Fittings, and other Expenses
Travelling Expenses of Departmental Instructors and Instructresses
Pupil-teachers' Monthly Railway and Tram Fares ...
£ s. d. £ s. d.

| 7,904 | 0 | 7 | 65,068 | 4 | 6 |
| :--- | :--- | :--- | :--- | :--- | :--- |

$9,890 \quad 15 \quad 6$
18,321 $16 \quad 9$
2,077 1010
$2,027 \quad 4 \quad 2$
$315 \quad 1 \quad 7$
$601 \quad 9 \quad 0$
$2,867 \quad 10 \quad 7$
$208 \quad 611$

## E.--Schools :

Undenominational Public Schools
$42,897 \quad 11$
Church A 3 Schools
8,269 $6 \quad 7$
Boarding Schools and Boarding Departments
5,436 $18 \quad 4$
Poor Schools
21,781 20
Private Farm Schools ... ... ... ... 12,840 0 11
Trade Schools for Poor Whites ... ... ... 1,633 28
Art Schools ... ... ... ... ... $781 \quad 18$ 4
Native Industrial Institutions $\quad . . \quad$... $\quad . . \quad 3,044 \quad 5 \quad 5$
Mission Schools $\quad . . \quad$......$\quad$... $72,718 \quad 17$ 4
Evening Schools ... ... ... ... 1,27688
Trade Classes in connection with Day Schools ... 59980
Schools for Defective Children ...
1,548 $15 \quad 7$
Maintenance Grants for Boarders ... ... 11,761 14 o
Good Service Allowances ... ... ... $19,20312 \quad 8$
Grant to supplement Teachers' Pension Fund ... 2,700 00
School Buildings in Poor Districts ... ... $2,88919 \quad 8$
Inspection of School Buildings ......$\quad$... 116
Temporary School Structures ... ... ... 163 4 1
Preparation of Play Grounds ... .. ... 8110 0
Refund of Bond and Transfer Expenses in respect of Loans raised under Act No. 11 of 1882
$175 \quad 2 \quad 4$
Rent of Laid and Buildings for School Purposes Erection of Out Offices...
Interest and Sinking Fund Charges on Building Loans ... ... ... ... ...
Books, Apparatus, \&c., \&c. ... ... ...
Travelling Expenses of Teachers on Appointment ...
Travelling Expenses of Teachers on Appointment ...
New Education Act
Travelling Expenses of Teachers attending Conferences and Association Meetings
$\begin{array}{lll}11,091 & 10 & 11 \\ 13 & 8 & 6\end{array}$
$18,457 \quad 5 \quad 8$
17,295 $6 \quad 5$
6891610
2,679 $10 \quad 1$

Repairs and Fencing of School Buildings ...
$17616 \quad 0$
2,476 $13 \quad 0$

| pending issue of Government Loans | $\ldots$ | $\ldots$ | 2,356 | 2 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

373,389 $11 \quad 6$

Total
...£482,671 1111

## 2. PUPIL-TEACHERS' FUND



The Capital Sums of the "Slave Compensation" and "Bible and School Commission" Funds are held in trust (Education Act, No. 13 of 1865 , Section II.), the Interest on which is appropriated to the payment and training of Pupil-Teachers in Mission Schools.

## 3. PENSIONS GRANTED.

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, G. W. (Rev.) |  | £24 10 | 0 |  | 1st April, 1905. |
| Arends, Isaac |  | 30 | 0 |  | 1st January, 1898. |
| Baker, George |  | 5210 | 0 | $\ldots$ | 1st July, 1894. |
| Balie, R. |  | 24 | 0 | .. | 1st July, 1905. |
| Bergsteedt, Martha S. |  | 24 | 0 | .. | 1st January, 1897. |
| Beswick, Fredk. |  | 140 | 0 |  | 1st July, 1899. |
| Beukman, Petrus |  | 21 | n |  | 1st January, 1890. |
| Bond, Maria |  | 5210 | 0 |  | 1st January, 1894. |
| Breach, William |  | 240 | 0 |  | 1st July, 1895 |
| Brown, Eleanor L. Y. |  | 60 | 0 |  | 1st October, 190 |
| Bruce, W. R. |  | 48 | 0 |  | 1st A pril, 1902. |
| Buchanan, Catherine |  | 52 | 0 |  | 1st October, 189 |
| Burbidge, G. T. (Rev.) |  | 87 | 0 |  | 1st December, 1902. |
| Byrnes, Nanno |  | 21 | 0 |  | 1st October, 1891. |
| Calder, Sarah A. |  | 21 | 0 |  | 1st July, 1893. |
| Dale, Robert |  | 70 | 3 |  | 1st January, 18 |
| De Smidt, J. H. |  | 48 | 0 |  | 1st July, 1901. |
| De Villiers, Elizabeth |  | 21 | 0 |  | 1st Mav, 1889. |
| De Vos, A. P. |  | 4510 | 0 |  | 1st January, 193. |
| Du Toit, Mrs. A. J. |  | 21 | 0 |  | 1st January, 1895. |
| Dwashu, David |  | 21 | 0 |  | 1st January, 1894. |
| Ebeling, A. M. |  | 3312 | 0 |  | 1st A pril, 1902. |
| Ferguson, Abby P |  | 70 | 0 | .. | 1st January, 189 |
| Gie, C. enraad J. C. |  | 42 | 0 |  | 1st April, 1898. |
| Godden, T. W. |  | 42 |  |  | 1st April, 1904. |
| Griffiths, Maria S. |  | 27 | 0 |  | 1st A pril, 1898. |
| Groenewald, Theophilus |  | 24 | 0 |  | 1st July, 1891. |
| Hahn, Johannes S. |  | 21 | 0 |  | 'st August, 1896 |
| Harris, A. V |  | 45 | () | $\ldots$ | 1st April, 1902. |
| Heldzingen, M. M., Miss |  | 27 | 0 | .. | 1st October, 1905. |
| Hendrickse, Johanna M. |  | 24 | 0 |  | 1st July, 1904. |
| Hill, H., B.A. |  | 12210 | 0 | .. | 1st January, 1906. |
| Hoek, Jacob |  | 5210 | 0 | $\ldots$ | 1st July, 1893. |
| Hutchinson, G. P.... |  | 80 | 0 |  | 1st October, 1902. |
| Immelman, C. |  | 5910 | 0 | $\ldots$ | 1st October, 1901. |
| Jager, N. |  | 24 | 0 |  | 1st January, 1902. |
| Kidd, Constance Emily |  | 45 | , |  | 1st July, 1892. |
| Kikillus, Juhann |  | 18 | 0 |  | 1st July, 1898. |
| Kildasi, Henry C |  | 21 | 0 |  | 1st August, 1895. |
| Kirsten, M. B., Miss |  | 240 | 0 |  | 1st October, 1905. |
| Lauwrence, Elizabeth |  | 24 | 0 |  | 1st July, 1904. |
| Laws, G. G. C., Miss |  | 30 | 0 |  | 1st April, 1906. |
| Leipoldt, Maria C. |  | 240 | 0 |  | 1st January, 1902. |
| Le Roux, Abraham |  | 24 | 0 |  | 1st July, 1898. |
| Loman, Brother |  | 21 | 0 |  | 1st January, 1895. |
| MacCrone, R. |  | 140 | 0 | $\ldots$ | 1st January, 1906. |
| Marsh, E. |  | 24 | 0 | ... | 1st January, 1902. |
| Mashiyi, F. |  | 1515 | 0 |  | 1st C'ctober, 1903. |
| Mashiyi, H.. |  | 210 | 0 | $\ldots$ | 1st October, 1901. |
| McCormick, R. |  | 8710 | 0 |  | 1st July, 1895. |
| McIntyre, F. |  | 8710 | 0 |  | 1st A pril, 1889. |
| Moony, J. E. |  | 45 | 0 |  | 1st December, 1896 |
| Ntsikana, W. K. |  | 24 | 0 |  | 1st 4 pril, 1905. |
| Nicol, Matthew |  | 70 | 0 |  | 1st July, 1898. |
| Oliver, O. J. |  | 105 | 0 |  | 1st July, 1904. |
| Olthoff, Sarah H. |  | 21 | 0 |  | 1st October, 1901. |
| Peters, T. H. (Rev.) |  | 70 | 0 |  | 1st October, 1900. |
| Pfeiffer, P. S. |  | 24 | 0 |  | 1st July, 1896. |
| Piet, William |  | 24 | 0 |  | 1st January, 189 |
| Quail, John |  |  | $0$ |  | 1st July, 1900. |


[^0]:    Totals, $1906 .$.
    Do.,

[^1]:    IV.-TABLE SHOWING NUMBER OF CERTIFICATES ISSUED AT VACATION COURSES HELD DURING THE YEAR ENDED 30TI SEPTEMBER, 1906 .
    
    ${ }_{T}^{T} \frac{2}{3}$
    P.T. 2 (Coloured Vacation Courses only)

    Drawing
    Woodwork $\qquad$

[^2]:    * These are not Industrial Schools, but have Deparments in the subects indicated attached to them.

