CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

SUPERINTENDENT-GENERAL

OF

EDUCATION

FOR THE YEAR 1895.

Presented to both Pouses of Parliament by command of His Excellency the Gobernor. 1896.

CAPE TOWN:
W. A. RICHARDS & SONS, GOVERNMENT PRINTERS.
1896.

[G. 2-'96.]

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Report of the Superintendent-General of Education for the Year 1895.

Presented to both Pouses of Parliament by command of His Excellency the Governor. 1896.

Education Office,

Cape Town, 31st March, 1896.

THE HONOURABLE THE COLONIAL SECRETARY.

SIR,—I have the honour to submit to you herewith my report on the work of the Education Department for the year 1895. In plan and arrangement it follows closely the lines of the report for the preceding year; any difference that may exist is due to the fact that some matters which formerly required extra attention and which are now on a satisfactory footing are dealt with very shortly or passed over altogether, and that certain others have prominence given to them for the opposite reason.

The Annexures are also on the model of those of last year, but have been extended and improved in various ways. The second of them which deals with the Educational Survey, is of a much greater extent and value than for 1894, as many as eleven neglected districts having been specially reported on. The third which contains the School Statistics has also been enlarged, the additions consisting of important tables in regard to the Closing of Schools, Progress of Pupils, Extra School Subjects, &c.

What with the main report, which deals under every possible heading with the Education of the Colony as a whole,—the reports of the Inspectors, which treat in detail of the various circuits under the same headings,—the reports of the Survey Officers, which discuss minutely the wants of backward districts,—the Statistical annexure, which gives all the summarised results of inspection, and in the case of every separate school the facts regarding enrolment and attendance,—and lastly the annexure dealing with Finance, there ought to be little difficulty for any reader in the way of obtaining the fullest information regarding the working of the Department in every branch of its activity.

[G. 2-'96.]

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I. ADMINISTRATION.

The details of administration are practically the same as they were a year ago, the only difference being increased smoothness in working by reason of increased experience.

The formation of an additional Inspectorate, which has been rendered imperative by growth within the Colony itself and by the annexation of

Pondoland and Bechuanaland has not as yet been effected.

II. SUPPLY OF SCHOOLS.

New Schools.— The establishment of new schools has been going on at a rate similar to that of 1894, with the gratifying result that at the end of the year there were 218 more schools in operation than there were twelve months before. These are sub-divided among the various grades of schools as follows:—

1st Class Public Sch	ools	 		0
2nd Class Public Sci	 		1	
3rd Class Public Sch		 		36
Poor Schools		 Andrew IL To	an China	37
Farm Schools		 		77
Boarding Schools		 		1
Mission Schools		 		12
Aborigines Schools	***	 		40
Evening Schools	Olassa W	 		11
Unclassified		 		3.

Full details regarding the distribution of them among the Fiscal Divisions are given in the 2nd Table of the 3rd Annexure.

In last year's report it was shown that during the years 1893, 1894, the number of additional schools which had come into operation and had survived was 568. Adding to these the above 218 we see that at the end of 1895 there were in operation 786 schools more than there were three years before. Of these the classification is as follows:—

1st Class Public Sch				1	11
2nd Class Public Sel					17
3rd Class Public Scl	hools		7 1165		155
Poor Schools	UISOCK S	1773	1	1001	122
Farm Schools	1		r the	1 1 200	327
Boarding Schools		1 200 2017			_5
Mission Schools		a diam		- 111	
Aborigines Schools		10 112		100	74
	17.		***		73
Evening Schools		***			11
Unclassified		and the same of th			1

Of the 786 it is thus seen that as many as 604, that is, more than three-fourths, are classed as Third Class Public Schools, Poor Schools, or Farm Schools, and are, therefore, the result of a notable awakening among the rural population.

The only kind of school that has become less numerous is the District Boarding School. This however is far more than counterbalanced by the increase in the number of Boarding Departments in connection with public schools.

Distribution of New Schools among the Divisions.—The Division which has made by far the greatest progress during 1895 is Wodehouse, the schools in operation there having increased from 19 to 33. This is almost entirely

due to the zeal and unwearied energy of the Rev. D. S. Botha. For the period 1893-1894 the same Division under the Rev. W. A. Alheit, though it did not stand at the top of the list, took a good position, there being at the end of the period 15 additional schools to its credit. We have thus the remarkable advance made manifest in the following tables taken from the Government Gazette, viz., an advance from 4 schools at the end of 1892, to 33 at the end of 1895.

DECEMBER, 1892.

Description and Place of the School.			Order.	Class.	Number of Scholars on the Books.	Admitted during the Quarter.	Withdrawn during the Quarter.	Ordinary daily attendance.
Wodehouse. 1. Dordrecht 2. Tennyson 3. Paardenkraal 4. Dordrecht (D.R.C.)			A ,,	1 3 	127 25 23 42	13	10	114 20 21 22
Total					217	20	11	177

DECEMBER, 1895.

Control of the Contro				140. 01	r upits o	n Roll.		8n	ach	
Description and Place of the School.		Qr.	Bo	ys.	Gi	rls.		ttend	il Te	rders
Description and Place of the School.	Order.	Inspection Qr.	White.	Coloured.	White.	Coloured.	Total.	Average Attendance.	No. of Pupil Teachers	No. of Boarders.
6. Paardenkraal 7. Snymanskraal 8. Upper Ndonga	d A. 3	2	68 15 10 8 8 16 13 11 0 4 7 6 5 3 2 3 6 4 2 16 35 14 13 10 10 10 10 10 10 10 10 10 10 10 10 10	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	47 9 8 5 7 11 8 10 7 6 6 3 3 2 2 6 8 4 15 17 8 14 11 12 5 14 11 12 5 14 15 16 17 18 19 10 10 10 10 10 10 10 10 10 10	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	115 24 18 14 15 27 21 7 7 11 6 5 12 12 6 31 52 22 27 24 30 25 24 31 40 22 16 76 64	108 21 13 12 10 24 16 11 7 6 11 11 6 5 5 12 26 43 15 27 20 22 25 20 24 24 24 26 26 27 28 29 29 20 20 20 20 20 20 20 20 20 20 20 20 20	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	

Even these tables, however, do not give a full indication of the time and trouble spent on the Division; for a reference to the Government Gazette will show that eight other schools were in operation during some part of the year but failed to survive. It may also be noted from the second table that of the 29 new schools, 28 are for white children and 1 for coloured.

The other Divisions which have made noteworthy progress during 1895 are King William's Town, Oudtshoorn, Uitenhage, and Fraserburg, all of which also did well in the two preceding years. For the three-year period

1893-95 the following are the most progressive Divisions:—

				A	dditional Sel	nools.
King Willia	m's Toy	wn	***	 	32	
Wodehouse				 	29	
Oudtshoorn			7.61	 	26	
Uitenhage				 	25	
Riversdale		***		 	25	
Cape				 	24	
Fraserburg				 	20.	

In the Transkei only two magistracies have made a considerable advance, namely, S. Mark's and Mount Frere.

Distribution of New Schools among the Circuits.—The circuits which show most advance during 1895 in the number of schools are Inspector Theron's with 38 additional, Inspector Milne's with 21, and Inspector Crawshaw's with 21.

Taking the three-year period 1892-95, we have the following interesting

Circui	t.*				Add	litional Scho	ols.
Inspector	Theron's				1	88	
,,	Milne's				***	87	
,,	Brice's	***				69	
,,	Murray's					65	
,,	Bartmann's				will no	65	1
,,	Fraser's			***	***	63	
,,	Bennie's			V. 11		60	
,,	Crawshaw's		***	15.61	*	53	
,,	Ely's				444	46	
,,	Mitchell's				***	46	
,,	Clarke's					38	
,,	Woodrooffe'	s		Age !!		34	
,,	le Roux'					27	
,,	Brady's					24	
,,,	Noaks'					21	
					100	-	
				Total		786.	

On looking at the map in order to ascertain the regions of greatest and least activity, it is seen that the first five circuits are contiguous and form a great central section of the Colony, extending from Port Elizabeth to Kimberley, and increasing in breadth as we go northwards; and that the last three are also contiguous and lie on the west side of the Colony.

Closing of Schools.—There is the usual lamentable tale of schools that have come to an untimely end. A year ago the death of 385 schools was chronicled; this year the number is 381. In themselves these figures

are not encouraging: the only scrap of comfort lies in the fact that on account of the increase in the total number of schools in operation the closed schools form a smaller fraction of the whole than formerly. The following analysis shows where the weakness lies:—

Cass of Schools.				No. C	losed during	g 1895.
First Class Public Sc	ehools		4		0	
Second ,, ,,					0	
Third ,, ,,			***		.86	
Boarding Schools			***		1	
Evening Schools		• 3 3			6	
Farm Schools			***		233	
Poor Schools				***	31	
Mission Schools					16.	
Aborigines Schools		***	The state of the last	7	8	
			Total		381.	

The three largest items are seen to pertain to the Farm Schools, the Third Class Schools, and the Poor Schools, the total of the three being 350, that is to say eleven times more than all the other schools put together. The most regrettable item is the 31 Poor Schools, the closing of which is in many cases due to sheer indifference, the efforts of local clergymen and the Department being looked upon by the parents with entire unconcern. In the case of the Third Class Schools the causes of death are various—"want of business capacity on the part of the managers," "local squabbles," "meddlesome interference with the teachers," "discouragement on finding the teachers leaving," and so forth. In the case of Farm Schools, the main cause is, however, quite different, namely, a deep-seated belief that a year at most is sufficient to devote to the education of a child. This latter is a difficult matter to combat, and the man of influence in a district who could root out the error would deserve well of his country.

This year the worst divisions are :-

Willowmore	Mari on	12	with the E	22 schools closed.
Somerset East	3441	And the section	000	17 ,,
Jansenville	Visco en i	14.15		16 danie, , ad more
Albert		1	4.0	13 May -,, Manufill I
Bedford	900 May		1.44	11 ,, 1
Riversdale	A 7 000		Married T	11 ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Victoria West	tere? Tubil	10		11 ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Albany	A 11 1/1			10 ,,

In regard to Willowmore and Jansenville there are in a certain sense extenuating circumstances, as last year a quite abnormal increase in the number of schools took place in these divisions. Somerset East, Bedford, Victoria West and Albany, on the other hand, are old offenders, and stood on the black list of last year.

^{*} For convenience sake the circuits are specified by giving the names of the Inspectors at present in charge of them; it must be borne in mind, however, that no circuit except Mr. Brady's has remained unaltered during the period in question.

The apportionment of the closed schools among the Inspectorates is still more instructive. The facts are as follows:-

Circuit.		Closed School
Inspector Milne's		57
" Murray's		57
,, Brice's		37
" Theron's		35
,, Fraser's Bartmann's		33
Le Roux'		30
" Mitchell's		. 26 22
Clarke	100 016	21
		18
" Bennie's		14
Cuawahamia	,	. 11
[C]1-		8
Brady's		8 4
March Control of the	Daniel S	4
Total	1121 11 119	381.

Now here, as last year, there comes out the remarkable result that the six circuits at the head of the list, that is to say, the six circuits which have suffered most by the closing of schools are, nevertheless, exactly the six circuits which have made most progress during the three-year period 1892-95. The noteworthy advance that has been made would thus have been still

more striking had the closed schools survived.

Looking at the five circuits at the bottom of the list, we find an equally significant fact, namely, that they are exactly the five circuits in which mission schools predominate. We have thus clear statistical confirmation of a truth which one comes to be familiar with in the course of office work, namely, that the coloured schools managed by a missionary or clergyman are more permanent than the schools for whites in rural districts. This appears with even more abrupt distinctness when we take into consideration a circuit where both kinds of schools occur. The best for this purpose is Inspector Milne's, which mainly consists of districts occupied by a white farming population, but which also includes the Division of Herschel where not a single school for whites is to be found. Well, what are the facts in regard to this circuit? The circuit as we have seen has a bad pre-eminence in the matter of short-lived schools, yet on examination we find that among all its 57 closed schools, not one was a mission school, and that the coloured division of Herschel was the only division of the circuit that kept all its schools in continuous operation throughout the year.* In this marked contrast there is surely food for thought.

We may sum up in short form the experience of the past three years

regarding this subject as follows :-

(1) The school death rate is high where the birth rate is high. The school death rate is high where farm schools predominate.

(3) The school death rate is low where coloured schools predominate.

Schools for the Poor .- The progress made in providing for the educational wants of the poor continues to be satisfactory, the number of Poor Schools in operation at the end of the year being 163. This is almost exactly four times the number in existence three years ago. For the three-year period 1892-95 the facts are as follows:-

Year.				Poor Schools in Operation.
Dec. 1892	517		 	41
Dec. 1893		44.2	 	69
Dec. 1894		4.44	 	126
Dec. 1895	The state of the s	12/21	 	163.

The last number would have been even greater had it not been for the fact above-mentioned that as many as 31 Poor Schools dropped out of existence during the year-a significant fact when it is remembered that in the case of Poor Schools the whole salary of the teacher is paid by the Department.

The Divisions in which these schools are most numerous are:-

Wodehouse wi	ith	 no light and	la special colonia	conjugate 1	12 Schools.
	,,			in the safe of	9 ,,
Prince Albert	"	 		ALDI JAA	9 ,,
Oudtshoorn	,,	 	1100	des philippy	9 ,,
Riversdale	,,	 		OF PORT OF	9 ,,
Knsyna	"	 1	•••	***	8 ,,

I regret to say that complaints continue still to be made regarding the misuse of Poor School grants, notwithstanding all the care taken by the Office to see that it is the really poor who are benefited by them. I hope, therefore, that the warning given a year ago will be faithfully and continuously borne in mind. An equally regrettable feature connected with some of them is that the children remain practically no time in them, and consequently derive little benefit. In the case of a school recently inspected and which has been continuously in operation since October, 1894, it was found that, although the number of pupils in attendance was slightly higher than it was a year before, almost all the pupils attending in 1894 had disappeared and a fresh lot had come in, in fact only three pupils remained who were present at the previous inspection. Need it be wondered at that at both inspections there was not a single pupil above Standard I. All such deductions, however, being made, the net result from the foundation of such schools, is, I believe, beneficial.

Industrial Schools.-In the new School Regulations passed in 1893 a clause was inserted which made it possible to institute a new kind of school for white children, viz., A school in which the instruction provided would be mainly manual. No details were given, but in the Government Gazette of 29th December in the same year I sketched the lines on which such schools might be conducted, and stated the amount and character of the aid which might be expected from the Department. Two slightly different types were provided for, the main point of difference being that in the case of the one the manual instruction was to be given by trade teachers forming part of the establishment, while in the case of the other this instruction was to be obtained in the workshops of trade firms in the neighbourhood. Since then two such schools have been started, the first in Cape Town in 1894, the second at Uitenhage in 1895. Curiously enough, the first school is of one type and the second of the other. It is perhaps too soon to draw conclusions regarding the comparative usefulness of the two types. I think, however, it has been already definitely established that the Cape Town school is a marked success, and that its further extension should be encouraged. From a purely financial point of view it is altogether preferable to the other; in fact, apart from local expenditure, the cost per pupil in Cape Town is, as nearly as may be, one half

^{*} In fact the 57 Closed Schools in Inspector Milne's circuit as well as the 57 in Inspector Murray's consist entirely of Farm Schools, Rural Third Class Schools and Poor Schools.

of what it is at Uitenhage. In other words, if the 40 pupils at the latter place were transferred to the Cape Town Home, the saving effected would be sufficient to provide for the maintenance and training of 30 more apprentices.

Educational Survey.—In 1895, the second year of the Survey, so much work has been accomplished that very little remains to be done. Three officers have been employed, Messrs. Hofmeyr, Wilson and Hagen; and had it not been that Mr. Wilson, much to my regret, resigned his post in June in order to return to teaching, the work would practically have been finished by the end of the financial year 1895-96. Eleven of the more neglected Divisions have been dealt with, viz., Wodehouse, Barkly East, Carnarvon, Herbert, Barkly West, and Calvinia by Mr. Hofmeyr; Prieska and Hope Town by Mr. Wilson; Hay and Riversdale by Mr. Hagen; and Humansdorp by Inspector Murray. The eleven resulting reports are given here as an annexure, and will I hope receive the attention not only of the Inspectors in whose circuits the Divisions lie, but of every person who has the welfare and progress of the Divisions at heart. Even to one who is not an educationist much of the matter contained in them will be interesting reading.

The new rural schools, which these reports show to be necessary, the probable attendance, and the cost to the Government are given in the

following table:-

Division.				No. of Proposed Schools.	Pupils in vicinity.	Annual cost to Government.		
Ann and	1		119	Truphin	Andrews Valley	£	s.	d.
Prieska		11.00	(b)(12)	44	698	1,039	10	0
Wodehouse		100 000	10	31	725	1,236	0	0
Barkly East		- 11		19	493	721	0	0
Hope Town				50	453	980	0	0
Carnarvon				24	209	574	0	0
Hay				25	580	947	0	0
Herbert				12	233	456	Ü	0
Barkly West				15	220	436	0	0
Humansdorp				31	357	844	0	0
Calvinia				21	350	782	0	0
Riversdale				43	830	1,302	0	0
		Total		315	5,148	£9,317	10	0

However great may be the work and worry which will for certain be involved in the starting of these 315 schools, it is impossible to say that the estimated annual cost of maintenance is extravagant. In what other way could so good a return be got for £9,000?

Although the Survey Officers have been mainly concerned with neglected rural districts, it must not be forgotten that there are urban districts as much in want of attention. In the neighbourhood of Cape Town, especially, considerable educational destitution prevails. On this account, one of the Survey Officers was set to work upon the Division and in a short time much valuable experience was collected. Unfortunately the work had to be discontinued, and as the report on the Division is far from complete I have not thought it desirable to publish it.

Finally, it will be observed that the Survey of one Division was conducted by the Inspector in whose circuit it lay. Now that the more pressing Divisions have been attended to, instances of this will, I trust, be multiplied.

III. ENROLMENT AND ATTENDANCE,

Enrolment.—At the close of 1894 the total number of pupils on the school rolls was 101,991; at the close of 1895 it was 103,947; there thus being a clear increase of 7,000 children. Extending the comparison back to 1892, when the present system of statistical information was inaugurated, we find the following figures :-

On Roll in Dec. Qr., 1892	***	 83,347,
On Roll in Dec. Qr., 1895		 108,947,
Increase in three years		 25,600.

The rate of increase is thus 30.7 per cent. for the period in question.

An increase of 7,000 school children in one year is, of course, something to be grateful for. It is much to be regretted, however, that the increase in the preceding quarter was considerably greater,-that, in fact, if the December quarter had only maintained the position of the September quarter, the increase would have been 2,516 more; and if it had improved on the position of the September quarter, as was the case in 1894, there would have been the remarkable increase of 10,000 to chronicle. This curious check to the progress of enrolment well deserves investigation. In the previous year the quarterly increases were as follows :-

	uarter			 3,482-0	f increase.
2nd	,,	***		 506	,,
3rd	"	***	***	 3,640	,,
4th	,,		***	 968	

the prominence of the 1st and 3rd quarters being due to the fact that in some districts of the Colony the school year begins in January and in some in July. For the year 1895 the corresponding figures were:-

1st (4,629	of incre	ease.	
2nd	"	***	 698	,,		
3rd	"	•••	 4,145	"		
4th	22	***	 			2.516 of decrease.*

It thus appears that up to the end of September the year's increase promised to show a marked improvement on that of its predecessor, but that, because of a serious change for the worse during the December quarter, there was only a net increase of 7,000.

Attendance.—The average attendance for the four quarters was as follows :-

1st Q	uarter	***	 	 78,76
2nd	,,		 	 79,44
3rd	,,		 	 82,85
4th	,,		 	 79.77

where, it will be observed, a fall in the 4th quarter is again manifest. These numbers correspond to 73.87 per cent., 74.02 per cent., 74.33 per cent. and 73.22 per cent. of the enrolment, from which we conclude that not only was the number of enrolled pupils less in the December quarter, but that the attendance during the quarter was also somewhat more irregular. In the Cape Division the percentage for the December quarter was phenomenally low, namely, 71.4. The cause in this case we know to have been the prevalence of influenza and other ailments, and probably the same cause affected the percentage of other districts also. Again, the average of these four percentages being 73.86, and the corresponding average for 1894 being 73:73, we see that there is little improvement to speak of.

Ratio of White to Coloured.—Taking the enrolment for the last quarter of the year we find it partitioned as follows:—

White	Boys Girls	 	 23,842 22,422	46,264,
Coloured	Boys Girls	 	 30,047 32,636	62,683.

It thus appears that there are more white boys at school than girls, and that there are more coloured girls than boys, the exact state of matters being that 51.51 per cent. of the white school children are boys, and 51.06 of the coloured school children are girls.

Further, of all the children in State-aided schools only 42:46 per cent. are white, but along with this fact it must be remembered that the white population as a whole is far outnumbered by the coloured, the white forming in 1891 only 24:6 per cent. of the total population of the Colony proper and Territories. Apparently also the percentage of white pupils is overtaking the percentage of coloured; for

in March Quar	rter of	1891	the white	formed	38 per	cent.	of the whole;
in December	,,	1894			42.20		17
in December	,,	1895	,,	,,	42.46	11	11

This is doubtless due to the large number of Poor Schools, Farm Schools and Rural Third Class Schools which have in recent years been established.

Areas of Increase and Decrease.—The districts in which the enrolment and attendance has altered for the better or worse are almost exactly those in which the number of schools has altered in the corresponding way. In the Colony proper the average attendance for the fourth quarter has improved most in the circuits of Inspector Milne and Inspector Theron; in the Territories the greatest change for the better is in the circuits of Inspectors Crawshaw and Bennie. In Inspector Ely's circuit the enrolment increased notably, but the attendance fell. In the circuits of Inspectors Bartmann and Murray enrolment and attendance both dropped below what they were at the corresponding date last year. Local troubles of various kinds may explain the decreases; it is curious however to observe that notwithstanding the distress in Namaqualand there is up to the 31st December no decrease of school children to be recorded in that Division, nor indeed in Inspector Le Roux' circuit as a whole.

IV .- INSPECTION OF SCHOOLS.

It was reported a year ago that for the first time the number of inspections had overtaken the number of schools in existence. This tolerably satisfactory state of affairs has been maintained for the year now closed. So long however as nothing more than this is accomplished—and it has been accomplished only with a struggle—the ideal of inspection work has not been attained. Besides the inspector needed for the additional circuit above deferred to, there ought to be a Relieving Inspector for the purpose of taking the place of anyone disabled, of making surprise calls at schools that are inefficiently superintended and of visiting schools where any exceptional difficulty has arisen at a time considerably distant from the date of the usual annual inspection.

The figures for the last four years with reference to inspection stand as follows:—

Year.		Sc	hools inspected.
1892	 	7	1,376
1893	 		1,742
1894	 		2,102
1895	 ***		2,223.

Now that all leeway has been made up, the increase in the number of inspections for any year should approximate to the increase in the number of existing schools.

Informal Visits.—These have not been so numerous as I had intended, by reason of the fact that many of the Inspectors have had their hands full with the ordinary work of inspection and because two of them were for a time absent from work through illness. The Survey Officers however were instructed never to be in the neighbourhood of a school without visiting it, and consequently considerable assistance was thus rendered to the ordinary Inspectors.

Casual Examiners.—The number of these has fortunately again been diminished, although not to the extent which I expected. In 1894 there were 48 inspections not conducted by the permanent officials of the circuits; in 1895 there were 35. Unless under very exceptional circumstances no such cases should occur; in fact, the area of the Inspector's circuit and the number of his schools should be such that he is able to examine each school formally once a year and pay one or two extra visits to such schools as are unsatisfactory in regard either to teaching or management.

V. PUPILS' ATTAINMENTS.

The statistics in regard to the Standard passed by pupils at the annual inspection are this year far fuller than ever before, and indeed are about as complete as it is possible to make them. The two tables in the third annexure * and especially the second of the two, deserve prolonged and minute study on account of the great number of reliable facis packed into them. Only the more outstanding points can be referred to here.

Pupils present at Inspection.—The total number of pupils on the rolls in the schools inspected was 101,590, and of these 85,210 were present at inspection. The latter number forms 83.88 per cent. of the former, a percentage which does not by any means indicate an unsatisfactory state of affairs. In fact as the average attendance was during the year about 73.86 of the enrolment, the attendance at inspection is seen to have been 10 per cent. higher than this. The same was the case for the first time last year, and we may therefore consider it as normal. It is gratifying to note that in this respect the Cape is now ahead of several of the other British colonies.

When we come to direct our attention to this matter as affected by the class of school under consideration, some curious facts make their appearance. In the case of the Evening Schools the percentage is lowest; it is also low in the case of Mission Schools: and it is highest—where? In the Private Farm Schools. The reason for this last peculiarity is to be found of course in the

fact that if a child belonging to a Private Farm School is not present at inspection it is not paid for by the Department. Here surely is one good effect of "Payment by Results."

Pupils' Standards at Inspection.—The 85,210 pupils present at inspection were after examination classified as follows:—

Sub-standard	37,894	i.e.,	44.41	per cent.
Standard I.	13,786	,,	16.18	,,
Standard II.	13,822	,,	16.22	,,
Standard III.	9,374	,,	11.	,,
Standard IV.	5,427	2.7	6.37	"
Standard V.	2,441	,,	2.86	,,
Standard VI.	1,109	,,	1.3	"
Standard VII.	258	,,	.33	"
Unclassified	1,099	"	1.33	,,
				10.50

These percentages do not differ to any appreciable extent from those of last year. Even if the differences between the two sets of figures were greater, however, it would be impossible to draw any deduction from the fact, as the examinations in 1895 were conducted mainly in accordance with the new Standards, while in 1894 the old Standards prevailed. It is sufficient to note that the conclusion of last year's report is borne out again to the letter, viz.,: That if from the schools in the Colony we take an average 100 children we shall find 60 of them at the Infant School stage and only 2 that have got beyond Standard V. This is a fact of which there is no gainsaying, and it is a lamentably damaging argument against our system.

Attainments in the Mission Schools.—The foregoing figures refer to all classes of schools combined: when we come to the corresponding figures for the Mission Schools alone we find a much worse state of affairs. If an average hundred of children in these schools be taken it is ascertained that 60 of them are below Standard altogether, and that only 10 of them are above Standard II. Further it is found that only three Mission School children in 1,000 get above Standard IV. These figures afford little justification for the outery against over-education of Colonial coloured children, and at the same time point a solemn moral for the benefit of white parents who send their children to Mission Schools.

In the Aborigines Schools on the frontier and in the Transkei the attainments are somewhat higher.

Attainments in the Roor Schools.—Of all schools for white children these are the most unsatisfactory when judged from the point of view of the attainments of the pupils. Indeed there is in this respect a strikingly significant resemblance between them and Aborigines Schools. The two sets of figures when put side by side tell their own tale. They are as follows:—

	Poor Schools,	Aborigines.
Sub-standard	48.96 per cent.	51.92 per cent.
Standard I.	21.74	19.31 ,,
Standard II.	16.76 ,,	16.8 ,,
Standard III. and above	12.54 ,,	11.97

The manifest deduction from this table is that the average Kafir child at school receives the same education as the average white child who attends a Poor School.

Attainments in other White Schools.—In the Public Schools and Private Farm Schools the results are of course more satisfactory, the order of merit being,

- 1. First Class Public Schools.
- 2. Second Class Public Schools.
- 3. District Boarding Schools.
- 4. Private Farm Schools.
- 5. Third Class Public Schools.

Unfortunately it is the last of these five which most children attend, and of 100 such children 36 are below Standard, and only one child in ten gets above Standard III.

VI.—ANNUAL PROGRESS OF PUPILS.

Schools and pupils twice examined.—In order that the annual progress of pupils may be estimated, it is clear in the first place that a school must remain more than one year in existence, and in the second place that the pupils must be in attendance at two consecutive inspections. Now, of the 2,223 schools inspected in 1895, as many as 444 were visited for the first time, the reason being that a year before they had either not been in operation at all, or had been merely recently started. For various other reasons there were 47 additional schools which had also to be left out of consideration. We have thus remaining only 1,732 schools which were examined in similar circumstances in 1894 and in 1895, and which therefore might properly have the results of their two inspections brought side by side for comparison.

When we come to consider the pupils a further reduction has to be made. In the 1,732 schools there were present in 1895 at the Inspector's visit 76,038 pupils, but of these only 44,324 were present at his visit the year before. We are brought face to face therefore with the following startling fact, viz., that though the schools inspected in 1895 had 101,590 pupils enrolled, the progress of only 44,324 could be judged of, because the others were either not present, or, being then present, had not been present the year before. This is a sorry tale of irregularity of attendance and shortness of school life.

The one redeeming feature in connection with it is the fact that a year ago the state of affairs was worse. The figures for the two years are as follows:—

Pupils present in	schools pr	eviously	overnined		1894.	1895.
Pupils present at	both inspe	ctions	exammed		70,555 $39,747$	76,039
Percentage		•••	***	***	56.33	44,324 58.29

As no such statistics were kept before 1894, it is impossible to say whether or not the improvement here indicated is merely spasmodic. Should however this rise from 56 to 58 per cent. be followed next year by a similar upward movement, we shall have one of the best grounds possible for taking a hopeful view regarding the educational progress of the country.

Pupils advanced a Standard.—Taking now the 44,324 pupils who had been present at inspection both in 1894 and in 1895, let us see what are the facts in regard to their progress. As the result of examination they were separated into three groups as follows:—

Advanced a Standard	***	22,397	i.e.	50.53 per cent.
Kept in same Standard	***	21,477	99.	48.45
Put back a Standard	***	450	23	1.02

It would be futile to pass any judgment on these figures, as they refer to a period of transition, the Standards for 1895 being different in several respects from those of 1894.

It is quite worth while, however, to compare the progress made in different kinds of schools, as all the schools were subject to the same conditions. Attending only to the percentage of pupils who advanced a Standard, we have the following order of merit:

> First Class Public Schools 72.77 per cent. Second Class Public Schools... ... 72.31 Boarding Schools 71.76Private Farm Schools ... 57.67 Third Class Public Schools 57.51 Poor Schools 55.02 Aborigines Schools 43.84 Mission Schools 38.48 ...

The list clearly indicates three distinct grades of schools. In the first grade are the First Class Public Schools, the Second Class Public Schools and Boarding Schools, where satisfactory progress is made; in the second grade are the Rural White Schools, viz., Farm Schools, Third Class Public Schools and Poor Schools, where, on the whole, children make poor progress: and in the third grade are the Aborigines and Mission Schools, where the results are eminently unsatisfactory.

It is worthy of note that here again the Mission Schools of the Colony proper occupy a lower position than the Aborigines Schools of the frontier and Transkei; and the resulting lesson to the white parent is surely not obscure.

VII .- SCHOOL CURRICULA.

Elementary School Standards.-The new Standards have now taken a firm hold almost everywhere, and have been generally well received, the heartiest welcome having been given to them in districts where the more intelligent teachers prevail. Even in those districts however it must be borne in mind that excess of zeal may quite well have the effect of making instruction on the new lines as uninspiring and mechanical as ever, that it is slavish adherence to the letter "which killeth," and that if attention to the details of the syllabus does not tend to the development of intelligence, thoroughness and accouracy of thought, the change has been made in vain.

High School Standards .- Although a definite curriculum for First Class Public Schools has not yet been resolved upon, some progress has been made with it. The main features of the scheme under discussion are (1) that the subjects special to these schools be introduced when Standard IV. has been passed; (2) that one such subject together with the work of Standard V. form High School Standard A., that two such subjects together with the work of Standard VI. form High School Standard B., that three such subjects together with part of the work of Standard VII. form High School Standard C., and that the work for the matriculation examination form High School Standard D.; (3) that there be two possible courses in Standards A. B. C. one suited for preparation for a University career,—the other, more practical, intended for pupils entering on their life-work on leaving school.

drawn up by the Committee of the Teachers' Association, and one joint meeting for discussion has been held. On account however of the great variety in the present practice of First Class Schools, and the difficulty experienced in agreeing upon a suitable syllabus of modern subjects, it has been thought best

At my request detailed syllabuses on these lines have already been to delay for a little.

VIII. LIBRARIES.

The formation of School Libraries has continued to advance at about the same rate as during the two preceding years. In 1894 twelve new libraries were formed in connection with First or Second Class Public Schools; in 1895 there were eleven, the most noteworthy being at the Girls' High School of Rondebosch and the Boys' High School of Wynberg, both in the Cape Division.

In the period 1892-95 there have been altogether 44 libraries founded in connection with the two highest classes of schools. The Third Class Schools being less stable cannot be expected to have the same success; nevertheless a number of them have done better than many schools of higher grade.* The oldest library and the largest belongs to the Huguenot Seminary at Wellington.

IX. SCHOOL BUILDINGS AND FURNITURE.

Buildings.—Steady progress has been made in the supply of new school buildings, and in the improvement and extension of those already existing. In almost every circuit advance is chronicled by the inspectors, and it is pleasing to notice that the movement is not confined to the case of schools of the two higher classes, but is equally marked in the case of small rural schools. One inspector reports in his circuit as many as 16 schools of the latter class which have been provided with new rooms during the year, viz., 7 third-class schools, 2 mission schools, 1 poor school, and 6 farm schools, +

Of the larger new school buildings two deserve special mention, viz., that of the South African College School of Cape Town and that of the Public School of Ceres. The former will doubtless develop into a model building for a large school of the 1st class; the latter is already a model of what the housing of a rural 2nd class school should be.

The hint given last year as to the desirability of making the immediate surroundings of the school neat and tasteful has not, I am glad to say, fallen altogether unnoticed; so exceptional, however, is this regard for tidiness, that the attention of managers and teachers cannot be too often drawn to the

The practice of employing a competent architect continues to become more common, with the natural result that many of the new schools are not only more pleasing externally, but are much better adapted for school purposes. In connection with this it may be well to draw attention to the fact that the experience of the past two years has shown the undesirability of inducing a number of architects to send in plans for competition. It has been found that a committee saves both trouble and expense by ascertaining the names of two or three architects having skill and experience in school design, and then selecting one to be entrusted with the proposed work.

* The following First Class Schools have as yet no library: Burghersdorp. Beaufort West, Girls'. Malmesbury, Boys'. Mossel Bay, Girls'. Oudtshoorn, Girls'. Bedford. Paarl (Upper), Boys'. Queen's Town. Cape Town, Normal Boys'. South African Coll. Riversdale, Boys'. Simon's Town. Montagu. Swellendam, Girls'. East London East. Adelaide. Tarkastad, Boys'. Fort Beaufort. Uitenhage. Dordrecht. Worcester, Boys'. † Inspector Bartmann: 1st Annexure, p. 5a. See also Inspector Clarke's Report, p. 31a.

New Building Loan Scheme. - The demand for loans is still very considerable, and consequently the greatest care has been exercised in selecting for approval the most needful and deserving cases. The loans for the erection of teachers' houses and of boarding accommodation have been uniformly set aside in favour of loans for school buildings proper, the latter being clearly the first thing requiring attention. The tendency on the part of prosperous committees to erect expensive and pretentious buildings has had to be checked, in order that injustice might not be done to places where the need

of help was greater.

As promised a year ago improvements have been introduced into the details of the working of the scheme, so as to minimise delay in the preliminary stages, and to ensure proper government control over the expenditure of the money lent. In addition to what has been said above regarding the choice of an architect, it may be stated that school committees would find it greatly conducive to the rapid settlement of their applications if they would first ascertain the sum which the probable school attendance would warrant the Department recommending, and, in the second place, would communicate this to the selected architect along with their views regarding the needful accommodation, and request from him at first merely a rough pencil sketchplan for discussion and possible improvement.

Furniture.—The demand for good desks has been even greater than in 1894, with the result that there are now in Cape Town alone four agencies for the supply of American and English school furniture. It is so far fortunate that the demand for expensive dual desks has developed into something like a fashionable craze; harm will result, however, if it diverts attention from other equally needful articles, and especially from black-boards, in which at present most schools of the Colony are far behind the times.

X. Subjects of Instruction.

Boys' Hundiwork .- It was reported last year that "a three years' course of woodwork has been mapped out, the details of which with lithographed drawings will be published immediately, and suitable text-books have been indicated for the guidance of the teacher. This course all male pupil teachers will be required to follow, and all other boys taught in a school where a workshop exists; and to secure thoroughly educative teaching the work will not only be looked into by the ordinary Circuit Inspector, but will be examined and reported upon by a well-qualified specialist at the close of the year." The plan thus sketched was carefully carried out, and with the most satisfactory results, considering the short time which the teachers and pupils had to make their preparations. As many as 366 boys presented. themselves for examination, each candidate being required to send in before the examination an article of his own design and workmanship, to make a joint on the day of examination in accordance with requirements then for the first time specified to him, and to answer a few questions on the work detailed in the syllabus. A number of the articles sent in beforehand were remarkably well made, and in view of the likelihood of a still higher standard of work being attained next year it is proposed to allow the whole of the specimens to be exhibited in such towns of the Colony as may care to see them, and to help in stimulating an interest in such efforts.

The results* of the examination were as follows:-

First W Second Third	oodwork	Standard	 1st Grade Cert. 24 6 6	2nd Grade Cert. 107 19 10	Totals: 131 25 16
	Totals		 36	126	172.

Girls' Handiwork .- The great progress reported last year in regard to the teaching of Needlework still continues, as the following figures will show .-

Year.		N	o. of Schools.		No	of Pupils Taugh	t.
1894	***		1,141	***	***	28,023	
1895			1,290			33,357	
	ALL LANDS						
	Increase		149	1	222	5.334	

There will always remain, of course, a considerable number of schools where the subject is neglected by reason of the fact that the schools are small and have no female teacher; but clearly these are the only schools which by and by ought to ask to be excused. Indeed, any female teacher who does not make an effort to have Needlework taught in the school where she is employed must be held jointly responsible with the managers for the

The Inspectors also testify to an advancement in the quality of the work, except in some of the coloured schools, the advance being easily traceable to two causes -(1) the introduction of a systematic course of instruction apportioned into "Standards"; (2) the methodical training of the teachers under the Departmental Instructress.

Drill.--The number of schools in which a methodical course of physical exercises is given is also rapidly increasing, the system followed being as a rule Ling's Swedish System. The progress for the year is indicated by the following figures :-

Year. 1894 1895		 252 320	 	No. of Pupils taught 17,508 21,390
	Increase	68		3.882

This noteworthy advance may be confidently viewed as one of the direct results of the Vacation Courses of Training. A competent drill instructor on Ling's system has been employed in connection with every such course, and the series of exercises then given to the teachers was just such a series as they might on returning to their own schools at once introduce with advantage.

Singing.—The progress reported last year continues, and at even an accelerated pace, -in fact, whereas at first the subject had to be pressed on the attention of teachers and pupils, it is now spreading spontaneously. The following figures give evidence of the advance made in 1895:-

Year. 1894 1895	· · · · ·	 No. of Schools. 545 627	 	No. of Pupils. 34,477 36,110
- St. I	T	-		
	Increase	 82		1,633.

* For details, see Government Gazette for 14th January, 1896.

G. 2-'96.

These are not by any means all the schools where vocal music is said to be taught, but where it is taught otherwise than from notes no account is taken of it. Fortunately, however, the teaching of singing by ear alone is becoming discredited and is fast disappearing. It would disappear still more rapidly if intelligent teachers and school managers would, see that exercises in sight-singing formed part of every school concert, and that such prizes as might be given for vocal music were only given after a competition in

exercises of this kind.

There is one point in which I fear very little progress has as yet been made, viz., in regard to individual training. Simultaneous class practice seems to be the only kind that prevails. Now it may be taken as undisputed among well-informed educationists that so long as this is the case the best results will not be obtained. Just as children must be taught from the first to read individually, so they ought to be taught to sing individually. Both modes of training—simultaneous and individual—are needed in the case of both subjects, the former predominating in the case of singing and the latter in the case of reading. The girl who can only sing when kept on the right lines by her class-fellows is not only a musical failure, but has been defrauded of a certain amount of training in self-reliance, which is one of the best

attainments school life can give.

The progress made in the teaching of singing has been most marked in Cape Town and the neighbourhood, the schools there having been for some time visited by the Department's Instructor in order that he might take part in the teaching where the regular staff was not competent, and of ultimately training the members of the staff to do the work themselves. This latter object has also been greatly furthered by the Instructors devoting part of their time to the Central Pupil-Teacher Classes, and taking care to see that the pupil-teachers immediately put into practice the hints on teaching which they there learned. Moreover the subject has been brought prominently before the public by means of a children's concert, in which over 500 pupils taken from a limited number of schools taught by Instructor Lee took part. This pioneer work may be now considered nearly over so far as Cape Town is concerned, and one of the Instructors has consequently been directed to pass on to another circuit.

The result of the year's examinations, which, it will be remembered, are not conducted departmentally but by utilising the existing machinery of the Tonic Sol-fa College, may be summed up as follows, the corresponding figures

for 1894 being also given :-

Certificates.		7	Year 1894.	Year 1895.
Junior	W.S. 27		815	981
Elementary, Practical			311	810
Intermediate, Practical			40	118
Elementary, Theory		100	9	114
Intermediate, Theory			1	20
First-Grade Staff Notation			7	11
Second-Grade Staff Notation			3	8
School Teachers'		- 4		6
	Totals	1	1,186	2,068.

The marked increase here apparent is exactly what might have been expected from what one knows otherwise regarding the growing interest taken in the systematic teaching of singing, and regarding the high natural musical ability of the youth of the Colony. The last item on the list is particularly interesting, as it shows that, in this special subject also, the Colony has now begun to produce its own qualified teachers.

Drawing.—Drawing is still the most neglected of school subjects, but during 1895 a start was made towards organizing the teaching of it. In the first place a course of drawing, graded and suited to the capabilities of the children of the various school Standards was published and recommended for adoption, and teachers were advised to take for their guidance the hints given in a certain excellent text-book on the subject. In the second place a set of examinations to test progress was instituted. The plan adopted is thus seen to be the same as was followed when the subject of Vocal Music was taken in hand, except in one essential particular, viz., that there is as yet no Instructor specially qualified to train teachers. It is clear however, that this additional step will soon need to be taken if anything like satisfactory progress is to be attained.

The results* of the first examination are as follows:-

				1st Grade Ce	rt. 2nd Grade Cert.	Totals
Freehand Outl	ine fro	om the	Flat	5	86	91
Outline Model				3	23	26
Geometrical					13	13
Perspective				2	12	14
Blackboard	***			4	6	10
				-		
To	otals			14	140	154.

It is hoped that from this small beginning important results will in due time follow, as has been already the case in regard to Vocal Music and Needlework. The attention of Inspectors has been specially directed to the subject, and they will make it their duty to see that a proper start is made in the lower Standards of all schools for white children, and that the children of the higher Standards be tested annually at the Central Examinations.

Science.—As intimated last year a beginning has been made towards the encouragement of the systematic teaching of Science, the main object being to secure that the work done shall be observational and experimental, and not accomplished merely by the help of books. This is attempted to be attained (1) by seeing that the schools where Science is taught are properly equipped for the purpose, (2) by admitting to the annual examinations candidates from such schools only, (3) by making part of the examination a test of practical knowledge.

The results of the first examination, of which nothing more can be said

than that they are encouraging, are as follows:-

Subject.			1st Grade Certificate.	2nd Grade Certificate.	Total.
Agriculture				5	5
Botany		Car.	2	7	9
Building Construct	ion	***		1	1
Chemistry			15	31	46
Domestic Economy				2	2
Geology				1	1
Physics	***		1	2	3
Physiology		***	28	41	69
			-	_	-
Totals		•••	46	90	136.

A year hence we shall be in a better position for estimating the importance of the step which has been taken. The difficulty—referred to last year—of having no text-books in Agriculture, Botany, and Geology which give prominence to Colonial conditions or indeed even distantly refer to such

conditions has come out very markedly in connection with these examinations and increases one's regret at the delay which has taken place in publishing the South African Text-book of Botany promised some time ago. No author has yet come forward to edit similar manuals of Agriculture and Geology.

Other School Subjects.—The above subjects have been specially referred to, because they are those mentioned in my first report as being either quite

neglected or insufficiently provided for in the school curriculum.

In regard to all the other subjects, and especially the subjects of the Elementary School, it will be seen from the 1st Annexure that the Inspectors have been doing their best to co-operate with the teachers in introducing systematic and well-approved modes of instruction. Some of them speak of promising signs of improvement, but it is quite clear that much remains to be done. The sections of their reports which deal with such matters should be carefully studied by the teachers, the frequent reference to "development of intelligence" being specially noted.

I regret to say that there are still schools which, especially in the June quarter, neglect several important school subjects in order that their whole energy may be thrown into the subjects of the School Elementary Examination. Not only so, but some of the subjects required for such examinations cease to be taught as they should be, and are merely "ground up" for the purpose of securing a "pass." This is most vexing in the case of modern languages, which simply cannot be taught at all if daily exercises in reading, writing to dictation, and conversation be not scrupulously attended to.*

XI. TEACHERS.

Qualifications.—In the 2,223 schools inspected in 1895 there were 4,134 teachers employed. As regards University Education they were divided as follows:—

Holders of University Degree	 	114
Holders of Intermediate Certificate	 	38
Holders of Matriculation Certificate	 	163
Holders of no Academic Certificate	 	3,819
Total	 100	4 134

Out of 100 teachers therefore, not quite eight had matriculated, and not three had graduated.

In the matter of professional training they were divided as follows:-

Holders of European Government Certificate	 153
Holders of Cape Second Class Certificate	 106
Holders of Cape Third Class Certificate	 1,122
Holders of no professional Certificate	 2,753
Total	1 121

From this it will be found that exactly two-thirds of the teachers employed have no professional training, not even that modicum of it represented by the old Third-Class Teachers' Certificate.

Of the 2,753 who had no professional certificate only 181 had some form of academic certificate; consequently as many as 2,573 had no certificate of either the one kind or the other. These doubly deficient teachers form 62.2 per cent. of the whole.

The percentages of certificated teachers for the three-year period, 1892-95, are as follows:—

Control of the Contro	1893.	1894.	1895.
With Academic Certificate	 10.9	12.9	7.6
With Professional Certificate	 26.6	27.5	33.3
With either the one or the other	 34.2	35.3	37.8.

The last two lines indicate a steady progress which is very gratifying. The greatest increase occurs under the head of Cape Third Class Certificates, there having been employed in 1895 as many as 318 more teachers with these certificates than in 1894. With the development of the new pupil-teacher scheme, this progress is sure to continue, so that there is now cause for hope in a matter which three years ago seemed well-nigh hopeless. The value of professional training is gradually becoming recognised, and already in some of the better managed first-class schools every member of the staff is certificated.

Sex.—There is no change to be noted regarding the preponderance of female teachers, it still being very nearly correct to say that for every two male teachers there are three females. This proportion, however, does not hold in the case of the teachers of Aborigines Schools, where it is the males that predominate. The following table of facts in regard to the Pupil-Teacher Examinations will show that these differences are not only likely to continue but to be accentuated.

		- Z			Euro	PEAN.	Aborigines.		
	Pu	PIL-TEAC	HERS.		Male.	Female.	Male,	Female.	
Of 1st year					 35	208	165	67	
Of 2nd year					 22	200	42	18	
Of 3rd year			••		 76	209	47	11	
		Total		::	 133	617	254	96	
		Percent	tage		 17.7	82.2	72.5	27.4	

Roughly speaking we may say, therefore, that of six European pupil-teachers five are females, and of four Aborigines three are males. It may not be possible to do much to alter the ratio in the case of Europeans, but in the case of the Aborigines there would, I am assured, be little difficulty if the authorities of the Native Training Schools set their minds seriously to grapple with the problem. That it is a problem well worth attacking is manifest from the fact that the want of female teachers capable of taking the infant classes and of teaching sewing is one of the greatest drawbacks to the advancement of education in Aborigines Schools.

Supply.—There are no marked signs as yet of an improvement in the supply of qualified teachers, indeed towards the end of 1895 fewer teachers were available for appointments in First and Second-Class Schools than at the corresponding part of 1894. In the case of the lower-class Schools, the

^{*} See previous Reports; also Inspector Brady's remarks (p. 19a), with almost every one of which I agree.

difficulty, as pointed out last year, does not arise altogether from the poorness of the supply but from the want also of a proper means of communication between teachers and school committees. This latter want has been to a considerable extent supplied by the plan of publishing weekly, in the Government Gazette, a list of all duly intimated vacancies. A year ago the largest number of vacancies thus announced in any week was 30, whereas in 1895 it rose at one time as high as 60. The dislike which many teachers feel to go to schools situated in remote and isolated places is another serious matter which has to be reckoned with. It has recently been found, for example, that although a large number of young certificated teachers completed their course in I ceember of 1895 a comparatively limited proportion of them took immediately to teaching. In the same connection it is also noteworthy that the list of unemployed teachers published in the Gazette is sometimes almost as long as the list of vacancies,—a clear indication of fastidiousness on the part of employer or employed, or both.

The retention of teachers in the service has been encouraged as far as possible by increasing the number of Good Service Allowances, the expenditure under this heading having been increased by 40 per cent. in a single year (1894-95). This policy has been continued during the remainder of 1895, and a further extension will if possible be given to it in 1896, the intention being to remove the disabilities at present attaching to large classes of teachers, so that in future every State-aided teacher may be eligible for Good

Service Allowance.

Pupil-teachers.—The pupil-teacher system, inaugurated two years ago, is now fully developed, and it is consequently possible to form some idea regarding its probable success. The main features of it were stated to be (1) that those who received grants were to be pupil-teachers in reality as well as in name; (2) that they were to receive a suitable general education and proper professional instruction; (3) that they were to have a certain amount of daily practice in teaching but were not to be made drudges; (4) that their progress was to be tested yearly by an oral and written examination and by actual

teaching work in the presence of an Inspector.

At first it was feared, and indeed it was openly stated in some quarters, that the supply of suitable candidates would be seriously inadequate. A year's experience dispelled this fear, and the experience of 1895 has conclusively shown that if the system fails it will not be for want of candidates. At the close of the year, indeed, there were more candidates than were necessary, and grants were consequently refused to a considerable number. A still more noteworthy fact is the existence of unaided pupil-teachers, that is to say, pupils not in receipt of grants, but who are nevertheless willing to be trained as teachers. Unfortunately, this superabundant supply is due to the large number of girl candidates; boy candidates have not become more numerous.

Examination of Pupil-teachers.—As will be readily inferred from the foregoing paragraph, the work connected with this examination increased enormously in 1895. The number of examinees rose from 789 to 1,100, the details of these numbers being as follows:—

First Y	ear	Pupil-teachers	860.	In Year 1894.	In Year 1895. 475	Increase.
Second		-,,	***	178	282	104
Third	,,	,,	***	297	343	46
100		Totals		789	1.100	311.

Apart altogether from the question of numbers, the results of the examination were considered by those in charge to be very satisfactory and full of

promise for the future. Although the standard exacted was slightly higher than in 1894, the percentage of failure among the first year's candidates fell from 45 to 41, among second year's candidates from 38 to 20, and among third year's candidates from $32\frac{1}{2}$ to 23. These figures tell a pleasing tale of awakening zeal on the part of the pupil-teachers and of those entrusted with their training.

As has been stated above a considerable number of the candidates were not in receipt of Government grants, and it therefore becomes interesting to compare the success of the aided and unaided candidates. The figures for

this comparison are as follows :-

		Aid	led Candidates.	Perc	entage of Failures.	
First Year P	upil-teachers	1.00	226		23	
Second .,			194		13	
Third ,,	2)	- (***)	94	244.	14	
					100 m	
	Total		514		17.	

It is thus seen that the aided candidates were slightly fewer than the unaided, and that the percentage of failures in each year was much lower among the aided candidates than among the unaided. This is of course as it should be, but the fact that a considerable number of the unaided candidates passed, and the fact that a considerable number of the aided candidates failed, show that a better distribution of grants is possible. This is a point which deserves the serious consideration of teachers and managers, as it is clearly desirable that the Government should receive the best possible return for the grants given.

Another matter of importance is that the aided pupil-teachers who finish their course are expected to devote themselves for at least a year or two to teaching, and that unfortunately this is not always done. In fact, some schools seem to exercise very little influence upon their pupils in this direction,

and have therefore to a certain extent failed in their duty.

The First of the New Training Schools.—The great difficulty in the way of founding an efficient pupil-teacher system in the Colony lay in the fact that many of the principal teachers of the lower-graded schools were so unskilled themselves as to be quite unable to train pupil-teachers. In a large town this difficulty can be met, and in Cape Town has been met, by the establishment of central classes for training, one class containing all the pupil-teachers of a particular year, and all the classes being placed under a thoroughly trained instructor. In rural districts, however, there was no way out of the difficulty, and in many of these, therefore, the system could not be introduced with any hope of success. Some other plan had consequently to be devised for providing a sufficient supply of trained elementary teachers.

In last year's Report such a plan was foreshadowed, and early in the financial year 1895-6 steps were taken to have the plan put in action. The place which seemed most likely to give a favourable result was Wellington, on account of the fact that for a considerable number of years girls had come there in fairly large numbers for the purpose of being trained for the teaching profession, and had honourably discharged their moral obligation to the Government, which had assisted them, by engaging in teaching when their course was finished. On discussing the plan with the principals of the two first-class schools, I found them willing to make sacrifices in order to give it a fair trial, and in a very short time afterwards the local committee formally took the matter up, and action was decided upon.

The main features of the plan are these:—(1) That a lower grade Training School be formed, consisting of three classes; (2) that the work of the three classes be the work prescribed for pupil-teachers of the 1st, 2nd and 3rd years; (3) that nevertheless the pupils attending the classes be not

pupil-teachers in the ordinary sense, but give the whole school day to the work of their class; (4) that the subjects taught in the classes be constantly treated in such a way as to benefit the pupils professionally; (5) that a practising school adjoin the training school in order that each class of the latter may have every opportunity for profiting by criticism lessons.

A model school-building, containing rooms for both the training school and the practising school, has been designed, and will be ready for occupation in July, 1896. A year hence it will be possible to form some estimate regarding the success of the scheme. Already, however, we know that the classes have opened most auspiciously, there being an average of 30 in each.

Aborigines Training Schools.—Some further progress has been made in the organisation of suitable Training Schools for Aborigines, the most noteworthy advances being at Blythswood and Bensonvale. The change for the better will be made clearly evident next year, but even 1895 shows a marked improvement on 1894. Taking twelve of the so-called Institutions and looking first merely at the work attempted by them we find that in 1894 there were 220 pupils under training, whereas in 1895 there were 331, there being thus a clear increase of 50 per cent. in one year. Again, if we consider the work done from the point of view of the success achieved in the lower teachers' examinations, we find that in 1894 there were 92 successful candidates, whereas in 1895 there were 148, the rate of increase here being considerably higher, viz, 61 per cent.

The pupils already arranged to be under training during 1896, the second year since the change, are in number double those of 1895, as the

following interesting table shows:-

ABORIGINES UNDER TRAINING TO BE TEACHERS.

Monagina Chamb		Pupils of					
Managing Church.	1st Year.	2nd Year.	3rd Year.	Total.			
Wesleyan Church	227	43	13	283			
Free Church	192	53	21	266			
English Church	68	7	4	79			
United Presbyterian Church	26	3	2	31			
Primitive Methodist Church	12	8	1 -	21			
Total	525	114	41	680			
· · · · · · · · · · · · · · · · · · ·			Total in 1895	331			
			Increase	349			

We have thus, I think, excellent grounds for hoping that two years hence the supply of trained teachers for Aborigines Schools will be something very different from what it is at present.

There are, however, some difficulties in connection with this matter which have not yet been overcome, and which it is very desirable that the

churches concerned should seriously consider at an early date. The most important of these is the squandering of money and energy which at present results from want of organisation. Taking for example the first church mentioned in the above table, we see that scattered over all its Training Schools there are only 13 pupils preparing for the Third Class Teachers' Examination. Surely it would be better and less expensive if for the present only one Training School, say Healdtown, accepted pupils at this stage of advancement. At any rate if the church cannot view the matter in this light, it need not be surprised if the Government fails to view it in any other. And what is thus urged on the Wesleyan Church applies with greater force to some of the others. In fact in the case of the English Church it applies even to the pupils of the 2nd year. Not only so, but the argument may with justice be carried still further, so as to suggest a second reduction in the number of the Training Schools themselves.

Middle-Class Teachers' Certificate.—In 1895, not so many candidates presented themselves for examination as in 1894, when the number rose to double what it had been two years before. Doubtless this was due to the fact that the examination had become a little more professional in character. A further change in this direction is, however, absolutely necessary, although the number of candidates should become still newer. "The experience of the last three years," says the Gazette* report, "proves that some change is needed in the training and examination of candidates for this certificate. In addition to the preparation of the practical and theoretical subjects required for the professional examination, nearly three quarters of this year's candidates have had to prepare (in many cases with very meagre preliminary acquirements) for matriculation. The result is that nearly all their efforts and time have been devoted to the latter examination. This is most unsatisfactory; especially when it is considered, what a large sum Government contributes to their training."

The best candidates,—indeed all the successful candidates of the first grade,—had been trained at girls' schools, the Good Hope Seminary of Cape Town taking a conspicuous place. There can be little doubt that most of these candidates profited by delaying their examination until a year after matriculation; and it would assuredly be well if an increasing number of candidates followed their example.

Training College for Middle-Class Teachers.—The only institution of this character is the Normal College, Cape Town. As is well known, the course of matriculation there extends to two years, and includes the work necessary for both the Matriculation Examination and the Teachers' Examination, the latter examination taking place almost immediately after the former. Clearly this is not a very satisfactory arrangement. It would be much better if the students after matriculating could devote six months or a year to purely professional training. Now that the instruction of lower-grade teachers has been so far satisfactorily provided for, it may be possible to raise the standard of work at the College by the formation of a real College class, that is to say, a class of matriculated students. There may be a difficulty in gathering such a class together, but it is only right that an experiment in this direction should be made. And considering the good work which the College has done on the old lines, no place is more likely to prove attractive to earnest matriculated students who may wish to give the new plan a trial.

First-Class Teachers' Certificate.—In order to encourage the better educated teachers and especially graduates to devote part of their leisure to

the study of professional literature—works, that is to say, on the Art, Philosophy and History of education—and to seek daily to improve their professional skill, it was proposed early in 1895 to grant certificates of a higher grade than had formerly existed. A provisional notice was published showing roughly the standard to be aimed at, and naming certain textbooks on the above-mentioned subjects. Sooner than was expected interest in the scheme manifested itself, and consequently arrangements were made to have the first examination held in December. All the candidates (six in number) did suprisingly well, one or two really able papers being sent in. On account of the difficulty of having a single centre for the examination, no actual test of skill in class teaching and lecturing could be arranged for. This, however, will not be forgotten, as practical skill is held to be all-important. Before December next further details, including copies of the written examination papers of 1895, will be given for the guidance of other candidates.

Special Needlework Certificates.—The progress made in connection with the teaching of needlework has been much beyond what could have been anticipated, even after the success of 1894. The number of ladies, who qualified themselves in 1895 to teach the various subjects are as follows:—

Plain Needlework		1st Grade Certificate. 25	Ce	nd Grade ertificate. 28	Total.
Mending		25		26	 51
Cutting out		19		15	 34
Knitting and Netting		30		20	 50
Dressmaking		14		14	 28
Totals		113	-	103	216
Corresponding totals for 18	394	58		64	122
Increases		55	-	39	94.

From this it is seen that the number of candidates examined has been almost doubled in a single year, and that the number of candidates gaining a first-grade certificate has increased in like proportion. These facts are most creditable to both the candidates and their teachers, and most encouraging to the Department in its efforts to produce within the Colony thoroughly qualified teachers of special subjects. Greatest interest attaches to those (22 in number) who have now succeeded in passing the examination in all the five branches, and who are thus entitled to the full needlework certificate. So far as needlework is concerned the majority of these ladies need not fear comparison with teachers trained at the best centres in Europe. Their names and all other details of the examination will be found in the Government Gazette Report.*

Not only, however, were there more candidates, but the quality of the work done was higher. At Lady Robinson's request a quantity of the specimens sent in to be judged at the examination was laid out for inspection in the Education Office Hall, and was so well spoken of by those who saw it that it is proposed next year to exhibit the work of all the candidates, not only in Cape Town, but in any other of the larger towns of the Colony where proper arrangements can be made for the purpose.

Special Woodwork Certificate.—Not only is every candidate for the Third Class and Second Class Teachers' Certificates now required to show a certain amount of proficiency in handiwork, but teachers who have any

particular liking for these subjects, and therefore wish to devote themselves mainly to the teaching of them are encouraged to proceed to more advanced work, and thereby to obtain a certificate of special qualification. Three such certificates were granted in 1895, two of the teachers having received their entire training in the Colony. Hitherto it has been necessary to obtain teachers of this kind from Europe.

Vacation Courses of Training.—The Courses of Training for acting teachers were in 1895 even more successful than in 1894. Four different courses were arranged for, one at Graham's Town in June under Inspectors Fraser and Brice, the second at Willowmore in the same month under Inspectors Murray and Mitchell, the third also in June at Lovedale under Inspector Clarke, and the fourth at Cape Town in December under Inspectors Brice and Theron.*

The Lovedale Course was intended for coloured teachers, and the three others mainly for white teachers. The attendances were as follows:—

Graham's Town		 ***	Women. 111	Men. 19	Total. 130
Willowmore		 	21	12	33
Lovedale		 	129	59	88
Cape Town	•••	 	122	42	164
				_	
T	otals	 	283	132	415.

In the previous year there were only 231.

At Graham's Town and Cape Town a very considerable proportion of the teachers were already certificated, and evidently attended with the sole object of acquiring increased skill in teaching. As a rule these teachers were taught apart from the others, and given less elementary work. Of the uncertificated many had been attracted by the desire of obtaining a certificate, and unfortunately some had even come in the hope that a certificate might be got more readily in this way than by attending the ordinary annual examinations. The latter teachers had evidently not taken the warning given in last year's report, viz., that the ordinary examinations for certificates and the vacation course examinations are meant for totally different classes of people, the former for young candidates on entrance to the teaching profession, and the latter for teachers who have been in service for several years, and who cannot be expected to go back and begin their studies anew. The main object of the Courses of Lectures, it must be repeated, is to improve acting teachers in the daily work of their profession; the granting of certificates is a subsidiary matter, and is only done after taking into account the teachers' past services in connection with the Education Department and any professional or academic certificates previously obtained.

Of the 415 teachers who attended in 1895 certificates were awarded to 169, the details being as follows:—

Second Class Certificate, 1st Grade	 	7 11
Second Class Certificate, 2nd Grade	 	4 } 11
Third Class Certificate, 1st Grade	 	741 150
Third Class Certificate, 2nd Grade	 	$\binom{74}{84}$ 158

Between 20 and 30 certificates were held back on account of want of experience in those who had gained them by examination, the object being to make the possession of a certificate a guarantee that the holder really knows how to teach.

^{*} See Government Gazette for 18th February, 1896.

^{*} Eight Inspectors have now taken part in this work, all of them without exception putting their heart into it. To Inspector Br ee who has had part charge of three courses, I am specially indepted: he has shown in connection with the scheme much enthusiasm and considerable administrative ability.

Although the teachers are conscious of the good got by these short courses of professional training and have shown gratitude for them, it is the Inspectors who have the best opportunity of judging of the benefits derived, and almost every Inspector has spoken of the bright change for the better exhibited by a school after its teacher had spent his vacation in this way.

XII. COLLEGES.

The year 1895 has been uneventful, so far as the Colleges are concerned. No new subject has been provided for; indeed, at only one of the Colleges has any change in the nature of an addition been made. At this College—Stellenbosch—a Professor of Geology and Chemistry has been appointed—a commendable step, as it enables the former Professor of Physics and Chemistry to devote the main portion of his time to the teaching of Physics alone.

The total number of professors or assistants employed at the five colleges is now 32—a markedly excessive staff when we consider the number of students and classes—a preposterous staff when we consider the amount of University work to be done. Year by year this glaring waste of power must be kept in view. It would be culpable to let it fall into the background, so long as it prevents the foundation of the new professorships which we need and the full equipment of the professorships which we have.

The progress of the Colleges during the last two years may be judged of from the accompanying table:—

Class.				Students in 1893.	Students in 1895.	Increase of Students.	
B.A	::			2 52 67 26	2 44 80 33 28	0 -8 13 33 2	
Totals			•••	147	187	40	
Senior Matriculation Junior Matriculation	.:			99 87	144 69	45 -18*	
Totals				186	213	27	
Grand Totals (Colleg	e and So	chool)		333	400	67	

The main points of interest here are: (1) That there has been a satisfactory increase in the number of students continuing at work after matriculation, but that this is almost entirely due to the existence of the mining classes, and (2) that there has been a larger increase in the number of purely school pupils—a feature which is not altogether so pleasing.

The mining classes which were inaugurated at the South African College, Cape Town, at the beginning of 1895 have proved a marked success. As in January half the college year had already lapsed, there was only a small class to commence with; but in July a sufficient number of students

came forward to form a new beginners' class of considerable magnitude. The students of the former class who succeed in passing their first professional examination in June, 1896, will then proceed to Kimberley, where preparations are being made for instructing them theoretically and practically in mining, engineering and underground surveying. The South African Mining School, which has been long talked of, may therefore now be considered an accomplished fact.

XIII. FINANCE.

Apportionment of Education Vote.—Under this heading it must be borne in mind that the financial year differs from the year of the rest of the report, being in fact six months further back in time. For the latest financial year which can be dealt with, viz., 1894-95, the total expenditure was £181,370 14s. 9d., and was apportioned as follows:—

A. Office			£4,520	11	2
B. Inspectorate			12,966	1	5
C. Higher Education			9,093	11	0
D. Training of Teachers			4,521	6	9
E. Schools	***	***	150,269	4	5
То	tal		£181.370	14	9.

It is thus seen that of the whole expenditure 82.85 per cent. is devoted to schools, 7.14 per cent. to inspection, 5.01 per cent. to higher education, 2.49 per cent. to the training of teachers, and 2.49 per cent. to administration.

Total Cost to Government per Pupil.—Deducting the expenditure on so-called Higher Education, we see that the school system of the Colony cost £172,277 3s. 9d. for the year 1894-95. Now the average number of pupils in attendance for the period of this outlay was 77,500; consequently the year's cost per pupil to the Government was £2 4s. 6d. For the sake of comparison, the figures for the preceding year are herewith put alongside of these:—

Year.	Total Cost.			Ave	erage Attendance	e.	Cost p	er P	upil.
1893-94	 £167,225	6	9		69,880*		£2	7	10
	1.72,227								

Rate of Grant per Pupil.—Leaving out further the cost of administration, inspection, and training, we see that the net sum paid out to the schools was £150,269 4s. 5d. If this be divided among the 77,500 children in average attendance, we obtain the average rate of grant per pupil, viz., £1 18s. 10d.

Making due allowance therefore for increased cost otherwise than by grant, we may take it that every additional pupil in regular attendance will cost the Government very approximately £2. It is a very easy matter, therefore, to reckon the expenditure necessary for educating all the children of school-going age who are as yet neglected. The sum of £2, it may be mentioned in passing, is, according to the Government Notice on the Destruction of Vermin, the reward paid to the killer of five "wild dogs."

^{*}This fall is mainly due to the fact that at Stellenbosch the Junior Matriculation Class is now differently provided for,

^{*} In last report the average attendance for 1894, not for 1893-94, was taken.

In the case of some schools, of course, the rate of grant is much higher than the sum here specified and in others much lower. The following are the average rates in the various kinds of schools for 1895:-

Kind of Scho 1.			Government present	t Gran at Ins	t per pupil spection.
Boarding Schools			£3	17	9
First Class Public Schools			3		9
Poor Schools		***	_	16	8
Private Farm Schools		***	_	10	9
Second Class Public School	S	***	_	10 15	8
Aborigines Schools	•••	121		15	0
Mission Schools		***		12	9
Evening Schools		***	· ·	12	

On comparing these figures with the corresponding figures of the previous year, it is seen that District Boarding Schools and Poor Schools have become more expensive, and that the other schools remain practically unaltered. The rates to the latter schools may consequently be viewed as normal, and should therefore be carefully kept in view by school managers. If, for example, the managers of a Second-Class Public School find that their annual grant per pupil exceeds £2 10s. 8d., they may rest satisfied that they are receiving the excess at the expense of some other school of the same grade.

XIV. COMPARISON WITH NEW SOUTH WALES.

In former years 1 have drawn attention to particular points of comparison with other countries, but only when there seemed some special need to drive an argument home or to impress a statistical fact deeply on the mind. Instead of such isolated instances, however, something else is wanted if full benefit is to be derived from the comparison. For the present occasion, therefore, I have selected a typical Australian Colony, whose educational system I have not formerly made reference to; and, taking in order the main points of interest to an educationist—and these are fairly well represented by the section-headings of the preceding pages-I have carefully and concisely put the related leading facts for the two Colonies alongside each other.

Area and Population.—New South Wales is about a half larger than Cape Colony, has a smaller total population, though a much larger white population, and consequently, has on the average only about half as many

people to the square mile. Supply of Schools .- On the occasion of the last report, New South Wales had 2,437 schools in operation, Cape Colony had 2,296, there being a slight decrease to chronicle in the former case and a large increase in the latter. It must be noted, however, that the New South Wales Government recognises no such small schools as the Cape "Farm" Schools, the smallest schools there ("Provisional" and "Half-Time" Schools) rarely instancing an enrolment of less than 10 pupils.

In the matter of Evening Schools, the two Colonies seem to be on a par,

there being only a dozen in each. In New South Wales 71 schools were closed during the year, and a few less were newly opened; in Cape Colony 381 schools were closed and 599

newly opened. Enrolment and Attendance.—In New South Wales the average quarterly enrolment was 181,678, with 71.6 per cent. in attendance; in Cape Colony it was 108,516, with a better attendance, viz., 73.86 per cent.

Inspection of Schools .- In New South Wales there were 34 inspectors, that is, an average of 1 to every 72 schools; in Cape Colony there are 15 inspectors, that is, an average of 1 to every 153 schools.

The attendance at inspection is better in Cape Colony than in New South Wales, being 83.88 per cent. of the enrolment, as against 78.4 per

Pupils' Attainments and Progress.—Comparison here is impossible, because of the entirely different modes of stating the results.

School Libraries .- There is no such fostering of school libraries in New South Wales as has been begun in Cape Colony: on the other hand, the School Savings Banks there have made much progress, while in Cape Colony they have not.

School Buildings and Furniture.—Here again comparison is impossible, the modes of providing School-rooms and equipment being utterly different

Subjects of Instruction.—In Vocal Music, Drill, Drawing and Handiwork great progress has been made in New South Wales; for example, in Drawing as many as 136,000 pupils not only received instruction but at the close of the year were individually examined. The only one of these subjects in which Cape Colony makes a good appearance comparatively is Woodwork.

Teachers .- The New South Wales report for 1894 says, "that during the year all vacancies were filled by the appointment of trained teachers, and practically every teacher in the service was of this stamp.

The number of pupil-teachers under training was less than in Cape Colony and this difference has since been accentuated: the number of Middle Class teachers at the Training College, however, was greater.

Finance.—The average cost to the New South Wales Government is about £4 per pupil, when the cost of school premises is left out of account: in Cape Colony it is almost exactly half.

The total expenditure on Common School Education in New South Wales was £661,000, being about £100,000 less than it was three years before. Of this, £74,000 was expended on buildings, and must therefore for the purpose of comparison be set aside. Taking the remainder we find it apportioned roughly as follows, the corresponding figures for Cape Colony being annexed :-

4 0m			New South Wales.	Cape Colony.
A. Office		4.4	 £18,000*	£4,520
B. Inspectorate			 24,000	12,966
C. Higher Educ D. Training of '	ation #		 	9,093
E. Schools	reachers		 7,000	4,521
12. Schools	* *		 538,000	150,269
Totals			 £597,000	£181 370

It is thus seen that the expenditure on the Maintenance of Schools is in the one case at least three times what it is in the other; on the Training of Teachers it is a half more; on the Inspectorate it is double; and on the Office it is four times.

XV. Conclusion.

At the close, of last year's Report † I carefully enumerated the main lines of work upon which the Department had been engaged during the two previous years, and indicated in more or less detail what had been accomplished on each line, and what remained to be done. The same course in full need not be followed again this year, as there has been no deviation from the original plans, but simply faithful, heavy-footed progress towards their further fulfilment. Suffice it to say, that of all the original programme only two items now remain unattempted, viz.: the framing of a sound curriculum

^{*} This includes £1,100 for the "Examiner" and his Office. In Cape Colony one of the Inspectors does the analagous work.

The Higher Education is provided for otherwise.

See p. xxvii of the Report (1894).

for the higher-class schools, and the carrying out of some plan for the professional training of the better educated students who wish to be teachers, The former of the two is not vitally pressing, but is sufficiently important to deserve early and serious attention from the teachers concerned; and this, I believe, it will receive. The other is of far greater moment, and ought to be paramount in the minds of those who desire to see future teachers of all grades produced within the Colony itself. Unfortunately it is surrounded in some quarters with a haze of prejudice, and therefore progress for a time may be slow. In the end, however, the trained and skilled teacher will conquer here and elsewhere; eyes will be opened, and there will then be a sudden demand to have full-grown trees raised from the seed in a night.

Apart from this purely technical and administrative work there has also been a dogged pursuance of the school propaganda, with the result that schools have multiplied so as to become almost embarrassing with the present

staff.

There is one sad defect however, which any amount of work of this kind will not make an improvement upon, viz., faulty attendance. In one or other of its two forms-short school life and irregularity-it bars the way to everything like thoroughness and soundness of education. To cure this there is only one course open, and that is legislation. The form which in my opinion, it should take, I have already roughly indicated. Under it School Boards would be constituted whose main duty would be to see that children within a certain distance of the school were being educated. They would be empowered to act as managers for new schools in neglected places, but they would not determine what school a child should attend. They would decide questions as to the inability of parents to pay school fees, and they would, with the help of the Education Department and a local rate, provide for the teaching of children who might be indigent. Boards of this kind there would be no difficulty in forming, and they would prepare the way for Boards of a wider educational scope, such as exist in more advanced communities; indeed there is no reason whatever why additional powers should not be provided for in the same Act in order to be given to the Boards of towns and districts that were ready for them. The more work of this character that is undertaken locally the better, provided only the State has due safeguards that it is done faithfully and well.

I have the honour to be,

Sir,

Your obedient Servant,

THOS. MUIR,

Superintendent-General of Education.

ANNEXURE I.

INSPECTORS' REPORTS

TO THE

SUPERINTENDENT-GENERAL.

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1.—INSPECTOR BARTMANN'S REPORT.

(CIRCUIT: -Bredasdorp, Caledon, Riversdale, Stellenbosch and Swellendam.)

SIR,—I have the honour to submit to you my Annual Report for the year 1895.

SUPPLY OF SCHOOLS.

During last year 154 schools were inspected and this year 176, thus showing a net increase of 22 schools. The corresponding increase last year was 28. The distribution of the 22 new schools among the different districts is as follows:—

	Riversdale.		Swelle	ndam.	Bredasdorp.		Stellenbosch.		Caledon.		
	Opened.	Closed.	Opened.	Closed.	Opened.	Closed.	Opened.	Closed.	Opened.	Closed.	
	11	3	11	4	8	2	2	1	4	4	
Net increase }	8		7	7		6		1			

In the above table I have considered the number of schools closed during the first three quarters of the year, whilst only the new schools actually inspected are considered. If, on the other hand, all the new schools had been added which were opened after my visit to the different districts the increase would have been greater. Stellenbosch, for instance, which had been stationary for two years has added two schools since my last visit. It is extremely gratifying to observe that in spite of the severe and prolonged drought in Riversdale and Swellendam, these divisions have closed comparatively few schools, whilst several new ones have been opened.

Two or three schools were closed during the year upon my recommendation, as there were others in the immediate vicinity providing more efficient instruction. Several cases were brought to my notice of teachers resigning their situations on farms after only a few months' service, to take up similar situations on other farms. The result was that the farmers had to content themselves with whatever substitutes they could lay hands on, and in some instances had to close their schools. The percentage of schools closed would be far less if each teacher on being appointed to a farm school were made to sign a guarantee to remain in charge for at least 12 months, and this could doubtless be done if the terms offered were reasonably liberal. On the other hand every farmer desiring to have a farm school should guarantee to keep it in operation for at least two years.

ORGANISATION.

During the year the Second Class Boys' School at Caledon and the First Class Girls' School were amalgamated. This arrangement will be found more economical and satisfactory. A like amalgamation should be effected at Swellendam.

Two years ago I remarked that several white children attended Mission Schools intended for coloured children only, and that it was demoralising to the poor white child to come in contact with a characterless native child. For three years I have endeavoured to urge on people interested in the matter the advisability of admitting into public schools as many as possible of these poor white children. Although this has been done to some extent, there remains a class which, owing to extreme poverty, will not be persuaded to leave the Mission Schools. These children require a school of their own. In Riversdale the poor white children are kept entirely separate; but instead of having two distinct church schools for the purpose there should be only one Undenominational Poor School. At Caledon the Dutch Reformed Mission School has

[G. 2--'96.]

a good many white children on the roll, and these could all be made to attend the public school by obtaining special aid from Government. Swellendam has two Dutch Reformed Mission Schools, one of which has 27 white and 45 coloured children on the roll, and the other 13 whites and 49 coloured. The latter should be used for coloured children exclusively and the former for whites. If these suggestions are carried out we shall be within reasonable distance of abolishing the practice of mixing up the two races in the same school room.

RESULTS OF INSPECTION.

The results of inspection appear in the following tables:—

Division.	No. of Male Teachers.	No. of Female Teachers.	No. of Pupils Registered.	No. of Pupils Present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Unclassified.	Above Standard
Stellenbosch	19	39	1,770	1,390	608	181	185	155	92	55	45	20	22	27
Caledon	12	55	1,757	1,423	675	292	205	137	69	25	12		6	2
Bredasdorp	11	24	1,121	815	466	118	122	75	19	10	5			
Swellendam	10	47	1,316	1,093	493	159	177	116	70	42	23	4	9	
Riversdale	13	42	1,047	919	366	176	126	103	74	22	12	13	18	
Totals	65	207	7,011	5,640	2,608	926	815	586	324	154	97	37	55	3

Leaving Standards.—I have been able to obtain trustworthy statistics on the leaving Standards for the Divisions of Caledon, Riversdale and Swellendam by personally investigating into every case of withdrawal during the year. Only those pupils were considered that had withdrawn for good. The following are the results:—

-			Aı. Sc	HOOLS.				
Percentage Average Age	B. I. 5:	2 I	I. 1 2 1	III. 5·5 2·3	IV. 24·2 15·2	V. 18·9 17	VI. 17·3 16·3	Above 6.9 17
		1	An. Sc	HOOLS.				
Percentage Average Age	B. I.	6.	4 1	III. 12·2 15	IV. 6·3 15	V. 21·9 15·5	3.2	Above 50 14.5
		A	III. Se	CHOOLS.				
Percentage Average A	26		I. 22·4 9·3	II. 18·4 13	III. 10·2 14·7		14.3	
		1	P.F. Sc	CHOOLS.				
Percer Avera	ntage ge Age		B. 43 9	I,	II. 28·5 19		IV. 28·5 16	
		P	oor S	CHOOLS.				
	ntage ge Age		B 33 14	.3 1	6.6	40.4	III. 9·7 14·5	
		M	ISSION	School	s.			
	ntage ge Age	B. 50.9 10.4	I. 12 11	.9 1	9.1	III. 14·1 14·3	IV. 3·4 15	

The above statistics point to the singular fact that 23.9 per cent. of the pupils that have left school for good were in and below Standard II. In other words, this percentage of pupils has entered practical life without so much as knowing that 20s. make a £.

Annual Progress of Pupils.—Of the 5,640 pupils present at inspection this year 3,353 were also present last year, and of these 1,516 have advanced a Standard. It is interesting to note the share each class of school in the different Divisions contributes to this general result:—

Division.	Present on both Occasions.	Advanced.	Prevent on both Occasions.	Advanced.								
	A	1.	Λ	n.	A	111.	Р	F.	Po	or.	1	3.
Stellenbosch Percentage	165	119 72	83	56 67	60	28 47	32	22 69		.:	592	164 28
Caledon Percentage	43	32 74	25 	21 84	198	102 51	33	15 45			510	191 37
Bredasdorp Percentage			55	37 67	71 	34 48	37	20 54	9	7 78	264	61 23
Swellendam Percentage	43	27 63	81	60 74	99	82 83	32	22 69	61	31 50	326	96 29
Riversdale Percentage	122	85 69			50 	30 60	105	69 66	79	47 59	178	66 37

The New Standards are now adopted throughout my circuit. Teachers are delighted with them, for it is manifest that a child of ordinary ability, who has passed in any Standard, can proceed to a higher one in a year's time without undue pressure. I have every reason to think that greater progress will be chronicled in next year's report, for several pupils were presented in the same Standards as before, teachers thinking that the new Standards were more difficult than the old.

School Libraries.—In three or four schools the teachers have been successful in establishing libraries in connection with their schools. More could be done in this respect if the funds were forthcoming. One of the teachers has raised a considerable amount by sending out his boys with subscription lists amongst their friends and relatives. Children are often very good agents for collecting money, and this plan has worked so well that I have advised other teachers to do the same. Some of our men of wealth in this country would confer a boon upon this and coming generations if they came forward and assisted in establishing and maintaining school libraries throughout the country. Reading, under the guidance of the teacher, is a necessary supplement to the instruction given in schools.

School Buildings, Furniture, &c.—It is a great pleasure to me to be able to chronicle the following number of schools that have occupied new buildings for the first time during the year:—

first time during the year:—
Riversdale.—Klein Doorn Rivier, P.F. Novo, P.F. Pienaars River, P.F.
Swellendam.—Klaas Kaffirsheuvel, A III. Stuurman's Kraal, P.F. Brakfontein, P.F. Wagendrift, A III. Bruinklip, P.F. Zuurbraak Eng. Ch. Mission.

Caledon.—Villiersdorp, A III. Greyton Eng. Church Mission. Papiesvlei, A III. Hartebeest River, Poor. Stanford, A III. Palmiet Riveri, A III.

Bredasdorp.—Matjeskloof, A III. New room added to local A II, Stellenbosch.—Two rooms added to Girls' A I.

A matter that still requires attention is the condition of the floors of buildings used for school purposes.

In Stellenbosch 22 schools have boarded, and 1 mud or clay floors.

Dandardam	17	10.000 12.000 000		100	10	
" Bredasdorp	- 1	,,	"	"	10	,,
" Caledon	19	,,	,,	,,	22	,,,
" Swellendam			1,	"	26	- ,,
" Riversdale	14	,,	,,	,,	29	,,

The furniture of First, Second and Third Class Schools in villages is, as a rule, satisfactory; but of Mission and P. F. Schools, inadequate.

Subjects of Instruction.—A recapitulation of the remarks I offered on a former occasion upon the various subjects of instruction is scarcely necessary here. In the official report on each school I have carefully pointed out the weak subjects, and have suggested expedients that should be adopted for remedying defects. Two subjects, however, should be mentioned here as eminently unsatisfactory. These are writing and arithmetic. In most cases the children are left to themselves to do their copybook writing, whilst the teacher is employed with some other school subject. Further, different kinds of copybooks are often used in the same school-room, and uniformity of style is not aimed at. Very frequently, again, half an hour or more all at one time is devoted to giving exercises in mental arithmetic. This is a mistake. Mental arithmetic exercises should occupy only about ten minutes, and should invariably precede the written arithmetic.

TEACHERS.

Qualifications.—The following table exhibits the number of teachers employed in the different divisions of my circuit and their qualifications.

Division.		Male.	Fewale.	M.A.	B.A.	Intermediate.	Matriculation.	T II.	Тт.	>pecial.	English or Scotch P.C.	South K. Art.	Dutch or German- University.	Certificated.	Uncertificated.,	Total.
Stellenbosch Bredasdorp Caledon Swellendam Riversdale		19 11 12 10 13	39 24 55 47 42	2	2 1	2 1 2	3 2 4	2 1 1 2 1	10 3 10 15 10	2 2 5 	3 1 1	1	5 1	33 6 18 21 18	26 29 49 36 37	58 35 67 57 55
Totals	1895	65	207	2	3	5	9	7	48	9	5	1	6	95	177	272
Totals	1894	58	185	1	2	5	11	3	36	11	6	1	3	79	164	243

In spite of the fact that the greater number of teachers engaged for the new schools have no certificates, the table shows that the percentage of uncertificated teachers has fallen from 67.4 in 1894 to 65 in 1895.

Vacation Lectures for Teachers.—It is a matter for congratulation, that an effort is being made to raise the status of the teacher. Several uncertificated teachers in my circuit have successfully attended the Cape Town and Grahamstown vacation courses. Last year there were only a few, but this year the number has increased, and I am more convinced than ever that much good is done by these lectures. I trust that most of the teachers in my circuit will attend the proposed vacation course to be held at Caledon during the next winter vacation.

Pupil Teachers.—The pupil teacher system is producing good results. In testing, however, the practical work of pupil teachers in the various grades of schools I have been led to think that injustice is done to capable young persons by appointing them in schools where proper facilities for judicious training do not exist. This I shall try to have rectified at an early date.

THE SCHOOL SYSTEM.

Private Farm Schools.—I am happy to say good results have followed my endeavours to improve this kind of school. In only one or two instances did the Government grant in support of these schools exceed the teacher's salary, and I have spared no time and trouble to explain to the proprietors the unwritten and moral law of the matter. It is to be hoped that next year not a single instance of a farmer endeavouring to make a profit off his school need be reported.

Evening Schools.—Two evening schools have been opened during the year, one at Buffeljagts River in the Division of Swellendam and the other at Riversdale. These schools meet a decided want.

Concluding Remarks.—Looking back upon the past year's work, I have no hesitation in saying that there has been a decided onward movement in spite of such formidable resistance as indifference and apathy on the part of parents and incapacity of a goodly proportion of teachers. Further, the fact must not be overlooked that the apathy is diminishing. There is, indeed, a gradually increasing stir amongst the farming population in regard to educational matters, which I consider most encouraging.

I have the honour to be,

Sir,

Your obedient Servant,

A. B. BARTMANN.

Stellenbosch, 30th December, 1895.

2. ACTING-INSPECTOR BENNIE'S REPORT.

(CIRCUIT:—Barkly East, Glen Grey, Engcobo, St. Mark's, Xalanga, Maclear.)

Sir,-I have the honour to submit my annual report for the year 1895.

My last report dealt only with such districts as I had been able to visit in three and a half months. Having been through the whole of my circuit once, and some parts twice, during the year, I am now able to report upon all the divisions comprised

Supply of Schools.—During the third quarter of the year the number of schools in operation in these districts was 145, distributed as follows:—

Div	ISION.		А.н.	А.п.	P. F.	Poor.	E.	В.	C.1.	C.	Total.
Barkly East Glen Grey Engcobo St. Mark's Xalanga Maclear		::	1 1 1	9 2 1 1 7 4	7 1 3 3		1	21	 1 	2 21 22 23 3	17 26 23 24 44 11
	Total		3	24	14	10	1	21	1	71	145

During the year ended September 30th, 1895, 32 schools were opened, of which seven had been on the list of Government aided schools previously, being closed for a time from various causes, and 25 were as far as I know entirely new schools. In the same time, ten schools were closed excluding such as were closed for one or more quarters

and re-opened within the year. The classification of schools opened and closed is—

A. III. P. F. Poor, E. B. C. Total.

Opened 6 3 5 1 6 11 32

Closed 4 4 1 . . . 1 . . 10

The net increase is therefore 22, to which Barkly East contributes two, Glen Grey six, Xalanga six, Engeobo three, and St. Mark's five, Maclear shows neither increase nor decrease; this division is the least progressive in the whole circuit.

The supply of schools is still sadly inadequate. The 145 schools in existence have to serve a population of about 174,000, of which 47,000 may be put down as of school-going age. This gives one school to 327 children.

In my last report I touched upon the precarious existence of the country school. Of the ten schools closed in the year, I find that two had been in existence for a year at the time of closing, two for ten months, and one for nine months. In three cases, not included above, grants were authorised but never issued, the teachers leaving a month or so after appointment.

Enrolment and Attendance.—The figures in the accompanying table give the number

of pupils enrolled and in attendance for the September quarters of 1894 and 1895.

			-		E	NROLME	N'F.		AVE	AGE AT	TEND.
D	IVISIO	N.		7,1117	1895.		1894	In-	1895.	1894.	In- crease.
				w.	C.	Total.	Total.	crease.		N 000	Crease
Barkly East				395		395	257	138	312	216	96
Glen Grey				146	1355	1501	1129	372	1155	837	318
Engcobo				39	1649	1688	1607	81	1243	1102	141
St. Mark's				29	1192	1221	693	523	832	460	372
Xalanga				465	1318	1783	1542	241	1303	1087	216
Maclear				138	117	255	237	18	205	197	8
		Total		1212	5631	6843	5470	1373	5050	3899	1151

ACTING-INSPECTOR BENNIE'S REPORT.

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The number on the roll has increased 25 per cent., the average attendance only 22 per cent. This is due to the extremely irregular attendance in many parts during the quarter in which the returns were made, the causes being a severe outbreak of influenza and other epidemies, drought, and poverty consequent on the drought and bad seasons. Since, with few exceptions, the schools in my circuit are in the country, the agricultural prospect makes it likely that the attendance next year will be no better. It will be noticed that Maclear again lags behind, with an increase of 7.6 per cent. in the enrolment and 4 per cent. in the attendance. The small increase in Engcobo arises from the fact that by a readjustment of boundaries, six schools were transferred from Engcobo to St. Mark's.

Results of Inspection.—All the schools in my circuit have been inspected by me during the year, except those started after my visit to the district, and seven schools in Xalanga, which could not be taken last year were inspected near the beginning and again at the end of the year. The total number of school inspections for 1895 is 147, 29 of which were first inspections. Besides these, fourteen schools, for which Government aid was asked, were visited and reported upon.

The number and classification of pupils present at inspection are as follows:—
Enrolled. Present. Below. I. II. III. IV. V. VI. VII. Unclassified.
6479 5397 2684 1029 899 506 197 44 14 5 19

To give some idea of the standard of work in schools of each class, I have reduced the numbers for the various Standards in each to percentages, with the following result:—

OR	DER AN	VD CLASS	s.	В.	I.	11.	III.	IV.	ν	VI.	VII.	Un- class.
А. п	**		**	14·6 25·1	12·4 19·2	15·7 26·6	25·9 17·0	11·2 10·4	10.1	7·3 0 2	2.8	
P. F Poor B		**		25·6 44·7	20·0 21·7	20·0 19·7	18 4 10·5	10 4 2·4	5·6 1·0			
C. 1				55.4	17·3 2·7 20·0	15·5 16·0 15·6	9·2 21·3 7·1	$\begin{array}{c} 2 \ 6 \\ 24 \cdot 0 \\ 2 \cdot 2 \end{array}$	10·7 0·1	**	• •	25.3
Percent				49.7	19.1	16 6	9.4	3.6	0.8	0.3	0.1	0.4

There is clearly much room for improvement even when in A. III. and P. F. schools a quarter of the pupils should be below any Standard and 44 per cent. below Standard II., while in mission schools more than half are in the Sub-standards and about three quarters below Standard II. Last year the percentage below Standard was smaller by five, and the percentage in Standard III. and above somewhat larger. A large number of failures was, however, only what was to be expected in the first year of the new Standards. These were employed in all inspections after the first quarter of the year.

Leaving Standards and Duration of School Life.—I have tried to secure reliable statistics under these heads. But although the numbers given below are nearer the actual truth than those I gave last year, they can only be taken as a fairly close approximation. By the beginning of the year I hope to have in use in all schools the Register of Admission and Withdrawal, which has hitherto been almost entirely neglected in country and mission schools. I ought then to be able to give more reliable figures.

The percentage of pupils leaving in each Standard is-

	Below.	I.	II.	III.	IV.	V.	Above.
White	26.5	21.9	21.9	9.4	12.5	7.8	
Coloured	41.5	17.2	18:0	14.4	5.7	0.9	3.0

The 3 per cent. of coloured pupils leaving above Standard V. consists of native young men who left Clarkebury Institution, after passing the School Elementary or the Third Class Teachers' Examination. The average duration of school life is returned at $2\frac{1}{2}$ years for white and $3\frac{1}{4}$ years for coloured pupils—rather an astonishing result. It is deplorable to see how low a standard of education—if such it can be called—satisfies many parents belonging to the agricultural population. A boy or girl who succeeds in passing Standard V. is considered exceptionally well educated. Not long ago a boy fourteen years of age succeeded in passing the First Standard after two

years at school. His education was then thought complete, and he is now said to be bugler in the Colonial forces.

Annual Progress of Pupils.—Out of 5,397 pupils examined during the year, 2,593 were present at the previous inspection. Of these 1,099 advanced a Standard, 1,470 remained in the same, and 24 fell into a lower Standard. Reduced to percentages, the figures are—

				Higher.	Same.	Lower.
White	1.	 		60.3	39.7	
Coloured		 4.2		38.4	60 5	1.1
Total			1.1	42.4	56.7	0.9

Of these results I would remark, first, that the unavoidable strangeness of the new Standards at the first inspection accounts for the fall in the percentage of advances, which last year was 65.3 for all schools, and this affected native more seriously than white schools. In the former, the results in Standards III. and IV. were generally disastrous. In the second place, a large proportion of those who are reckoned as having passed the same Standard are in the Sub-standards. But, while this is generally the section of a school where progress is least satisfactory, few pupils are fit to pass the First Standard in a year. If Standard B were defined, the passing of which should count a remove, the returns would be a better criterion of the general efficiency of a school.

School Buildings and Furniture. — Government loans have been obtained for improvements on the Second Class Public School at Barkly East, and for a new building for the Third Class School at Rhodes, and loans have been applied for for a building to accommodate the Public and Poor Schools at Elliot, and for the Third Class School at Engcobo. As yet, however, I cannot say that any substantial improvements have been made either in school buildings or furniture. In the case of certain Poor Schools great difficulty has arisen in securing a school-room at all. The rooms used for farm schools are probably the worst, speaking generally. I found three being held in bed-rooms, in one of which there was hardly space enough for the pupils to sit round a very rickety table.

Subjects of Instruction —The number of subjects required in the Standards having been increased, and the requirements in some existing subjects altered, under the new Standards, considerable changes have had to be made by teachers in their school work, with very varying success in different schools. Where methods of teaching had always been intelligent, the transition from the old to the new regulations was easy; but those teachers who had been content to follow mechanical and unintelligent methods simply because they had been taught in the same way, found themselves at a loss to know how to set about teaching the new subjects. In many cases they were ignorant of what was wanted, and therefore much more of how best to attain it. In others, however, much and succe-sful attention had been given to following the Standards exactly. But here there arose the danger of cultivating the new at the expense of such old and essential subjects as Reading, Dictation, and Writing.

Reading shows the same faults as I reported upon last year, and even in the higher Standards there is seldom any attempt to bring out the meaning intended. The general style of reading is a mechanical utterance of words in one tone, without emphasis or modulation.

Recitation has become a subject of examination in the Standards for the first time this year, and therefore could scarcely be expected to be excellent yet. As presented, it has generally been a meaningless repetition of verses, and the educative value of the subject has rarely been appreciated. I had presented in Standard V. in one case sixty lines of a jingling metrical chronicle of the Cape, repeated in monotone with an entire disregard for punctuation or sense; the teacher was much surprised that the "poetry" and rendering should not meet with approval. In native schools a common fault is neglect on the teachers' part to explain the meaning of the piece learned, the learning of which becomes in consequence of no more profit than a parrot's learning to talk.

Composition is a new subject in Standard IV, and in this Standard it has seldom been even moderately good. This appears to be due to neglect of anything like systematic instruction in the elements of good composition, to "Capeisms" and other "isms" picked up out of school and not corrected by the teacher, and, in native schools, to a defective knowledge of English. With a view to correcting the last, I have insisted more and more on the necessity of English being freely used in the ordinary school work, if the writing of English and the learning of English grammar are to be anything more than a pretence.

ACTING-INSPECTOR BENNIE'S REPORT.

Arithmetic.—It has long been complained that arithmetic was taught in the average school by mechanical rules, and that no practice was given to the pupils in thinking out simple problems independently. As many of the teachers in elementary schools had been taught in no better way themselves, the change from the beaten track of the old Standards to new ways was neither easy or successful. And some, having got out of one groove, promise to slide into another. In Standard IV. the sides of the groove will be practice and proportion, every problem of doubtful rule being made to conform to one or the other. For example, when the question was, "A man's step is 2 ft. 9 in.; how many steps will be take in 2 miles 7 furlongs?" a boy of fair average intelligence had it stated thus—1 man: 33 inches:: 2 miles 7 furlongs, showing at once that he had been taught to use a mechanical rule which he did not understand in the very least. Mental arithmetic in the lower Standards has generally been very poor, but I hope that next year will show some improvement in the subject.

In Grammar, Geography, History, and Object Lessons unintelligent rote work and neglect of the educative side of the subject is still marked. While there are many teachers who cultivate habits of neatness in work, and yet more who store their pupils' minds with facts useful to know, the proportion of those who make it an aim to develop intelligence, thinking power, and habits of observation in those they teach is very small.

Sewing.—The introduction of the sewing standards is attended with two serious hindranees,—namely, the fact that in a great many schools there is only one teacher, and he a man and unable to teach sewing: and in mission and poor schools, the difficulty that teachers have in getting material, unless they pay for it out of their salaries, already too meagre. Where a lady offered to teach sewing free in a poor school, the parents refused to supply any material, on the ground that their daughters could already sew well enough to make their own clothes.

Teachers—In the schools inspected by me in the year there were 191 teachers. Of these, 41 held teaching certificates—37 the Cape Third Class, 1 the Cape Second Class, 2 the Privy Council, and 1 the Free State Third Class certificate. Two of the remaining 150 were graduates, and 3 undergraduates. 78:5 per cent. had no professional certificate, 96:3 per cent. no academic certificate, and 75:3 per cent. had neither the one nor the other.

There is a great demand for qualified teachers in the districts under my charge. The difficulty of securing suitable men and women to take charge of schools is, I believe, experienced everywhere; but it makes itself felt most acutely in a circuit like mine, embracing remote parts of the country and districts where the population as a whole is poor. This cannot be otherwise until some plan is devised of making the salaries attached to schools sufficiently large to compensate for social isolation and, in many instances, actual discomfort.

The subjoined table gives the lowest, highest, and average salaries paid to teachers in this circuit. Where free residence or board are supplied, its value has been expressed in money.

			Lowest.	Highest.	Average
A. II. Head Teache	ers		£180	£240	£220
Assistants		 1000	36	80	653
A. III. Head Teach	ers	 	60	160	1002
P.F. do.		 	40	86	68 1
Poor do.		 	60	116	$9()\frac{3}{5}$
B. do.		 	30	50	41 7
Assistants		 	10	28	20
C. Head Teachers		 	12	80	41
Assistants		 	4	52	21

The natural result of the small salaries offered for teaching is that many take up the work without any idea of making it a profession, but simply to occupy themselves until something better offers. This remark applies especially to the case of native young men who, if they know English fairly well, can get salaries of from £50 to £100 per annum as interpreters. Even native constables, many of whom have had no education at all, are as a body far better paid than mission school teachers.

General Remarks.—Country Public and Farm Schools.—The condition and working of these schools in my circuit are not what they should be. They do not as a rule

yield an educational equivalent of the money and energy spent upon them. Few stand long enough to do the pupils attending them substantial good, most of the children getting nothing more than a smattering of the three R's. The public schools are more frequently than not supported by one or two individuals, and when these consider that their own children are sufficiently well educated—which is all too soon—or find themselves unable to pay the local equivalent of the teacher's salary any longer, they lose interest in the school, which thereupon dies. What is needed is a controlling authority in each district, to regulate the establishment of schools in localities chosen to suit the community and not one or two families. Local, racial, and sectarian prejudices, to which I referred in my report last year, continue to be a most serious impediment to education among the rural population, where schools can be supported only by the united action of all. Good boarding-schools at convenient centres are greatly needed, and I hope that before long there will be some such in my circuit. At present, however, owing to agricultural depression, managers find the support of day schools a sufficient tax on their means, and parents declare themselves too poor to pay boarding fees. In fact they find it cheaper to open a Third Class or Farm School on the homestead than to send children out to board.

Poor Schools.—There are ten Extra-aided or Poor Schools in this circuit, some of which are doing very satisfactory work. The greatest hindrance to their progress is the frequent change of teachers. The boarding supplied by the people is at the best so poor, and social isolation for a man of education so great, that no man accustomed even to moderate comfort will stay long at the work unless actuated by strong philanthropic motives. The utter indifference of many and the actual aversion of some towards education assists to make the charge of a poor school no sinecure.

towards education assists to make the charge of a poor school no sinecure.

Mission Schools.—This has been a bad year for Mission Schools. Poverty, consequent upon bad seasons, drought and epidemics, have combined to reduce attendances and school fees, discouraging superintendents and teachers alike, and making satisfactory progress impossible. All the Mission Schools in Xalanga were closed for periods of from two to eight weeks during the first half of the year, owing to the prevalence of small-pox. The change from the routine of the old Standards to the new was also more difficult for Native teachers and pupils than for Europeans. Consequently the results of inspection were generally very poor.

Eleven teachers from my circuit attended the vacation course for Mission School teachers held at Lovedale in June. The work of some whose schools I inspected afterwards showed that they had grasped and were putting into practice the methods which had been recommended. I believe all gained a fair amount of profit from the lectures; even though they learned no more than the existence of better ways of teaching, this was worth the attendance.

During the year I was able to pay a number of informal visits to schools and managers before or after the annual inspection, with very good results. On the one hand I was able to judge how the teacher did his work when not expecting a visit, and on the other I had time to suggest and explain how certain subjects could be better treated.

I have the honour to be,

Sir,

Your obedient Servant,

W. G. BENNIE.

Alice, 27th December, 1895.

3.—INSPECTOR BRADY'S REPORT.

(CIRCUIT: Cape.)

SIR,—I beg to submit my report on the schools inspected by me in the year 1895. The tables and remarks following refer to the 109 schools actually inspected. In every case I speak of things as they were at the time of my last inspection.

Last year I reported at length on the school-buildings, the qualifications of teachers, the enrolment and attendance, the denominations of pupils at denominational schools, the pupils' attainments and progress, and the leaving standards and ages. It is unnecessary for me to go over the whole of this ground again, as there is naturally little, if any, change to be noted in the majority of these points.

I.—School Buildings.

Several new and satisfactory school buildings have been erected. Among these may be mentioned the following:—

First Class Public School, Sea Point.
Second Class Public School, Claremont.
St. Philip's English Church Third Class School, Cape Town.*
St. Saviour's English Church Mission School, Claremont.
English Church Mission School, Hout Bay.
Roman Catholic Mission School, Woodstock.
Baptist Mission School, Wynberg.

The South African Mission School, Long Street, Cape Town, has gone into new premises, which, though not very satisfactory, are still a great improvement on those lately occupied by it. St. John's English Church Mission School, Wynberg, has greatly enlarged and improved its accommodation. The Dutch Church Mission School, Retreat, the Dutch Church Mission School, Claremont, and the Wesleyan Mission School, Mowbray, have added infant school rooms: the latter, however, is altogether too small

Among the schools in which the accommodation is still very unsatisfactory may be mentioned the following:—

Third Class Public School, Observatory Road.

Jewish Third Class School, Cape Town.

English Church Mission School, Bellville.

Wesleyan Mission School, Buitengracht Street, Cape Town.

Wesleyan Mission School, Sydney Street, Cape Town.

Roman Catholic Mission School, Sir Lowry Road, Cape Town.

Dutch Church Mission School, Rose Street, Cape Town.

English Church Mission School, Salt River.

The following schools are in urgent need of separate infant school-rooms: with that addition, the accommodation in them would be fairly satisfactory:—

St. John's English Church Mission School, Cape Town. Wesleyan Mission School, Diep River. Roman Catholic Mission School, Kalk Bay.

The School accommodation may, I think, be classified as follows:-

17 per cent. good. 60 , fair. 23 ,, bad.

This shows an improvement on the state of affairs last year, when the numbers were 14, 55, and 31 respectively.

^{*} This provides fo the senior department: the infants are still most unsatisfactorily housed.

[G. 2—'967]

II.-Pupils' Attainments.

The numbers enrolled and present at inspection, and the attainments in elementary subjects of instruction for each class of school, as shown in the year's inspections, are indicated in the following table:—

Table I .- Attainments.

	No. of	Pupils.	i II	Per	centa	ge re	eachi	ng St	anda	rds.	
	Registered.	Inspected.	Below.	I.	II.	111.	IV.	Υ.	VI.	VII.	Above.
Cape Town First Class Schools Other Other Other Other Other Other Other Other Other Second Class Schools Other Second Class Schools Other Second Class Schools Other Third Class Schools Other Mission Schools Other Schools in Division Total Other Schools in Division Total of all Schools in Division	343 795 1138 1235 343 1578 792 219 1011 4551 4741 92992 408 13,427	730	13 20 $19\frac{1}{4}$ 20 $43\frac{1}{4}$ 38 $42\frac{1}{4}$ $63\frac{1}{2}$ 58 $60\frac{3}{4}$ 36	$\begin{array}{c} 2\\ \hat{\sigma}_{2}^{\frac{1}{2}}\\ 4\frac{1}{2}\\ 11\\ 12\frac{3}{4}\\ 11^{\frac{1}{2}}\\ 17\\ 18\\ 17\frac{1}{4}\\ 12\frac{1}{2}\\ 14\frac{1}{4}\\ 12\frac{1}{2}\\ 12\frac{1}{2}\\ 12\frac{1}{2}\\ 12\frac{1}{2}\\ \end{array}$	$\begin{array}{c} 7\frac{1}{2} \\ 12 \\ 10\frac{1}{4} \\ 13\frac{3}{4} \\ 23\frac{1}{2} \\ 15\frac{3}{4} \\ 18 \\ 20\frac{1}{4} \\ 18\frac{1}{2} \\ 12 \\ 13\frac{1}{2} \\ 19 \\ 14\frac{1}{4} \\ \end{array}$	$\begin{array}{c} 15\frac{3}{4} \\ 17 \\ 16\frac{3}{4} \\ 15\frac{1}{2} \\ 16\frac{1}{5} \\ 15\frac{3}{4} \\ 13\frac{1}{4} \\ 8\frac{1}{4} \\ 8 \\ 8\frac{1}{4} \\ 9\frac{1}{2} \\ 10\frac{1}{5} \\ 10\frac{1}{5} \\ \end{array}$	213 184 194 15 135 145 7 8 7 1 3 3 4 4 5 4 5 4	$ \begin{array}{c} 19 \\ 16\frac{1}{4} \\ 17 \\ 12 \\ 10\frac{1}{3} \\ 11\frac{1}{4} \\ 1 \\ 1 \\ 4 \\ 4 \end{array} $	17 10 ³ 4 12 ¹ 2 12 ¹ 4 4 10 ¹ 2 1 ¹ 4 10 ¹ 2 1 ¹ 4 10 ¹ 2 1 ¹ 4 10 ¹ 2 11 ¹ 4 10 ¹ 2 11 ¹ 4 10 ¹ 2 11 ¹ 4 10 ¹ 2 11 ¹ 4 10 ¹ 2 10 ¹ 4 10 ¹ 4	234 3 3 12 14	2 4 3 3

The following table, which compares this year's results with those of last year, will be of interest:—

Table II .- Comparative.

			La	016 1.	1	Jonep	arace	ce.			100		May 2	
	Below.		Below. I.		I. II.		III.		IV.		v.		VI. and above.	
	1894.	1895.	1894.	1895.	1894	1895.	1894.	1895.	1894	1895.	1894.	1895	1894.	1895.
First Class Schools Second ,,	$ \begin{array}{c} 11\frac{1}{2} \\ 23 \\ 48 \\ 60\frac{1}{4} \\ 49 \\ 63 \end{array} $	13 20 42 4 60 48 63	$ \begin{array}{c} 8 \\ 13\frac{3}{4} \\ 20\frac{1}{2} \\ 15 \\ 14 \\ 14\frac{1}{4} \end{array} $	$\begin{array}{c} 4\frac{1}{2} \\ 11\frac{1}{2} \\ 17\frac{1}{4} \\ 13\frac{1}{4} \\ 12\frac{1}{2} \\ 12\frac{1}{2} \end{array}$	12 $23\frac{1}{4}$ 15 13 14 $12\frac{1}{2}$	101 153 181 131 141 12	$19\frac{1}{2}$ $19\frac{1}{2}$ $9\frac{1}{2}$ $7\frac{3}{4}$ $10\frac{1}{2}$ 7	$16\frac{3}{4}$ $15\frac{3}{4}$ $13\frac{1}{4}$ $8\frac{1}{4}$ $10\frac{1}{2}$ $8\frac{1}{4}$	$ \begin{array}{c} 20\frac{1}{4} \\ 12\frac{1}{2} \\ 5\frac{1}{2} \\ 3\frac{1}{2} \\ 7 \\ 3 \end{array} $	191 141 71 31 7	19 6½ ½ 4	17 11 ³ / ₄ 1 ¹ / ₄ 1 4	93 11 11 11 12	191 103 14

Comment is unnecessary.

Table I. shows that the state of affairs in the 1st and 2nd class schools, as far as regards elementary subjects of instruction, is in a moderately satisfactory state, but that the mission schools, and particularly those in Cape Town, are to a great extent infant schools. Table II. shows that during the year there has been some advance in standard in the 1st and 2nd class schools, but, making allowance for the fact that the new (and more easily graded) standards are now in use, very little, if any, advance in the mission schools.

Apart from standards passed, a criterion which may be affected by many causes outside the power of teachers or managers—inclement weather, epidemics, &c.—I cannot say that there appears to me to have been much improvement in my circuit. Several schools undoubtedly are making distinct advance in efficiency, but a much larger number are stationary. In many cases the causes are beyond the teachers' power to mend: utterly unsuitable accommodation and apparatus, the most astonishing unpunctuality and irregularity of attendance (with all their efforts, the teachers of the Cape Town Mission Schools cannot get an attendance of 73 per cent. of the enrolment even on the day of inspection) would paralyse the efforts of good teachers. When to these drawbacks is added the still more serious one of the want of proper training in the case of the great majority of the teachers, and the fact that many can hardly be

said to have the rudiments of the most elementary education, it is seen that, without great changes, the case is not a hopeful one. In my last report I referred at length to this subject, and indicated a remedy.

Another obstacle to sound elementary education is the difficulty in getting some of the teachers to see that, if instruction is to be anything more than parrot-like imitation—mere words and exercise of memory—it must first be given in the language understood by the pupils. There are many low class mission schools in the Cape Division in which the pupils, out of school, scarcely ever hear or speak anything but the local Dutch. In school, though the teacher may be better acquainted with Dutch than with English, all lessons are given through the medium of the unfamiliar English. A child may be perfectly familiar with the multiplication table in English: ask him what six nines are and he will immediately reply "fifty-four"; but, if asked "wat is zes-maal negen"? if any answer at all is forthcoming, it will be an attempted translation from the English, and will in two cases out of three be "vijf-en-veertig." School lessons are dissociated in the child's mind with anything which has a real existence. Rules in arithmetic are learnt, but the application of these rules to the simplest every-day operations is in school a puzzle; at the shop the child would put on a different mental stop, and the difficulty would not exist.

III. Success at Inspection.

During the year I inspected 109 schools with an enrolment of 13,427, and an attendance at inspection of 10,439 pupils, of whom 5,669 were presented for standards. The success in the various classes of schools is shown in the accompanying Table:—

Table III. Success.

No. of Schs.	Number of Pupils present at Inspection.	Number presented for Standards.	Percentage of Success.
7	1,047	891	731
11	1,443	1,173	86
12	855	528	$71\frac{1}{4}$
68	6,773	2,897	741
11	321	180	74
109	10,439	5,669	761
	7 11 12 68 11	7 1,047 11 1,443 12 855 68 6,773 11 321	of Schs. Number of Pupils present at Inspection. Number presented for Standards. 7 1,047 891 11 1,443 1,173 12 855 528 68 6,773 2,897 11 321 180

Except in the case of the Second Class Schools, whose percentage is much raised by the inclusion of the excellent Normal College Schools with $90\frac{1}{4}$ per cent. of success among its 580 pupils presented for Standards, the above result must be regarded as very unsatisfactory. It compares badly with last year, when the success for all the schools in the Division inspected by me was 83 per cent.

IV. PROGRESS DURING THE YEAR.

Table III is of use, but it does not of itself indicate what progress pupils have made. Numbers may be left over from the previous year in the infant classes, or may be presented—but ought not—for the same standard two years running. The progress during the year for each class of school is shown in the accompanying Table:—

Table IV. Progress.

Class of School.	Number of Pupils present at Inspection.	Number present, who were also present at the Inspection of 1894.	Percentage of Progress.
First Class Schools Second , , , , Third , , , Mission ,, All other	1,047 1,443 855 6,773 321	542 911 375 3,757	$ 70\frac{1}{2} 79\frac{3}{4} 48 38\frac{1}{2} $
Total	10,439	5,630	$\frac{55\frac{1}{2}}{49}$

The last column points to a state of things which can only be characterised as most unsatisfactory. It shows that on an average more than two years is taken to advance one standard. Moreover it compares badly with 1894, when the standards were less easily graded. There was then 53 per cent. of progress as compared with the

Among the causes beyond the power of the school authorities, which produce this state of affairs, one of the most serious is the short and broken school life. Of the 13,427 names on the books of the schools inspected by me, 7,357, or nearly 55 per cent., are those of children admitted during the year previous to the day of my visit. Doubtless many of these come from other schools, but the figures show that the average school-life of a child at a particular school is less than two years. Moreover, of the 5,630 pupils present at inspection, who were also present at the last inspection, 1,950, or more than a third, were still in the infant classes. For the Cape Town Mission Schools the figures are 1,847 and 948 respectively. These schools are merely infant schools.

In the 24 Cape Town Mission Schools which were inspected during the year, 272 pupils reached Standard III, 96 Standard IV, and 28 Standard V. The greater part of the time and energies of at least 40 of the best teachers in these schools was dissipated over 396 pupils (for whom, if gathered together, eight properly qualified teachers would be a sufficient provision) to the neglect of the remaining 2,916 pupils, who are left to inferior teachers and pupil teachers, often in crowded classes and galleries. The remedies are compulsion and centralization.

V. ELEMENTARY SUBJECTS OF INSTRUCTION.

Much attention has been paid to Recitation, in some cases with very good results. The Normal College Schools, the Good Hope Seminary, the Rondebosch Girls' School and the First Class Public School, Simonstown, are deserving of special praise for excellence in this subject. Mental Arithmetic, too, is being more commonly practised, but generally as a separate and rather too long lesson: it ought to form a short part of every arithmetic lesson. Spelling, in the dictation exercise, is on the whole satisfactory; in other work, however, it is far from what it should be in most schools: it would almost appear as though the teachers took no pains with it outside its own special lesson. Good Composition is rare, even in the best schools; in the majority of cases it is extremely poor. This should not be the case: well composed essays cannot be expected except from the senior pupils in the highest class of schools; but the ability to write a short letter or to reproduce in simple, but correct, language a brief anecdote can and should be attained by the majority of pupils who reach Standard IV., if proper methods of instruction are used. There is an abundance of good text-books to help the inexperienced teacher. Handwriting shows a distinct advance: it is now well taught in most schools. Formal Grammar is taught as a rule in a mechanical useless fashion: the ability to pick out the various parts of speech is fairly common, but really intelligent analysis is rare, and exercises in the correction of common errors are seldom given. History and Political and Descriptive Geography are mainly exercises of memory. The elements of Physical Geography are now taught in a few schools sensibly, with the help of previously prepared or extemporized diagrams and apparatus; in the majority of cases it is simply rote work.

To sum up—all the schools are attempting to carry out the requirements of the Department to the best of the power of all concerned. In the higher schools and in the better Mission schools (or, in other words, in the schools with educated and intelligent teachers) very fair elementary work is being done, and improvement can confidently be expected. In these schools, however, in which the teachers are not only untrained but also, very frequently, uneducated, the work is entirely mechanical. Industry and application are not wanting, and fair results can be got in the merely mechanical subjects; but, beyond reading, spelling, writing, sewing, and the bare elements of arithmetic, nothing can be expected: the time devoted to other subjects is

wasted.

Before concluding this section, I would give a word of special commendation to the Simon's Town Public School, the Normal College Schools, the St. Philip's English Church Third Class School, the St. Patrick's Roman Catholic Mission School, and the Simon's Town Wesleyan Mission School for the excellent quality of their work in elementary subjects, and to the Noordhoek Dutch Church Mission School, and to the evening school of the Cape Town Industrial Home for the great improvement effected since the inspection of 1894; and the Dutch Church Mission School, Retreat, is also, taking its circumstances into consideration, just as deserving of praise.

VI. SPECIAL AND EXTRA-STANDARD SUBJECTS.

The teaching of Singing and Needlework has greatly improved during the year: these two subjects may be looked upon as being in a satisfactory state. Drawing is more generally taught, but with very little success or even promise. Systematic instruction in Woodwork has only lately been introduced: I hope to be able next year to report good progress. The Wynberg Boys' School is doing excellent work. Drill and Calisthenics are well done in some schools; but the want of playgrounds renders it difficult in most cases to do much beyond the simplest extension movements. I would make particular mention of the admirably executed dumb bell exercises of the Simon's Town Wesleyan Mission School. To Special Infant Class Subjects a few schools have devoted great attention; among these are the Good Hope Seminary, the Normal College Schools, and the Rondebosch and Wynberg Girls' Public Schools. In these the accommodation and special apparatus are good, and the curriculum varied, excellently planned, and most efficiently carried out by zealous and accomplished teachers. In the greater number of schools, however, including nearly all the large lower-grade Mission Schools, where infants form a large proportion of the enrolment,

the management and teaching of the infant classes are deplorably bad.

With regard to the higher subjects of instruction taken in the first and second class public schools, I think that, speaking generally, there has been an improvement in many of the schools. In the upper classes of the South African College School, the Good Hope Seminary, the Rondebosch Girls' School, and the Simon's Town First Class Public School, in particular, good work is being done. The most marked improvement is in Latin, in the teaching of which (in composition and translation) good methods are now adopted. In other subjects also, especially Algebra and Euclid, the results, though not what they should be, are a distinct advance on those of past years. On the other hand, even in the best schools, really good English Composition is very seldom met with; recitation, dialogues, and dictation scarcely ever form a part of the teaching of Modern Languages (such exercises do not pay in examinations); quickness in calculation and the use of short methods are not taught (they are rather unsafe, and are indeed unnecessary from the examination point of view, when three hours are allowed for short papers in arithmetic and algebra, and 20 per cent. of full marks in them means a pass); the experimental study of some elementary Science, with its invaluable results in producing correctness of observation, deftness of manipulation, and the habit of comparison and inference, is utterly neglected; History and Physical Geography, beyond the bare requirements of the standards, are viewed with disfavour (they are penalised in the matter of marks in the University examinations); Drawing and other Manual Instruction, with their resulting training of hand and eye, and cultivation of judgment and taste, are either not taken at all to any useful extent, or, if they are, are taken as it were under protest (they do not occur in the school Higher or Matriculation examination syllabus).

When we leave the consideration of the best schools, and come to those of a lower grade, the case is worse. Here teachers are found devoting a large part of the time of their senior classes to subjects which they cannot teach properly, and which, even if they could, would be almost if not entirely useless to the pupils. The extra subjects taken are not chosen with reference either to their value from an educational standpoint or to usefulness in after life, the sole consideration is, "will they pay in examination?" The boy who is going to be a clerk will leave school without having obtained a good working knowledge of his own language, much less of another modern language, nor will he be quick and correct at accounts. The boy who is to be a farmer will not have studied the elements of book-keeping, nor acquired some practical knowledge of the rudiments of botany, geology and agriculture. The girl, who in a few years will be the manager of a household, will have learned nothing that can be of use to her in that capacity except needlework. All of them, however, will have devoted much time during the final years of their school life to making a very slight acquaintance with Latin, Algebra and Euclid. Everything has been subordinated to the necessities of the particular certificate aimed at. The examination mania affects pupils, parents, and teachers alike, and unless moderated, will work incalculable harm to middle-class

education.

NIGHT SCHOOLS.

There are now six night schools in the Division, five of which are in Cape Town. The total enrolment is about 250. The average attendance is not much over 100. These schools are useful, but they are a mere drop in the ocean. This work can never be adequately carried on without the initiative and cordial help of religious and

philanthropic societies, and the enlistment of unpaid helpers. What is wanted is an organization of agencies of attraction, such as the Happy Evenings Association in London and the similar agency in New York. The opportunity of mere school instruction will never draw the great body of the unschooled, undisciplined youth of Cape Town.

I have the honour to be,

Sir,

Your obedient Servant,

J. H. BRADY,

Inspector

Wynberg, 31st January, 1896.

4.-INSPECTOR BRICE'S REPORT.

(Circuit:—Barkly West, Colesberg, Hanover, Hay, Herbert, Hope Town, Kimberley, Middelburg, Philipstown, Steynsburg.)

Sir,—I beg to present you the following report on the state of education in my circuit for the past year.

I have now completed my second inspection of five districts, viz.:—Kimberley, Barkly West, Hay, Herbert, and Hope Town, and on the general state of affairs in these districts I shall dwell more fully than on that in the other five districts, namely: Steynsburg, Middelburg, Hanover, Colesberg, and Philipstown, as I am in a position to institute comparisons; with regard to all the districts, however, I trust that the facts and figures adduced will be useful for present information and future guidance.

Supply of Schools, Enrolment, &c.—The following tables will show for 1894 and 1895 the number of schools actually in existence at the time of inspection, the enrolment, the number of children present, and the classification in the five districts which I have inspected twice:—

Schools with practically all White Children.

1894.	Number of Schools.	Children on Roll.	Children present at Inspection.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
Kimberley Barkiy West	14 6 5 4 5	1038 161 109 71 139	919 144 101 69 119	243 39 26 31 24	175 34 21 12 18	182 36 18 10 12	23 25 5	12 9 11	41 2 9	26 9	12
Totals	34	1518	1352	363	260	258	235	137	52	35	12
1895.	Number of Schools.	Children on Roll.	Children present at Inspection.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
Kimberley Barkly West Hay Herbert Hope Town	18 9 4 5 11	1226 292 95 87 179	1024 252 89 83 160	343 115 25 25 25 39	137 52 15 10 41	186 48 26 24 19	143 18 12 14 19	123 16 9 10 25	48 3 2 8	38	6
Totals	47	1879	1608	547	255	303	206	183	61	47	6

[G. 2—'96]

D

SCHOOLS WITH PRACTICALLY ALL COLOURED CHILDREN.

1894.	131	Number of Schools.	Children on Roll.	Children present at Inspection.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
Kimberley Barkly West Hay Herbert Hope Town		13 3 2 1 1	1264 227 50 48 25	1037 160 30 21 21	607 95 30 20 14	176 45 1 4	130 17 1	88 3 2	36			::
Totals		20	1614	1269	766	226	148	93	36			
Kimberley Barkly West Hay Herbert Hope Town Totals		13 7 1 1 1 1 	1439 401 29 35 26 1930	1032 291 29 33 25	584 230 15 27 17 873	168 44 8 6 4 230	$ \begin{array}{c} 150 \\ 13 \\ 6 \\ \vdots \\ \hline 171 \end{array} $	80 4 2 86	49	1 1		

These results being tabulated together, we have the following totals for the five districts.

ALL SCHOOLS, WHITE AND COLOURED.

Year.	Number of Schools.	Children on Roll.	Children present at Inspection.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
1894	54	3132	2621	1129	486	406	328	173	52	35	12
1895	70	3809	3018	1420	485	474	292	232	62	47	6

These figures show that between the Inspections of 1894 and 1895, there has been in the five districts under consideration an increase of 13 "white" schools and 3 "coloured," making a total of 16, or 29 6 per cent.; and in the enrolment a gain of 361 children of European parentage, and 316 natives, making a total gain of 677 or 21 6 per cent. These results in themselves are satisfactory, and from recent applications for prants for new schools I have reason to hope that the rate of progress will be maintained during the coming year. Still, while satisfactory as a whole, a very slight investigation will show that the progress referred to is only in the districts of Kimberley, Barkly West, and Hope Town, and that Hay and Herbert are practically stationary; the state of these two latter districts is most unsatisfactory in spite of all efforts to improve them, and I fear many years will elapse before the bulk of the inhabitants can be made to see the necessity of education. Of these two districts, Hay is

the more backward, and from its great extent (6,646 square miles) and sparse population (1.28 per square mile, all races; 53 per square mile, whites) it is extremely difficult to deal with; still, Herbert is but little better, for of its five schools one will drop out soon, and of the 87 white children enrolled no less than 23 have their homes in other districts. I am glad to note that Hope Town has more than doubled its number of schools for white children, and that, although the new schools are all small ones, the enrolment shows material improvement; this district has suffered much from a long-continued drought, and I hear of two schools being closed since the inspection, but I hope this will only be temporary.

From the Census returns of 1891 and other sources I collate the following figures, which show more graphically than words the general state of educational destitution .—

	Divisi	on.	Area in square miles.	White children of school- going age.	Children on rolls of State- aided schools. 1895.	Children not on rolls of State- aided schools. 1895.
Kimberley			 1764	4280	12.;	054
Barkly West			 4024	841	292	549
Hay			 6646	988	95	893
Herbert			 2763	646	87	559
Hope Town		14.	 4302	844	179	665

There are a good many private schools in Kimberley, and also a few small ones in each of the other Districts, therefore having made due allowances for these, I think the following estimate of the children from five to fifteen years of age not attending school is rather below than above the mark:—

Kimberley	 	 	 2,000 or 47 per cen
Barkly West	 	 	 500 or 59 ,,
Hay	 	 	 850 or 86 ,,
Herbert	 	 	 500 or 76 ,,
Hope Town	 	 	 600 or 71

Omitting Kimberley where the bulk of the children are resident in the urban areas of Kimberley and Beaconsfield, we have in the other four Districts the white children who are not going to school scattered about much as follows:—

In Barkly West	 	 one	child	to	8	square	miles,
In Hay In Herbert		one	,,	,,	8	.,	
In Hope Town	 	 one	,,	,,	5	į ,,	,,
In Hope Lown	 	 one			7		757

Here I have only given a rough approximation to show the sparseness of population, and the difficulty of establishing and maintaining schools, even in those exceptional cases where the people are progressive; as a matter of fact I have not deducted the totals for populous centres, such as Barkly West, Klipdam, Daniels Kuil, Hope Town and Strydenburg: this done, it is obvious that the children in rural districts are even more widely scattered than the foregoing figures show, and the Educational problem still more difficult

The figures just touched upon referred only to the white children, but the case with regard to the coloured children in the Districts of Hay, Herbert and Hope Town is infinitely worse, and one can but wonder that missionary enterprise, so progressive in some of the Southern Districts, has left these practically uncared for. At the last Inspection there were in the three Districts named three state-aided, and two private schools for coloured children with a combined roll-call of about 150 out of a total child population of more than 4,000! I trust some of my missionary friends will make a note of this and take steps to remedy this disgraceful state of affairs.

Cost, &c.—The following table shows the number of schools of the various classes (in the Districts of Kimberley, Barkly West, Hay, Herbert and Hope Town), at the Inspection just completed, the number of children present at Inspection, and the cost

per head as compared with the cost per head throughout the whole Colony last year (vide 1894 Report, page xxvi):-

Class of School.		Number of Schools.	Pupils present at Inspection.	Cost per Pupil.	Cost per head in Colony 1894.			
First Class Public Schools	 	2	440	£3 4 5	£3 5 0			
Second Class Public Schools	 	4	. 263	£2 5 5	£2 10 0			
Third Class Public Schools	 	20	524	£2 8 10	£2 0 0			
Private Farm Schools	 100	13	95	£2 10 5	£2 11 0			
Poor Schools	 	6	192	£2 1 11	£2 7 0			
Evening Schools		2	36	£1 2 3				
Mission Schools	 	23	1410	£0 15 7	£0 15 0			

The most striking feature in these figures is the anomalous cost of the third class school; the class of work done in the second class schools is naturally very superior to that done in the third class, yet in the latter the cost to the country is not only greater than in the second class, but it is also much higher than the average of the third class schools in the Colony. This anomaly is partly due to the fact that a few A.111. schools have boarding grants, and partly because these schools are, as a rule, much smaller than the A.II. schools, small classes being necessarily more costly to teach than large ones. Another peculiarity is the abnormally low cost of the poor or "extraaided" schools, the low cost resulting from the existence of one large school, and consequently many pupils to one teacher. I must add that all the poor schools in my circuit are in the District of Kimberley.

In addition to the schools already commented on I have also made one inspection of every aided school in the Districts of Steynsburg, Middelburg, Hanover, Colesberg, and Philipstown with the fellowing results :-

"WHITE" SCHOOLS.

Division		Number of Schools.	Children according to Census Returns.	Children on Roll.	Children present at Inspection.	Below Standard.	Standard I.	Standard 1I.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
Steynsburg		5	725	115	100	49	. 8	11	14	9	9		
Middelburg		19	1074	298	285	60	41	63	48	41	25	7	
Hanover		11	478	201	184	47	37	31	28	19	13	6	3
Colesberg		11	930	295	275	76	48	53	42	33	16	7 5	
Philipstown	• •	8	863	157	146	42	17	26	11	27	18	5	
Totals		54	4070	1066	990	274	151	184	143	129	81	25	3

"COLOURED" SCHOOLS.

Division.	Number of Schools.	Children according to Census Returns.	Children on Roll.	Children present at Inspection.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
Steynsburg	1	519	38	33	12	7	10	4 7	3			
Middelburg	2	1180	170	164	111 30	22 8	21 10	2	1			
Hanover	$\frac{1}{3}$	580 1064	54 182	51 139	77	28	17	9	8			
Colesberg	1	836	39	33	25	3	2	2	1		::	
Phillipstown	1	000	90									
Totals	8	4179	483	420	255	68	60	24	13			
White and coloured combined in foregoing five districts	62	8249	1549	1410	529	219	244	167	142	81	25	3
Entire Circuit, 1894 and 1895. White	88 28	7599 15,354	2584 2097	2342 1689	637 1021	411 294	442 208	378 117	266 49	133	60	15
Coloured	20	19,994	2001	1003		201						
Totals	116	22,953	4681	4031	1658	705	650	495	315	133	60	15

From these figures it is evident that the general attainments of the pupils are very low, yet I find that on the whole they are not worse than in the Colony at large; thus for the last quarter the percentage of children below standard throughout the Colony was 46, while in my circuit from the foregoing table it is 41; for white children 27, and for coloured 60. It is much to be regretted that in the majority of cases the school life is so short that few children reach even the third standard, and I lose no opportunity of urging upon parents, managers, and others interested in the work of education the necessity not only of establishing and maintaining schools, but also of sending the children to school at an earlier age than is usually the case, and of keeping them there longer.

Teachers.—The supply is, I regret to say, not equal to the demand, and during the year in not a few cases appointments have necessarily been sanctioned where the attainments of the teachers were very low. However, even in the Farm Schools, I find a general awakening in this respect, and in every case where parents or managers have asked me to recommend a teacher the request has always been for a certificated

Concluding Remarks.—The principal difficulties at present to be contended with are obviously:-

(a) The inadequate supply of schools.
(b) The poor attendance even where schools exist.

(c) The short school life.

(d) The insufficient supply of teachers.

To remedy the evils referred to in (a), (b) and (c), I am of opinion that the various districts should be divided into educational areas with central boards, and that some scheme of compulsory attendance should be devised, at least for urban areas and other populous centres; left to themselves the people at large are too little enlightened to move in the matter, and progress will continue to be slow. One great difficulty in establishing new schools is that of obtaining freehold sites, and I venture to suggest that in future, when farms are sold by the Government, provisos should be made in the title deeds of all such farms for the alienation of a few morgen for school purposes if at some future time (a limit being fixed, of course,) it should be deemed necessary. I further advise that a short Act be introduced for the alienation of a small piece of

land on any farm where it may be deemed advisable to establish a school, and I bring this matter prominently forward because sometimes managers find it impossible to secure a suitable freehold site, and hence we find, not infrequently, large sums of money raised and expended on school buildings on private property, a ridiculous waste of money satisfactory in the end to only one person, and that is the farmer who has so kindly allowed his ground to be encroached on.

With regard to (d) I am glad to note an increase in the number of pupil teachers, and I am not without hope that in a few years the present insufficient supply of

teachers will be remedied.

I have the honour to be,

Sir,

Your obedient servant,

A. E. BRICE.

5.—INSPECTOR CLARKE'S REPORT.

(CIRCUIT: - Catheart, Fort Beaufort, Queenstown, Stockenstrom, Victoria East.)

Sir, —I have the honour to submit to you my report for the year 1895. During the twelve months 133 schools have been inspected, and I am glad to be

able to state that it has not been found necessary to employ the services of a substitute for any of them. There still remain uninspected a few schools that have not yet been a year in operation, but they have nearly all been visited, although not inspected.

It is most pleasing to be able to report a more ready disposition, on the part of both teachers and managers of schools, to accept the wider conception of an Inspector's duty. Such increased cordiality of relations has led naturally to a substantial increase in one's correspondence, and in the demands on one's time. Any extra outlay of energy, however, thus involved, is the more pleasurable when one feels that it leads directly to the improvement of the provision for education, and towards the establishment of an increased confidence in and sympathy with the aims of the Department. Unfortunately, there must still be noted, even in some quarters where one might expect a more intelligent conception of the necessities of educational development, a certain reluctance to co-operate loyally with the Department's officers, and an inclination to resent as unwarrantable any official interference beyond the annual classification of the pupils after inspection. This latter disposition has diminished considerably within the year, and with the removal of any lingering feeling of distrust, may reasonably be expected to disappear before long. The outlook on the whole I regard as more hopeful than it was twelve months ago.

SUPPLY OF SCHOOLS.

Up to the present I can count 18 schools closed in my circuit since the beginning of the year, and 32 new schools opened and 3 re-spened. The increase has been entirely among white schools, the number of native schools remaining unaltered, although there has been a substantial improvement in the attendance. Queenstown is the division where the uncertainty of the duration of schools is most marked. In that division although 9 new schools have been opened, an equal number have ceased to exist. Some of these cases are to be explained not by the collapse of educational effort, but by the fact that a school having been maintained for a few years on a farm until the children, or most of them, have received a certain amount of elementary instruction, the urgent want ceases, or the children are sent to some of the larger schools in towns. In the Winterberg District in Fort Beaufort Division, where educational neglect has been prominent, it is satisfactory to find that three new schools have recently been opened, all of them third class schools with a sufficient number of children to make the prospect of their continuance fairly certain. The most satisfactory feature in connection with the opening of fresh schools has been the fact that a large proportion of them have been Third Class Public Schools, mostly so situated as to be available for several farms. Not only so, but something has been done to break down the narrow exclusiveness which I noted last year as engendered by the name "Private Farm School"; more than one farm school has been converted into a Third Class one with increased advantage to itself and benefit to the locality. Closely connected with the uncertain duration of many country schools is the far too frequent change of teacher; out of 45 farm schools inspected during the year, I know of 25 cases in which the teacher has been changed in 3 of them more than once, while in 21 Third Class Schools inspected 12 have had a change of teacher. How far this state of things is due to the character and qualification of the teachers will be discussed under another head, but unquestionably in several cases much yet remains to be done by the farmer to make the position of the teacher more comfortable and attractive. There are still large areas in the Queenstown, Fort Beaufort, and Victoria East Divisions that are not sufficiently supplied with schools.

Enrolment and Attendance.—The following tables show the progress made between the 3rd Quarter of 1894 and the corresponding Quarter of 1895:—

	3 114	On Roll.	Average Attendance,	Percentage.
Queenstown: 3rd Quarter, 1894 ,, 1895		 1,904 2,131	1,472 1,634	77·3 76·6
Stockenstrom: 3rd Quarter, 1894 ,, 1895		 478 611	350 465	73·2 76·1
Victoria East: 3rd Quarter, 1894 ,, 1895		 1,786 1,867	1,357 1,425	75·9 76·3
Catheart: 3rd Quarter, 1894 ,, 1895		 433 470	354 417	81·7 88·7
Fort Beaufort: 3rd Quarter, 1894 ,, 1895	::	 1,156 1,364	887 1,044	76·7 76·5

It appears from these figures that there is all over a substantial improvement in enrolment and in average attendance.

To ascertain the proportion of children in each division attending Governmentaided Schools, I had recourse again to the Census returns of 1891. It would serve no purpose to set down the percentage of coloured pupils in Victoria East, because the boundaries of the division have been considerably altered. In Fort Beaufort allowance has been made for the considerable number of boarders and other pupils above the age of 15 attending Healdtown, and an approximate percentage has been set down.

	Number attending Government-aided Schools.	compared v	Decrease as with corresiod of 1894.	Percentage of total children between ages of 5 and 15.
Queenstown White Coloured	 789 1342	Increase. 105 122	Decrease.	44·2 12·6
Stockenstrom White Coloured	 304 307	62 61		64·0 19·1
Victoria East White Coloured	 156 1711	34 47	::	48.7
Catheart White Coloured	 320 150	45		52·5 13·6
Fort Beaufort White Coloured	 360 1004	98 110	::	43·3 25· (approx.)

Indigent White Children.—A large proportion of the increase in the divisions of Fort Beaufort and Stockenstrom is due to the opening of Poor Schools, or the admission of poor children to already existing schools. I cannot say that I feel satisfied with the way in which the new provision for indigent children is working: one too frequently comes across the assumption that, if parents cannot afford the full amount of school fee, they need not be expected to pay anything at all. There is no doubt that the privileges are in many cases abused. There is a section of the community, in the villages and in country districts as well, who exist in the most precarious fashion. Grossly ignorant themselves, they either care nothing for the fact that their children are growing up even more degraded than themselves, or they fancy they are doing a kindness to Government in sending their children to school at all, and expect that all effort and expense should come from the Government side and nothing from theirs. The evil appears to me to be a growing one, and what the effect of this state of matters is to be on the community generally, is one of the most serious questions to be faced. Compulsion where possible, and an increased local burden for educational purposes seem to me to be the only means of producing any appreciable improvement.

INSPECTION RESULTS.

It will probably be interesting to note the comparative results of inspection for

the last two ye schools, and (2)	ars, as show as regards t	n in the	e follow	ring tab	les (1)	as reg	ards the	totals	for all
		(1) All	Schools	s.				
No. of Pu Register 1894 5554 1895 5791	Present. 4824	St. 1592 8	I I 853 84	St. St. I. III. 41 737 58 696	St. IV. 437 478	St. V. 142 147	St. St. VII. VII. 35 26 15		Unclassified.
Percentage of total present in different standards.	(1894			7·4 15·2 7·2 13·9		2·9 2·9	·7 · ·3	3.8	3·i
	Percentage	in 1894		above S in and			d IV.		
	Percentage	in 1895		above S in and			d IV.		
	(2) (a) First	AND S	ECOND C	LASS S	CHOOLS			
	Below St.	St. I.	St. II.	St.	St. IV.	St. V.	St. VI.	St. VII.	Ex. St.
1894 1895	97 128	70 67	78 83	117 72	82 101	44 60	32 19	i.5	21 2
1005	17.9 23.4		4·4 .5·1	21·6 13·1	15·1 18·4	8·1 10·9	5·9 3·4	2.7	3.8
	Percentage	in 1894	$\begin{cases} 17.8 \\ 32.9 \end{cases}$	above S in and	Standar above S	d IV. Standar	d IV.		
	Percentage	in 1895		above S			ed IV.		
		(b) T	HIRD C	LASS Sc.	HOOLS.				
1004	Below. St.	St. I.	St. II.	St.	St. IV.	St. V.	St. VI.	St. VII.	Ex. St.
1894 1895 Percentage—	143	84 84	103 72	57 86	20 24	7	• • •	**	::
1894	34·8 37·0	20·4 19·3	25·1 16·5	13·9 19·7	4·8 5·5	·4 1·6			.2
	Percentage	in 1894		above S in and a			d IV.		
	Percentage	in 1895		above Sin and a			d IV.	400	

(c)	FARM.	Schools.
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1894 1895			Below. St. 64 64	St. I. 77 71	St. II. 97 69	St. III. 116 69	St. IV. 47 58	St. V. 15 23	St. VI. 4 4	St. VII.	Ex. St. 3
Perc	entage										
1894			15.1	18.2	22.9	27.4	11.1	3.5	.9		.7
1895			17.8	19.8	19.2	19.2	16.2	6.4	1.1		
		Pe	ercentage	in 189			Standar l above		d IV.		
		Pe	ercentage	in 189			Standar l above		d IV.		

(d) NATIVE SCHOOLS.

			Below St.	St. I.	St. II.	St.	St. IV.	St. V.	St. VI.	St. VII.	Ex. 1 St.	Unclassi- fied.
1894			1288	622	563	447	288	81	0	0	162	
1895			1436	574	634	469	295	57	3		14	156
Per	centa	ge-										
1894				37.3	18.0	16.3	12.9	8.3	2.3		4.6	
1895				39.4	15.7	17.4	12.8	8.1	1.5	.08	.3	4.2
			Percenta	ge in 1	894 {	6·9 ab 15·2 in	ove Sta			d IV.		

Percentage in 1895 $\begin{cases} 6.0 \text{ above Standard IV.} \\ 14.1 \text{ in and above Standard IV.} \end{cases}$

It would appear from the foregoing figures that the effect of the introduction of the New Standards has been to cause a check, more below Standard IV. than above it. This tends to bear out an opinion that one would have been disposed to adopt from other evidence, that it is in capacity for laying the very groundwork of instruction that the mass of our teachers are most deficient. It has been surprising sometimes to find how little trouble some teachers have taken to make themselves acquainted with the requirements laid down in the Manual placed in their hands, and in many cases, even when they have read them, how little they have understood the meaning of the terms used. In Mission Schools much of this lack of understanding has been due to the neglect of Missionary Superintendents to take the trouble to instruct the teachers.

Annual Progress of Pupils.

The readjustment following upon the introduction of the new Standards renders it very difficult, if not impossible, to institute any comparison between the advance this year and last, more particularly as in many Native Schools the New Code was not brought into operation until the second half of the year. Nevertheless, one is able to single out such a school as Adelaide Public School again as raising almost every pupil a standard higher in the twelve months.

SCHOOL CURRICULA.

Elementary School Work.—Even the short time that the New Code has been in operation is sufficient to satisfy one that it is likely to do much better than the old in stimulating the intelligence of the children, and laying a foundation on which to build. The machine does not work smoothly as yet, but except in schools where there is a stiff-necked aversion to all change, the results may be described as fairly satisfactory.

Higher School Work.—Beyond the Standard stage, and alongside the three higher standards one still finds the whole scheme of work directed by efforts to strain after "a pass" in some examination or other: a subject that is superfluous for the purposes of the examination is left aside, and in nearly every case the estimate of the value of a subject or of an examination does not rise above the measure of its mere bread and butter utility. The circumstances of the country may account in some degree for the low regard in which culture for its own sake is generally held, but surely something might be done year by year by both teachers and parents to stimulate in promising

children a healthy ambition, and to show them that apart from mere material considerations there may be higher levels in life than those on which their fathers walked. An extreme instance of the opposite tendency was exhibited to me one day by a parent who declared that he would not allow his son to learn more at school than he did lest the son might despise him. I should commend to the Committee of some of the better Public Schools the consideration of some means by which they might encourage the progress of promising pupils. The field of outlook for the average boy or girl in this country is so lacking in variety that it is an urgent duty to consider what remedy is to be found. The consideration of this leads directly to the next head.

School Libraries.—There has been on the whole, I regret to say, little to indicate that reading books other than those to be studied in school has grown during the twelve months. I have frequently enquired of pupils what they read in their leisure time, and have seldom got any encouraging reply. Here again the home atmosphere in many cases offers nothing to develop any taste for reading. While so little promise has been shown as regards private effort, I am glad to note that steps are being taken to establish a library in connection with the Queenstown High School. The example should and could easily be followed by many other schools in country districts as well as in the villages and towns.

School Buildings, Furniture, &c.

Public Schools.—The matter of school buildings and equipment has received a good deal of attention during the year, and considerable improvement must be noted in several localities. In Fort Beaufort and Seymour much needed repairs and alterations have been made. In Queenstown an excellent school was opened during the year for the poorer class of children, and it is proposed to erect a new school with a view to the separation of boys from girls in the present High School. The new school which is sadly required at Adelaide seems to have advanced slightly as an idea in contemplation. In Whittlesea and Sterkstroom steps are being taken to erect suitable buildings. Several very suitable Third Class School buildings have been provided—Hilton (Catheart), Toise River, and Spanover deserve to be specially mentioned. The school building in Alice is very far from what it should be.

Farm Schools.—Nothing in my circuit throughout the year has struck me as shewing such an advance as the classrooms provided for farm schools. In several cases new rooms have been specially built, and in others larger and better rooms have been provided. The improvement has been general all over, but in Catheart, where it was

perhaps most needed, it has been most marked.

Native Schools.—The buildings at Lesseyton have been improved. Extensive additions are in contemplation or in course of erection at both Lovedale and Headtown, which will materially increase the accommodation and the facilities for teaching. I am sorry to say that as regards Mission Schools generally there has been very little sign of improvement. The new Standard requirements necessitating the teaching of Writing down to the First Standard involve the necessity for better equipment in the matter of desks, but in few cases has one been able to notice that anything has been done previous to the indication of the want at inspection. The accommodation is still in many cases very limited: in the Infant Department of one school I found thirty to forty small children huddled together on the floor in one corner of the room. I feel bound to acknowledge the efforts of some Missionary Superintendents to maintain and improve the efficiency of their schools, but it will be necessary in connection with the "School System" to advert to the failure of others to exert an effective control over schools, the position and other advantages of which would lead one to look for much better results. Much of the neglect must of course be set down to the teachers themselves, as in the case of one who assured me that the absence of a time table on the wall was to be explained by the fact that the moths had eaten it, or of another who declared that both his almanac and time table had been blown out of the window: there was possibly something to be said for this last one, because there was not a single pane of . glass in the school.

SUBJECTS OF INSTRUCTION.

Reading.—Little if any improvement can be noted in this subject in my circuit taken as a whole. There is still prominent the lack of expression and of distinct articulation, and the faulty pronunciation, that I found it necessary to draw serious attention to last year. I must repeat that the fault lies very much with the teachers themselves. Many of them, in giving out dictation and on other occasions, exhibit constantly just those very faults that it should be their duty to guard their pupils against.

Writing.—There is still plenty of room for the more systematic teaching of this subject in all classes of schools.

Arithmetic.—The New Standards in this subject appear to have affected Native much more severely than White pupils. This was only to be expected by those who are aware of the complaint that so much of Native teaching is purely mechanical. In several of the Public Schools, where the methods of teaching have been good, the results were very satisfactory—Adelaide must again be selected for special mention. As a rule sufficient attention has not been given to mental work.

Geography.—The "Manual" requirements in this subject seem to have been too frequently misunderstood; the knowledge of the Geography of the Division has seldom been intelligent.

Latin.—The teaching of this subject is very far from satisfactory; in no school is it good, and the treatment of quantities is usually such that one is compelled to form a low estimate of the teacher's own knowledge of the language.

Science.—There has been no fresh provision for instruction in Science in any school in my circuit—it is not found to pay for examination purposes.

Mathematics.—In the very few schools where Algebra and Euclid are taught the results have been very creditable. In Queenstown High School the handful presented did exceedingly well.

Sewing.—In several schools I have been glad to note more system in the teaching, and this has been particularly marked in cases where the teacher has had the opportunity of attending a vacation course.

Handiwork.—There is still no provision for technical instruction in any public or farm school. The attempt is being made to introduce carpentry in one Mission School, and in spite of practical difficulties I am hopeful that some good will result. The buildings in course of erection at Lovedale for the Technical Department, coupled with the fact that the instructor there is most competent, promise much for the training of the native teacher in the future.

Drill and Physical Exercises.—The Vacation Courses seem to have given an impulse to Physical Drill: even in Native Schools one notes the improvement. Queenstown and Healdtown continue to show excellent results of the attention bestowed upon these subjects.

TEACHERS.

Qualifications.—I have not this year endeavoured to classify the white teachers in my circuit as "Qualified" and "Unqualified." There may be some improvement noticeable among the teachers taken as a whole, there certainly is in the case of those who have attended a Vacation Course. It is in the Farm Schools that the most unsatisfactory type of teacher is usually found—unsatisfactory not merely in point of knowledge and teaching power, but as regards their probable influence on the character of the children entrusted to them. Great improvement has yet to be made, both in security of tenure and in the amount of the salary offered, if we are ever to hope to attract a better type of man and woman to the ranks of the teaching profession than many who are now to be found there.

The distinction of "Certificated" and "Uncertificated" among native teachers substantially coincides with that of "Qualified" and "Unqualified," as they have all passed through a similar course of training, and the uncertificated are usually the failures.

Training.—Under the new system of training for the Teachers' Certificate some advance may be noted in the Pupil Teachers in the Public Schools, and also in those under training at Lovedale and Healdtown. There is promise of a much better class of native teacher being turned out, but to make such improvement of any practical effect there must be a better understanding established between Missionary Superintendents and the Training Institutions. What incentive is offered to the native teacher when he sees a misguided Missionary Superintendent giving the control of a school of 150 children to a young lad with no previous experience? Besides consultation as to the choice of teacher, another way in which there might be better co-operation between Institutions and Missionary Superintendents is in the drafting on from the Mission Schools of promising pupils to be trained as teachers. That is done to some extent now, but there are so frequently cases of most promising children in the Station Schools whose parents are unable to pay anything towards their board, that one would be glad to know whether something could not be done to make Mission funds and private aid available for their support. Such aid is certainly given now, and in the case of some less deserving than others that could be found.

THE SCHOOL SYSTEM.

Public Schools.—The £ for £ principle and the arrangement of separate Boards of Control work fairly well in the larger towns, but I have the same complaint to bring again against the system, so far as the small villages and country districts are concerned. In the first place it is frequently difficult to form a board in the country districts that is such in anything but in name, and there is the constant danger that a few parents, by withdrawing their children on account of some real or fancied grievance, may bring the whole structure to the ground. In more than one case a Third Class country school has broken down through the failure of some parents to pay the fees expected, Where a Poor School again has been established, the difficulty is to get the majority of the parents to pay anything at all.

Farm Schools.—I have already noted a tendency towards breaking down the narrowness and exclusiveness so frequently characteristic of these schools. No one has any right to dictate to a farmer who shall be educated alongside his children, provided he bears the whole expense himself, but if he accepts public money to aid him, he must be prepared to accept conditions that will make such teaching as is provided available

Mission Schools.—The success of the system depends to a very large extent upon the Missionary Superintendent: where he is competent and energetic, the schools are mostly doing satisfactory work, but where the reverse is the ease the difference is very marked. I have specially in my mind the case of the Mission Schools around Lovedale under the control of two Native Missionaries. One would naturally expect to find that the influence of so large an institution would extend beneficially to the Station Schools around, and that an understanding would be established that would result in mutual benefit. Finding last year that such a desirable relationship did not exist, and that the schools were far from being satisfactory, I appealed to the Presbytery of Kaffraria to use its influence in improving the control. Their reply was most courteous, and made me hopeful of substantial improvement. I regret, however, to say that the action, or rather the inaction, of both Lovedale and the Missionary Superintendents has disappointed me, and that the present state of the schools remains no better than it was; in some cases worse.

Finance.—The following table exhibits the average cost to Government per head of pupils in the various classes of schools in my circuit:—

							verage cost ternment per l	
Public School	OLS: -	-				dore	£ s. d.	neau.
1st Class					 		3 2 3	
2nd Class					 		2 13 11	
3rd Class					 		2 1 11	
Poor (incl					 		3 19 2	
Native (in	cludin	g Board	ding Gr	rants)	 		1 5 3	
Do. (ex	eludin	g Boar	ding G	rants)	 		0 18 3	

It is impossible for me to estimate accurately the cost per head in the case of Farm Schools, but I have no reason to think that the amount I mentioned last year, viz:—£2 10s., does not still represent a fair approximation.

I have the honour to be,

Sir,

Your obedient Servant,

W. E. C. CLARKE.

January 7th, 1896.

6.—INSPECTOR CRAWSHAW'S REPORT.

(Circuit:-Griqualand East (excluding Maclear), Elliotdale, Mqanduli and Umtata.)

Sir,—I have the honour to submit my general report for 1894.

Inspection Results.—The number of schools inspected during the year and the results of inspection, together with the population and the number of children of school-going age, are given for each magistracy separately in the two following tables. The results for last year are also given for comparison.

Every school in the circuit that has continued throughout the year has been inspected. One European school was closed just when the inspection should have taken place as there was no teacher, and one Native school on account of small-pox.

Besides these, 4 European and 41 Native schools were visited; 17 of these have since received grants and will appear in the official lists next year.

The Tables show that there is again a small increase this year in the number both of schools and scholars, European and Native.

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ž	Division.	Year.	Population.	Children tween 5 &	Scho ds.	M.	F.	М.	F.	Roll.	Present.	Sub-Standards.	Star dards.	I.	II.	III.	IV.	V.	VI.	VII.	Ex-Standards	11 0. 1
1	Elliotdale	1895	21984	6166	1	1	1			56	45	19	26	13	5	8	-					
2	Matatiele	1894 1895	17765	5402	17	2 19	5			87 655	64 592	32	32 283	16 104	7 120	9 50	9	• • •	**			1
3	Mount Ayliff	1894 1895	11815	3488	17 5	19	6 5			693 320	628 289	247 162	381 127	159	153 42	54 23	15 3					1
1	Mount Currie	1894 1895	6153	1695	5	3 9	5 4	2		314 485	278 450	181 222	97 228	39 98	42 71	15	1					
1		1894			9	8	3			504	460	244	216	90	87	32	15	• • • • • • • • • • • • • • • • • • • •			5	
5	Mount Fletcher	1895 1894	13776	4314	13	14	7			618 521	57 2 467	310 210	262 257	110 108	84 83	65 55	3 11					1
6	Mount Frere	1895	22793	7189	15	16	9			1017	871	458	413	163	163	65	22					
7	Mqanduli	1894 1895	28825	8336	15	16	9 2	::	::	953 322	811 275	429 178	382 97	177 37	143 34	51 26	11				• •	
	Qumbu	1894 1895	23240	6765	3 18	3 16	16		12	238	196	98	98	37	45	16					1	1:
8	Qumbu	1894	23240	0700	19	16	14		12	1080 1065	950 961	488	467 508	183 209	161 183	95 84	22 29	6 2			1	
9	Tsolo	1895	24043	6943	17	16	10 12			891	771	492	279	122	102	54	1					
0	Umtata	1894 1895	33989	11387	16 8	12 10	6	5	1	883 416	727 348	133	317 215	136 85	120 56	55 45	$\begin{array}{c} 6 \\ 22 \end{array}$	8				
		1894			8	8	5			404	370	146	224	82	61	51	23	4			3	
1	Umzimkulu	1895 1894	26074	8812	17 13	13	15		• •	988 762	915 706	568 409	347 297	182 147	125 90	32 55	8		••		•••	
			-			100			_			_						•••				_
	Totals	1895 1894	230457	70497	125 115	123	77 78	7	13	6848 6424	6078 5668	3334 2859	2744 2809	1156 1194	962 1014	502 477	105 114	14	• •		5 4	
	1					-			-										• • •		2	-
	Percentages	1895 1894	• • •							100	89 88	55 51	45 49	19	16 18	8 8	2 2				0.00	

Teachers. Pupil Teachers

F. M. F.

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No ne.

4 11
2 6
No ne.
No ne.
... 2
... 3

.. 2 .. 3 No ne. No ne.

20

16

Sub-Standards.

3

26

43

18

12 16

17

8 6 8

126

62

25 18

Present.

11

95

50

..

202

112

29 27

19

20 27

75

66

42

57

500 343

92

89

Roll.

12

98

50

..

213

121

. .

37

35

20 23 27

94

70

43

59

544

389

100 100

..

Standards.

69

45

. .

157

94

17 11

. .

14

14

13

· · · 58

58

36

49

372

281

75

82

Children be-tween 5 & 15.

5

6

303

18

49

...10

... 25

10

311

..

..

90

993

166

6

10

2 1

3 5

25

19

..

14 10

Population.

35

646

210

1220

86

296

70

128

65

1010

407

4173

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Year.

1895

1894

1895 1894 1895

1894

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EUROPEANS.

DIVISION.

Elliotdale

Matatiele

Mount Ayliff

Mount Currie.....

Mount Fletcher

Mount Frere

Mqanduli

Qumbu

Umtata

Umzimkulu

Totals

Percentages

Tsolo

Number.

5

6

10

11

Percentage at School.-In the whole district 55 per cent, of the European children (taking the numbers given in the Census of 1891) are on the roll of Government aided schools, and a considerable number are taught at home or sent away to boarding schools in the Colony or Natal,

Of the Native children not quite 10 per cent. are on the roll, very few are at private schools, and only one here and there is sent to Lovedale or some other

Training school in the Colony or Natal.

Poor Schools.—There is only one poor school in the District and that is near Umtata. The farmers generally speaking are anxious to have their children educated, and though many are not well-to-do they meet the usual pound-for-pound requirement of the Department.

School Buildings, &c .- The gradual improvement in school buildings, furniture and equipment referred to in last year's report still goes on. Good new school premises are building in Kokstad where they have long been needed, and on several farms good and comfortable school rooms have been erected. Unfortunately many of the European schools and by far the greater number of the Native have still mud

Books, slates and school materials are almost always well supplied.

European Teachers.—Of the total of 235 teachers in this district, 56 are Europeans; 3 of these hold University degrees, 2 have matriculated, 5 hold the Privy Council Certificate, 4 Teaching Certificates from Foreign Governments, 7 the Third Class Teachers' Certificate (one of them with Honours), 3 are Trade teachers, 9 teach sewing only, and the remaining 21 have no certificate of general education and have had no professional training.

One graduate, one matriculated student and several who hold the Third Class

Teachers' Certificate are teaching in Private Farm schools.

Native Teachers. - Of the 179 Native teachers, only 56 hold the Third Class Teachers' Certificate. Of the remaining 123, 5 have passed the School Elementary Examination, 70 have passed Standard V, 25 (chiefly assistants or infant teachers) Standard IV, 2 are trade teachers, 11 teach sewing only, and 10 (chiefly teachers of many years' standing) are unclassified.

Finance.—The number of schools of each order, with details as to the number of scholars, the amount of Government grant and cost per scholar, is shown in the following table:-

European.

		N7 1	Scholars	Grant.			C	ost 1	per	Scho	lar.		
Order	•	Number.	present at Inspection.	£	Н	igh	est.	L	owe	st.	A	era	ge.
А. и А и		2 14	136 287	454 638	£ 3 5	s. 7 9	d. 8 1†	3 1	s. 5 7	d. 5 7	£ 3 2	8. 6 4 10	a.9 50
Poor P. F		7	20 57	30 127	3	3	4	1	8	1	2	4	7
Totals	,,	24	500	1249		_			_		2	10	0

⁺ This Grant has since been reduced by one half.

Native.

Order		Number.	Scholars present at	Grant.			Co	ost	per	Scho	lar.		
Oraci	•	rumber.	Inspection.	£	Н	ligh	est.	I	owe	est.	A	vera	ge.
C. I†		2	170	537	£ 4	s. 11	d. 8	£ 1	s. 19	10	£ 3	s. 3	d. 2
C		123	6078	3790	1	6	8*		6	5		12	51/3
Totals		125	6248	4327		_			_			13	10

The New Standards.—The great event of the year has been the introduction of the new Standards. When teachers and scholars get accustomed to them the more careful grading should enable scholars as a rule to pass up a standard every year. At present too many children are presented two years in succession in the same standard.

The manner in which the new standards are printed in the Manual, subject by subject, instead of in a tabular form as in former years, has brought out very clearly the conservative and mechanical manner in which many of the Native Teachers (and a few of the European) do their work. A few only of the better Teachers picked out from the Manual the subjects one by one for each standard, wrote them out in a tabular form and posted them up by the side of the time-table and school almanac. Many knew little or nothing of the changes made and some were not even aware that the Standards were printed in the Manual at all. This and also the facts that the new Standards, though in themselves easier than the old, yet demand more intelligent teaching and for Native children a larger knowledge of English, is the reason why the percentage of passes in Standards I and II is a little lower than last year, and the percentage below Standard of course a little higher. There is no falling off in the higher Standards.

Native schools have always been very deficient in desk accommodation. Now that all the children in Standards are expected to write in copy books instead of only those in III and IV, the school managers are beginning to supply more desks.

Need of a Training School.—It is a very great drawback that in the whole of Griqualand East there is not a single school to train Native young men to be teachers. The expense of the journeys from this remote district to and from Lovedale or Clarkebury adds very seriously to the cost of training and a large portion of the holidays is taken up with travelling home and returning to school. Such a Training school is the more necessary as the Native Teachers in ordinary Mission schools are but very rarely competent to teach or train pupil-teachers. As a matter of fact there is but one that is doing so in the whole district.

I trust that during the coming year a beginning at least will be made to meet

this pressing and long felt want.

Progress. -In one part of the district special trouble in connection with the working of one of the large Mission centres has caused a great falling off in the efficiency of a large number of schools under its care. Steps have been taken to put things again on a sound footing.

With this exception, a slow but steady improvement can again be reported.

Next Year.—During the coming year I should like to see Public schools started in the only two villages in the circuit that are still without, and also a further extension of farm schools, especially in the districts of Mount Currie and Umzimkulu near the Drakensberg.

I have the honour to be,

Sir,

Your obedient Servant

C. J. CRAWSHAW

[†] That is Training Schools for Teachers. * One school has a higher average grant, £1 18s. 1d., but this includes 2 trade teachers.



7. INSPECTOR ELY'S REPORT.

(CIRCUIT:-King William's Town, East London, and Peddie).

Sir,—I have the honour to submit to you my annual report on the state of Education in the Divisions of King William's Town, East London, and Peddie.

Supply of Schools.—For the year ended the 30th September, the increase in the number of schools was only three. Nine schools were opened and six closed during the year. Of those closed four were Third Class Public Schools, one a small Mission school and one an evening school. A good deal of activity was displayed during the September and December quarters, the results of which will appear next year.

Enrolment and Attendance.—The number on the books on the 30th September was 10,601, and the average attendance 7,868 against an enrolment of 9,539 and an average attendance of 7,008 in 1894, showing an increase for the year of 1,062 on the books and 860 in the attendance. Of the number enrolled 3,169 are Europeans and 7,432 coloured. There are besides, as far as I can learn, about 540 European children in private schools. This is a smaller number than that (600) given last year. The decrease may be accounted for by the closing of some of the private schools, the children from which have been sent to aided schools. As the Census returns give a school-going population of 4,751 Europeans in my district, we have still to provide for 1,042, about 300 less than last year.

Leaving Standard.—It is extremely difficult to arrive at any satisfactory conclusion on this point. Not only is the population of the towns constantly shifting, so that children who leave one school—for good as far as is known—may afterwards be found in another, but the statistics supplied by Native teachers are not wholly to be relied on.

It is an almost universal practice to say that pupils are in a certain Standard when they are only preparing for it. This practice obtains even in European schools. Only a few weeks ago I heard a report read in which it was stated that eleven scholars were in the Fifth Standard, whereas not a single child had reached that Standard. What was meant was that the eleven had passed the Fourth Standard at the last inspection, and had been moved up into the Fifth Standard class. The following results obtained from 135 schools I give for what they are worth:—

Class of School.	No. who left between 30th Sept. 1894, and 30th September 1895.	Below Standard.	Standard I.	Standard II.	Standard III	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Average Age.
A. II	136 8 492 12 74 1649	5 120 1 11 801	3 90 3 12 293	16 5 88 4 17 227	23 2 61 1 11 184	41 67 1 15 139	27 43 1 2 7	16 1 3 	i : : : :	5 2 18 8	$ \begin{array}{c} 13\frac{1}{3} \\ 12\frac{2}{3} \\ 11\frac{1}{3} \\ 15 \\ 16 \\ 12\frac{1}{3} \end{array} $

Classification under Standards at Inspection .- On the 18th December 163 schools had been inspected. On the books of these were 9,155 pupils, of whom 7,313 were present at inspection These were classified as follows:-

Registered.	Passed.	Below Standard.	Standard I.	Standard II.	Standard. III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.
9155	7313	3386	1282	1339	735	366	126	• • • • • • • • • • • • • • • • • • • •	15	20
Percentage	100	46·3	17·5	18·3	10 0	5·0	1·7		·2	·3

Owing to an outbreak of Typhoid Fever at King William's Town, two schools, Dale College and the Roman Catholic Girls' School, had to be closed, and consequently

Progress .-- At the commencement of the year the new Standards came into force with the result that, owing to causes which will be referred to hereafter, the progress

during the year has not been so satisfactory as it might have been.

Of 6,662 pupils present at inspection in 1894, 3,807 were also present this year. Of these 1,418 have gone up a Standard, 2,283 have remained in the same Standard, and 106 have gone down. Of the 2,283 in the same Standard no fewer than 1,044 were below Standard. Of these 364 have passed up from Sub-Standard A. to Sub-Standard B. If, as was done last year, this number be added to those who have gone up, we shall have gone up a Standard 1,782, in the same Standard 1,919, gone down 106.

School Buildings.—King William's Town. The new block of buildings in connec-

tion with Dale College has been completed and is in use; the ventilation in both the branch schools has been greatly improved. For St. Peter's English Church School, A. III., the Sisters have hired the Odd Fellows' Hall, an excellent building, and the Roman Catholics have moved the senior boys from the Convent to what used to be St. Joseph's boys' school, and have provided accommodation for 45 boarders. At Keiskama Hoek an excellent schoolroom has been built; at St. Matthew's the carpenter's shop has been enlarged to meet the new requirements of the Education Department, and at Blaney the Railway Department is improving and enlarging the station schoolroom. The Free Church of Scotland has set an admirable example to other religious denominations by erecting substantial stone buildings for mission school purposes, at Jafta's, Tyusha, Rankine, and Muir. May this example be followed!

East London. The English Church has put up an excellent schoolroom of galvanized iron lined with pine for St. John's mission school, and a large room has been added to the Public School buildings on the East bank. At the Convent also a

large hall is in course of erection.

Peddie. At Wesley the teacher has been provided with a house.

Pupil Teachers.—After a year's experience of the working of the pupil teacher system, I have no hesitation in saying that, if the present standard of work is maintained, we shall in a few years have a thoroughly good class of elementary teachers.

In the preliminary examination, reading and recitation, blackboard management, and drill are generally satisfactory. In most cases blackboard work is excellent. Where the pupil teachers generally fail is in giving an object lesson. Too often the

notes have been learnt by heart and are repeated like a lesson to the class.

I regret that among the European pupil teachers in my districts there are only two boys. This is not to be wondered at considering the small salaries offered to elementary teachers. From £60 to £100 per annum, together with a room, or perhaps a house, can hardly be looked upon as a strong inducement for a young man to embrace teaching as a profession.

Vacation Courses for Training.—I must add my testimony to that of other inspectors, as to the good effect these courses have upon young or untrained teachers by

giving them better ideas of methods and organisation.

Subjects of Instruction. The new Standards. Recitation.—This is fairly good in European schools, though there is a tendency, especially among girls, to emphasize small words and so spoil what otherwise would be good. In Native schools the object

of the exercise is missed. It is made too much a matter of memory—the native's strong point-while sufficient attention is not paid to punctuation and clearness of

Dictation, -- Here again as a rule good work is done in European schools, while the subject is a fruitful source of failure in Native schools, as Kafir is not accepted as a substitute for English in and above Standard III. The rule will press hardly upon

natives for some time to come, but will eventually have good results.

A gentleman, who has had some experience in teaching in India, told me that it was found necessary to enforce a similar rule in Indian Native schools, as without such a rule it was extremely difficult to give the scholars a practical knowledge of English.

I trust that the lesson of the year will not be lost upon native teachers, and that they will carry out my suggestions and begin the teaching of English in the infant

Geography.—Considerable difficulty has been experienced in teaching this subject in the third Standard, as only a few divisional maps have been procurable. Some teachers have succeeded in obtaining them, and a few have drawn them for themselves; but in the great majority of the schools they are conspicuous by their absence.

Grammar.—A fair knowledge of the subject is shown in European schools and appears in the improved style of composition; but in Native schools it is still too much

a mere memory exercise.

Arithmetic.—The new arithmetic eards have proved a very severe test and have produced disappointing results; but the practical character of the questions set will, I feel confident, lead to a great improvement in the style of work in this subject.

The failures in Arithmetic in most schools and the failures in English dictation in Native schools will account for the unsatisfactory amount of progress referred to above. There is however a good deal of encouragement in the fact that mental arithmetic is distinctly improving in European schools. In Native schools it is still extremely poor. I would suggest the employment of "toy money," which can be had at a very small cost—a shilling and fourpence, I believe, for a hundred coins—and the introduction into Native schools of regular games of buying and selling. At present when a Native goes into a shop with a shilling, let us say, he proceeds as follows. He buys coffee for threepence, and gets his change, he then puts down a threepenny piece and asks for twopence worth of sugar and gets his penny back, and so he goes on until the whole the shilling is expended. Here then we have a purely mechanical process, or rather set of processes, involving little or no thought, and until we can get the Native to think, mental arithmetic in Native schools is out of the question.

Singing.—This subject is being systematically taught in the best European schools,

and even in a few Mission schools improvement is discernible.

Sewing .- Good work is done in European schools, but in Native schools some difficulty is experienced with the parents who do not understand the importance of beginning at the beginning, but keep harping on the old old theme "We want our children to be taught book learning.

Drawing.—Map drawing in the higher classes of the public schools is as a rule excellent. Free hand drawing will be more and more practised to meet the require-

ments of the drawing courses.

Drill.—Some very good work is being done in a few of the larger schools, and some of the Native teachers, who have attended the vacation courses, are attempting it

Woodwork. -- I regret to say that Dale College is still the only public school in which this subject is taught.

F. HOWE ELY,

Deputy Inspector of Schools.

Rondebosch, 31st December, 1895.

8.—INSPECTOR FRASER'S REPORT.

(CIRCUIT:—Albany, Alexandria, Bathurst, Bedford, Port Elizabeth and Uitenhage.)

S1R,—I have the honour to submit my general report on the progress and condition of education in my circuit, for the year ending September, 1895.

During the twelve months 167 schools have been inspected; 165 by myself and two by casual inspectors. Every school in my circuit has been visited, except a few that have come into existence since I inspected the schools in their neighbourhood.

SUPPLY OF SCHOOLS.

There has been considerable activity in the opening of new schools, and many hitherto neglected portions of the various Divisions in my Circuit are being gradually brought into contact with our educational system. In all, 31 new schools have been opened and 20 have been closed during the year. The pressure on the farmers of the severe and protracted drought has caused many schools to be closed. Still, in many instances, schools are closed far too readily and on insufficient grounds. One school has been opened three times, under a different Teacher, during the last two years, yet I have never seen it in operation; it has always been closed when the time for my annual Inspection came round. In another school which has been under my Inspection on four occasions, I have never met the same Teacher twice. The Teacher in the school at present, came since last Inspection, and is leaving at the end of the year. Who is to blame for these changes? Are the Teachers incapable? or are the Committees impracticable?

I regret to see, in some parts, a tendency to multiply Private Farm Schools, where a good A.3 school would meet all the wants of the locality. Want of harmony among neighbouring farmers often leads to this. But many desire also to utilize the services of the governess for the teaching of instrumental music in their families, or as a mother's help in the domestic arrangements of the household. Cases occur sometimes in which a farmer allows the A.3 school on his farm to be closed. Immediately, thereafter, he opens a Private Farm School, with his daughter, uncertificated, as Teacher. One is always glad to see people availing themselves of the facilities afforded by Government for the education of children; but there is, sometimes, the fear that schools are opened not so much from a zeal for education, as from a desire to provide a little income for a friend or relative.

ENROLMENT AND ATTENDANCE.

The actual progress is best shown by a comparative statement of the enrolment and attendance for the Quarters ending September, 1894 and 1895:—

	On Roll.	Average attendance.	Percentage.
Albany.			r ercentrage.
1894	2076	1549	74.1
1895	2090	1592	76.1
Alexandria.			701
1894	272	222	81.6
1895	281	236	84.0
Bathurst.		~50	04 0
1894	362	284	78.4
1895,	371	275	74.1
Bedford.	10)	~10	141
1894	474	388	82.0
1895	553	436	78.8
Port Elizabeth		100	10.0
1894	3332	2325	60.74
1895	3504	2533	69.7
Uitenhage.	3301	2000	,72.2
1894	1669	1235	710
1895	2003		74.0
	2000	1546	77.1
2—'96.]			

LG

We see from this that there has been an increase in the number on the roll in every Division, amounting to 617 in all. The average attendance has increased in every Division save Bathurst; the increase over all being 615. The percentage of attendance has increased in every Division save Bathurst and Bedford.

Attendance.—There has been a slight increase in the percentage of attendance to enrolment; the numbers being 75 per cent. for 1895, and 73 per cent. for 1894. Even with this increase, the attendance is far from satisfactory. The irregularity is greatest in Mission Schools for Native children. I have repeatedly urged upon Missionary Superintendents, and, as occasion offered, upon parents of children attending these schools, the necessity of vigorous effort to obtain increased regularity of attendance.

PUPILS' ATTAINMENTS.

The introduction of the New Standards this year renders a comparison with last year difficult if not impossible. There is a great desire to be present at Inspection. In schools inspected by me, 6,898 pupils, or 86 per cent. of the enrolment, were inspected and classed as follows:—

is lulions.				
Sub-Standard	2803	or	40.63 p	er cent.
Standard I	1059	,,	15.35	,,
Standard II	1096	,,	15.89	,,
Standard III	828	,,	12.15	,,
Standard IV	504	,,	7.31	,,
Standard V	274	,,	4.00	"
Standard VI	83	,,	1.20	,,
Standard VII	10	,,	.14	"
Ex-Standard	46	,,	.66	,,
Unclassified	185	**	2.67	**

This cannot be considered satisfactory. Two-fifths of the pupils are below standard, and 72 per cent. are below Standard III. This, again, is largely owing to Native schools, which seldom do any good work beyond Standard III, have far too many children below Standard, and keep them there far too long. The cause of this is that, too often, the Teacher has for Assistant, an incompetent Mistress to whom the children below Standard are assigned.

Leaving Standard.—There is some difficulty in obtaining statistics regarding this. I have, however, been able to collect reliable statistics from the Public Schools of my circuit

	A.i. Schools.	
	Percentage.	Average age.
Standard I	1	13 years.
Standard II	8	.2 ,,
Standard III	14	131 ,,
Standard IV	26	16 ,,
Standard V	17	16 ,,
Standard VI	25	$16\frac{1}{2}$,,
Standard VII	6	19 ,,
Ex-Standard	3	$16\frac{1}{2}$,,
	A.II. Schools.	
Sub-Standard	4	$12\frac{3}{4}$,,
Standard I	_	
Standard II	8	14 ,,
Standard III	9	141,,
Standard IV	35	$14\frac{1}{4}$,,
Standard V	30	15 ,,
Standard VI	14	17 ,,
	A.III. Schools.	
Sub-Standard	15	91 ,,
Standard J	10	$10\frac{1}{2}$,,
Standard II	17	$12\frac{1}{2}$ ",
Standard III	27	131 ",
Standard IV	23	14 ,,
Standard V	8	$15\frac{1}{4}$ ",

These statistics are as accurate as it is possible to obtain, and afford a basis of comparison with results to be obtained in future.

Annual Progress of Pupils.

For the reason already given, comparison with last year's result is difficult. The passage from the old Standard III to the new Standard IV has proved a great stumbling block to many. The progress made, as indicated by a comparison of the standard passed this year with that passed last year, is given for each class of school.

5	Schools.	Number present at both Inspections.	Passed Higher Standard.	Passed same Standard.	Passed Lower Standard.
A. 1		 413	319	94	
A. 11		 431	302	129	
A. 111		 875	512	358	5
В.		 1664	591	1042	31
В. С.		 21	7	11	3
P. F.		 293	159	126	8

Here, again, the Mission schools do not make a good appearance; 35.5 per cent. advanced a standard; 62.5 per cent. remained stationary, and 2 per cent. retrograded. Probably this is due to the fact that it was difficult for many of the Native Teachers in these schools to understand the nature and scope of the changes introduced this year. A number of them, though willing and earnest, work in remote localities where friendly guidance and advice, though very needful, cannot be got. Let us hope that next year's inspection will show that these teachers have profited by the Inspector's visit and advice in 1895.

SCHOOL CURRICULA.

Elementary School Standards.—To avoid repetition of much that was said last year, it may be best to deal here only with the new subjects.

Recitation.—This, in many public schools, is well got up. The pieces are judiciously selected, well explained, and very fairly understood by the pupils. In mission schools and in many rural schools one is offered, not recitation but repetition. Sometimes the pieces selected are little better than doggerel, and they are hurried over in an almost unintelligible gabble. This will, no doubt, be rectified as the teachers learn what is expected of them.

Mental Arithmetic.—Much good work is done in many of the public schools. In many of the mission schools progress is impeded by the fact that the children have little or no knowledge of either English or Dutch. Among European children the subject is weakest in rural schools, where the children are not accustomed to make purchases or to deal with money. The slowness and dulness of such children in answering simple questions of purchase, e.g., the price of five handkerchiefs at 1s. 9d. each, must be seen to be believed.

Composition.—There seems to be little or no systematic teaching of this subject. It should be done as soon as the child can express his thoughts. From the first he should be taught to speak in correct sentences. As soon as he can write he should be encouraged to express his thoughts in simple and connected sentences. The average teacher does not see this. Composition is required in Standard IV, and composition is not practised till the pupil has passed Standard III. It is the old story, the teacher has ceased to be an educator. He prepares the pupils to pass before the Inspector, and does not care to go one step beyond the narrow limits actually prescribed for each standard.

SCHOOL BUILDINGS.

Little has been done in the way of building new schools. School committees require to be educated up to the full appreciation of what is implied by a good and thoroughly equipped school. In too many instances, on outlying farms, any room for which the farmer has no particular use is thought good enough for a schoolroom. The floor is often of earth, and when the Inspector comes on a hot day and finds the floor newly smeared he must be prepared for some discomfort.

INSPECTOR FRASER'S REPORT.

49a

Furniture.—A well-furnished school, with sufficient writing desks of the most approved pattern, blackboard for each class, maps and diagrams for the elder children, and picture cards, object lesson cards, &c., for the juniors, is as difficult to find as a well-built school, with a suitable suite of class-rooms, out-door offices, and playground. Usually the mission schools conducted by brotherhoods or sisterhoods are well equipped. Most of the poorer schools are badly provided with furniture. Desks are often clumsy and unsuitable, blackboards too small to be of any practical use. Seats are often so high that the children cannot place their feet upon the floor. In too many schools the seats are without backs, and the children sit weary and uncomfortable. There are, however, gratifying signs of progress, as several schools of every class have improved their furniture in quantity and quality.

TEACHERS.

There are in my circuit many teachers deserving of the highest credit and respect for the zeal, intelligence and ability manifested in their work. There are, at the same time, it must be acknowledged, many who seem to have no vocation for the calling in which they are engaged. As a rule, the manipulation of the register affords a very good test of the teacher's powers in school-keeping. To very many the striking of an average is a mysterious performance. When once the method of finding the weekly average has been learnt a new difficulty arises. In ordinary weeks the number of times the school is opened is ten. In finding the average on these weeks, the division by ten, if it leaves anything over, leaves a decimal fraction. When a holiday occurs, many teachers still divide by ten, or, if they divide by eight, they regard whatever number is over as a decimal fraction, and are quite surprised when they are informed that seventy-one divided by eight gives 8:8 and not 8:7

that seventy-one divided by eight gives 8.8, and not 8.7.

The following method of keeping a register was met with in an A. 3 school. The summary register shewed: Class I, 6 boys, 5 girls; Class II, 6 boys, 6 girls; Class III, 6 boys, 6 girls; Class IV, 6 boys, 6 girls; Class V, 6 boys, 6 girls. When told that an average of 30 boys and 29 girls in a school of 13 pupils was an impossibility the teacher thought the Inspector was very hard on him. He was unable to see his error when pointed out to him. He had entered the attendances for the several days of the week as the attendances of five separate classes. It was no surprise to find afterwards that, in his No. 1 register, he had entered every child as withdrawn on the day of admission. There was a column opposite the child's name to be filled up, and he was not the man to leave it empty.

PUPIL TEACHERS.

Since my last report I have inspected 97 pupil teachers or candidates for the Teachers' Certificate. The work is usually prepared with care. The reading, recitation, and drawing of many of the female candidates in Graham's Town and Port Elizabeth are deserving of high praise. The principles of good handwriting are not well understood. In one school, on marking with chalk the blackboard writing of some candidates, I was asked by the teacher what these marks meant. On explaining that they shewed errors in heights, distances and joinings I was informed by the teacher that she did not know that there were rules for writing, if only it looked nice.

Object Lessons.—The notes of lessons are too often drawn up on one model, and the lessons reflect not the thoughts of the teacher but the teachings of the text book. In several instances I have found that the pupil teacher's notes have not been properly supervised, and contain many mis-spellings, gross misconceptions of the statements of the text book, and serious errors in grammar and idiom. In giving a lesson the pupil teacher displays but one anxiety, viz., to get through what she has in her notes as quickly as possible. The notes may have a heading, "Object of the Lesson," and this may be stated "to cultivate the children's powers of observation, to stimulate their interest in well-known natural objects, and to exercise them in giving expression to their ideas in simple language." Such is the promise, and it is good. Alas! the performance is too often flat, stale, and unprofitable, as if the lesson had been given with no other object than to fill up time. To become an expert teacher the pupil teacher should have opportunities for (1) practice, (2) observation. Practice, pupil teachers get, but whether always under the most favourable conditions is very questionable. Mere practice, if not judiciously supervised, may tend to confirm the pupil teachers in bad habits and improper methods. They should, in addition, have opportunities of seeing other teachers at work, of discussing with them the methods followed, the cause, purpose and usefulness of various points and matters noted by them. By this com-

bination of practice and observation, skilled and competent teachers would be produced

from the ranks of our pupil teachers.

I have been greatly encouraged in my work by the aid and sympathy of many friends of education, including the clergy and ministers of all denominations. A greater interest is being manifested in educational work and problems. The aims and objects of the Education Department are more thoroughly understood, and the Inspector is regarded as one whose desire is to aid, assist and guide local effort, instead of being looked upon as an official censor and fault finder.

I have the honour to be,

Sir,

Your obedient Servant,

D. D. FRASER,
Deputy Inspector.

Port Elizabeth, 31st December, 1895.

9. INSPECTOR MILNE'S REPORT.

(Circuit:—Albert, Aliwal North, Cradock, Somerset East, Tarka, Wodehouse and Herschel.)

Sir,—I have the honour to submit to you the following general report for the year 1895. Supply of Schools.—The number of schools visited this year is 200. Of these however 18 were inspected by others as I could not possibly have overtaken them. 63 schools were inspected for the first time, but 33 inspected last year have been closed, thus there is a gain of 30 new schools inspected. These 63 schools have not all come into existence in 1895. Some had been begun in 1894 but too late in the year to be inspected, a few on the other hand, not included in the above, came into existence and dropped out again before being inspected, while others again have come into existence too late this year to be inspected. The above numbers therefore refer to the increase in schools inspected in my circuit—a circuit slightly different from that of last year—and not to the total increase of schools during 1895.

The increase has taken place chiefly in private farm and poor schools. Of the latter 11 have come into existence in Wodehouse alone, chiefly owing to the exertions

of the Rev. Mr. Botha, of Dordrecht.

Notwithstanding the great efforts made by those interested in education in different parts, not one district is yet properly supplied with schools, as there are still many children not within reach of any school. One is glad to see the greatly increased interest taken in education. Many are beginning to recognise that compulsion of some sort is necessary before we can have any very great improvement. The advantages of education are coming to be recognised in places where least expected. The reasons given for closing certain short-lived schools are generally inability to keep them going, and not as in some former cases that the pupils had had long enough time at school.

There are many Farm Schools where the farmer is interested, and the teacher competent, in which very good work is being done. Farm Schools might do more good than they do in some instances however. Farmers have refused to admit into the school the children of others who live near—especially if they sought to enter between inspections. These schools, as they receive a Government Grant, should be open to all at a certain fee. Some farmers again who allow poor children to attend their schools expect the Education Department to pay fees for each poor child in addition to the £3 or £2 grant, as the case may be. On the other hand there are instances, where there are several farms near each other, of a farmer starting a school at considerable expense to himself and encouraging in every way the others to send their children. In many cases the school is a success but in others it has had to be given up after a time, owing to the want of proper support from the neighbours who keep back their children on account of a fancied wrong, or for some other petty reason. In such cases, where the school is convenient, compulsion would be the proper remedy.

In regard to Poor Schools a few, chiefly in towns, are doing well. One especially in the district of Aliwal North is doing sound work and has made very good progress during the year. These schools having for the most part come into existence lately, have not yet had time to advance the pupils—who on entering are mostly beginners—very far, but still in some the work accomplished is far from satisfactory and not what it should be. The majority, however, have very great difficulties to contend against. The attendance is very irregular. The parents often interfere in the internal management to such an extent that discipline is impossible, and the teacher resigns in disgust. Sometimes the surroundings of the school are so uninviting that a competent teacher cannot be obtained. Still, though some of these schools have not been a success, the mere fact of the schools having been started, combined with the exertions of the Dutch Reformed Ministers and others to make them flourish, should gradually educate the parents to see the necessity of supporting the schools in the right way

parents to see the necessity of supporting the schools in the right way.

Not only has the number of schools increased in my circuit but there is a large increase in the number of pupils. For the whole circuit the number on the roll has increased from 5,394 to 6,216, and the average attendance from 4,440 to 5,046. The increase on the roll is 15 per cent, while the increase in the average attendance is but 13 per cent.

on the roll is 15 per cent. while the increase in the average attendance is but 13 per cent.

The greatest increases are in the districts of Wodehouse, Aliwal North, and Cradock. In Wodehouse especially it is interesting to notice, that the increase has occurred in places where the parents are very poor, and where most of the pupils had never been at any school before.

Leaving Standards.—The average leaving Standard is pretty much the same as last year, between Standards II and III. The average leaving age is practically the same as last year, that is 13 years.

[G. 2—'96.]

Standards of Pupils at Inspection.—In order to show what progress is being made I have, as the fairest test, added up the results for those schools only, which were inspected last year as well as this, leaving out those inspected this year for the first time. The totals for white children are:—

			1894	1895	Increase.	Decrease.
O II D II			2,296	2,309	13	
On the Roll		 		2,183	11	
At Inspection		 	2,172		11	10
Below Standard	. 1	 	500	482		18
Standard I		 	335	296		- 39
TT			415	361		54
			387	382		5
" III		 		349	46	
,, IV		 	303	92.45	300	
" V			134	173	39	
" VI		 	45	75	30	
77				(33		
" VII		 	• • •	1	29	1 1 1 2
Above Standard		 	25	21	20	

This is a most instructive table, and shows decided progress in the schools included, by the marked decrease in the lower standards and increase in the higher.

Last year Standard II had the largest number of pupils, this year it is Standard III.

The numbers below standard and in Standards I, II, have decreased for 1895.

Standard III has remained almost the same. After this begins the increase, just where it ought to, indicating that fewer pupils have failed to pass their standards and that new pupils have entered better prepared than formerly. In Standard IV and upwards there is a large increase for 1895, showing real progress in these schools.

The numbers in Standard IV and upwards are 29.8 per cent. of the whole number inspected. For 1894 the numbers were 507, and for 1895, 651, an increase of 28 per cent.

One point, in regard to these schools, that is not so satisfactory yet as it should be, is that of the pupils present at the inspection of 1894, only 66 6 per cent. were present in 1895. Of those present on both occasions 76 per cent. advanced a Standard.

For the new schools for white children that were not inspected last year the numbers are:—

s are:—					700
On Roll	 		 1.0	• 6	675
At Inspection	 		 		245
Below Standard	 		 		
Standard I	 		 		172 151
" II	 		 		82
" III	 		 		22
" IV	 		 		2
" V	 	++	 		1
VI	 		 		1

The work done in the new schools, as shown by this table, is not of such a high character as in the older schools. This one would expect as the new schools include several Poor Schools in which practically every pupil was a beginner. In the second table the pupils in Standard IV and upwards are 3.7 per cent. of those at the inspection while in the former table they are 29.8 per cent.

Including all the schools for white children that were inspected the percentages in the different standards are:—

The Control of the Control		1111	1894	1895
Below Standard Standard I , II , III , IV , V , VI			 24 per cent. 16.6 " 19.4 " 18.3 " 12.9 " 4.9 " 2.1 "	25·4 per cent. 16·2 " 17·9 " 16·2 " 13 " 6·1 " 2·6 " 1·9 "
Above Standard V	Ι	25	 1.6 "	1.9 "

As before the improvement is maintained in Standard IV and upwards though not to the same extent, while for reasons already given the percentage below standard is higher for 1895 than 1894.

In schools for coloured children, inspected both in 1894 and 1895, the numbers

		1894	1895	Increase.	Decrease.
On the Roll	 	 2,497	2,460		37
At Inspection	 	 2,205	2,045		160
Below Standard	 	 1,132	1,031	1	101
Standard I	 	 450	323	1	127
" II	 	 304	351	47	
" III	 	 227	219		8
" IV	 	 75	86	11	
" V	 	 13	27	14	
" VI	 	 4	6	2	
" VII	 	 	2	2	

The numbers on the roll are slightly, and the numbers at inspection very considerably, lower for 1895. The latter fact is accounted for by the prevalence of sickness, in Herschel, while I was inspecting. There is a slight increase in the higher standards but this is largely due to two training institutions, so that apart from these there is very little improvement in the ordinary mission schools.

In schools for coloured children inspected for the first time the numbers are :-

On the Roll	 4.4		 	 224
At Inspection	 	· ·	 	 164
Below Standard	 		 	 115
Standard I	 		 	- 29
" II	 		 	 13
" III			 	 7

Including all the schools for coloured children there were 51.8 per cent. below Standard and 15.7 per cent. above Standard II. In 1894, there were 49.5 per cent. below Standard and 16 per cent. above Standard II.

New Standards.—The new standards have worked very smoothly except in a few of the Mission Schools where the teachers seemed hardly to have grasped what was required. It might be well, perhaps, in these purely mission schools in Native Territories to have Reading, Writing, Dictation and Arithmetic according to the regular Standards as elsewhere, but the other subjects of any Standard postponed to the following Standard.

School Buildings and Furniture.—The year 1895 has not been a busy one as regards new buildings. A large hall and class room are being built by the Committee of Rocklands Seminary at Cradock. These were much needed and should prove of great advantage in the organization and working of the school. Small alterations have been made at a few other places and some of the Committees are paying greater attention to the Sanitary arrangements.

In a few schools, notably Aliwal North, new and modern furniture has been

Subjects of Instruction.—Three First Class Schools have excellent Kindergarten Departments and two others are introducing the Kindergarten system in a thorough manner. There still remain three or four schools where it might be introduced with good results.

On looking over my reports for 1895, I notice that the subjects I have oftenest had to find fault with are Reading and Writing. The pupils read more intelligently than before, but except in a few schools they read without any attempt at expression. The same remarks apply to Recitation. In many cases the teachers do not seem to have tried to make their pupils recite with expression, thinking it quite sufficient if the words were correctly repeated. This is a great mistake as the pupils can have little interest in their work. In four First Class Schools and a few others the pupils not only recited well, but took a keen interest in what they were doing.

Writing.—This subject is still taught badly or not at all in many schools. In several, the writing in the copy books has been attended to, but examination papers

have been allowed to be written as slovenly as the pupils pleased. The most notable exceptions are Burghersdorp Academy and Rocklands Seminary, Cradock, where very neat and well written papers were handed in at the inspection. Generally much greater care ought to be taken in seeing that pupils not only write and figure well in examination papers and home exercise books, but that they do so with system.

Drawing has hardly been seriously attempted hitherto. A few good examples done by pupils have been shown, but it is quite the exception to find a well thought out scheme graduated from the lowest class to the highest, carefully carried out.

Arithmetic.—The results in this subject are better than formerly. Whole classes may be found attacking in a thoughtful way the problems given in the examination. Evidently much greater care is being taken and better methods adopted in the teaching. There are schools of course where the teaching of this subject is hopelessly bad. An increased amount of attention has been given to Mental Arithmetic, but has led to little improvement as yet. This I attribute to the fact that teachers fail to realise the importance of the subject, and do not prepare beforehand suitable and interesting examples. If this subject is to be made useful and helpful, exercises suitable to the stage of advancement of the pupils must be selected before the class meets. The principal object is to make the pupils quick and ready, but when the teacher hesitates in giving out an exercise, or gives out badly chosen ones, the pupils soon lose all interest and the subject becomes a weariness instead of a pleasure as it should be.

Singing is improving, and more advanced theory is being gradually introduced.

Sewing, now that it is being done with method, is much improved. In some cases the work is excellent.

As regards the other subjects, my remarks of former years still apply. A curriculum of some sort must be introduced before the teaching of the higher work can be quite satisfactory.

Qualification of Teachers.—Though there are still many teachers ill-qualified for

their work, the numbers of certificated teachers is increasing.

Last year, taking all the schools into account, 67 per cent. of the teachers were uncertificated, this year there are 57 per cent. Leaving out Mission Schools there

were last year 59 per cent. uncertificated, this year there are 55 per cent.

A few of the Poor Schools and some of the Farm Schools are little likely to

improve under their present teachers.

In the First Class Public Schools, 27 teachers were certificated and 14 were not. Of these 13 had University degrees and 4 had Intermediate or Matriculation Certificates.

In the Second Class Schools, 10 teachers were certificated and 2 were not. Of these 4 had Intermediate or Matriculation Certificates.

In the Third Class Schools, 15 teachers were certificated and 17 were not. Of these 2 had Matriculated.

In Poor Schools, 9 teachers were certificated and 12 were not.

In Private Farm Schools, 24 teachers were certificated and 60 were not. Of these 2 had University degrees and 2 had Matriculated.

In Mission Schools, 29 teachers were certificated and 45 were not.

Pupil Teachers.—The Pupil Teacher system seems to have worked smoothly and with good results. There is a decided improvement since last year in the ability of the pupil teachers to teach and handle classes. In some of the larger schools the training of the pupil teacher is systematic and thorough.

In conclusion, I would add that the results of the inspection show that there is an improvement on former years, and that the great majority of the teachers are honestly endeavouring to work according to the lines laid down by the Education Department.

I have the honour to be,

Sir,

Your obedient Servant,

W. MILNE.

10.—INSPECTOR MITCHELL'S REPORT.

(Circuit.-Mossel Bay, George, Knysna, Oudtshoorn, Ladismith, and Prince Albert.

SIR,-I have the honour to submit my report for 1895.

Owing to illness I was unable to proceed with my work after 6th November, and so have to regret that I could not undertake the inspection of schools in the Division of Prince Albert.

The total number of schools which I inspected is 135.

Supply of Schools.—During the September quarter of 1894, there were 149 schools in operation in my circuit, and during the same quarter of 1895 there were 151. The number of schools in each Division for the September quarter of 1894 and 1895 respectively was as follows:—

	No. of Sep. Qua	Schools	4	o. of Se	
George Knysna	2	27 27	George Knysna .	 Quarte 23 25	r 1099.
Ladismith Mossel Bay	2	14 .	Ladismith . Mossel Bay .	 18 18	
Oudtshoorn Prince Albert		12 18	Oudtshoorn . Prince Albert	49 18	
	14	19		151	

Nineteen new schools were actually started during the year, and are distributed as follows:—

George	 	0	Ladismith	 3
Knysna	 	4	Prince Albert	3
Oudtshoorn	 	- 8	Mossel Bay	1

Of these, five are A. 3 Schools, five P. F. Schools, and nine Poor Schools. Had all the schools in existence at the end of the September term of 1894 remained in operation, there would have been encouragement in the knowledge that material advance, so far as the number of schools is concerned, had been made. A gain of two is, however, the result, and this is disappointing.

It is therefore apparent that no one division is adequately supplied, and this is especially true of Mossel Bay and Ladismith. The Divisions in which the greatest activity is shown are Oudtshoorn and Knysna, in spite of the fact that no less than seven schools in the latter Division have been closed during the year.

A few of the nineteen schools referred to had an existence of only a few months, a somewhat meagre outcome of the trouble which had been taken to establish them,

and of the earnest effort that had been made to keep them going.

The difficulty does not lie in finding out when a school is needed, but in arousing that measure of co-operation and sympathy, and that sense of responsibility which will make certain a decent schoolroom for the children and a comfortable home for the teacher. Many of the localities where schools are greatly needed are, for various reasons, somewhat uninviting. It is not always easy to find a teacher who is willing to undertake the work.

Financial deficiency has closed a few, resignation of teachers, removal of farmers on whose farm the school was situated, want of harmony between teacher and parents, have been the means of cutting short the lives of others.

ENROLMENT AND ATTENDANCE.

Enrolment.—At the close of the September quarter of 1895 there were 6,536 children on the books of schools in my circuit; the corresponding number for the same quarter of 1894 was 6,222. There has thus been an increase of 314, or rather more than 5 per cent. While, therefore, the movement is progressive, there is still ample need for an increase of activity. There are few, if any, schools, in whose immediate neighbourhood there are not children of school-going age, who, for various reasons, remain outside. While the steadily growing interest in matters educational will do something towards lessening this evil, it is only some measure of compulsory attendance that will furnish the real remedy.

[G. 2—'96.]

INSPECTOR MITCHELL'S REPORT.

In the near vicinity of three country schools in the populous Division of Oudtshoorn there are no less than 270 children of school-going age who are being neglected. Reliable statistics show that there are in this circuit two thousand children between five and fifteen years of age, living in the near neighbourhood of existing schools, but not attending any school.

Attendance.—The average attendance for the third quarter of 1895 was 5,024, being 188 more than for the same quarter of 1894. This does not form a very favourable comparison; the increase is only about 4 per cent. An average attendance of 5,024 out of an enrolment of 6,536, gives an average of 76.8 per cent. A higher percentage than this is necessary to enable the attendance to be described as satisfactory. A similar calculation for Coloured Mission Schools gives an average of only 69.7 per cent. At many of these the attendance is of a most irregular character, but there is one very notable exception to this rule—a coloured mission school at which, out of a total enrolment of 176, the average attendance for the September quarter was 165, or an average of 93.7 per cent.

Agricultural depression, the result of protracted drought, has materially affected the school attendance during the past year.

The number of pupils in my Circuit attending unaided schools is about 600, of which number the towns of Mossel Bay, Oudtshoorn, and Prince Albert contribute nearly one-half.

White and Coloured.—The total enrolment for the September quarter—6,536—is made up as follows:—White, 4,404; coloured, 2,132. Therefore 31.6 per cent. of pupils in attendance at state-aided schools are coloured. In the Division of Mossel Bay the number of coloured children on the school books exceeds the number of white children.

Pupils' Attainments.

Pupils' Standards at Inspection.—In schools of all classes (excluding the Division of Prince Albert) there were present at inspection 4,143 of the possible 4,761 on the roll—i.e., 87 per cent.

These 4,143 pupils were classified as follows:-

Sub-Standard	 	11/22		46.61 p	er cent.
In Standard I	 			17.42	,,
In Standard II	 			16.27	,,
In Standard III	 			9.05	,,
In Standard IV	 			4.8	,,
In Standard V	 			2.37	,•
In Standard VI	 			1.5	**
In Standard VII	 		* *	.31	59
Ex-Standard	 			.21	99
Unclassified	15/11/2	5.5.	2.2	1.45	

In schools for white children there were present 2,629, of whom there were:-

Sub-Standard		 	 35.9 p	er cent
In Standard I		 	 18.7	,,
In Standard II		 	 17	**
In Standard III		 	 11.8	,,
In Standard IV		 	 7.3	55
In Standard V		 	 3.7	,,
In Standard VI		 	 2.4	99
In Standard VII		 	 .5	,,
Ex-Standard		 	 •4	,,
Unclassified	10.75	 	 2.3	

In Coloured Mission Schools there were present 1,514 children, of whom there were:-

Sub-Standard	 1,200		 65.1 per ce	ent.
In Standard I	 		 18.1 ,,	-
In Standard II	 		 12 ,,	
In Standard III	 	1100	 4.3 ,,	
In Standard IV	 		 4 17	

Average age for the Standards.—In schools for whites the average age of children still at school is:—

Sub-Standard	 		7:4 waama
Standard I			 7.4 years. 9.7
Standard II			 33
Standard III	 		 10.9 ,,
Standard IV	 	* *	 12 ,,
	 		 13 ,,
Standard V	 		 14.2 ,,
Standard VI	 		 14.4 ,,
Standard VII	 		 15.8

Leaving Standard.—I am indebted to the Teachers of over 100 schools for information which has enabled me to arrive at an approximately correct estimate of the leaving standard, average age, and average duration of school life. When dealing with statistics received from schools for whites, I have left out of consideration all pupils under twelve years of age, arguing that in all probability the greater number of these will return to school. The names of all pupils under ten years of age who have left Coloured Mission Schools are omitted.

The result of a careful treatment, as stated above, of statistics is as follows: --

(1) In schools for whites there left during the year-

Sub-Standard	 	28.5	per cent.
Standard I	 	14.3	,,,
Standard II	 	16.3	,,
Standard III	 	15.9	,,
Standard IV	 	10.4	,,
Standard V	 	7.6	"
Above Standard V	 	6.9	**

i.e., 75 per cent. left before reaching the fourth Standard.

The average age is 15 years, and the average duration of school life 3 years.

(2) In Coloured Mission Schools 86.7 per cent. left before reaching the third Standard.

The average age is 12 years. ·

From A. I Schools 54.4 per cent. of those who left were in and above Standard V. The average duration of school life is 6 years.

From A. 2 Schools 71.2 per cent. left before Standard V. The average duration of school life is 4 years.

From A. 3 Schools 97.6 per cent. left before Standard V. The average duration of school life is $2\frac{1}{2}$ years. From Poor Schools 95.6 per cent. left before Standard IV. The average duration of school life is $1\frac{3}{4}$ years.

Annual Progress of Pupils.

Of the 4,143 pupils present at this year's inspection of 135 schools, 2,657 or 64·13 per cent. were present at the previous inspection. Only 1,034 of the 2,657, or 39 per cent. reached a higher Standard. It must be borne in mind, however, that on account of a first inspection in accordance with the requirements of new standards, many pupils were presented in the same standard as that passed at the previous inspection, and that a considerable number of schools had not had a full year to devote to the new standards. Moreover, of children present at the inspection of 1894, a number of below standard pupils could not possibly reach a higher standard, and these have been included in the above calculation.

The work of the new standards has been intelligently done by a number of schools.

SCHOOL BUILDINGS, &c.

It is pleasing to be able to record that during the year the tendency to provide more suitable accommodation for pupils, has manifested itself very considerably. In Oudtshoorn an excellent First Class School for girls, and a commodious school for the poorer class of white children, have been erected. The premises of the Boys' School have been much improved. One noteworthy step is the provision of a very efficient room to be used as an evening school. It is gratifying to know that employers are taking a practical interest in the educational condition of young people in their service. Thanks to the energy and interest of the Manager of the Oudtshoorn Cango Tobacco Factory, a much needed provision has been made.

II.

In Mossel Bay, an energetic Management has added a most suitable Trade Class Room to the Boys' School, and a very convenient Junior Department to the Girls' School. It is to be hoped that action such as this will commend itself to other A. 1 and A. 2 Schools in this Circuit.

A new and well-arranged building has been erected for the accommodation of children attending the Mossel Bay Berlin Mission School.

At Great Brak River, in the Division of George, a very fine building for school and church purposes has been provided.

The Managers of the A. 2 School at Wittedrift, Division of Knysna, have wisely decided to build larger and more suitable school premises.

A new English Church Mission School is in process of erection in the village of

I have noted with great pleasure the carrying out of recommendations made last year regarding ventilation, lighting, extension of premises, &c. In not a few country schools the too often comfortless, unhealthy earthen floor has, since last inspection, given place to the more comfortable boarded one.

A great defect in connection with most town schools is the absence of a playground sufficiently large to be of much use for purposes of recreation. Very few country schools—and several are largely attended, and all are mixed—have any sanitary closets. It is difficult indeed to persuade managers of these schools that any such thing is advisable for any reason whatever. There are of course unsuitable buildings in use as schools—buildings with badly lighted and improperly ventilated class-rooms and insufficient floor space, but the desire to have more satisfactory school premises is certainly growing.

Furniture, &c.—Several schools have during the year procured supplies of new desks, and have introduced improved teaching appliances. I have observed that a few Teachers—and Teachers of lower grade schools—have improved the internal appearance of their class rooms by a careful and tasteful arrangement of maps pictures &c.

In only one school did I find a correctly drawn, nicely mounted plan of the school and its surroundings.

That valuable incentive to attendance—school room decoration by means of cheap yet good pictures, prints, photographs, &c.—is unfortunately by no means a general one

Libraries and Museums.—Three First Class Schools, the A. 1 Boys' Schools of Mossel Bay, George and Oudtshoorn, have good libraries. I was glad to notice the beginning of a School Museum in connection with one of these. In one small P.F. School I noted the presence of a modest library. It would be well were many more Teachers of country schools to interest themselves in this direction.

Workshops.—One school, the A. 1 Boys', Mossel Bay, possesses a well equipped workshop for the teaching of woodwork. I hope to find Managers of other schools in my circuit following this lead.

TEACHERS.

Qualifications.—In the 135 schools inspected by me during the year, there were employed 193 Teachers. The following Tables show how these were divided according to Certificates, academic and professional:—

	*						
	A1. Schools,	A2. Schools.	A3. Schools.	Poor Schools.	P.F. Schools.	Coloured Mission Schools.	Total.
Holders of University Degrees	6			•;			6
", Intermediate Certificate ", Matriculation Certificate	6	5	i	4	1		17
,, School Higher Certificate	1		5	1	1 2	100	8 3
School Elementary Certificate No Academic Certificate	16	6	60	20	10	46	158

A1. Schools Schools. A3. Poor Schools. Schools. Schools. Schools. Tot

An examination of these Tables shows that 81.8 per cent. had no academic certificate, and that 66.2 per cent. possessed no evidence of professional training.

102 or 52.8 per cent. had no certificate, either academic or professional.

Supply.—The number of Pupil Teachers has quadrupled itself, and, with very few exceptions, these are being carefully and successfully trained. The number might, however, be larger. Several First and Second Class Schools affording special facilities for the training of Pupil Teachers, are as yet doing nothing to aid the solution of the problem—the supply of efficient Teachers for country schools.

It has been very gratifying to note the result of attendance at vacation Courses. The adoption of new practices and right methods has improved the quality of the work in not a few schools.

Sex.—Of the 193 Teachers 88 were males and 105 females: i.e., 54.4 per cent. were females.

SUBJECTS OF INSTRUCTION.

Reading.—While there is still lack of distinct and expressive Reading, decided evidence of care with this subject has been forthcoming in a greater number of schools than during the previous year. Teachers have been making good use of the lessons of a vacation Course, or have been making an effort to carry into effect the few hints dropped by the Inspector at the time of his visit. Recitation has received very successful attention in not a few schools. Too often, however, this has been regarded as a mere memory test, the extent of the teaching having been that the pupil has been told to commit certain pieces to memory, and to con over the meanings of words as given in the list at the end or beginning of the lesson. The absence of care in the choice of pieces suited to the age and intelligence of children is often noticeable.

Writing.—A measure of improvement, though it be but small, must be chronicled. Analysis and illustration by means of the black board, and less dependence upon copy books, have improved the quality of the writing in several schools. In many schools, however, writing continues of poor quality; pupils follow their own devices, and many copy books give no evidence of any degree of supervision.

Arithmetic.—More attention is being paid to Mental Arithmetic, and with promising results. This subject, nevertheless, remains the least satisfactory of all. Much of it is mechanical, and methods that are not to be recommended are found in schools of all classes.

Geography.—The quality of the teaching of Geography leaves much to be desired Map Drawing from memory, even in Standard IV., is generally weak; outlines are often fairly well known, but nearly always a want of thorough knowledge of internal detail may be observed.

Composition.—The proper means to be employed in teaching Composition are apparently little known.

Drawing.—In a few First and Second Class Schools, elementary freehand is taught with creditable results. I found a greater number of schools than at last inspection engaged in the teaching of this subject.

Singing.—The introduction of Singing (Tonic Sol-fa) into schools is becoming more general. Very frequently songs previously prepared are well sung, but the practice of attending to such exercises as will enable pupils to become expert at singing at sight is, unfortunately, except in the case of a very few schools, left severely alone.

Boys' Handiwork.—Except that a new and very convenient Trade Class Room in which capable instruction is being given, has been added to the premises of the Mossel Bay Boys' School, no forward movement with the teaching of woodwork has been made.

Girls' Handiwork.—The new requirements are being successfully met in a large number of schools. In one or two A. 3 and P. F. schools, the teachers of which have attended a Vacation Course, very marked progress has been made, even in localities where formerly fancy-work demanded most attention. At George, a Saturday class for Teachers conducted by the teacher of needle-work at the Girls' School has been well attended, and has aroused a large interest in this important branch of education. It is worthy of notice that several teachers of District schools regularly availed themselves of this opportunity of improvement.

Physical Training.—I am glad to be able to report progress. Musical drill and physical training have been successfully introduced into several A. 1, A. 2, and A. 3, Schools, and the influence of this systematic training is apparent. Orderly and exact movements of classes when changing from one position to another, &c, are still, however, in too many schools conspicuous by their absence.

I have the honour to be,

Sir,

Your obedient Servant,

JOHN MITCHELL.

Mossel Bay, 28th December, 1895.

11. INSPECTOR MURRAY'S REPORT.

(CIRCUIT.—Aberdeen, Graaff-Reinet, Humansdorp, Jansenville, Uniondale, Willowmore.)

SIR,-I have to submit to you my annual report for 1895, dealing with the state

of Education in my circuit.

As some schools in the division of Uniondale, the inspection of which falls due in February, were inspected in December, 1894, they were not inspected by me this year, but will be examined in February next. With the exception of these dozen schools, and two schools inspected by the Principal of the Graaff-Reinet College on my behalf, all schools in my circuit have been inspected by me in addition to completing an Educational Survey of the division of Humansdorp. I have also found time to spend several days in visiting schools to get better acquainted with the teaching given in

Supply of Schools, &c.—Taking the six districts which have been visited by me in two successive years, it will be found that, notwithstanding the closing of far too many schools, the number of schools has increased. The numbers are as follows:-

Quarter ending Sept., 1894. Quarter ending Sept., 1895.
No. of Schools. No. on Roll. No. of Schools. No. on Roll. 4,532 169

This shows an increase in the number of schools of 18, or 11 per cent., and in the number of pupils attending of 156, or 3 per cent. This was as much as could be looked for, as regards the opening of new schools. As I said in my special report on Aberdeen, it was not to be expected from the sparseness of population that my visit there would lead to the opening of a large number of schools. In Willowmore a rather large number of schools have closed. In some cases the causes were unavoidable, but in other cases the teacher left and it was found impossible to supply his or her place at once. A number of schools will close at the end of the year. In most of these cases it is due to the schools having done their work, and I expect an equal number of fresh schools will be started. It is pleasing to note that several of the more advanced pupils, who leave schools now closing, will attend some town school.

In Jansenville, too, there have been far too many closures from lack of interest in education or through not getting a new teacher in time. In one case, however, the proprietor is sending all his children to the Graaff-Reinet Public Schools in order to give them a good education.

Attendance.—There is a slight increase in the regularity of attendance at all classes of schools. In 1894 the average attendance was 77 per cent. of the number enrolled,

this year it was 81 per cent.

Leaving Standard and Progress of Pupils.—Owing to the fact that the annual report had to be handed in by December 31st, I was not able this year to get my usual returns for the year by circular from the teachers as to the number of children who had left in each standard. Yet the following tables will show that there has been a steady increase in the number of pupils who pass in Standard IV. and above.

No. of Schools. Roll. Pres. Below. I. II. III. IV. V. VI. Above St. 4 213 5,393 4,617 1,886 782 831 641 293 117 35 32 5 156 4,219 3,754 1,442 620 652 492 308 122 85 23 1894 1895

This shows that while in 1894, 10 per cent. of the pupils inspected by local inspectors and myself passed in Standard IV. or a higher Standard, in 1895 the percentage had risen to 14 per cent. From this we may gather that the life of schools and the schoollife of pupils is steadily lengthening. In the division of Willowmore it was especially noticeable this year that a goodly number of children on farms passed in Standard IV. or a higher Standard, many of the schools having been in existence four or five years, and the attendance regular.

School Buildings and Furniture.—Under this heading there is little to be said. By the committees of three of the A. II. schools in my circuit arrangements have been made for a Government Loan for school buildings, and by next inspection I trust to find teachers and pupils occupying new and suitable premises. In a fourth case the

school-building is to be enlarged to double the present size.

[G. 2—'96.]

Subjects of Instruction.—It is not necessary to remark upon any of the subjects separately. In the town schools the teaching of former years has been maintained or improved. In all schools teachers show an earnest desire to improve the work in the

directions indicated in the report upon their schools.

Teachers.—The profession is becoming more settled, and it is encouraging to find the same teacher at the same school for two or three consecutive years. This of itself causes more interest to be taken in the work. Vacation Courses are doing much, not only to give teachers fresh ideas for their work, but also to raise the status of teachers and give them reason for increased interest in teaching. There is an idea among a section of the public that Vacation Courses have been primarily instituted to grant certificates to teachers upon examination in the work done during three weeks. I take it that this is a misapprehension of the matter. The most important results of the Vacation Course are, that proper methods with which many teachers are unfamiliar, but which teachers are quite ready and able to adopt once the idea is given, are laid before those attending; that esprit de corps among teachers is aroused, raising their estimate of the value of their work; that teachers by mutual intercourse with each other and their lecturers come to take a deeper and livelier interest in all that pertains to teaching as a profession. An examination even upon the work of three weeks will bring out the foundation of knowledge laid in former years, and in most cases where a certificate is granted experience has to some extent taken the place of actual training as a teacher.

Railway Schools.—It is pleasing to note that a flourishing Railway School has been opened at Mount Stewart Station, and by means of this school and a public school at a Siding, which the children of railway employés may attend, this class of children is

now provided with education.

Mission Schools.—I referred last year to the introduction of a uniform scale of fees into the Mission Schools in Graaff-Reinet, and the use of discharge tickets to prevent undue competition by lowering the fees. Some slight modifications had to be made, but the scheme had worked with fair success. To say anything on the general question of the support that might be given by farmers to native schools in order to prevent natives drifting to towns, would be to repeat verbatim my remarks in last year's report.

Finance.—I feel more than ever that some change must be made in the financing of schools. If the education of this country is not to be done by continuous relays of young and inexperienced teachers, who after teaching for a few years turn to something else, something must be done to insure continuous employment and a fair salary as time goes on. I have met this year with several cases in which competent married teachers have after years of service been thrown out of employment for some time, or live with the sword over their heads that this may happen at any time.

In reviewing the work of the year one feels that there is nothing very special to chronicle. Both in the numbers and the work of schools there is slow but sure improvement. After four years spent in the same districts one can see some distinct advance, and feels hopeful for the general spread of education, but there is certainly no

time to be lost.

I have the honour to be,

Sir,

Your obedient Servant,

A. H. MURRAY.

Wellington, 1st January, 1896.

12. INSPECTOR NOAKS' REPORT.

(CIRCUIT: Malmesbury, Paarl, Worcester, and Robertson.)

SIR,—I have the honour to submit my Report for the Year 1895.

Inspection.—During the year there has been no change in my circuit, and I have found it possible to inspect all the schools in each Division, which were in existence at the time of my visit, at very nearly the same date as in the preceding year. The total number of schools inspected is 144, viz., 52 in Malmesbury, 38 in Paarl, 25 in Worcester, and 29 in Robertson. The schools in Malmesbury were visited for the fourth time, those in Paarl and Worcester for the third time, and those in Robertson for the second time.

Supply of Schools.—The number of schools opened during the past twelve months, re-opened, or placed on the list of schools in receipt of Government aid, is 32, viz., 1 Second Class Public School, 7 Third Class Public Schools, 17 Private Farm Schools, 4 Poor Schools, and 3 Mission Schools, whilst 19 have been closed, viz., 4 A. 3, 12 P.F., 1 P., and 2 B. There has thus been a nett increase of 13 schools. If this number appears to be disappointingly small, of course it is to be remembered that in the more settled and better developed divisions of the Colony, which are on the whole already fairly well provided with schools, the rate of numerical increase is inevitably slower than in the more backward districts which are for the first time becoming alive to the advantages of education. I am satisfied that in my circuit there is now very little real educational destitution, and I wish to take this opportunity of gratefully acknowledging the assistance which I have received in the endeavour to establish new schools in the more neglected portion of it from two sincere and disinterested friends of education,—Mr. J. G. Euvrard of Montagu, and Mr. M. Walters of Moorreesburg.

Enrolment and Attendance.—The average enrolment and attendance for the four quarters ending the 30th September, 1895, and also, for comparison, those for the four

previous quarters, are given in the subjoined Table.

				18	395.	18	94.
				Enrolment.	Attendance.	Fnrolment.	Attendance
Malmesbur	у			 2,505	1,873	$2,384\frac{1}{4}$	1,789
Paarl				 $3,357\frac{1}{4}$	2,534 \$	3,2143	$2,491\frac{1}{4}$
Worcester	• •			 1,4494	$1,119\frac{1}{2}$	1,441	1,114
Robertson		* *		 1,245	$908\frac{1}{2}$	1,232	$907\frac{1}{2}$
			Totals	 8,557	$6,435\frac{1}{2}$	8,2721	6,302

From this Table it will be seen that under both headings (enrolment and attendance) there has been a very slight numerical advance. The percentage of attendance to enrolment which is given below, for the past three years, shows a constancy which is somewhat remarkable, considering the great irregularity which occurs at the ploughing, reaping and pressing seasons.

			Percentage	of Attendance to	Enrolment.
			1895.	1894.	1893.
Malmesbury		-	76	75	75
D 1	 				75
	 		75	77	76
Worcester	 		77	78	75
Robertson	 		73	74	72

[G 2—'96.]

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Distribution of Pupi's into Standards.—The following Tables give (I) the actual number of pupils in each division who were placed in the various standards; (II) the percentage of pupils in the various standards over the whole area for 1895 and 1894.

Division.		No. of Pupils Registered.	No of Pupils Present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Unclassified.
Malmesbury Paarl Worcester Robertson		1,400 3,295 1,197 2,434	1,283 2,724 1,054 1,782	529 1,011 358 716	192 346 187 296	199 330 169 280	120 304 147 212	129 294 93 137	63 190 49 82	30 88 20 36	2 10 23	19 151 31
Totals	**	8,326	6,843	2,614	1,021	978	783	658	384	174	35	201

II.

	Pe	ercentage of P Stand	upils in various ards.
		1895.	1894.
Unclassified Standard VII	• •	2·9 ·5 2·6	3:9
Standard V Standard IV		5·6 9·5	5·1 8·6
Standard III Standard II		11·4 14·3	13·0 14·6
Standard I Below Standard		14·9 38·2	16·6 38·2
Total	-	100.	100.

Annual progress of Pupils.—The following Table shows the percentage of pupils in different types of schools who at the last inspection reached a higher standard than at the previous inspection. In drawing it up I have excluded from consideration all pupils who were presented as below Standard.

Kind of School.	No. of Schools Inspected.	Percentage in Higher Standard.	Percentage in same Standard.	Percentage in Lower Standard.	Total.	
A. 1	11	86 0	14.0		100	
A. 2	17	79.0	21.0	44	100	
A. 3	34	65.7	32.9	1.4	100	
Private Farm	23	55.4	41.6	3.0	100	
Poor	4	81.0	19.0		100	
Mission	32	45.5	52.5	2:0	100	
General Average		67.4	31.4	1.0	100	

Thus, roughly, in Mission Schools, rather less than one pupil out of ten reached on the average a higher standard; in schools for Europeans rather more than three out of four, the general average being two out of three.

Leaving Standard.—Though I am still unable to say what is the average age and the average level of attainment at the actual close of school life in the various types of schools, the following Table, based on returns from 82 schools, exhibits the average age at the date of inspection of the pupils in their higher classes.

AVERAGE AGE OF PUPILS IN HIGHER CLASSES.

Kind of School.	No. of Schools.	Standard VII. and Unclassified.	Standard VI.	Standard V.	Standard IV.	Standard III.
A. 1	8 10 26 19 3 16	Yrs. Mths. 17 1 16 2	Yrs. Mths. 16 0 15 6	Yrs. Mths. 15 1 15 8 15 1 15 6	Yrs. Mths. 13 9 14 4 14 4 14 6 13 6 14 6	Yrs. Mths. 13 7 13 1 13 6 13 8

From this Table it appears that the average age of pupils passing in Standard's III., IV., and V. is approximately $13\frac{1}{2}$, $14\frac{1}{2}$, $15\frac{1}{2}$. These very high averages are no doubt partly due to the fact that many pupils in country districts do not commence their school life at five or six years of age, in which case there should be no difficulty in passing Standard I. at seven.

The New Standards. —I am glad to report that, with the rarest exceptions, teachers have readily accepted the new scheme, and done their best loyally to give effect to its requirements, and on the whole the influence of the change has been decidedly beneficial. The prominence given to recitation, composition, and mental arithmetic has had the happy effect, which was to be anticipated, of awakening taste, intelligence and life. As regards recitation it will, however, be as well to mention that I have had on more than one occasion to warn teachers against keeping their pupils all the year round at a set passage containing the minimum number of lines prescribed. Let some one or more passages, if it seems desirable, be learned with special care by every member of a class, but in the selection of other passages the pupils themselves might be allowed some range of choice. So with reading books. It is no doubt very desirable that the half (or whole) book prescribed for the year's work should be known particularly well. But when once this portion has been learned with sufficient exactitude let me counsel teachers to give their pupils plenty of practice in reading of a more desultory kind, where pure enjoyment is the immediate aim. Let there be a minute and scrupulous survey of a very contracted field (for a training in accuracy); but, alternately with this, let the mind be aroused and encouraged to take a cheerful and comprehensive view of the whole visible horizon.

To mental arithmetic more time is being given, and often with encouraging success. It deserves also to be recorded that, outside of infant classes, the practice of using the fingers as counters in performing simple addition has been largely eradicated.

In composition a decided improvement is manifest, and in the higher classes of some of the better Public Schools, where a slovenly style of setting down the work had been too long tolerated, I have been pleased to notice indications of a change for the better.

School Curricula.—In Public Schools of the second class there is need of increased definiteness in the curricula prescribed. The higher subjects professed in these schools are generally Latin, Algebra, and Euclid, but the teaching is too often wanting in breadth and elasticity. In some of these schools I regret to say that the attempt is still made to take pupils in a single year through the entire course laid down for the School Higher Examination. Such excessive hurry is much to be deprecated. The fact that pupils who are the victims of this hurry are sometimes successful in passing the examination is no sufficient justification. The ordinary student who is a candidate for the School Higher Examination should make a beginning in Latin, Algebra, and

Euclid (not to mention English literature) two years before the date of the examina-

tion, if the subject matter is to be properly assimilated.

In the case of First Class Schools I am glad to find that in Latin more attention is, on the whole, being given to unseen translation, and in Euclid to the working of deductions.

Subjects of Instruction (Additional).—The Kindergarten system, even in the modified form which is best suited to our requirements, makes very slow headway. There is but one instance—that of the Kindergarten Department of the Montagu Public School—to which I can point as an example of a thoroughly satisfactory advance made during the present year in both equipment and the character of the work. At the Girls' Public School at Worcester I am glad to add that such a department has at last been formed. At the Girls' Schools in the Upper Paarl and Malmesbury, and at the Public School in Robertson it is to be hoped that the taking of steps in the same direction will not be much longer delayed.

The provision made in the vast majority of schools for the training of infants continues to be sadly inadequate. It is extremely rare to find any attempt made to introduce appropriate games and physical exercises, especially with a musical accompaniment, and where action songs and object lessons form part of the curriculum they receive in general far too little time and attention. Two or three action songs, and two or three object lessons (on the horse, the cow, and the cat) represent too often the work of an entire year. The tedium that must result from so much repetition is inexpressible. In pity for the little ones, to whose systems monotony is indeed nothing less than a poison, the teachers of infant classes should resolve that the annual repertoire shall consist of at least twenty action songs, twenty object lessons, and a dozen physical exercises.

In this connection I would once more urge the advantage of hanging the walls of class-rooms (especially those used by infants) with bright and suitable pictures. As the expense involved in this is inconsiderable, and I have repeatedly drawn attention to the point, I am somewhat disappointed that so little has thus far been done to render the appearance of school-rooms pleasant and attractive. Amongst Third Class Public Schools that at Kleinberg (Malmesbury) deserves honourable mention as an example of what can be done in spite of adverse circumstances by a teacher of taste and refinement towards the humanising of his school through attention to external details.

As regards Handiwork (for Boys) with the one exception of the Boys' Public School at Wellington—in which an excellent example of systematic thoroughness is shown—the condition of my circuit is far from satisfactory. At Blauwvallei, however, it should be mentioned that the work has been placed on an improved basis, and in Worcester, at the Boys' Public School, and at the Institute for the Deaf and Blind, the desirability of systematic instruction in this subject appeared at my last visit to be at length realised.

In Handiwork (for Girls), viz., Sewing, the marked improvement which was initiated last year has been for the most part steadily continued. The teaching of Drawing, on the contrary, exhibits a stationary phase. Possibly the issue of the syllabus in the "Education Manual" has had, in some instances, a temporarily paralyzing effect. But in the long run I expect from its publication (and the careful following of Morris' excellent Manual) the same great improvement as has resulted from the publication of the sewing syllabus.

Teachers' Qualifications.—At the last summer Vacation Course four teachers in charge of schools in this circuit were awarded certificates, and at the Winter Course ten. Of these Holiday Courses I cannot speak too highly, from personal observation of the wholesome stimulus which they have supplied.

Teachers' Salaries.—Considering the miserable inadequacy of the salaries which are paid to many teachers in country schools, and more especially in Mission Schools, I cannot forbear to express the hope that ere long the Education Department will be in a position to contribute towards their salaries with a more liberal hand.

Pupil Teachers.—In Mission Schools very great difficulty is found in securing the services of suitable candidates, and afterwards in preparing them for the Departmental Examinations. For European pupil teachers a training school has at length been set on foot at Wellington, where it is intended to make full provision for a three years' course on the lines laid down for the annual examinations.

I have the honour to be,

Sir,

Your obedient Servant,
Stellenbosch, 31st December, 1895.

E. NO

E. NOAKS.

13. INSPECTOR LE ROUX'S REPORT.

CIRCUIT:—(Calvinia, Ceres, Clanwilliam, Namaqualand, Piquetberg, Sutherland, Tulbagh and Vanrhynsdorp.)

Sir,—It is with a considerable amount of pleasure that I submit my Report for the year 1895. On reviewing my work of the past year, the results, speaking generally, are far more satisfactory than those of 1894. The increase in the numbe, of schools and in the attendance is very encouraging, and becomes the more so if it br remembered that, in no small portion of my circuit, the drought has been very severee culminating in Namaqualand, which was in a state of famine.

Inspection.—The number of schools inspected is 114, representing an aggregate of 4,168 pupils registered, and 3,613 pupils present at inspection. Compared with last year they stand thus:—

1895 1894	Schools Inspected 114 . 99	Pupils Registered. 4,168 3,861	Papils Present. 3,613 3,153
Increase	15	307	460

Table A shows the share which each Division contributed to these aggregates; also the number and class of schools inspected, and the number and class of Teachers employed.

TABLE A.

* '	* 1			Pupins.				Increase on 1894.				Schools.				TEACHERS.		ERS.
Division		red.		Preser	it.	red.	red.						Ī	Increase on 18	uted.	ared.		
			Registered.	Total.	White.	Col'd. Registered. Present.		Present	A.2.	A.2.		P.F. Mission.		Poor. Total.		Certificated.	Uncertificand	Total.
Ceres			567	513	253	260	104	94	2	1	3	1	9	16	5	8	14	22
Tulbagh			798	703	261	442	58	101	1	7	3	4	0	15	4	6	16	22
Piquetberg		17.	756	678	364	314	53	78	2	3	0	5	8	18	2	7	20	27
Clanwilliam			722	627	264	63	179	189	1	5	9	5	2	22	5	5	24	29
*Sutherland			109	99	97	2	-14	-9	0	4	0	0	0	4	-4	3	2	5
Calvinia			330	286	237	49	82	68	1	11	3	1	0	16	4	7	10	17
Vanrhynsdorp			125	116	88	28	-88	-30	1	2	2	1	0	6	0	4	5	9
Namaqualand			761	591	134	457	-67	-31	1	5	0	11	a	17	-1	4	19	23
Total			4168	3613	1698	1915	307	460	9	38	20	28	19	114	15	44	110	154

On comparing these figures with those of last year, I find that

(a) The number of A. 2 Schools remains the same.
(b) ,, A. 3 ,, is increased by 10.
(c) ,, P.F. ,, is diminished by 3.
(d) ,, Mission ,, remains the same.
(e) ,, Poor ,, is increased by 8.

In connection with all these figures I must draw attention to the fact that they deal only with schools that have undergone inspection during the past year. In Namaqualand three schools (two mission schools and one poor school) could not be reached. In Sutherland one A. 3 school had moved into the Karroo, without giving notice, and could not be overtaken, while two others (a Mission and an A. 3 school)

were opened after my visit to that district. If the returns from these schools be included, each of these two districts would show a slight increase instead of a decrease. In Calvinia one Poor School could not be reached. Besides these schools the following have been placed on my list since my visit to the respective districts in which they are, viz. :-

Mission.

So that the total number of schools is 131, viz.:-

Inspected. Not Inspected. Placed on List afterwards. 131

which is an increase of 30 schools.

If the pupils be distributed into the various standards which they passed they stand thus :-

Below Standard. I. II. III. IV. V. VI. VII. Total. 1,748 565 566 418 195 85 31 3.613 48.3 15.6 15.6 11.5 5.3 2.3 .85 ·13 per cent

These figures mean that 91 per cent. of the children are below Standard IV. and only about 9 per cent. in and above Standard IV.

I find further on comparing the progress made in the various Standards that out of 1,550 pupils who were present at two consecutive inspections 912 or 58.8 per cent. advanced a Standard, while 638 or 51.2 made no advance.

Distributed among the different schools they appear thus :-

Public S	chools	Present at last Inspection. 695	Advanced.	No advance. 208	Advance p. c.	
P. F. Poor	,,	91 80	37 43	54	40.	
Mission	"	684	345	37 339	53 50	
	Total	1,550	912	638	59	

On comparing these results with those of 1894, I find that Public, Poor, and Mission Schools have each increased their number of passes, but that in P. F. Schools the number has dropped from 48 per cent. to 40 per cent.

Leaving Standard. - The statistics I have collected give me the following results :-From A. 2 schools there left

From A. 3 schools there left Below Standard. I. II. III. IV. V. VI. VII. Total. 33 16 18 16 17 7 3 0 110 or 30 or 75.4 below Standard IV., and 24.6 in and above Standard IV.

From Mission Schools there left Below Standard. I. II. III. IV. V. VI. VII. Total. 87 64 66 7 19·2 14·1 14·6 1·5 228 per cent. or 83.8 below Standard III., and 16.2 in Standard III. and IV.

Teachers.—The number of certificated teachers in my circuit has increased during the past year. Out of 154, 44 are certificated and 110 uncertificated. Among the latter there are several, however, who are competent, and who are doing good work. In P. F. Schools, and in Poor Schools generally, the teaching is the poorest. It cannot be denied that many P. F. Schools are started mainly for the purpose of preparing the pupils for Confirmation, and as long as parents are satisfied, if not eager, that their cludren should take the shortest cut to the "Aanneming," and some ministers to accept for Confirmation, those who can barely read and write, a class of teachers will continue to be employed who should not be in the profession. It may be argued that the little they accomplish is better than nothing at all. I am willing to concede that much, and,

if it were a question of selecting the means by which the least amount of good might be done, I am prepared to encourage their erection and give them my support. But what we want for our boys and girls besides learning to read and write is to learn to be honest, upright, clean, neat, tidy, thrifty, in short to develop character, and in this respect the lower class of P. F. school utterly fails. Irregularity of attendance, calling away pupils from their books and from the school to do some farm work, disregard by teachers and parents of the regulations of the Education Department, unsuitable, cheerless, dirty school-rooms are some of the features of a good many P. F. schools. What I deplore is that while we look upon the increase in the number of P. F. schools as indicative of the progress of education in the country, the fact yet remains that the number of children who are being educated remains very small. Of course, there are praiseworthy exceptions. There are many farmers who desire a better class of teacher for their children, and who are willing to pay a fair salary, but it is very difficult to supply the demand for the right kind of teacher. I can only repeat what I said in my report of 1893, that, in the hands of a good teacher, there is no reason why a P.F. school should not become thoroughly efficient up to a certain stage, and a valuable auxiliary to the Public School. I look forward to the time when the supply of good teachers for the country schools will be equal to the demand—teachers who possess technical skill and force of character.

SCHOOL BUILDINGS, FURNITURE, &c.

Under this head I can report considerable progress. During the year excellent school premises have been completed at Ceres. The Public School at Tulbagh has been enlarged and considerably improved. Garies now has a good school building with Boarding Department attached, and the Southern portion of Namaqualand is thus provided for. In Clanwilliam a large and commodious building has been erected to serve as a Poor School and Home. If this school gets the support it deserves an Industrial Department may be added, which seems to me very desirable for a district like Clanwilliam. Six new country school-buildings have been erected, to which Piquetberg contributed four. There is still much in the condition of many school premises which is far from perfect, but it is a hopeful sign that Managers have shown themselves more ready to earry out recommendations and suggestions. Of course there are districts whose schools cannot be brought up to the standard of modern requirements-they have become too impoverished through drought.

Furniture.—The American dual desk has been introduced into most of the Public Schools in my circuit, and Managers and Teachers have almost invariably been willing and ready to carry out suggested improvements in the matter of equipment and

sanitary arrangements.

SUBJECTS OF INSTRUCTION.

Reading.—In the mechanical part—the correct utterance of words—I could see more improvement than in the higher qualities of reading, such as emphasis, modulation and general intelligence. I was pleased to see that in many schools the mere substitution of a Dutch word for its English equivalent and vice versa had given way

Recitation.—In almost all the Public Schools a very praiseworthy and successful attempt has been made to make this subject something more than a repeating lesson.

Geography. -Tested according to the requirements of the new Standards, this subject gave poor results. Teachers did not seem to understand what was required, and wanted to know the best book from which to teach geography according to the new Standards. In very few schools did I find a map of the division in which the

Composition.—This is badly taught. Pupils do not learn to think about a subject. Letter-uriting is practised in several schools, but it is always more or less after the I-am-well-and-hope-to-hear-the-same-from-you style, and generally winds up with "I must conclude now, for news are scarce.

Handwriting has had better supervision in most schools, but little use is made of

the blackboard in teaching this subject.
On the whole I should say that most Teachers have done their best to work on the lines indicated by the new Standards with very fair results.

CONCLUDING REMARKS.

School Management.-Managers have, on the whole, shown increased interest in their schools. Where it was shown, and wisely, it has led to an increase in the attendance and to improvement all round. Sutherland, Ceres, Porterville and Tulbagh may be singled out as examples where the attendance in the public schools has markedly increased, and where the Managers have given the Teachers the support they deserve.

School Libraries.—These are as yet found in a very limited number of schools. Teachers of public schools should interest themselves more in this matter. They should do everything in their power to create a taste for reading among their pupils

whom they should provide with suitable literature.

Use and neglect of the Educational Facilities offered.—An attempt to find out how many children of school-going age there are in the towns and villages in my circuit who do not attend the public or any school has led to information which I consider fairly satisfactory. In Tulbagh, $\epsilon.g.$, all the children of school-going age attend the Public School. In Ceres and at Prince Alfred's Hamlet the number not attending is comparatively small. In Porterville the number not attending in and near village) is

about 22, while in Vanrhynsdorp that number amounts to about 40.

It seems to me very desirable that Managers and Teachers should take a census of the village children from time to time, and devise means to bring the Public School within the reach of all who do not attend school. In the country a less satisfactory state of things prevails. A few instances will suffice. In each of the three Poor Schools—Weglooper Heuvel, Brakkuil, and Rooiverloren Vlei, Piquetberg—the attendance has fallen off, so that the grant is in danger of being reduced, and yet at each of those centres there are respectively about 10, 12, and 20 children of schoolgoing age who live within walking distance of the school, but who do not attend. At Veldrift, another Poor School in the same division, 30 more children might attend the school.

The A. 3 school at Kookfontein, Clanwilliam, might become a flourishing school if the parents would only co-operate. Indifference and want of co operation, more than

poverty, keep most country schools empty.

G od Centres for new Schools.—The Biedouw Ward, Clanwilliam, known as the Cedar Mountains, is unprovided for. There are a few Private Schools, but it is very desirable that something more should be done. The farm Driehoek, proprietor J. du Toit, will make a good centre for about 20 children. Groenrivier, in the Bokkeveld, Calvinia, should have a school without delay. Twice have I gone there for the express purpose of starting a school, but "not ready yet" was the response.

If the Poor School at Rietvlei, Piquetberg, could be moved to Pampoen Kraal, about 40 children might attend. A suitable building, however, is wanting. Rozijnendam will make another good centre for about 40 children, but there, too, the building is

wanting.

Conclusion.—As I look back upon the work of the past year I realise that, while much still remains to be accomplished, my Report indicates that educational energy in my circuit has been quickened, and that a general advance has been made in the efficiency and equipment of many schools—a fact which I know must be as gratifying to you, Sir, as it is to me.

I have the honour to be,

Sir,

Your obedient Servant,

B. P. J. LE ROUX.

Sea Point, 30th December, 1895.

14. INSPECTOR THERON'S REPORT.

(Circuit.—Beaufort West, Britstown, Carnarvon, Fraserburg, Kenhardt, Murraysburg, Prieska, Richmond, and Victoria West.)

SIR,-I have the honour to submit my general Report for the year 1895.

Supply of Schools.—The large area which my circuit comprises is still very inadequately supplied with schools, and at the present rate of progress one can hardly expect to see sufficient provision made in this respect for several years to come. In rural areas the great distances separating the homesteads, and the want of boarding accommodation, make it extremely difficult in many cases for farmers to co-operate in starting and maintaining schools. To these must be added the persistent evil which so much retards the progress of education in country districts, namely, the want of desire on the part of many parents to have their children taught anything beyond a very little reading and writing. In spite of these and other obstacles there has been a steady increase in the number of schools. From official statistics it appears that 89 schools sent in returns for the quarter ending September 30th, 1894, and that there were 125 in operation during the corresponding quarter of the present year. This indicates an increase of 40·4 per cent. The new schools that have come on the list are classed as follows:—

A. III		16
P.F. Schools.		40
Mission Schools		2
District Boarding Schools		1
Tot	al	59

Against this must be placed the closing of 23 schools, leaving a net increase of 36, or 40.4 per cent., as above stated.

Enrolment.—The enrolment and attendance have risen 35.7 per cent. and 36.5 per cent. respectively during the year. The following Table shows the increase for each division. The percentages in it refer to the census returns of white children of school age:—

Division.	Percentage at Aided Schools,	Percentage at Aided Schools,
Beaufort West	Sept., 1894. 33.57	Sept., 1895.
Britstown with Richmond	46.94	76.38
Carnaryon with Kenhardt	11.4	20.78
Fraserburg	11.38	23.8
Prieska	41	42.6
Victoria West	37:71	24·34 36·3

These figures show a very fair advance all round, except in the case of Victoria West. (It is necessary to explain here that the large increase of "Britstown with Richmond," which divisions formed one census district, has been in a small measure assisted by the transference of an A. III and a Mission School from Philipstown to Britstown in consequence of an alteration of the boundary line between these two fiscal divisions, which took place during the course of the year).

Results of Inspection.—Of the 128 schools inspected by me during the year, 58 were visited for the first time, so that of the 100 schools, which is the total number inspected in 1894, I found only 70 in operation this year. This, in connection with figures given in the first paragraph of this Report, shows that seven must have closed before September, 1894. The results of inspection are given in the following Table:—

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INSPECTOR	THERON	'S I	EPORT

Name of Division.	No. of Schools Inspected.	No. of Pupils Enrolled.	No. of Pupils Present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII. and Above.
Beaufort West Britstown Carnarvon Fraserburg Kenhardt Murraysburg Richmond Prieska Victoria West	28 17 9 19 3 13 11 7 21	459 381 384 256 49 215 259 128 396	444 357 360 235 49 193 244 119 357	144 173 224 111 35 66 73 56 149	80 51 55 43 4 15 43 23 40	57 43 40 10 51 45 19	56 37 25 21 26 31 12 69	47 18 10 12 17 22 9 33	32 8 3 5 8 19 	7 11 ···3 ···7 7	5 2 3 4 4
Total	123	2,527	2,358	1,031	354	387	277	168	88	35	18

Annual Progress of Pupils.—Leaving out of account those schools that were inspected for the first time this year, I find that 57.6 per cent. of those pupils who had also been present at the previous inspection reached a higher Standard than that passed almost exactly 12 months before. This result includes white and coloured children, but as the rate of advance from standard to standard in coloured Mission Schools is extremely slow—indeed in the few cases where the third standard is reached after many years of irregular attendance there is generally a strong tendency to slip back into a lower one—it is desirable to give these percentages for white and coloured children separately. They are 67 and 27 per cent. respectively. This result of a year's work in the case of Mission Schools points to a state of things the reverse of satisfactory, and the main causes are (1) irregular attendance and (2) inferior teaching. The former can to a very large extent be remedied by the superintendent of the school who is generally the pastor of the coloured congregation. The most promising school of this order in my circuit is the one at Carnarvon, having an enrolment of over 200, and a very fair average attendance. Here the missionary makes it his business to see that all the coloured children who do not take service attend the school with reasonable regularity.

Leaving Standard.—Although the facts and figures collected on this point cannot be taken as indicating with absolute certainty the educational stage at which children leave school, still I believe that approximately correct deductions may be drawn from the subjoined statistics for all schools except those of order B (Mission). Teachers seem to have much difficulty in ascertaining definitely in the case of coloured children leaving, whether or not their school life must be regarded as ended. It is satisfactory to note that from 20 out of 47 Private Farm Schools no children left during the year.

1. Five First Class Schools give the following results:-

B. I. II. III. IV. V. VI. VII. 2 5 15 10 19 9 4

i.e., 50 per cent. left below Standard V. and 50 per cent. left in or above Standard V.

The percentages for 1894 were 55.8 and 44.2 respectively.

2. Five Second Class Schools:—

Left when in Standard

B. I. III. IIII, IV. V. VI.

10 5 5 7 11 7 3

i.e., 77.6 per cent. left below Standard V. and 22.4 per cent. left in or above Standard V.

3. Twelve Third Class Schools :-

B. I. II. III. IV. V. VI. VII.
10 6 5 5 7 3

i.e., 72.3 per cent. left below Standard IV. and 27.7 per cent. left in or above Standard IV.

The percentages for 1894 were 79.6 and 20.4 respectively.

4. Twenty-seven Private Farm Schools:

B. I. II. III. IV. V. VI. VII. 12 10 3 12 8 4

i.e., 75.6 per cent. left below Standard IV. and 24.4 per cent. left in or above Standard IV.

The percentages for 1894 were 87.8 and 12.2 respectively.

5. Five Mission Schools:-

Left when in Standard

II. III. IV. V. VI. VII.

11 3 3

i.e., 96 per cent. left below Standard IV. and 4 per cent. left in Standard IV.

The percentages for 1894 were 93.9 and 6.1 respectively.

School Buildings.—In this matter I can report hardly any progress in the case of Public and Mission Schools. Some needful alterations have been made at Britstown, while at Carnarvon the managers have obtained £1,200 under the new loan scheme, which sum, it is hoped, will with judicious expenditure produce a suitable and commodious building. Farmers are gradually beginning to recognise the importance of proper school accommodation, and although rooms specially built for the purpose are very rare, yet they do exist and their number has slightly increased during the year. I may mention that I found one substantially built of stone, and in a way that reflects credit on its rustic architect, on a farm in a very backward district 200 miles from the nearest railway station.

Furniture.—A supply of excellent dual desks, sufficient to seat 130 children, has been recently imported from America for the Boys' and Girls' Schools at Murraysburg. This is the only substantial improvement that can be mentioned under this head. The blackboard is still absent from a large number of country schools, and very often the one that is provided is utterly useless on account of insufficient size or glossy surface that will not take the chalk. I must, however, say that I have not often found this

most useful article wanting in a school on a second visit.

One of the most serious defects common to every class of school is the entire absence of anything that can make the schoolroom produce a pleasing effect upon children. Although teachers cannot be expected to remove the discomfort caused by seats without backs, insufficient desk accommodation, and extremes of temperature, yet much might be done by them to make the school room assume a more attractive appearance, thereby diminishing the burden that cheerless and repellent quarters impose on pupils attending.

Subjects of Instruction, Reading.—Much of what I said in my last report regarding the incorrect sounding of vowels and the slurring of final consonants still holds good. Ample evidence has, however, been furnished me during the course of the year that it needs only an able and painstaking teacher to drive these faults out of a class or a small school. But in too many instances I found that the teacher's pronunciation was little better than his pupils'. Expressive and intelligent reading is still confined to a very small number of schools.

Arithmetic.—As a rule there is no subject in which weak teaching is so easily detected as in this. I have noticed that wherever the pupils' knowledge did not extend beyond purely mechanical processes in the written work, the mental work had generally been neglected. In looking over my notes I find that in the case of no less than 60 per cent. of the schools inspected during the year it was necessary to report want of attention to mental arithmetic. Notation is often weak in the lower standards, but in schools where there is evidence of careful teaching children have no difficulty in reading and writing numbers as required by the new code.

Writing.—In this subject there is vast room for improvement, both as regards the quality of the teaching and the amount of time and attention bestowed. The inferior blackboard work and badly written notes on lessons brought up by pupil teachers sometimes bear damaging evidence against the sort of instruction received by them in writing. Still on the whole there are not wanting signs of increased attention being paid to the subject, and in the case of several Public Schools I was able to report improvement in penmanship, while in two First Class Schools I found writing systematically taught in all classes.

Dictation.—There are very seldom failures in spelling. It would appear that the reason lies in the fact that such purely rote work does not require superior teaching power.

Grammar is being taught with increasing efficiency by teachers who are themselves proficient in the subject, and who will be persuaded of the utter uselessness of grammatical rules committed to memory. But I regret to say this class of teacher is seldom met with in lower grade schools, where the text book, unaccompanied by intelligent teaching, still reigns supreme.

Geography.—Weakness in Geography of the locality in which the school is situated is generally put down to the want of a map of the division. This excuse does not appear to be valid, as I have in some instances found classes intelligently prepared in the work prescribed for Standard III. without a map. In regard to the work of the higher standards I cannot report more satisfactory results than I did last year. Excepting in a few of the more efficient schools in my circuit descriptive Geography still fails to interest pupils, while physical Geography is very imperfectly understood.

Dutch.—Ample provision is made for the study of Dutch in all First and Second Class Schools, and the language is satisfactorily taught in the large majority of lower grade schools.

Latin.—The study of this language is confined to a few schools, and does not as a rule go beyond the superficial preparation of portions of authors prescribed for the School Higher and Matriculation Examinations. In the case of two schools I found the teaching efficient and the results satisfactory. The reading and translation of easy text passages outside of the prescribed examination work is beginning to receive more attention.

Sewing.—Increasing attention is being given to Needlework in all Girls' and mixed schools in my circuit; but as yet I have seen thoroughly skilful teaching of the subject monly three schools. In these cases I found that the girls took commendable pride in their handiwork. At country schools the sewing is generally done without the slightest attempt at method or system, and the grading of the work according to the Standards is entirely disregarded.

Singing.—Last year I reported that Singing from notes was taught in two First Class Schools; this year only two others can be added to the number. In one Second Class Girls' School with a pupil teachers' class no Singing was taught; consequently this important part of the training of a number of future teachers was totally neglected. I would suggest that in such cases suitable provision for instruction in this subject should be insisted upon.

Teachers' Salaries.—The remuneration of teachers has so much influence on the supply of young men and women willing to enter the service, that some figures bearing on the point may be interesting or useful. The amounts given below indicate average salaries per annum.

Principals. A. I.	Assistants. A. I.	Principals. A. II.	Assistants A. II.	Teachers, A III.	Teachers. P. F.	Teachers. Mission Schools.
£236 + House All wance.	£100 10s.	£160 + House Allowance.	±54 10s.	£55 3s. + Board and Lodging.	£44 11s. 9d. + Board and Lodging.	£46

Taking into account only the First Class Boys' and Mixed Schools the average amount earned by the male principals is £265 per annum with free residence or house allowance. The 31 best paid teachers at farm schools that came under my notice this year have an average salary of £57 12s. 3d. + board and lodging. Inspector Bartmann, in his report for 1894, gives the average salary of Private Farm School teachers in the division of Riversdale as £26 16s. 10½d. with board and lodging. And yet I am sure that this small payment attracts more teachers in the South-western Districts than much higher salaries could command in Carnarvon or Fraserburg for instance, on account presumably of the repugnance shown by teachers to the hardships and discomforts of life on farms situated at great distances from centres of civilization.

I have the honour to be,

Sir.

Your obedient Servant,

G. P. THERON,
Deputy Inspector of Schools.

Cape Town, 7th January, 1896.

15. INSPECTOR WOODROOFFE'S REPORT.

(Circuit: Komgha, Stutterheim, Butterworth, Idutywa, Kentani, Nqamakwe, Tsomo, Willowvale.)

Sir,—I have the honour to submit the following Report upon the work of my circuit for the year 1895.

I. SUPPLY OF SCHOOLS.

Although the Colonial Divisions of my Circuit contain no area of any considerable extent in which a school of some class or other does not exist, it cannot be said that the wants of the school-going population are adequately provided for. How to bring under instruction the European children of the rural districts is the most important question that my work presents for solution. The more prosperous class of farmers are fully alive to the advantages of education, and possess intelligence and energy. Their children are being cared for, but for the children of the poorer class the provision is scanty, and, where a school is within reach of these, parents too frequently neglect to send their children. Perhaps in such cases a little compulsion would prove a wholesome remedy. However, in more than one direction a move is being made towards the opening of an A. III or of a Poor School, and, if teachers can be obtained, there will be less to complain of in next year's Report.

In that portion of the Transkei territories which falls to my inspection the supply of schools affords no cause for anxiety. In proportion as the natives advance in civilization, they will build school-rooms and have their children taught. Whatever progress they make will be slow, but to force education upon them would, in my opinion, bring no benefit either to them or to the country at large.

II. ENROLMENT AND ATTENDANCE.

A decided advance is to be observed under this head if my circuit be taken as a whole.

The number of pupils registered is 9,217, the average attendance being 6,770, as against 8,313 and 6,060 respectively in 1894. Roughly speaking, there is a general increase of ten per cent.

But if examined in detail these figures present some cause for uneasiness. While the schools classed under Order C. have been going forward, those attended by pupils of European extraction have been going back. The enrolment of the latter shows a decrease of ten per cent. Their attendance, however, has only slightly receded—to the extent of a little more than two per cent. The probable reason for this will be touched upon in paragraph IV. of this Report.

The accuracy of the Quarterly Returns has been tested in no inconsiderable number of schools. In a few instances teachers have taken the attendance of the four last weeks of the quarter, and returned that as the average. This has been done by native teachers, who have not yet managed to understand their instructions. But the general trustworthiness of these Returns appears to be undoubted.

III. INSPECTION OF SCHOOLS.

All the schools comprised in my circuit, with one exception, have been inspected during the year. This school was visited, but the teacher and one-third of the scholars were laid up with influenza. It has not been found necessary to employ a casual examiner. In addition to the formal inspection some informal visits have been paid to schools. Twelve of these were surprise visits, the Reports of which were duly sent to the Education Office. Other visits were paid to schools in which at inspection the old Standards had been found in force. Their object was the adoption and explanation where necessary of the new Standards.

IV. Pupils' ATTAINMENTS.

Of the total number of pupils registered 79.53 per cent. were present at inspection. This, as compared with last year's percentage (81.85), shows a slight falling off, which may be attributed to the prevalence of epidemics: measles, whooping-cough, small-pox, &c.

The following Table gives a summary of the Pupils' Standards at Inspection.

	Number of Schools.	Order.	Number of Pupils registered.	Number present at Inspection.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.
	11 20 1	A. P.F. Poor	324 141 20	287 132 15	47 20 5	47 18 10	63 42	60 24	24 20	24 6	11	10	1 1
	1 8 120	В. С.	415 7,020	324 5,541	204 2,564	1,072	55 977	19 600	2 218	41	5		64
Total	160		7,920	6,299	2,840	1,191	1,137	703	264	71	17	10	66

A Table of the percentages of passes is added, together with the increase or decrease resulting from a comparison with those for last year.

Sub-Standard	 	45.09 p	er cent.	+	1.33
Standard I.	 	18.91	,,		.8
Standard II.	 	18.05	"	+	1.32
Standard III.	 	11.16	"		1.37
Standard IV.	 	4.19	22	_	7 12 2 7
Standard V.	 	1.12	"	_	.91
Standard VI.	 	.27	"		1 3 7
Standard VII.		.16	" }	+	.33
Ex-Standard	 	1.05	")	1	.95

From this Table it is evident that no general progress has been made so far as the standard of attainment is concerned. Nor can any such progress take place so long as such an appalling number of pupils have to be classified as below Standard. In the majority of Native Schools the pupils in the Sub-Standard do not receive sufficient attention, and the teachers cannot be considered to be exempt from blame for this untoward state of things. If the European and Native Schools be taken separately, and the results of inspection tabulated, the following percentages are arrived at.

EUROPEAN SCHOOLS.

Sub-Standard I. Standard II. Standard III. Standard IV.		::	16 59 17·28 24·19 19·35 10·14	"	+	·31 7·26 8·82 2·21 ·87
Standard VI. Standard VII. Standard VII. Ex-Standard			6·91 2·77 2·31 ·46	" " " "	+ -	1·57 3·7 ·92
	NATIVE	Sch	ools.			
Sub-Standard Standard I. Standard II.	::		47·2 19·03 17·6	per cent.	+ -+	1·20 ·29 ·78
Standard III. Standard IV. Standard V.	::		10·51 3·76 ·79	,,, ,,		1·29 ·05 ·71
Ex-Standard			1.11	"	+	.36

Now what is the cause of this huge percentage of 47.2 of pupils in the Substandard? That it is due to irregularity of attendance is correct, only partially so. It points also to another conclusion which cannot be evaded, and this is that either there are pupils who cannot or will not learn, or else that there are teachers who cannot

or will not teach. Frequently the same name appears in the Sub-Standard at two, sometimes at three, consecutive inspections. Where this high percentage recurs again and again in the same school, it is hard to believe that the teacher is qualified for his post.

Leaving Standard.—In the schools included under Order A., 35.82 per cent. of the scholars who were present at the inspection of 1894 had left before the inspection of 1895; last year the percentage was 25.98.

The following Table gives the percentages of each standard, together with the increase or decrease on those of last year:—

Sub-Standard	 	15·10 pe	r cent.		4.15
Standard I.	 	17.27	,,	+	4.20
Standard II.		9.32	,,,		7.12
Standard III.	 	24.47	,,		8.03
Standard IV.	 	14.39	,,	-	.77
Standard V.	 	13.67	,,	-	4.13
Standard VI.	 	2.88	,,		6.69
Ex-Standard	 	2.88	,,	+	2.88

With reference to this Table, and also with reference to statements already made in this Report, four points appear worthy of notice, and, indeed, demand serious consideration:

- (1) The pupils who left school recently were not so far advanced as those who left a year ago.
- (2) The percentage of those who left has increased by nearly ten per cent.
- (3) The enrolment and attendance have fallen off, as will be seen by reverting to the second paragraph of this Report.
- (4) The duration of school life is shorter, being on the average 2·12 years as agains t 2·32 in 1894.

What, then, are the facts which account for this retrogression of the schools in Order A., and is it likely to be permanent or is it merely temporary? One general answer has been given to many inquiries made by me—that this falling off is to be attributed to bad seasons. My circuit contains a number of agricultural farmers, who cultivate small holdings, and are dependent upon their crops. For two years the harvest has been scanty, and this year the crops have almost entirely failed. Men who formerly used to bring to market wheat, potatoes, and other produce are now buying meal at a high price, and it is alleged that some families are even reduced to maize as their chief article of food. The stock farmers have also suffered, many of them by losses of stock, all of them by the low price of wool. The consequence is that children have been removed from school, some owing to the inability of the parent to bear the expense, others in order that they might work at home, and thus the cost of hired labour be saved.

And in my opinion a good season will not bring with it a general flow of prosperity. The European population is not growing richer, it is growing poorer. This decadence is not sudden or temporary; it is gradual, and has been going on for year after year; so long as it continues, the schools cannot possibly be expected to flourish.

In the Aborigines' schools, Orders B and C, of the pupils present at inspection in 1894, 23:15 per cent. had left before the inspection of 1895, causing an increase of exactly 1 per cent. The following Table gives a comparison of their leaving Standards:—

Sub-Standard	 44·36 per	cent.	_	4.18
Standard I.	 16 12		_	~ .
Standard II.	 17.06	,,	+	1.68
Standard III.	 17.82	,,	+	3.54
Standard IV.	 4.64		_	.38

1

This shows that some improvement has taken place; a decrease may be observed in the numbers of those who left without passing any Standard; and the increase in the number of those who passed Standard III. is a hopeful sign.

INSPECTOR WOODROOFFE'S REPORT.

V. Annual Progress of Pupils.

Under this head it is obviously impossible to include those schools which were inspected for the first time; a few others have been omitted, because the record of the preceding year's inspection was not forthcoming. The results of the inspections of 135 schools are as follows:-

Number of pupils present, 1894 and 1895	4.0	3,198
Of these the number that passed Higher		1,435
The number that passed the Same Standard		1,696
The number that passed Lower		67

Those who passed in a lower Standard belonged without exception to schools in Orders B and C. A comparison with the results of last year's inspection shows a decline of 4 per cent. in the number of those who passed a higher Standard in European schools, and in native schools failures in the Standards occurred either because no copy books were shown, or because copy books had been procured a day or two before the Inspector's visit, and contained only some hastily written lines.

VI. SCHOOL CURRICULA.

Elementary School Standards.—The new Standards have been adopted in ninetenths of the European schools. But in a similar proportion of the native schools the teachers have clung tenaciously to the old Standards, understanding that for this year the choice was allowed them. A good deal of discussion on the subject of the new Standards has taken place, and some teachers have in consequence magnified the alterations that have been made, and have imagined difficulties where none existed.

VII. SCHOOL BUILDINGS, FURNITURE, &c.

In School Buildings a steady improvement is to be noted. At Butterworth and Blythswood (Girls' School) excellent buildings have been erected. In the Transkei a gradual change for the better may be observed.

Furniture.—This is far from satisfactory. The construction of the furniture is not sufficiently considered. Managers of schools ought to see that desks and forms are mutually suited, and that both are adapted to the stature of the pupils. And the furniture is not always arranged to the best advantage. Even such a plain rule as this, that in writing the light should come from the left is frequently neglected. Defective light causes defective sight. Ill adapted seats and desks cause weakness or curvature of the spine. These two truths should not be ignored.

VIII. SUBJECTS OF INSTRUCTION.

Reading and Recitation .- Reading appears to me to have improved. Two faults however still force themselves upon one's notice—want of clearness in pronunciation, and a tendency to lay stress upon the wrong words. We seem to be developing two distinct South African methods of pronouncing the English language, an Eastern and a Western; neither is genuinely correct.

The repetition required under the new Standards was said with scarcely a mistake in all schools in which they are being carried out. The pupils have evidently taken to

Writing.—The multiplicity of copy books used is an obstacle to improvement. The same pupil writes first in one style and then in another. One kind of book, and one only, should be adopted in a school.

Arithmetic.—Mental Arithmetic is receiving more attention, and answers to my questions have been given more freely than in former years.

In written arithmetic there is still room for improvement in clearness and orderly

Latin and Greek.—Very little indeed of either language is taught in my circuit. English Grammar.—The parsing is as a rule accurate; the analysis not so good.

Singing .- In only two European schools is this subject taught carefully and thoroughly. At Bolo (A. 2) the staff notation is taught successfully both in the theory and in the practice of singing, and the pupils learn also to sing on the Tonic Sol-fa system.

In the native schools the pupils sing from the black board tunes written in the Tonic Sol-fa Notation, but no instruction is given in theory. The teachers seem unable to understand that until this is done, singing cannot be said to be properly taught.

Drawing .- This subject is omitted in so many schools, that there is nothing to

Girls' Handiwork.—Needlework.—The new Standards are already exercising a beneficial influence. First, the teaching is becoming systematic. Plain work has been too often neglected, fancy work taking its place. Secondly, in many schools needlework has been almost optional with the girls. Teachers will now understand that every girl must learn sewing, which ranks now as a regular Standard subject.

Boys' Handiwork.—Unfortunately there is none at present in any school within

my circuit.

IX. TEACHERS.

Qualifications.—Some teachers are barely qualified to teach as far as Standard IV. Others again, in Private Farm Schools, are so efficient, that it is a pity that their energies should be confined to so small a number of pupils. On the whole it is much to be desired that the qualifications of teachers were somewhat higher than they are.

The Vacation Lectures are helping in this direction, and further benefit may be

expected from them.

Supply.—As a rule there are applicants for every vacant school; here and there in some isolated locality it is not easy to obtain a teacher, but this is exceptional. How far these applicants are qualified to teach is a question which too often meets with no satisfactory answer. In the lower grade of schools there are far too many applicants

and teachers, who take to school work simply for lack of other occupation.

Training Institutions for Aborigines.—Three of these are situated in my circuit. In them every effort is being made to carry out faithfully the new regulations. Considering that a foreign language has to be learned by the pupils who are being prepared for examination, it is evident that no slight labour is requisite both on their part and

on the part of the teachers.

In one of these institutions a third European teacher is needed. All of them have their practising school. With regard to the first year's pupil teachers it may be found perhaps advisable to keep back from examination candidates who are sure to fail. There will always be some candidates who do pretty well up to a certain point, their progress then becomes indefinitely slow. The language is a difficulty. They might be allowed another year in which to overcome it. If then they are hopeless, let them turn their attention to something else.

X. LOCAL CONTRIBUTIONS.

In the four magistracies of Fingoland and the Idutywa a rate is now levied, of which a portion is available for educational purposes. This rate is administered by a Council which has already made grants to all the Government aided schools, and to a few others. These grants are not in every case satisfactory, and the whole matter has been referred to yourself by me as inspector of those territories. As the Education Department fixes in all cases the amount of local contributions, there seems to be no reason why this should be an exception. It is however my duty to protest against the issue of any school grant unless the school be one that is in receipt of Government aid. This has been done; but if it is continued, mischief will follow. Unnecessary schools will be opened, teachers who have been rejected by the Inspector for unfitness or misconduct will be creeping into these schools, and public money will be misapplied.

> I have the honour to be, Sir, Your obedient Servant, HENRY R. WOODROOFFE, Deputy Inspector of Schools.

Grahamstown, 20th December, 1895.

ANNEXURE IL

REPORTS

OF THE

EDUCATIONAL SURVEY OFFICERS

TO THE STATE OF TH

SUPERINTENDENT-GENERAL OF EDUCATION.

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MOULED TO THE FROM THE CONTROL OF

1.—REPORT ON THE DIVISION OF PRIESKA.

Sir,-In accordance with your letter of the 12th January, 1895, directing me to make an educational survey of the division of Prieska on the same lines as those made by Inspector Murray of the Jansenville district in 1893, I beg to submit the following report as the result of my enquiries. Among other things I was to ascertain :-

I. (a) The number of children of school-going age;

at school; "

,, not at school but of school-going age; (d) The amount and nature of school accommodation already provided.

II. (a) Particular localities in which schools are required;

Kind of school suitable for each locality;

Number of children who ought to attend each proposed school;

Number that would probably attend;

Local provision that could in each case be relied upon for school accommodation, and for salary of teacher;

(f) Government grant required in each case.

III. Any special causes interfering with due provision for education, &c., &c.

The report had likewise to be accompanied with a Map of the Division, showing the actual state of affairs and the proposed remedies.

School Attendance .-- The following are the facts under the headings I. (a), (b),

Number of children of school-going	g age	 952
,, these attending public s	schools	 66
	schools	 128
,, being to	aught at home	 257
" children being taught in	n any way	 451
" not under instr	ruction	 501

It appears from the above that 52.6 per cent. of the children of school-going age are not receiving instruction, and that only 6.9 per cent. are attending the public schools. The greater part of the children attending private schools and of those taught at home, forming about 13 4 and 27 per cent. respectively of the number of children of school-going age, as a rule read imperfectly, write indifferently, and with regard to arithmetic no pretence whatever is made of teaching that subject except in the case of one or two private schools; so we may say that about 93 per cent. of those of school-going age are not being educated in the true sense of the word.

Poverty.—The children with regard to their ability to pay school fees may be separated as follows :-

Number	of obildness of all . 1		
Mumber	of children of school-going age	 	952
,,	these able to pay full fees	 	629
"	the latter attending school	 	154
,,	children unable to pay full fees	 	323
,,	the latter attending school		40

The above figures show that, whilst 66 per cent. of the children are able to pay for their education, 17.2 per cent. are actually attending school. This heavy percentage of children, viz., 48.8 per cent., not attending school though able to pay for their education, is in some measure due to the division being comparatively a new one, having been practically settled and opened up during the last eight years, to scattered families, who lead a pastoral life, and not to be attributed wholly to apathy, or an insufficient sense of the need of education on the part of the people.

The 629 children of school-going age who are able to pay full fees are representative of 241 families, while the 323 unable to pay full fees are representative of 88 families. As a rule, I have found that the poorer classes have larger families, and from enquiries, as to their present and former state as well as that of the young men of the same class with growing families, I must conclude that their future prospect is by no means a hopeful one.

[G. 2—'96.]

Existing Schools.—The next matter for consideration is the character of the existing schools, and the amount of support given to them locally and by the Government. The facts are given in the following table, where under the head "Accommodation" the letter B denotes that the floor is boarded, and the letter C that it is of clay; and under the head "Local Provision" B. and L. denotes Board and Lodging:—

Centre.	Class.	$\Lambda { m ceommod}$ ation,	No. at School.	Add. No. within reach.	Local Provision.	Govt. Grant.
1. Prieska	,,	B; $50 \times 20 \times 10$ ft. C; $16 \times 12 \times 8$ B; $14 \times 12 \times 9$	39 11 6	89 16 8	£89 10 0 670 & B. & L. £60 & B. & L.	£67 10 £30 £12
Total			56	113		£109 10

The small number of schools in the above table is noteworthy as showing the great dearth of state-aided schools at work in the division. I may mention that at the beginning of the quarter there were only two state-aided schools at work in the division, one of which has since been closed owing to the death of the teacher; and that two others were opened during the quarter.

Proposed Schools.—The number of schools already in operation is not one-twelfth of the number it should be. I have decided, after due consideration and careful enquiry, upon 44 additional centres where schools ought to be established, taking note of the class of school likely to suit the circumstances of the people in the neighbourhood of each centre, the accommodation available, the number of children who ought to attend, the Government grant necessary, and the local contribution which it seemed possible to raise. The small number of poor schools is chiefly due to the nature of the country, such as scarcity of water or pasturage, uncertain rainfall, and the occasional destruction in parts of pasturage, which prevents any number of the poorer classesmostly trek-boers—from living together for any length of time at any one centre. The want of accommodation, so very apparent at the proposed centres in the following table, is not such a serious matter as one would at first be inclined to imagine. "Where there is a will there is a way," and any landed proprietor, who is anxious to have a school on his farm is able to have a room built at no great expense, and need not resort to a tent which to him is now well-nigh a thing of the past. The total annual Government expenditure for schools in the division at present amounts to £109 10s. 0d., and should without difficulty be increased to £1,039 10s. 1d., to keep the 44 additional schools in operation. I am afraid that it will be some time before schools are established at some of the centres, where a great and immediate want for the same prevails, due to want of accommodation, especially in the case of lease-farms, and the old-rooted idea, amounting to prejudice, that education, notwithstanding all arguments and proofs to the contrary, is unnecessary. May such prejudices, with the development of the resources of the division, and by intercourse with men of enlightened ideas, soon be removed, the sooner the better; for parents, thus unwillingly and culpably blind to the interests of their children, are doing their offspring the greatest injury in their power, the bitter fruits of which the latter will live to realise.

PROPOSED SCHOOLS.

CENTRE.	Class.	Accommodation.	Number in Vicinity.	Approximate Attendance.	Local Provision.	Govt. Grant.
			0.0	1.0	D 18 050	£
	A. III.	None at present.	30 23	16 15	Board & £50 £53	35 37 1
2 Prieska's Poort 3 Enkel Wilgeboom Dam	22	"	25	17	,, £57	48
4 Roode Draai	"	,))	19	12	Board & £50	30
5 Karreboom Put	11	B; $18 \times 15 \times 10$ ft.	14	10	,, £60	30
6 Kalkgat	"	None at present.	21	17	,, £42	30
7 Geluk Pan	17	,,	16	10	,, £40	30
8 Brakbosch Poort	12	,,	13	10	,, £46	30
9 Greeff's Puts	,,	11	15	12	,, £30	30
0 Kameel Puts	32	C; $12 \times 10 \times 8$ ft.	30	15	£42	30
1 Uitspanberg	,,	C; $18 \times 9 \times 8$ ft.	16	11	Board & £30	30
2 Groot Kalkfontein	,,	None as yet.	17	10	,, £36	30
3 Roode Dam	,,	None at present.	20	12	,, £40	30
4 Zoutspan	Extra				272	
	aided	"	13	10	,, £12	30
5 Schalk Puts	,,	7.7	15	12	" £18	30
6 Nauga	_ ,,	,,	27	12	,, £18	30
7 Potdans	Poor	,,	15	12	£18	48
8 Prieska (Village)	13	,,	62	50	£24	48
9 Geelbosch Pan	22	,,,	14	12	Board	48
O Zoutput	D 77	,,	20	16	£15	48
1 Bosjesman's Pan	P. F.	33	15	9	Board & £40	18
2 Drie Hoeks Pan	> >	"	18 22	9 5	,, £15	27
3 Zwemkuil	22	1.7	13	7	,, £30 ,, £20	$\frac{10}{20}$
4 Mooi Draai 5 Klein Modderfontein	2.7	,,	9	9	640	14
6 Blaauw Puts	3.5	,,	8	8	630	16
7 Groot Doren Pan	,,	C; $12 \times 10 \times 8$ ft.	15	8	010	16
8 Keuken Draai	"	None at present.	12	6	626	12
9 Karree Leegte	"	C; $18 \times 12 \times 9$ ft.	10	6	630	12
Holsloot	"	None at present.	9	8	£19	16
1 Diepfontein	22		5	5	620	10
Wildebeest Pan	,,	11	10	5	£18	10
Blaauwbosch Dam	7.7	,,	12	6	620	10
Viegeland's Put	"	**	14	7	,, £25	14
Alicedale	"	,,	11	8	,, £17	16
6 Nels Poortje	,,	C; 18 × 12 × 10 ft.	10	6	,, £30	12
Bosjesman's Berg	1,1	None at present.	9	9	,, £30	18
8 Kraanvogel Pan	,,	,,	7	7	,, £30	14
Blinkfontein	,,	C; $20 \times 18 \times 9$ ft.	8	6	,, £15	12
Klein Kalkfontein	19	C; $14 \times 10 \times 10$ ft.	5	5	,, £12	10
l Omdrasi's Vlei	,,	C; $15 \times 12 \times 9$ ft.	9	6	,, £18	12
2 Doornbergsfontein	,,,	None at present.	14	8	,, £24	16
3 Lovedale	2,	11	15	6	,, £30	12
4 Keikams Poort	**	,,	6	5	,, £15	10
Total	7		698	453	£1,	,039 1

PRIESKA.

The accompanying map of the division shows the present supply of schools, as well as the number necessary to place Prieska on a fairly sound educational footing. Existing schools are indicated by a triangular symbol, with a number placed inside to show the attendance, while a similar circular symbol is used for the schools herein proposed.

Causes of Educational Destitution.—The causes of the unsatisfactory educational condition of this division are similar, with hardly any exception, to those assigned by Inspector Murray, in his report on the educational condition of the Jansenville division, which in the main, in my opinion, hold good for almost every district in the Colony.

1. Causes affecting all classes.

Insufficient sense of the need of education.

Apathy.

Scarcity of teachers. (d) Tenant farmers.

Scattered families. (f) Lack of accommodation,

 Causes affecting a large proportion of the landed proprietors.
 (a) Initial outlay required for securing farms and settling on the same. (b) The sums still due to Government on these farms and for which interest

is paid. 3. Causes affecting the lower classes.

(a) Poverty.

(b) System of "trekking."

(a) From what I have been able to observe and learn in traversing the district, the insufficient sense of the need of education in the division is not so general as one would conclude, judging from the small number of schools in existence. There is reason to believe that many of the farmers—landed proprietors—intelligent men from the midland, south-western, and other districts of the Colony, some of them as intelligent and abreast of the times as any of their class in the Colony, and not a few of the better class of "trek-boer," who as a rule endeavour to move about as little as possible, sometimes sojourning in one place for two or three years, are beginning to realise that education is a profitable investment. On the other hand there is no denying the fact that the greater proportion of the parents here, as in many other divisions of the Colony, desire nothing for their children, except to have them prepared for confirmation.

(b) The case of apathy is more marked among the older class of settlers, who in

some cases are men of means, having made and saved the little they possess in the early days when they had the full run of the country, and who now unfortunately underrate education. Men such as these are authorities in the estimation of their less well-to-do countrymen, and their influence, opinion, and example tend in no small measure to hamper and retard the cause of education. The time is not far distant, however, that the facts, that the good old days have passed away, that farms, whose resources are being developed, and as a consequence are rising in value, and are being divided and sub-divided, and that the most lucrative posts in the country—the heritage of their children—are being filled up by strangers, that these facts will dawn on their minds and enable them to realise that the word education is not the empty meaningless

word they have hitherto considered it.

I have found that great ignorance of the conditions on which Government aid is given exists, which materially increases the difficulty of arranging for a school; and that with many, there is a serious objection to State aid, on the grounds that suitable accommodation is necessary—which they say they are unable to afford—that religious instruction is excluded from such a school, and that the requirements of the Standards —Geography in particular—are to them in many cases useless. I have found as a result, that in two or three instances, a teacher of a very inferior stamp had been engaged at a salary of say £72 per annum and board and lodging. It is unnecessary to add that they were considerably enlightened on the advantages of being in receipt of State aid, finding that, with the aid of the Government grant, they might have had a more efficient teacher at half the cost, that religious instruction was allowed in school, and that what they considered unnecessary in Geography was indispensable to every child in the Colony, however short his school life may be.

(c) The searcity of teachers is a serious and wide-spread difficulty at the best of times, more particularly in this division, about which, in nine cases out of ten, a wrong opinion has been formed, and, I may add, undeservedly, owing to the distance and ignorance of the condition of the country. The farmers here—of course there are exceptions-will compare most favourably with those who have been brought up in more civilised parts, both with regard to intelligence and living, while life here for a teacher would be no worse than in any midland district. As a rule, a journey by cart of three or four days from the nearest railway station, will enable one to reach the most distant parts of the division, the homesteads are not so far apart as most imagine, nor do the

plains, though extensive, present the characteristics of a desert. I can vouch for this statement, having visited almost every farm in the division during the hottest season of the year. Comfortable and substantial houses—true in many cases not too spacious are being built, and life here for a teacher would, at all events, be as pleasant and as comfortable at most of the places able to afford a school as that on the farms in the

neighbouring divisions, south and east.

(d) At several of the centres fixed upon, farms are leased by the better class of "trek-boers,"-by which we understand a farmer living in a tent or waggon and moving about the country with his sheep and cattle, the length of stay in any place being dependent on the supply of water and pasture—from private parties, sometimes for a period of four or five years, and who, though able to afford a school, are unwilling to provide suitable accommodation on the ground that no compensation is allowed on the expiration of the lease. This is a serious difficulty, but fortunately such centres are few; I may add, that all the Government land in the division, with the exception of two or three farms, has been bought outright, though in many instances large sams are still due on them. In the event of Government aid being extended to schools on leasefarms, such as the above, there apparently seems no alternative but to bring a large well-ventilated tent into requisition, the school hours in summer in such cases being from 7 to 10 in the morning, and from 3 to 5 in the afternoon. It will be a matter of some difficulty to secure a teacher worthy of the name for such schools, which fortun-

ately are rare at the centres fixed upon. (e) This cause at present is not so serious a matter as one would naturally be led to expect in a division so exclusively pastoral as Prieska. In looking over the list of families with children of a school-going age, I find that two-thirds of them own no landed property, and that half of these-one-third of the total number of familieslead a more quiet settled life as tenants, free-tenants, overseers, care-takers, knechts, and shepherds. The other third consisting of "trek-boers," in the true sense of the word, who lead a most restless life, in many cases unnecessarily, are obliged during the dry season to take refuge at the stronger and more permanent water-supplies of some homestead, where at least two or three, or even more, families are located, and which farm, if provided with a school, would place many of their children within the reach of education. A good supply of schools throughout the district, at the present time, is more likely to meet the wants, not only of proprietors and their retainers, but in a certain measure those of the more restless nomad. This however will not always continue to be the case, for with the development of the district, as soon as new and

permanent supplies of water are provided, the chances are that the people will be more scattered and probably leave the farm, in the event of its being portioned out and enclosed for cattle, sheep, and ostrich runs, the proprietor then being able to utilize every part of his farm, which at present he is unable to do.

(f) It is quite natural that one should expect to find a great want of accommodation in a new district; in most cases, however, there will be accommodation for the teacher at the centres fixed upon, and there should be no difficulty on the part of the proprietor in providing a school-room as well. In the case of lease-farms, large tents, as I suggested above, might be utilized. Whenever the erection of a school has been discussed, I have been careful to emphasize the necessity of a well lighted, ventilated, lofty, cool room, with boarded floor if possible, and a floor space of at least ten square

feet for each child.

II. Causes affecting a Large Proportion of the Landed Proprietors.

The preliminary outlay, necessary in securing farms and settling on the same has in many, I may say most, instances been very great, Prieska being a new district, having practically been settled during the last eight years, and many parts more recently. Hundreds of pounds are often ineffectually spent, before a sufficient supply of water is obtained, and invariably a pause follows before the house is built. Large sums, which many are endeavouring to pay off, are still due on Government land—the rate of interest on these sums being 4 per cent.—so that, under the circumstances, we have not far to go for a cause—in my opinion, a serious one, which will not be removed for a while to come, and which has hitherto seriously affected the educational condition of the district.

III. Causes affecting the Lower Classes.

(a) Proverty, in the true sense of the word, can hardly be said to exist in the division, except in the case of 15 or 20 families, and moreover would not be the great drawback that it is to education, were it not so intimately associated with the system of "trekking," which, in many cases, also affects the better

PRIESKA.

be induced to lead a less roving life, which in very many cases would be no difficult

matter, he would have everything to gain.

Several of the trek-boers, after years of wandering, finding their stock of cattle and sheep so reduced as to be inadequate to the support of their families, have taken refuge in the village and obtain a livelihood as carriers and men of all work, whilst others again have become shepherds,—such cases however being rare a very profitable occupation in these parts, when the shepherd is energetic and economical, and the proprietor a man of means. I see no reason why a father, with one or two grown-up sons, all able-bodied men, in a district such as Prieska, with five or six children, and owning a couple of hundred sheep, should not pay full fees for a school at their door.

Remedies.—I fully endorse the remedies proposed by Inspector Murray in order to bring about a better state in the educational condition of Jansenville which are as

follows :-

(a) Personal intercourse with the people.

Increased pay for teachers.

(c) Organization.

(d) Compulsory education. (e) Industrial education.

(a) The parish minister in the country districts is a powerful lever in taking up the cause of education, and where inspectors of schools and educational survey officers are able to work together with such gentlemen, much good will undoubtedly follow. In my opinion, the educational survey of a district—apart from the matter of the report and its particulars—whereby the survey officer is brought into immediate contact with almost every family, is a power for good. Apparent difficulties are explained, prejudices in a great measure removed, and people's minds are set a-thinking about education, which perhaps would not otherwise have been the case. I had much pleasure, in company with two clergymen of the Dutch Church, in addressing a meeting of farmers and others, kindly convened by the clergyman of Prieska on the occasion of the quarterly Nachtmaal, and explaining the object Government had in making these educational surveys, besides other matters in connection with education.

(b) Under the local head of increased pay for teachers, I beg to suggest that the Boarding grant, or in the event of that being impossible, the Government grant to an A. III. school in distant rural districts be increased, in the event of a properly conducted boarding establishment being placed under a married man. Such a school is of great importance at remote and out of the way places, where the social surroundings leave much room for improvement, let alone the probability of the teacher's wife being able to give instruction in music, singing, or sewing. Great expense invariably attends the removal of a teacher and his family to places far removed from the line of rail—not to mention the holiday trip; besides the necessaries of life are not so cheap as in those places that are comparatively speaking under the shadow of Table

Mountain.

(c) (d) In the event of education being made compulsory—a most desirable step — I am of opinion that there are sufficient men of intelligence and public spirit to act on the School Boards, and I am decidedly in favour of the appointment of a Board for each Field-cornetcy, the members of which would be more likely to be acquainted with the circumstances of each family. In some parts of the division my visit and my taking down the ages and names of the children were looked upon with distrust and suspicion, more particularly as many were smarting under the anticipation of the Seab Act being brought into force; and, no doubt, many were of opinion that Compulsory Education was already in force, at all events, not far off. The opinion of one irate individual was that children regardless of colour would be collected and driven up in batches by mounted police to the schools, and taught together. However, after explaining the nature and object of Compulsory Education, and the lines on which it would probably be carried out, when brought into force, and showing them that there was great necessity for it, not only in other divisions, but even in their immediate neighbourhood, I invariably found that all serious objections were

Industrial Education.—On every possible occasion I have placed before the people, more particularly those of the poorer classes, the future prospect of their children more particularly that of their sons. The chances of learning a trade, or some branch of agricultural farming, in these parts are remote, besides, parents cannot be persuaded to send their children any distance to learn a trade. In the event of another Industrial School being required, about which there can be no doubt, I should suggest that the establishment of such a school on the Orange River is well

worth the consideration of the powers that be. That young men should sink into a class of unskilled labourers is a most serious matter, but to grow up in ignorance, idleness, degradation, and unaccustomed to work, is a matter that requires the attention of the Legislation. We cannot expect that an active, industrious life will follow, when the season of youth is spent in idleness. The idea of their children learning a trade, or some branch of agriculture, is not distasteful to the parents, but, in very few cases, will they be persuaded to send their children from home for that purpose. To remove this difficulty, and at the same time to benefit the neighbouring divisions, I have made the above suggestion, reserving my remarks on the same for

the postscript at the end of my Report.

Coloured Children.—It was impossible for me to take a house-to-house census of the number of coloured children in the division. By careful enquiry, however, from proprietors and tenants of farms, and where possible by personal visits to their homes, ascertained the number to be 809, which I consider somewhat below the mark, excluding as it does the children of many families, who with sufficient means such as sheep and cattle for a livelihood, are moving from farm to farm apparently in search of work. It is needless to state that in such a division as Prieska, which is exclusively pastoral and where the population is so scattered, few centres could be fixed upon for coloured schools. It is a matter of some regret to state that not a single Mission School for the coloured people exists in the division. The Dutch Reformed Church authorities at Prieska have, in a certain measure, undertaken to provide for the spiritual wants of the coloured people in that village, and I trust they will see their way clear to open a school at no distant date. It would be a very simple matter to do so, as the coloured people are most anxious for a school, and willing to contribute towards the support of a teacher—which they are able to do, all earning good wages, besides possessing in many cases some kind of stock. They have the accommodation —a commodious substantial building with little or no debt, specially built for their convenience, in which Divine Services and Sunday School are held. The preliminary outlay for the few desks would not be much, and the amount required to make up the full local contribution trifling. An energetic conscientious teacher in such a school would do much towards counteracting the demoralizing influence of drink which I have reason to believe prevails in no small measure in the place.

Practically we may say that all the coloured children of school-going age are

neglected, four only out of the 809 being eared for in any way.

The figures are :-Number of children of school-going age 809;

Centre.	Class.	Accommodation.	No. in Vicinity.	Approximate Attendance.	Local Provision.	Govt. Grant,
Prieska Village Westerberg Draghoender Schalk Puts	B. B. B. B.	C; 60 × 25 × 10 ft. None at present. None at present. None at present.	55 120 22 27	49 80 15 15	£20 0 0 7 10 0	£15 £15 £15 £15

I have added a few remarks in a postscript on matters connected with the educational condition of the division which may prove useful and interesting.

> I have the honour to be, Sir, Your obedient Servant, W. J. HUGH WILSON. Educational Survey Officer.

Postscript.

Adult Poor .- In the body of my Report, under causes affecting the lower classes, I have mentioned the almost entire absence of poverty in the true sense of the word, except in the case of 15 or 20 families. I have also stated that two-thirds of the parents of children of school-going age are "trek boers," who own no fixed property, and elsewhere, that these have by no means a hopeful and bright future, particularly when the price of landed property is rising, and farms, which are divided and sub-

divided, will in course of time be exclusively utilized for the advantage and profit of the proprietors—a course of events uniting and tending towards driving the "trekboer" to other parts, besides throwing many of the more settled families out of employment. And here, I wish to draw attention to the precarious livelihood of the poorer class, who would, in the event of an unusually severe drought, or malignant form of disease amongst sheep, such as visited the Hope Town division of late, be plunged into extreme poverty, the case of these being worse than that of the poor whites in other divisions, Prieska having no agricultural pursuits whatever, due to the scarcity of water, which they might fall back upon. I have also stated that the sons of the poorer class-besides those of the same class in the neighbouring divisions-who as a rule are just able to make ends meet, are growing up in ignorance and idleness. which, in course of time, cannot but swell the ranks of the poor whites and increase the strain on the exchequer; and that it is of the greatest importance that these youths should be brought up to some trade or branch of farming, or at all events, to some steady, consecutive, manual labour, even though mechanical, and which should be placed within reach. Under these circumstances, I beg to suggest the establishment of an Industrial School on one of the Government farms on the Orange River in this division, where hundreds, I may say thousands, of acres of the richest soil may be placed under cultivation. The irrigation works will no doubt cost something; private enterprise on other farms in the neighbourhood has done, and is doing much towards utilizing the water from the river, but the plan is feasible, and I believe under the consideration of Government. Besides an Industrial School, these farms, under proper management and superintendence, will give employment, compulsory if necessary, to the young men above mentioned, who might be taught some branch of agricultural farming, and to numerous families of indigent whites. Schools might be opened at certain centres, and hundreds of children placed within reach of education Moreover, in the event of anything happening to the poorer classes, these farms may prove more than a temporary asylum, where employment and food might be provided. The above suggestion may seem chimerical, but in one or other way it may be practicable, and is worth consideration, more particularly when these farms may be made self-

Drink.—The division of Prieska may consider itself fortunate in having only three licensed houses in the country. I hold that the poorer class of white and coloured people have nothing to gain by these places, and would be infinitely better off without

thom

Shepherds.—The services of good energetic men as shepherds, who would attend to the interest of their employers, are in great request, and good wages are paid. Many a white man, who is now eking out a miserable existence, would do well as a shepherd, were it not for his mistaken notions of pride. Many a coloured man with a family, after herding sheep for 8 or 10 years, has managed to save and collect 400 or 500 sheep, besides cattle and horses, in fact, to save sufficient to be independent, and to consider himself on a par with the bulk of the poorer class of whites.

Wherever possible, I crossed the Orange River into Griqualand to visit small

groups of farmers on the opposite banks.

A third class School for 18 white children, and a Mission School for a colony of Bastards who have the accommodation, might be opened at Kalkfontein opposite Zwemkuil.

Also a third class School at Boechoe Berg, opposite the farm Louis Draai, with 18 children, and Poor Schools at Wyngaard's Stop and the Asbestos Mines respectively,

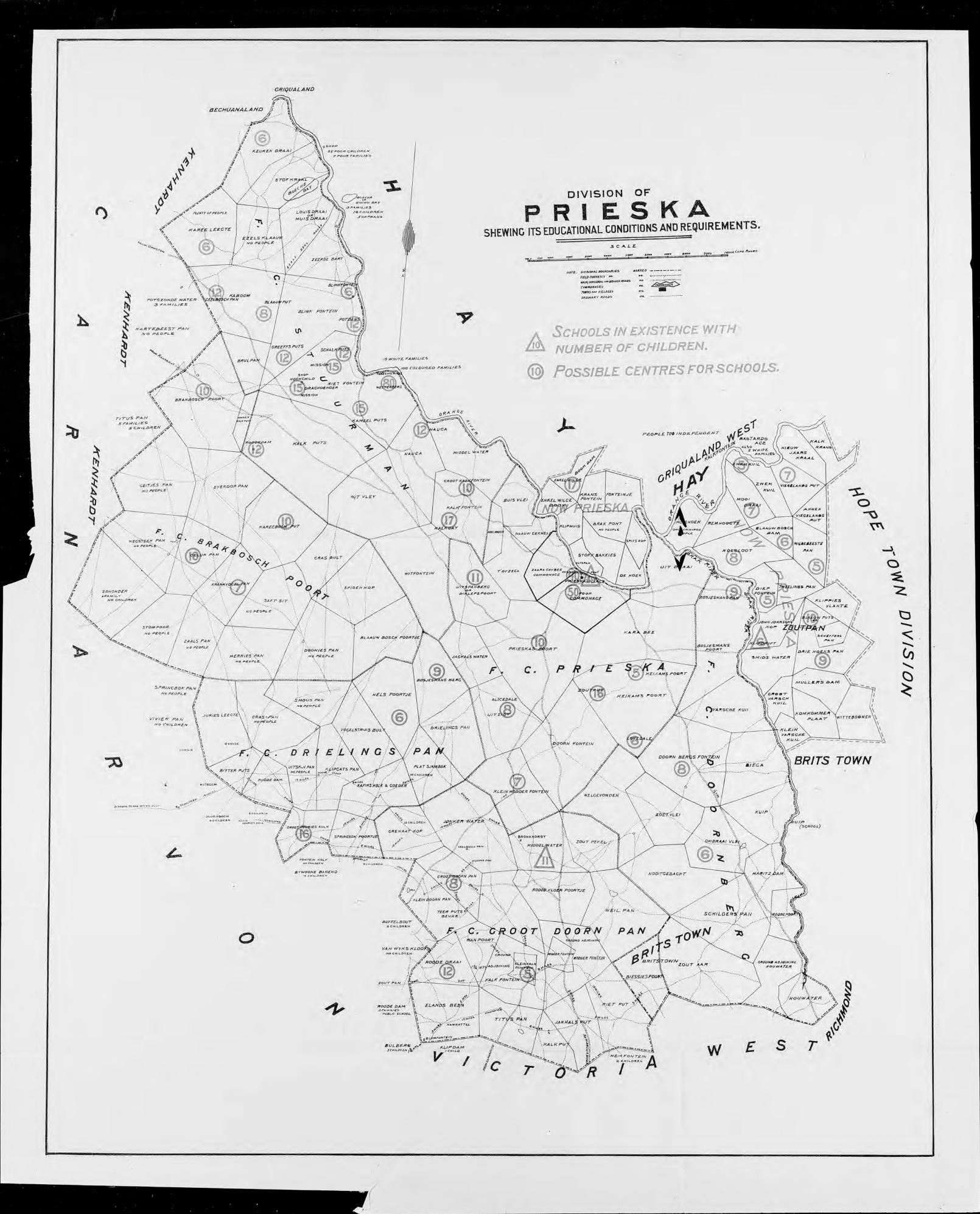
opposite the farm Stofkraal and the Westerberg Mine.

The Asbestos Mines at Westerberg, the property of the Cape Asbestos Company, 30 miles north-west of Prieska, give employment to 80 coloured and a few white families, the latter being cheaply engaged in conveying the mineral to the nearest railway station. Work is also carried on, on the opposite side of the river, where about 100 coloured and 15 white families (trek-boers) are similarly employed, the monthly disbursements for both places amounting to £500.

Did the river not intervene, the approximate attendance at school, if one were opened at Westerberg, would be at least 150.

W. J. H. W.





2.—REPORT ON THE DIVISIONS OF WODEHOUSE AND BARKLY EAST.

Sir,—I beg herewith to submit to you my Report of the Educational Survey of the Districts of Wodehouse and Barkly East, which I made during the months of February, March, and part of April of the present year. Heavy rains, especially in the district of Barkly East, considerably impeded my movements, and added to the difficulties of travelling in both districts, large portions of which, even under ordinary circumstances, are not accessible by cart without danger to life and limb. I have, however, managed to visit every ward of these districts and, by means of visitation and personal intercourse, have studied the character of the country and the people, and tried to acquaint myself with the present state of education in these districts, and the best means to promote the cause of education.

WODEHOUSE.

The following are the results of the statistical returns made by me in the district of Wodehouse:—

School Attendance.

Number	of childre	en of sel	nool-going age	doi:stalls	and sport	1,656
,,	these	attendin	g public schools	d is admired	IN MOUSE IN	375
"	,,	,,	private schools of	r being t	aught	
		rebive a	at home	to the man		79
,,	. ,,	being	taught in any way nder instruction			454
,,	,,	not u	nder instruction			1.202

This shows that of the children of school-going age 72.6 per cent. are not receiving instruction, and only 20.2 per cent. are attending public schools.

Poverty.—As regards the ability to pay school fees the children may be classified as follows:—

Number of	of children of school-going age	 	1,656
,,	these able to pay full fees	 	1,145
,,,	the latter attending school	 	327
"	children unable to pay full fees	 	521
	the latter attending school		197

From these figures it appears that, while 69.3 per cent. of the children are able to pay for their education, only 27.2 per cent. are actually attending school.

The number of children unable to pay full fees is, of course, only approximate, but certainly not beyond the mark. It would indeed be very much larger, were it not for the fact that school fees in many cases need be no higher than from 1s. to 3s. per child per month, as many parts of the district are thickly peopled, and form convenient centres for schools, so that boarding expenses need not be taken into consideration.

Existing Schools.—The following table gives the existing schools in the district, with particulars as to the class to which they belong, the number of children in attendance and within reach, and the amount of support given locally and by Government. Under the heading, "Local Provision," B. and L. denotes Board and Lodging:—

[G. 2—'96.]

7

EXISTING SCHOOLS.

Centre.	Class.	No. at School	Additional within reach.	Local Provision.	Govt. Grant
1. Dordrecht	A. 1.	120	28		£341
2. Middlecourt	A. 3.	13	0	£30	£30
3. Paardekraal	,,	31	6	£60	£60
4. Rondavel	,,	15	10	£30	£45
5. Snymanskraal	,,	26	8	£50	£50
6. Kleinvlei	Poor School.	30	4	B. & L.	£60
7. Tygerklip	,,	25	4		£48
8. Welgevonden	,,	16	5	"	£36
9. Koren Hoek		20	6	£30"	£48
10. Driefontein	P. F. S.	5	0	£50	£12
1. Horologium	,,	14	4	£20 B. & L.	£30
2. Nooitgedacht(Erin)	,,	6	o o	£30 ,,	£13
3. Leeuwnek	,,	11	14	000	£24
4. Klipkraal	,,	6	0	000	£14
5. Spioenkop	,,	8	4	690	£18
6. Vaalbank	,,	11	5	600	£24
7. Waschbank	,,	6	8	P50	£13
8. Oorlogspoort	"	7	11	050	£15
9. Sprigg's Rest		5	5	£40	£11
The second secon	,,		The state of the s	240 ,,	£11
Total		375	112	£540	£902

For a district containing no fewer than 1,656 children of school-going age, this list gives a poor return indeed. Not only is the total number of children attending public schools small, but no less than 10 of the 19 existing schools are private farm schools which, in the majority of cases, only provide for individual families, and moreover in nearly every case children are found to be within reach of these schools, as stated in the list, who do not avail themselves of the education offered therein.

The small number of Third Class schools is the more striking, if it is taken into consideration that the district is for the greater part so densely populated that the establishment of such schools is far easier than is generally the case among the farming population throughout the Colony.

Proposed Schools.—From what has been said it is evident that the schools at present in existence are insufficient, by a long way, for the needs of the district, and that there are not wanting localities that readily suggest themselves as suitable for new schools. After enquiry and consultation with those interested in the matter, I have fixed upon 31 additional centres at which schools ought to be established, and where circumstances seem to favour their establishment. These centres are given in the following list, which, at the same time, indicates the class of school, and further particulars in each case:—

PROPOSED SCHOOLS.

Centre.		Class.	Accommodation.	No. in Vicinity	Approximate Attendance.	Local Provision.	Govt. Grant.
1	Bamboeshoek	A. 3.	None at present.	47	35	£30; B. & L.	£50
	Waaihoek	,,	,,	26	20	£30 ,,	£40
	Prospect	",		43	35	£25 ,,	£50
4	Joubertskop	,,	C; 20 × 12 × 10 ft.	25	20	£20 ,,	£40
	Elandsfontein	100	None at present.	20	18	£20 ,,	£40
	Wolvekloof	"		22	18	£20 ,,	£40
	Roodenek	,,	"	15	13	£20 ,,	£40
	Mooihoek	"		20	15	£20 ,,	£40
		"	"	22	18	£20 ,,	£40
9.	Roodehoogte	"	"	20	15	£20 ,,	£30
		"	B; 24×12×10 ft.	24	20	£50	£50
	Carnarvon Farm	,,	D, 24 X 12 X 10 10.	~ 1	-		1 11
12.	Schilderkrans	1	None of progent	20	15	£20; B. & L	£40
	(Ward Grootvlei)	"	None at present.	27	20	000	£40
	Alpha	,,,	0 00 14 10 4	65	55	B. & L	V 1.250043000
	Bitterplaat	Poor school			40	A SAME OF THE PARTY OF THE PART	£80
	Tan Hill	"	C; $36 \times 16 \times 12$ ft.	45		"	£60
	Leeuwkrans	"	C; $20 \times 16 \times 10$ ft.	26	26	,,,	£60
17.	Driefontein	,,	None at present.	30	20	"	£48
18.	Leeuwenfontein	,,	,,	20	16	"	£48
19.	Blauwkrans	77	"	28	20	,,	100000000000000000000000000000000000000
20.	Moordenaarspoort	,,	"	36	30	000 D 11	£60
	Smoorfontein	P.F.S.	C; 16 × 12 × 10 ft.	14	10	£30; B. & L	
22.	Rietpoort	,,	None at present.	15	10	£30 ,,	£20
	Gowrie	,,	C; 12×10×10 ft.	6	6	£40 ,,	£20
	Drupfontein	,,	None at present.	12	10	£30 ,,	£30
	Wintershoek	,,	,,	15	10	£30 ,,	£23
	Allemanspoort	,,	,,	14	12	£25 ,,	£27
	Bloemtuin		,,	10	10	£30 ,.	£23
	Franschhoek	"	,,	18	10	£30 ,,	£23
	Brakleegte	230	4 10000 0000	10	10	£30 ,,	£23
20.	Birdsrivier	,,	17	20	14	£30 ,,	£30
		"	"	10	8	£30 ,,	£18
01.	Dwingfontein	,,	,,				
	Total			725	579	£650	£128

It will at once be noticed that no less than 13 of the 31 proposed new schools are Third Class schools, with, except in one instance, twenty or more children of school-going age in the vicinity, that is to say within walking distance from the school. Though there are already in existence four Poor Schools, attended by 91 children, I have included in this list seven more schools of this class. These will supply centres containing from 26 to 65 children, and are, in my opinion, urgently needed. These centres have hitherto been sadly neglected, and, unless the teachers' salaries are paid by Government, I do not see any possibility of having these schools established. Especially in the more populous of these centres, namely, Tan Hill with 45, and Bitterplaat with 65 children, the poverty is so great that it will be difficult to provide board and lodging for the teachers as well as a suitable schoolroom, though Government provides the teachers' salaries. To find the amount necessary for providing for the teachers' board and lodging, and for meeting the ordinary necessary expenditure, school fees from 1s. to 3s. per month will have to be paid by those who can at all afford to contribute, while many of the parents are so poor that they will find it difficult to have their children properly clothed to be sent to school. I have had abundant evidence of the abject poverty of these people, and have been into the houses, in many cases no better than hovels, inhabited by them, where I have seen old and young scantily clothed and unfed, and have beheld many a sickening and heart-rending sight.

There are not wanting encouraging signs that the people desire to be lifted out of their present depressed condition, and begin to see the necessity of affording their children the benefits of education. Earnest efforts have been, and are being,

put forth by the minister of the Dutch Reformed Church, Rev. D. S. Botha, to whose charge the vast majority of these people belong, to have new schools started. Already gratifying success may be recorded. Of the proposed schools in the above list the following have been started since the time of my visit to those parts:—Joubertskop, A 3, with 20 children; Bitterplaat, Leeuwkrans, and Tan Hill, Poor schools, respectively with 29, 26, and 41 children; Smoorfontein, P.F.S., with 8 children. At Bitterplaat, according to information just to hand, 50 children will be in attendance on the 1st of May next. At this moment, therefore, there are already over 100 more children receiving instruction than was the case two months ago. Moreover the necessary steps are at present being taken for establishing three more Third Class and two Private Farm Schools, of those contained in the above list. I have every reason to expect that these schools will also soon be in existence.

In more than one instance the present population of the district seems to be on the point of shifting, and no permanent arrangements for schools can consequently be made. I have had to reckon with this fact in suggesting centres for new schools. This is especially the case with the district surrounding the Indwe Coal Mine. The early completion of the Indwe Railway, and the consequent development of the coal mines are bound to have a marked effect upon the district.

Distribution of Existing and Proposed Schools.—To make clear at a glance the present supply of schools, and the new schools which seem necessary to supply the immediate educational requirements of Wodehouse, the accompanying map of the district has been prepared. Existing schools are indicated by a triangular symbol, the number denoting the attendance at school, while a circular symbol indicates the additional schools proposed.

BARKLY EAST.

The following are the results of statistical returns made by me in the district of Barkly East:—

School Attendance.

Number of children of school-going age	1 235
Transor of these attending public schools	303
Number of these attending private schools or being tought at all	111
rumber of children being taught in any way	111
Number of children not under instruction	821

From this it appears that of the children of school-going age 66.5 per cent. are not receiving instruction, and only 24.5 per cent. are attending public schools.

Poverty.—As regards the ability to pay school-fees the children may be classified as follows:—

Number of children of school-going age	1.005
21 dilloct of these able to pay IIII Tees	000
Trumber of culturen unable to pay tall tees	964
Number of the latter attending school	107

These figures show that, while 70.3 per cent. of the children are able to pay for their education, only 33.5 per cent. are actually attending school.

Though the proportion of poor children, as appears from these figures, is about the same in Barkly East as in Wodehouse, the circumstances in the case of Barkly East are more favourable. I did not meet in this district with cases of such dire poverty as I found to exist in every ward of the district of Wodehouse. Moreover the poor in Barkly East happen for the greater part to be dispersed among more well-to-do neighbours, while in Wodehouse cases frequently occur in which from 10 to 24 families, all poor as church-mice, and blest or otherwise with an abundant offspring, are congregated on one farm. This accounts for the smaller number of Poor Schools existing and proposed in Barkly East, as shown in the lists given below.

Existing Schools.—The following table gives the existing schools in the district, with particulars as to the class to which they belong, the number of children in attendance and within reach, and the amount of support given locally, and by Government:—

EXISTING SCHOOLS.

Centre.	1.5	Class.	No. at School.	Additional within reach.	Local Provision.	Govt. Grant
1. Barkly East		A. 2.	110	43	and displants	£186
2. Rhodes (Tintern)		A. 3.	37	30	£84	£114
3. War Trail		,,	28	6	£60	£67 10s.
4. Steepside		,,	13	10	£30; B. & L.	£30
5. Driefontein		,,	26	14	£30; ,,	£66
6. Bemerside		,,	17	4	£30; ,,	£30
7. Willowleigh		,,	16	4	£30; ,,	£30
8. Lynndale		,,	14	0	£60	£60
9. Clifford		P. F. S.	5	4	£30 ; B. & L.	£12
10. Smiling Vale		,,	6	0	£40; ,,	£14
11. Donny Brook		,,	6	0	£50; ,,	£14
12. Glen Almond		"	6	3	£50; ,,	£14
13. Mount Mourne		"	5	5	£40; ,,	£12
14. Hollywood		"	6	4	£20; ,,	£14
15. Kenmure		"	8	0	000	£18
		",		0	£30; ,,	
	- 11/	1000	-	-		3 3 111
Totals			303	127	£584	£681 10s

This list conclusively shows that there is abundant room for improvement in the district of Barkly East. The comparatively large number of Third Class Schools goes to show that the district is densely populated, which makes the establishment of schools of this class easy, centres being easily found which are within walking distance for 20 or more children.

I have enquired into the cases where schools, which had been in progress for some time, have been closed, and have found that, except in one instance, in which the family had moved, the schools have only been temporarily closed on account of the teachers having left. Three of these schools—at Lymore Lodge, Dunleigh, and Moss Dell—will be re-opened as soon as teachers can be found to fill the vacancies.

Proposed Schools.—The subjoined list gives the centres which I have fixed upon as suitable for new schools, and indicates the class of school, and further necessary particulars in each case:—

PROPOSED SCHOOLS.

Centre.	0.40	Class.	Accommodation.	Number in Vicinity.	Probable Attendance	Local Provision.	Govt. Grant.
1. Roodepoort		A. 3.	C*; 20 × 12 × 10 ft.	27	22	£20 B. & L.	£40
2. Lymore Lodge		,,	B^* ; 20 × 12 × 10 ft.	26	23	£20 ,,	£40
3. Middelfontein		,,	C; $20 \times 15 \times 10$ ft.	36	30	£20 ,,	£40
4. Ravensfell		,,	None at present.	26	20	£20 ,,	£40
5. Marais Hoek		,,	,,	25	20	£20 ,,	£40
6. Tantallon		,,	,,	30	20	£20 ,,	£40
7. Morriston		,,	,,	24	15	£20 ,,	£30
8. Farnham		"	,,	38	30	£20 ,,	£40
9. Hilbury		,,		66	50	£60	£60
10. Moss Dell		"	C; $16 \times 12 \times 10$ ft.	18	14	£20 B. & L.	£30
11. Dunleigh		,,	C; $20 \times 12 \times 10$ ft.	24	20	£20 ,,	£40
12. Mair's Bauk		"	None at present.	22	20	£20 ,,	£40
13. Birkhall		**	C; $16 \times 10 \times 10$ ft.	20	16	£20 ,,	£30
14. Broughton		Poor.	None at present.	40	30	B. & L.	£60
15. Bamboeshoek		P. F. S.	C; $30 \times 18 \times 10$ ft.	30	20	,,	£60
16. Cloverly		P. F. S.	None at present.	15	12	£30 B & L.	£26
17. Roodewal		"	**	16	12	£30 ,,	£20
18. Wintershoek		>>	C; $14 \times 9 \times 10$ ft.	8	8	£36 ,,	£17
19. Queensberry	••	,,	None at present.	12	10	£30 ,,	£23
Total	• •			493	392	£426	£72

^{*} C denotes clay floor, and B boarded floor.

WODEHOUSE AND BARKLY EAST.

In this case again the number of Third Class Schools is proportionately large, owing to the dense population in the greater part of the district. With the exception of the two instances in which Poor Schools are recommended, it appeared to me that sufficient local support for the establishment of schools can in every case be obtained.

In several cases steps are already being taken to have new schools started. Teachers have been engaged for three of the Third Class Schools contained in the list, while in the case of three more of these schools, teachers have been advertised for, and moreover, in three other instances (Marais Hoek, Birkhall, and Bamboeshoek) private schools are at present in existence which, I hope, will before long make room for public schools. At Rhodes the attendance in the public school has during the last few weeks increased from 37 to 53. These are encouraging facts, which lead me to hope that during the course of the next few months the attendance of children in the Government schools throughout the district will be increased by between 150 and 200.

DISTRIBUTION OF EXISTING AND PROPOSED SCHOOLS.

A map for the District of Barkly East, similar to that for Wodehouse, has been prepared and is appended to this Report.

GENERAL REMARKS.

The Districts of Wodehouse and Barkly East resemble each other so closely, as regards climate, character of people and of the soil, and general circumstances, that the following remarks apply equally to both:—

On the whole the work has been very encouraging, and there seems to be a fair prospect of a great advance in educational matters being made in the near future. It mainly depends on local men, ready to exert themselves in their own and their neighbours' interests, to have the number of school-going children in these districts at least doubled before the present year has run to its close. In the case of nearly every school that has been established, it is evident that the existence and maintenance thereof are to a great extent dependent on the zeal and public spirit of one or two individuals in the neighbourhood. In many cases where the number of children in the neighbourhood and other circumstances favour the establishment of a new school, the one wellnigh insuperable difficulty is the want of an intelligent and public spirited man on the spot, who is able and willing to take the initiative in the matter, or to carry out the suggestions of those who interest themselves therein. The lack of local men, fairly well-to-do and willing to bear the brunt of the work, is more apparent in Wodehouse than in Barkly East, as may be gathered from the remarks made above.

This lack of men for the work is sadly felt by the ministers of religion in their praiseworthy efforts in the cause of education. In these two districts the great majority of the farmers belong to the Dutch-speaking section of the population, and the hearty co-operation of their ministers is absolutely necessary, under present circumstances, if the cause of education is to prosper. This co-operation, happily, is readily forthcoming. Indeed, I can bear ample witness to the fact that the establishment and maintenance of schools in the district often engross the time and attention of the minister to the exclusion of his other duties. Were I, for example, to recount at length the experiences of the Rev. Mr. Botha, of Dordrecht, in the establishment of the schools at Bitterplaat and Tan Hill, it would afford by no means uninteresting reading, and would yield convincing proof that, but for his disinterested efforts, these schools would at this moment not yet have been in existence. And with the establishment of these schools his troubles in connection therewith are by no means at an end.

Though, as regards the number of schools and of the children in attendance, the Districts of Wodehouse and Barkly East may compare favourably with many other districts of the Colony, the matter assumes a different aspect if the density of the population is taken into account. The bare fact that in these districts no less than 2,000 children of school-going age are at present not receiving any instruction is certainly appalling, especially as, owing to the density of the population, convenient centres for schools can easily be found. Poverty is naturally one of the chief causes of this sad state of affairs. Farmers have suffered heavily during the last few years, and their flocks have been reduced from thousands to hundreds and from hundreds to tens. In Wodehouse especially, the proportion of poor people who own nothing and

eke out a bare existence by cultivating small plots of ground "on the halves," is very large. The parents have grown apathetic, and seem to have lost all energy, while the children are growing up uneducated and in habitual laziness. I have visited localities where there are from 10 to over 20 families, with from 30 to over 60 children of school-going age, congregated in a comparatively small area. They seem to depend on the small quantity of wheat or mealies that they raise for sustenance, and they are apparently engaged in actual labour for no more than three months of the year. The children in many cases seem to have no more profitable occupation than to idle away their time on the banks of the river, fishing in their primitive fashion. Can it cause any surprise if children under such circumstances grow up lazy and unfit for work, and fall into all kinds of vice? Education will certainly be a great boon to them, but it will not in itself suffice to make them grow up into active and useful members of society, unless they are at the same time taught to work. Still better would it be if these children could be rescued from their present surroundings and brought up under more healthy conditions. Something, at any rate, must be done, and that immediately, if the State is not in the future to be burdened with these children as paupers or, worse still, criminals.

The poverty of the farmers in these districts can in many cases be directly traced to the country canteen. Some of the best farms are to-day mortgaged to the owner of the canteen. Numerous instances can be mentioned of wealthy farmers who in their day occupied foremost places in their district and left their children well provided for, while to-day these children are living in penury and want, owning not as much as a square foot of fixed property. This has been the result of money and time squandered and debts incurred at the neighbouring canteen or so-called hotel.

Another cause of poverty is to be found in the improvident marriages that are contracted. Early marriages are indeed far too frequent. It is very rarely that a grown-up son is found in the family being yet unmarried. Shortly before the time of my visit to Barkly East a young girl between 14 and 15 years of age had been married. Very often these marriages take place where there is no prospect whatever of decently maintaining a family. Young men get married who do not possess any means of livelihood, and have even to resort to borrowing in order to defray the expenses of the marriage ceremony. One case deserves special mention. It is that of a young man who has evidently profited by sad experience. A son of a poor family, he married early in life an equally poor and young girl, and has been left a young widower, barely over 20 years of age. I met him in one of the schools in the District of Wodehouse, standing in a junior class alongside of a little girl of 8, evidently resolved to make the best of his time and present opportunity. I could not help admiring his courage and good sense, and telling him so, when I learnt that on becoming a widower he sold the few head of cattle that he owned to devote the proceeds thereof towards his education.

Another stumbling-block in the way of educational progress is that parents do not sufficiently appreciate the value of a good education for their children. They are too often satisfied with the most rudimentary education, and in many cases deem it superfluous to have their children taught more than is absolutely necessary to have them admitted to church membership. For this purpose itinerant teachers are frequently employed who are utterly unfit for the work. I have done all I could to discourage the employment of such teachers, and have tried to convince people of the folly of paying them in some cases as much as £100 per year, whereas a Government school with a qualified teacher would not cost them more than £40 per year. In several cases I hope soon to see public schools take the place of these private schools.

In spite of all that has been said there are many hopeful signs, and it is already becoming evident that this example of the schools which have already been established is having a wholesome influence. Both districts are fortunate in having some excellent teachers, who, by the good work done in school and the tact shown in their intercourse with and management of parents as well as children, are doing much towards dispelling the existing prejudices against Government schools and towards solving the language difficulty. Suitable teachers with tact and common sense, in addition to the ordinary qualifications, and with devotion to the work they have taken in hand, are greatly needed.

I cannot close this Report without laying stress upon the fact that, in spite of all the efforts made in the cause of education, and the means employed to bring it within reach of all, there are still many cases of parents who are unwilling to avail themselves of the privileges brought within their reach. Ready excuses are offered which lose their weight from the fact that other parents, who are not more privileged,

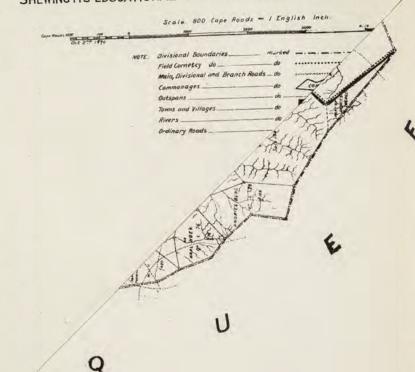
do manage to send their children to school. Moreover, in almost every case where a school has been established in the country there are found to be some parents within easy reach of the school, who do not send their children to school, while there is no satisfactory reason to be given for this negligence. On account of the unwillingness of a few it is often difficult to start a school, or to maintain it when started, when steps will be required to be taken to bring these unwilling ones to a sense of their duty, is a question that will ere long force itself upon the attention of our legislators. taken to bring
te long force itself upon to be,
Sir,
Your obedient Servant,
J. H. HOFMEYR, N. SON,
Educational Survey Officer.

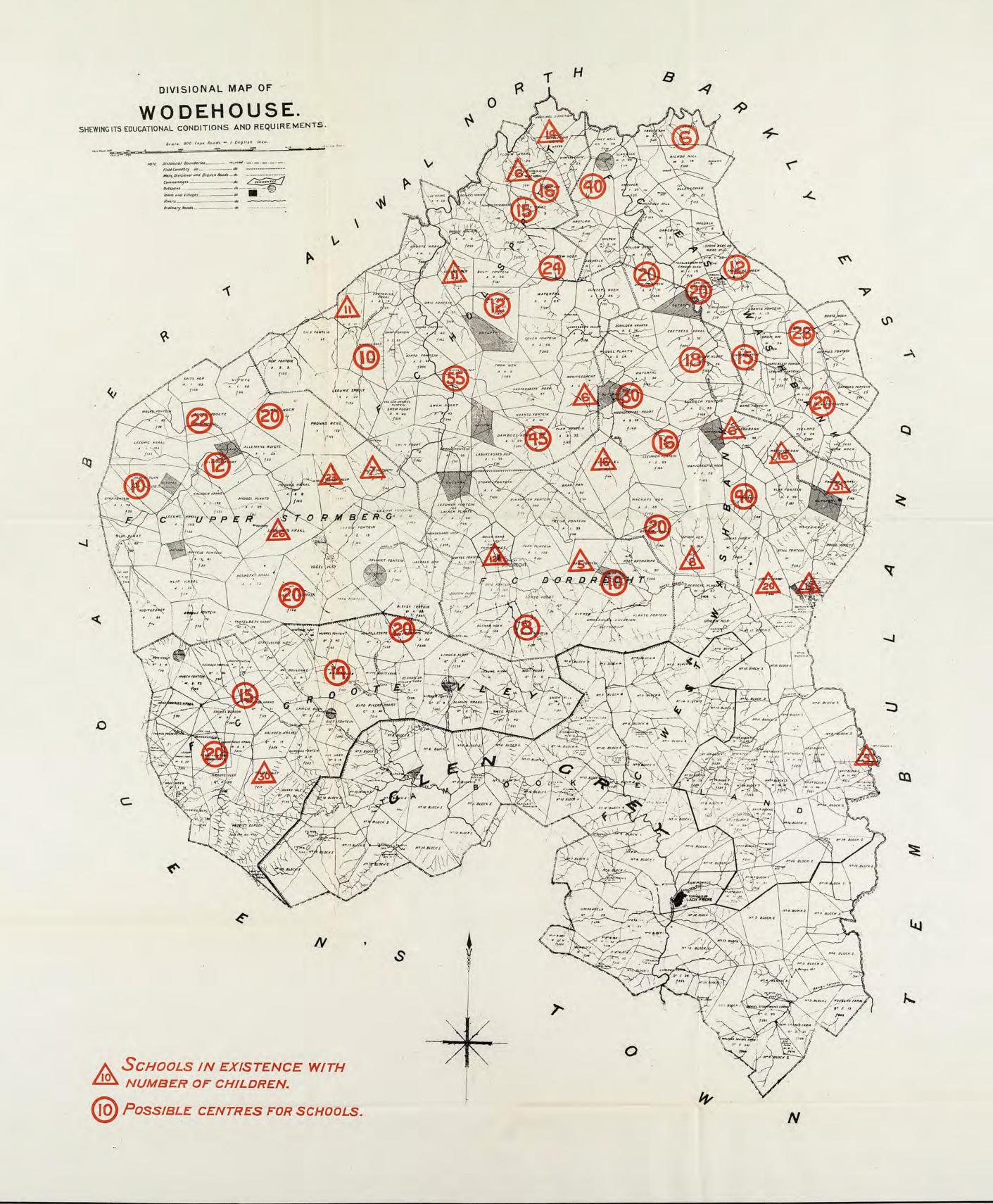
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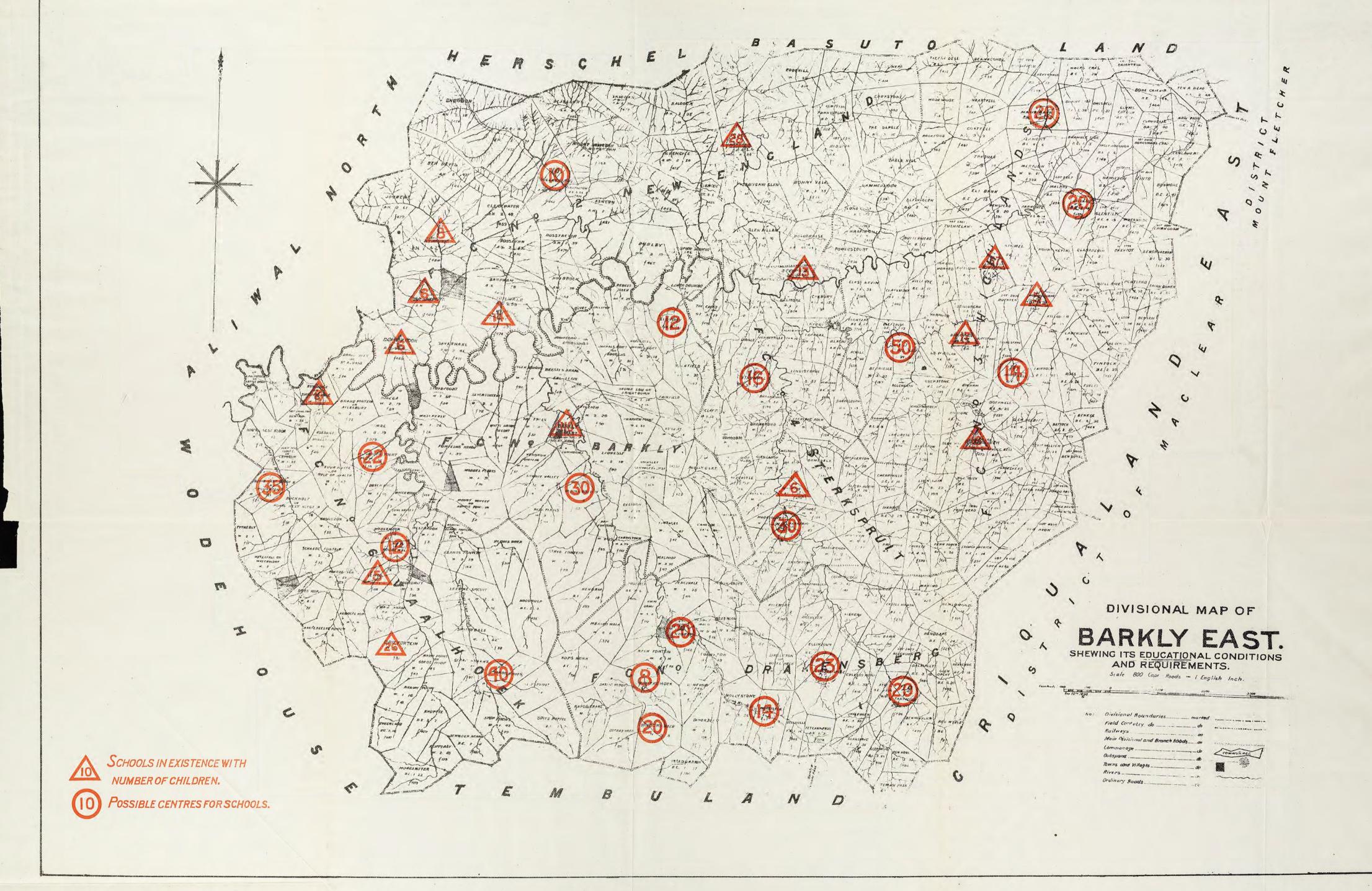
DIVISIONAL MAP OF

WODEHOUSE.

SHEWING ITS EDUCATIONAL CONDITIONS AND REQUIREMENT







3.—REPORT ON THE DIVISION OF HOPE TOWN.

SIR,-In accordance with instructions contained in your letter of the 26th March, 1895, directing me, as soon as I had completed my survey of Prieska, to make an exhaustive enquiry into the educational needs of the adjoining division of Hope Town, which, though not educationally worse off than Prieska, had of late years shown evident signs of languishing, and at the same time to endeavour as far as possible to arouse interest in education and to increase the small number of schools, I have the honour to submit the following Report as the result of my enquiries

The matter to be dealt with will fall under the same heads as those given in the Report on Prieska:-

I. (a) The number of children of school-going age;

The number of children at school;

- The number of children of school-going age, but not at school; (d) The amount and nature of school accommodation already provided.
- II. (a) Particular localities in which schools are required;(b) Kind of school suitable for each locality;

Number of children who ought to attend each proposed school;

(d) Number that would probably attend;

(e) Local provision that could in each case be relied upon for school accommodation, and for salary of teacher;

(1) Government Grant required in each case.

III. Any special causes interfering with due provision for education, &c., &c.

School Attendance.—The following are the ascertained facts under the headings I. (a), (b), (c) :-

Number of children of school-going age	892
Number of those attending public schools	119
Number of those attending private schools or being taught at	
home	308
Number of children being taught	427
Number of children not under instruction	465

The above figures show that 52.13 per cent. of the children of school-going age are not receiving instruction, and that only 13.34 per cent. are attending public schools. I cannot help remarking here, as in my Report on Prieska, that very few of the children attending private schools and those taught at home are receiving any but the most imperfect education. Few private schools do good work, and instruction at home, which at its best is meagre and irregular, particularly on farms in these parts, is in most cases limited to reading and writing.

Poverty.—It has been no easy matter to classify children in accordance with their ability to pay school fees. However, from full enquiries, not only from the parents themselves as to the number of stock they possess, but also from proprietors and others who ought to know, I think a reasonably accurate estimate has been

Number of children able to pay full fees		592
Number of those attending school	163	
Number of those not attending school	429	592
Number of children unable to pay full fees		300
Number of those attending school	26	
Number of those not attending school	274	300

From the above we see that 66.4 per cent. of the children are able to pay full fees, and that 72.4 per cent.—almost three-fourths—of these, who are able to pay, are not attending school.

[G. 2-'96.]

Existing Schools.—The next matter for consideration is the character of the existing schools and the amount of support given to them locally and by Government. The facts are given in the following table, where, under the heading "accommodation," the letter B. denotes that the floor is boarded, and the letter C. that it is of clay; and under the head, "Local Provision," B. and L. denotes Board and Lodging:—

EXISTING SCHOOLS IN HOPE TOWN.

	Centre.	Class.	Accommodation.	No. at School.	Additional within reach.	Local Provision.	Government Grant.
1.	Hope Town	A. 2.	3 Class Rooms— (1) B. 54×22×13 ft. (2) B. 54×13×13 ,, (3) B. 33×16× 9	75	25	£190	£150
3.	Welgevonden Kwartelspan Syrtdenburg	A. 3.	(3) B. $33 \times 16 \times 9$,, C. $24 \times 9 \times 8\frac{1}{2}$,, C. $15 \times 12 \times 8\frac{1}{2}$,, B. $34 \times 15 \times 12$,,	11 15 25	10 5 30	B. & L. & £35 B. & L. & £45 Free resi-	£35 £45 £110 (includ-
	Quagga Pan Goede Hoop	P. F.	B. 15×12×8½ ,, B. 10×10×10 ,,	10	5	dence & £60. £60 B. & L. &	ing £50 for Bdg. Dept.) £30 £121
	Witpan	,,	C. 15× 9× 9 "	7	4	£27½ B. & L. & £30	£17½
	Total			148	79	£447½	£450

*Those schools marked with an asterisk are situated in the parish of Strydenburg.

The fact, that not only children above 15, who are included in the above list as attending public schools, but also those, of a school-going age from the neighbouring divisions and elsewhere, are omitted from my list, will account for the somewhat large discrepancy between the total above, namely, 148—which agrees with the quarterly return—and that as shewn in my list, namely, 119. I have tried to impress on the parents, some of whom hold that children should not be taught before the age of 10 or 12, the importance and necessity of sending their children to school at as early an age as possible instead of waiting until they are 16 or 17, when they go virtually to finish off for confirmation.

The small number of existing schools in the table above, and the large number of centres proposed which follow in that below, clearly indicate that the state of education is, to say the least, as that in the case of Prieska, most unsatisfactory. In addition to the causes of educational destitution under heads I. and III., as given in my report on Prieska which will also hold good for this division, I may mention the severe losses in sheep from wire-worm during the last four years, when the farmers lost almost three-fourths of their flocks. This, I think, will partly account for the languishing state of education during that period. However, the result has not been unproductive of some good, such as an extra development of the soil—many of the farmers having now found out that they are able to raise their own wheat and corn—increased attention to cattle and dairy farming, and last but not least, to arouse many from a state of lethargy. Many, who were inclined to look unfavourably upon education, hold now quite a different opinion, and are anxious to have the children educated, but unfortunately they are at present not in a position to do so.

Notwithstanding the great loss mentioned above, from the effects of which the division is beginning to recover, I am confident that several new schools will be in operation before the end of the year. Two, one a third-class school, and the other a private farm school, were opened during the quarter. At some of the centres decided upon, where I found teachers well qualified to work up to Standard III., and in one or two instances to Standard IV., I have not failed to point out the advantage to be gained by being in receipt of Government aid, and at the same time to urge, on the teacher, the necessity of attending the Vacation Course. The Inspector's visit will in some measure be a guarantee for the work done, and the teacher will have the satisfaction of knowing that the school is being carried on on proper lines. It is most desirable that such teachers should join the ranks of the profession, the sooner the better. Their

standing aloof will in most cases only tend to hinder the cause of education, there being only a mere show of work, due to inexperience and ignorance on the part of the teacher as to the most approved methods of instruction. They supply a want and yet they do not. At other centres I found schools in which a mere show of work was attempted; arithmetic was not taught because the "meester" said the proprietor did not wish it, a lucky thing for the teacher but most unfortunate for the children. It is needless to state that writing is indifferently taught in such schools—in some, not at all—work being restricted to reading the Bible and Kinderbybel, and preparation for confirmation, which, though very good in its way, cannot be called education. What are the prospects of children who grow up ignorant of arithmetic and unable to understand a word of English? Such schools are short lived, but not the teacher, who continues his peregrinations elsewhere in search of another place, once more affording parents an opportunity of flattering themselves that they are doing duty by their children in engaging the services of such a one. It is hardly credible how elastic the consciences of some parents are on this point, the presence of such a teacher on the farm being regarded a sufficient guarantee for the education of their children, and, at the same time, a source of secret pride to themselves in being able to boast the possession of such a make-shift. If the services of such a teacher were restricted to the poorer classes, I would consider my remarks uncalled for, but, under any circumstances, the employment of such a teacher is to be condemned. To find well-to-do farmers, men of some intelligence, who cannot possibly be blind to the wants and requirements of the times, turning a deaf ear to all good advice, and apparently determined that their children should sink in a condition of serfdom, is indeed truly deplorable.

Distribution of Schools .- On the accompanying map the Existing and Proposed Schools are indicated, with numbers showing the present attendance in the case of Existing Schools, and the probable attendance in the case of Proposed Schools.

PROPOSED SCHOOLS IN HOPE TOWN.

Centre.	Class.	Accommodation.	No. in Vicinity.	Approximate At:endance.	Local Provision.	Govt. Grant.
1. Blaauwfontein * 2. Cloetespan * 3. Jackals Post * 4. Pienaars Pan * 5. Klein Winterhoek * 6. Roode Dam . 7. Blaauwboschdam 8. Limietskop 9. Ganna Hoek *10. Karreedam *11. Jantjes Fontein *12. Zwingelspan *13. Zandvliet . *14. Blinde Pan . 15. Geluks Poort . 16. Verlaten Dam *17. Vlak Pan . 18. Brakkies * 19. Brakfontein 20. Marks Drift 21. Brak Vlei 22. Zoutpans Put 23. Abbot's Dam . 24. Orange River Station 25. Bakoven Pan 26. Krankuil 27. Aasvogel Pan . 28. Uitvlught Pan 29. Holpan * 30. Nieuwekraal 31. Elands Berg, No. 2 * 32. Karreekloof * 33. Elands Nek 34. Kameel Dam * 35. Boks Put * 36. Zoutpans Fontein * 37. Kaffirs Pan * 38. Zaaidam * 39. Vrouw Pan 40. Sakse Drift 41. Vals Pan 42. Riets Drift 43. Blaauwkop 44. Paarde Kloof . Zuurgat 46. Josenberg	A. 3. P. F		15 10 9 7 9 8 5 5 8 10 10 10 10 8 7 6 12 6 9 7 8 8 10 7 8 8 10 7 8 8 10 10 7 10 7 10	12 7 7 5 5 5 5 5 5 5 5 6 6 7 5 6 6 5 6 6 5 6 6 5 6 6 7 8 7 8 8 7 8 8 7 8 8 7 8 8 7 8 8 7 8 8 7 8 8 8 7 8 8 8 7 8 8 8 7 8 8 8 7 8 8 8 8 8 7 8	B. & L. £40 # £22½ # £27½ # £27½ # £27½ # £27½ # £27½ # £27½ # £27½ # £27½ # £27½ # £27½ # £27½ # £27½ # £27½ # £27½ # £27½ # £27½ # £27½ # £25 # £27½ # £25 # £27½ # £25 # £27½ # £25 # £27½ # £25 # £27½ # £25 # £27½ # £25 # £27½ # £25 # £27½ # £25 # £27½ # £25 # £21½ # £25 # £25 # £21½ # £25 # £21½ # £25 # £21½ # £25 # £21½ # £25 # £21½ # £25 # £21½ # £25 # £21½ # £25 # £21½ # £25 # £16 # £10 # £15 # £16 # £15 # £10 # £16 # £15 # £16	£30 £17½£17½££12½££12½££12½££12½££12½££12½££
47. Honig Bosch	,, ,, Poor.	None. None. B; 15×12×10,, B; 33×16×9,,	7 8 8 —	5 6 6 35	", £16 ", £10 £15 B. & L.	£20 £20 £20 £60
Total			453	354	B. & L. £1029	£980

^{*}The Proposed Schools marked with an asterisk are in the parish of Strydenburg.

children. The proprietor of the farm at such a centre, with too few children of his own to avail himself of the grant for a Private Farm School, will perhaps take advantage of a neighbouring school, sending his children there one at a time, each one remaining until, in his opinion, it has had sufficient schooling, when the next one takes its place. In this way, not only do the others, who are awaiting their turn suffer, but those of his tenants and retainers are excluded from attending school. Therefore, in order to induce the proprietor to provide for the wants of the latter, and at the same time to make better provision for his own children, it would seem that further inducement must be offered, there being so little generosity in providing educationally for

At Strydenburg some provision should be made for 25 children, who are unable to pay full fees. I think that in the event of these being allowed free access to the Public School—there are five free scholars already in attendance—Government might give the whole of an assistant's salary, the Committee on their part providing free board and lodging. I may also mention that the Boarding Department in connection with this school, from what I have seen and heard, does not quite answer its purpose. If it were more private, and regular hours fixed for the Boarders to prepare home lessons under proper supervision, and surveillance in general were more strict, the number of Boarders might be doubled. The principal of the Public School, who is a married man, should, in my opinion, be at the head of this Department.

At Hope Town a Poor School with an attendance of at least 35 children-eight of whom are attending a Mission School-might be opened in connection with the Public School. It is much to be desired that this should be carried into effect without delay, the Committee providing for the teacher board and lodging, or an equivalent amount in lieu of the same, and the Government the teacher's salary.

There are suitable places in the division for District Boarding Schools, but we cannot expect to see such schools established, where we find jealousy, indifference, prejudice, and selfishness prevailing, instead of public spirit, co-operation, and enthusiasm. I trust that the Clergyman of Strydenburg, who takes an interest in education, will see that the good intentions of the farmers in the neighbourhood of De Beer's Vlei, with respect to the opening of a Boarding School in their neighbourhood, are carried into effect, enthusiasm in these parts being subject to too rapid evaporation. The conditions, on which the ground for a school site is offered are liberal, I may say generous, and it is to be sincerely hoped, that all arrangements for the erection and carrying on of the school will be marked by an entire absence of self-interest, selfishness, and mismanagement, which unfortunately characterised the erection and local administration of a neighbouring Boarding School. It is no easy matter to realise the incalculable harm education in these parts has suffered by the collapse of this school. The children in the neighbourhood are unprovided for, and the effect of those, who meant well, together with the impression made on those who are unfavourably disposed towards the cause, will not soon be forgotten; more particularly, when the probabilities of litigation arising out of the disagreement, are greater than those of the reopening of the school, there still being a debt on the building for which some of the guarantors do not consider themselves liable. I allude to the District Boarding School at Springbok Vlakte, which a few years ago had 31 children on the roll, and an average daily attendance of 25. What makes this a matter of more than ordinary regret, is that the promoters and supporters of the school are among the most intelligent in the division, and men of means besides. Notwithstanding the unfavourable view of the case, I am confident that if the parish minister-who is a new comer-took the matter in hand, he would, with a little tact and judgment, and an appeal to the better feelings of those, who are no doubt sadder but wiser men, be able to settle all differences, and probably achieve the re-opening of the school. The matter is well worth the trial.

It is encouraging to find that a number of local landowners are convinced, that Government is doing its best to assist them in the education of the children. They duly appreciate what is being done, allowing that the Government cannot do more, unless it be to introduce compulsory education; this, as pointed out on my report on Prieska, is by many regarded as the only remedy for lethargy, prejudice, and indifference. The necessity for compulsion in the matter of attendance may be illustrated by the fact, that at one centre where a Third Class School was doing good work under an able teacher, and keeping up its number with great difficulty, there were at least nine children within a distance of a quarter of a mile, who were not attending any school whatever. Six of these belonged to a tenant, who was able to pay full fees, at all events for three of them, if not for all; and though the man had been on the farm six months, he had taken no advantage of the school, and did not appear likely to either, his only excuse being that he was unable to pay the fees. Again where the school is situated some distance, say, two miles or thereabouts from their homes, the excuse is that the distance is too great for the children to walk, even

The number of extra-aided schools in the above table is noteworthy. At each of these centres we have at least one poor family, in some instances two and even three, who invariably are unable to contribute anything towards the education of their

with those for whom free education is provided. I regret that I am unable to speak hopefully of the future of the poorer classes. Most of them have not been brought up to steady consecutive work, and we cannot expect a change for the better, until they and their children have come to realize the dignity of labour. The saying "Where there is a will there is a way," embraces qualities and abilities, which are by no means a marked characteristic of our people, at all events as far as improvement and education are concerned, so that nothing short of compulsion will have to be

resorted to in order to make them recognize this duty.

Coloured Children.-Notwithstanding careful enquiry, I have reason to believe that the number of coloured children of school-going age in the division exceeds that given below, information on this point being rough and ready, in fact, almost entirely guess work. Many families, especially those possessing stock, are continually on the move, not only in this division but also to and from those adjacent, and this greatly impedes the collection of reliable data. At present there is not a single Mission School, worthy of the name, in operation in the division, not even in the chief town itself. At Hope Town I visited a private Mission School conducted by the Missionary in charge, who assured me that notwithstanding all his efforts for the last four years, the result has been most unsatisfactory and discouraging. The average attendance was supposed to be 20, 8 of these being children of poor whites living in the town, for whom more suitable provision should be made. I was informed that this school had been in receipt of Government aid at the outset, which the Managers decided to forego on the grounds, that Stateaid entailed certain requirements in the Standards, which were by them considered unnecessary. Feeling on the part of the farmers in this, as in many other divisions no doubt, runs high against the education of the coloured classes. The Managers substituted their own curriculum with, on their own admission, very indifferent results. I may add that an evening class is conducted in connection with this school.

The English Church Mission School at Hope Town, which for several years past has been in receipt of State aid, is temporarily closed, but I was informed that it would be re-opened at an early date. Comparing the number of coloured children of school-going age in the town, as ascertained by me, with the returns of the Mission School during the last five years, which show a remarkable fluctuation and latterly a decided falling off of attendance, due no doubt to the restless and roving disposition of the people, I am of opinion that there is no room for another Mission School in the place.

The only centre I have fixed upon as suitable for the establishment of a Mission School is Strydenburg. As the people seem anxious for a school, no doubt something

will be done for them. The number of children cared for educationally is as follows:—

N lan of shildren of school going ago		567
Number of children of school-going age	• •	 70
Number of children attending school		 12

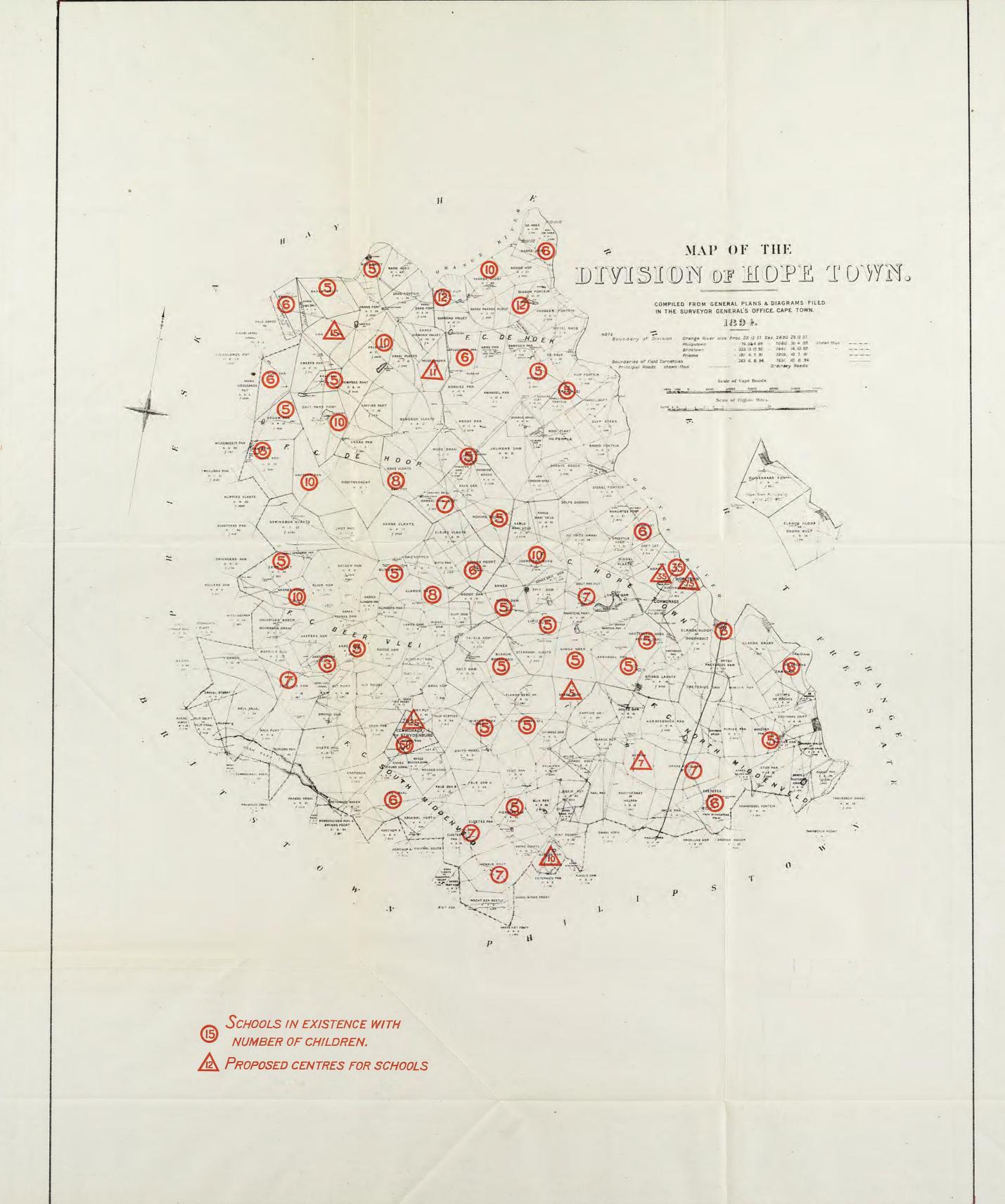
EXISTING SCHOOL.

Centre.	Class.	Accommodation.	No. at School.	Local Provision.	Government Grant.
Hope Town Eng. Ch.	В.	0; 52 × 18 × 12 ft.	35	£20	£30
SANCTON OF MARK TO A STATE OF THE SANCTON OF THE SA		Proposed Sch	00L.		
Centre.	Class.	Accommodation.	No. in Vicinity.	Local Provision.	Government Grant.
Strydenburg	В.	None.	48	£20	£30

I have the honour to be, Sir, Your obedient Servant,

W. J. HUGH WILSON, Educational Survey Officer.

Strydenburg ... Dutch Ch.



4.—REPORT OF THE DIVISION OF CARNARVON.

SIR,—Acting under your instructions I proceeded towards the end of the month of April last to the division of Carnarvon to enquire into the educational condition and needs of the division, and make an educational survey similar to that of the division previously visited by me. For this purpose I spent about five weeks in the district. The rest of the time till the close of the June quarter I spent in visiting some of the outlying parts of Williston, in the division of Fraserburg, and in revisiting certain parts of the division of Fraserburg for the purpose of supplementing the work done during my previous visit to that division.

School Attendance.—The following statistical returns indicate the present educational condition of the division of Carnarvon:—

Number of children of school-going age . .

" these attending public schools ", private schools or being taught at home ...

Number of children being taught ...

" not receiving instruction 401

Hence it appears that of the children of school-going age 59.5 per cent. are not receiving instruction, and 28.5 per cent. are attending Government schools. In connection with these figures it is worth noting that no less than 120 out of the 273 children receiving instruction belong to the town, so that of the children of school-going age of the farming population only 153 out of 498 are receiving instruction in public or private schools. It follows, therefore, that of the children not residing in the town 69 24 per cent. (that is, more than two-thirds) are not receiving instruction, and only 10 per cent. are being taught in public schools.

Poverty.—The classification of children according to their ability to pay school fees can necessarily be only approximately correct. In many cases it is impossible to determine whether the parents can afford to pay for the schooling of their children, and in many cases again, where school fees (usually calculated at five shillings per

month) can be paid, the boarding of the children presents further difficulties.

Number of children able to pay full fees.

, these attending school
, not attending school
, children unable to pay full fees

1 318 140 these attending school ... 57

that only 32 per cent. (that is considerably less than half of them) are attending school. The poor children attending school mostly belong to the town.

Existing Schools.-The following table gives the facts in connection with the existing Government schools. Under the heading "Accommodation" B denotes that the floor is boarded, and C. that it is of clay; under the heading "Local Provision" B. and L. denotes Board and Lodging:-

EXISTING SCHOOLS.

Centre.	Class.	Accommodation.	No. at School.	Additional within reach.	Local Provision.	Govt. Grant.
1. Carnarvon	A. 2.		125	20	£190	£181
2. Zoetfontein	A. 3.	B; $16 \times 12 \times 10$ ft.	12	6	£30; B. & L.	£36
(Scorpioendrift) 3. Van Wyk's Vlei	A. 3.	C; 45×15×12 ,,	18	30	660 . D & T	000
4. Ganna Pan (Thomas Pan)	P. F.	$C; 20 \times 20 \times 10 ,$	10	0	£60; B. & L. £30; B. & L.	£60 £30
5. Boterleegte	P. F.	C; 18×14×10 "	6	10	£40; B. & L.	£15
6. Stofkraal	P. F.	C; 14×12× 9 "	8	4	£40; B. & L.	£18
7. Uitspankolk	P. F.	C; 12×10× 9 ,,	6	3	£30; B. & L.	£14
Total		ii serungli sil sil lutala pri in Anti m	185	73	£420	£354

Proposed Schools.—From the small number of schools in existence it will naturally be concluded that there is room for many more in the division of Carnarvon. The proposed centres for schools number 24, and are indicated in the following list and on the accompanying map:—

PROPOSED SCHOOLS.

	Centre,	Class.	Accommodation.	No. in Vicinity.	Local Provision.	Govt. Grant.
1.	Celeryfontein	A. 3.	C; 18×12×10 ft.	12	£20; B. & L.	£30
2.	Brakgat (Spoorkolk)	.,,	None at present.	15	£30 ·	£35
3.	Kareeboschfontein	,,	0; 16×12×10 ft.	12	£20; ,,	£30
4.	Verkeerde Vlakte	77	C; 15×15×10 ,,	12	£20; ,,	£30
	Springbok Oog	11	C; 18×12×10 ,,	12	£30; ,,	£30
6.	Kleederfontein	P. F.	C; 14×12× 9 ,,	8	£18; ,,	£30
7.	Nieuwe Uitvlucht	,,	B; 16×12×10 ,,	8	£35; ,,	£26
8.	Van Aswegesfontein	11	C; 12×12×10 ,,	6	£30; ,,	£20
9.	Roodekop	,,,	None at present.	5	£33; ,,	£15
10.	Aasvogelvlei	,,	C; 12×10×10 ft.	6	£30; ,,	£20
11.	Prinshof	,,	C; 14×12× 9 ,,	3	£30; ,,	£18
12.	Riet Aar	,,	B; 14×12×10 ,,	8	£35; ,,	£25
	Grootkuil	11	None at present.	7	£30; ,,	£20
	T'Kokoboos	,,	C; $16 \times 10 \times 9$ ft.	9	£30; ,,	£27
15.	Hondeblaf	,,	None at present.	10	£30; ,,	£30
	Brak	,,	C; 16×12× 9 ft.	10	£30; ,,	£30
17.	Zeekoegat	7,1	C; 15×10×10 ,,	8	£30; ,,	£18
18.	Kareeboschfontein	20	None at present	6	£30; ,,	£20
	(beyond Zeekoegat)					
	Nauwte Put	,,	C; 12×12× 9 ft.	6	£30; ,,	£12
C-021-0-1	Markt	","	C; 14×12× 9 ,,	7	£32; ,,	£16
	Krom Vlei	,,	C; 16×12×10 ,,	8	£30; ,,	£18
	Blauw Poort	11	None at present.	9	£30;	£20
	Izaaks Kolk	17	None at present.	8	£36; ,,	£24
24.	Blinkklip	**	C; 12×10× 9 ft.	9	£30; ,,	£30
	Total			209	£679	£574

From this list of possible sites for schools, and from the statistics given above, it will be seen that poverty is not the drawback to the cause of education in the division of Carnarvon. The farmers, as a rule, can well afford to pay for the education of their children, and the poor children in the town and in the neighbourhood of Van Wyk's Vlei (almost the only centre in the district containing a large number of children) could easily be gathered into the existing schools. Several instances could be mentioned of well-to-do farmers who could easily bear the expenses of having private farm schools, and it is indeed desirable that these should bestir themselves in the matter, for the sake not only of their own children, who may be only few in number and may in course of time be sent to better schools, but also for the sake of the children of their less favoured neighbours.

In the list of Proposed Schools I have included nearly every centre at which there are five or more children, as well as some places where there are less than five children, but where there is sufficient accommodation for teacher and boarders, and where children from elsewhere could easily be got to make up the desired number of pupils. The sparseness of the population is, of course, a serious difficulty, but in almost all cases I found that boarders could easily be got where schools are started. Many a farmer has assured me that, were he to start a school on his farm, neighbours would only be too ready to avail themselves of the opportunity of sending their children to school, if he would undertake to board them. Here, however, the most serious difficulty presents itself, namely, the scarcity of domestic servants. Good domestic servants are practically unobtainable, and, such as they are, many a housewife finds difficulty in securing one at a time. No wonder that, under such circumstances, housewives shrink from taking upon themselves the care and responsibility entailed by receiving a number of boarders into the family. This labour question is undoubtedly a most serious obstacle to the progress of the cause of education in the division of Carnarvon. For this reason, amongst others, it is highly desirable that steps should be taken to receive children

from the district as boarders in the town. The town school, which is attended by over 120 children, and, by the way, is sorely in need of better accommodation, at present counts only about 15 children from the country among its numbers.

Serious, however, as are the difficulties to be coped with, it cannot be denied that in many cases they can be surmounted, and it can only be ascribed to apathy and indifference that they often are not surmounted, whilst the children are growing up uneducated. Many parents deem it quite sufficient if their children are barely taught to read and write. Among many, too, there exists a strong prejudice against the children being taught what they deem to be wholly unnecessary, if not harmful. A farmer, who was desirous of having a private farm school on his farm, requested me to secure a teacher for him, adding, as a special instruction, that he wished his children to be well taught in the Dutch and English languages, but would have nothing of Geography, &c. ("aardkunde en die wereld zijn draai en die soort goed," as he put it). And I found him by no means singular in this prejudice. Moreover, instances are still met with of people who are opposed to Government schools, though, happily, their number is fast diminishing.

their number is fast diminishing.

At 5 of the places indicated in the list of Proposed Schools I found schools in existence. The teachers, however, seemed to me not to be sufficiently educated to admit of being accepted as Government teachers. At 2 of the places indicated schools have been started since the time of my visit, and at 3 more of the places mentioned

schools will be started as soon as teachers can be secured.

Coloured Children.—Though native labour is very scarce in the district, a large number of natives is settled on the commonage adjoining the town of Carnarvon. The Rhenish Missionary Society ministers to their spiritual wants. The Mission School in

the town is attended by no fewer than 200 children.

Van Wyk's Vlei Estate.—The case of Van Wyk's Vlei needs special mention. I found that there were living on the estate, on the lands below the dam, 17 families with 46 children of school-going age. A third class school is carried on in the building used by Government for the purpose of the Periodical Court, and is attended by only 15 out of the 46 children. As far as I could gather, 10 of the children, belonging to 4 families, would be too poor to pay for their schooling. The main reason, however, why so few children make use of the school is that the majority of them are settled on lands beyond the site marked out for the village. This is over two miles from the school, which at present is carried on in a building situated immediately below the dam. The 15 children at present attending all belong to families in the immediate vicinity of this building, while 12 more of the 46 children above mentioned live in the village, about 15 minutes' drive from the school. The remaining 19 children live beyond 3 miles from the school, several of them as far as 6 miles off. No doubt the unpleasant rivalry and ill-feeling existing between the different sections of the small community on Van Wyk's Vlei estate are to some extent accountable for the fact that the school is so poorly attended. Several children, at present not in the school, are not beyond walking distance from the school. For a good many, however, the distance is too great, especially in winter. Besides, as the parents are engaged in agricultural pursuits, they often require their children's services in the interval before and after school, and they find themselves deprived thereof if their children are to be sent to school, 4, 5, or 6 miles off. It is therefore only natural that these consider the few families at the one extremity of the estate, where the school at present is situated, specially favoured at the expense of the rest. They were unanimous in expressing their desire to me to have the school removed to the site of the village—about half-way between the two extremities. If this were done, they assured me that their children would attend the school. As a bare school-room is all that is needed, if the school is to be shifted, I am of opinion that it is advisable that such a school-room should be erected, at as little cost as possible, on one of the blocks in the village.

FRASERBURG.

Before returning to Cape Town from Carnarvon I visited parts of the district of Fraserburg, where I did not touch on my previous visit. The northern portion of the district of Williston, which is the northernmost portion of the Division of Fraserburg, is very sparsely populated, making the establishment of schools very difficult. At four of the places in this portion of the division, indicted in my list of proposed schools in my previous report on the division, schools have since been started. These are De Dam, Rietpoort, Walkraal, and Zandputs. The last is not a Government school. A Third Class school has also been started at Bodwater, and the school in the village of Williston is at present receiving Government aid.

At Abiquasputs, about 14 miles from Brandvlei, a school ought to be established. Four adjoining farms can muster 15 children of school-going age, and the parents can

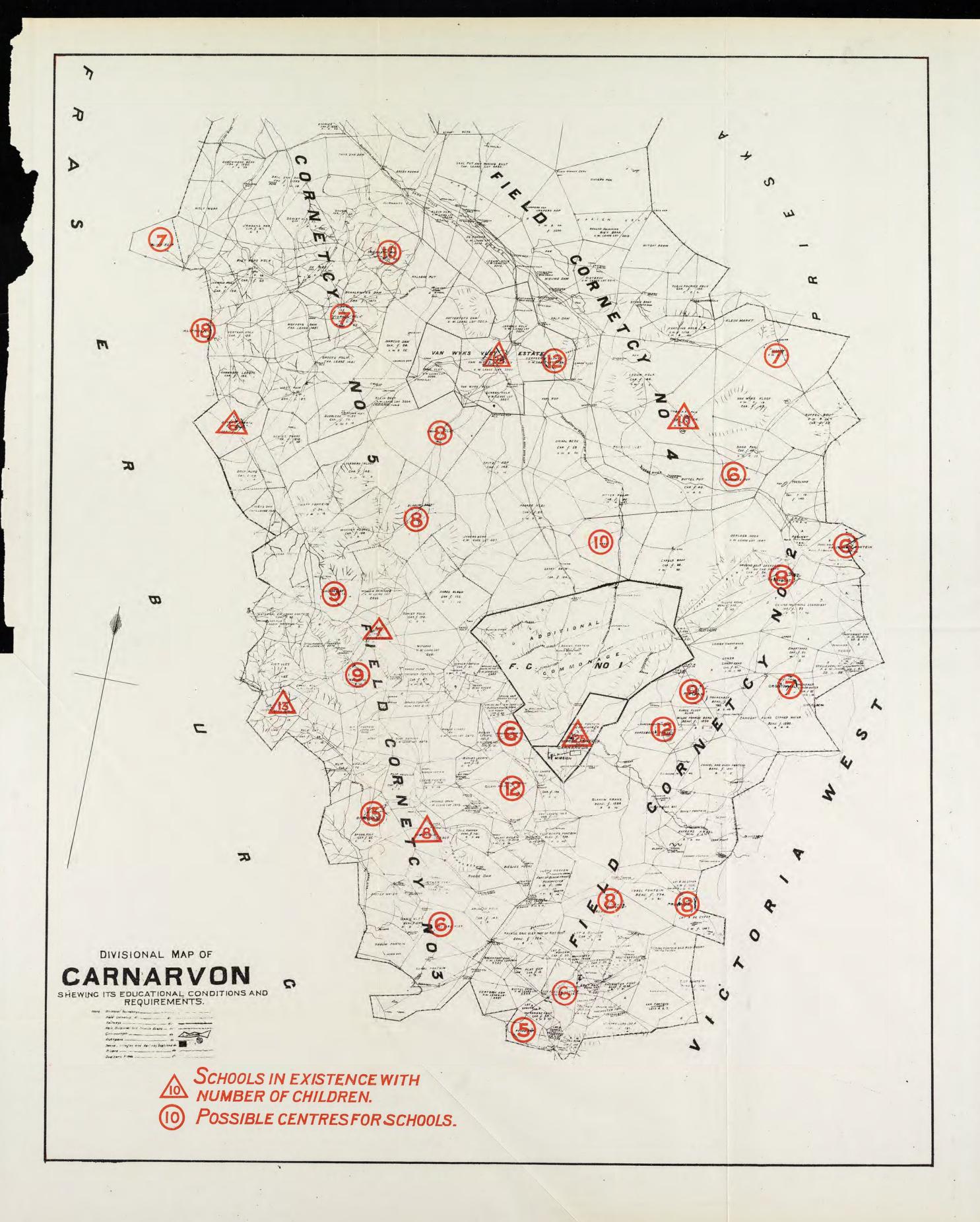
all afford to pay for the education of these children, while suitable accommodation exists at Abiquasputs. At the time of my visit the people seemed eager to have a school started. I have, however, not had any communication from them since. Klipkolk (Loog-en-Lodewijkskolk), another place indicated on the list, is one of the most suitable sites for a third class school in the division, and, what is of the greatest importance, the owner of the farm is most eager to have a school started. As soon as a suitable teacher can be secured a school will be opened, which I expect will be attended by no less than 20 children. As these parts, however, are 26 hours' travelling and more from the railway, it is not an easy matter to secure efficient teachers.

Nearer to Fraserburg I touched at Dasberg where a school has been discontinued since my last visit. I have hopes of a school being started there again. At De Tuin I visited the District Boarding School which was opened in March last, and found 20 children, all boarders, in attendance. I have been assured that the sum of £160 at least has been spent in improving and enlarging the building on the farm, and very good accommodation is at present provided. It is highly desirable, however, that the number of pupils should be increased. Within a few hours' travelling from the school there are still some 14 children, all able to pay, who do not attend the school. If, with the aid of the minister of the parish, these and more could be gathered into the school, it would make this a most important school in the district, and greatly serve to advance the cause of education. At Ayasfontein I also hope soon to see a school opened again.

In addition to the schools mentioned above in connection with Williston, five schools have lately been started in the Division of Fraserburg, at places indicated in my list of proposed schools. Two of these are not Government schools, and will certainly not receive Government aid with their present teachers. At Bloemfontein, I am sorry to say, the school has been discontinued.

I have the honour to be,
Sir,
Your obedient Servant,
J. H. HOFMEYR, N.Son,
Educational Survey Officer.

Rondebosch, July 19th, 1895.



5.—REPORT ON THE DIVISION OF HAY.

Sir,-I have the honour to submit the following report on the educational survey

of the district of Hay. This survey occupied rather less than two months.

I did not visit every farm, there being about 600; neither was it necessary. After having ascertained the most advantageous routes, I set out upon a circuitous journey, picking up information along the way and visiting farms which might possibly become educational centres.

The statistical information I obtained is contained in the five tables appended to

Table I. reveals a state of educational destitution which can hardly be surpassed. I have thought it advisable to divide the district into urban and rural areas, as the inhabitants of towns and villages have far more educational advantages than people

living in the country.

The state of education at Griquatown and Postmasburg, though far from being satisfactory, is yet eminently superior to that of the district. Here we have 83 per cent. of the children of school-going age receiving no instruction whatever, and only 7 per cent. of the poorer children are being taught. Again, only one-third of the 17 per cent. of all the children of school-going age are being educated at Government schools. It will be noticed that of children able to pay, more are being taught privately than publicly, whereas the reverse holds in regard to poorer children. There is an explanation for this fact. The well-to-do farmer is able to engage a private teacher for his children, and occasionally allows some of the children of his poorer tenants to partake of the instruction supplied; the well-to-do farmer has had his eldest daughter educated in the "Bovenland," and now makes her instruct her younger brothers and sisters. The poorer farmer has not the same advantages; and though Government schools take his children for a small fee or for nothing, he often lives too far from such schools to avail himself of Government aid.

There are 14 private schools in the district, most of these are very short-lived, and conducted by men quite unfit to teach, I may safely say men who failed in everything else and, as a last resort, took to teaching. These men stay about six months at a farm, and prepare the farmer's children for confirmation, and then seek pastures new. One or two private schools are of a more permanent nature, and conducted on more correct educational principles, but the average farmer is satisfied if his children learn enough to be confirmed. That home teaching in many cases means next to nothing need hardly be mentioned. Many of the pupils in Government schools, too, stay only a few months; thus I come to the conclusion that not more than 100 of the 213 children receive what may be called an elementary education, i.e., not more than 8 per cent. of all the children of school-going age.

Taking the district as a whole, we find 201 per cent. of all the children of schoolgoing age receiving instruction of some sort, only 9 per cent. being at Government schools. I do not think there is another district in the Colony for which corresponding figures would be as low.

The following may be interesting:—Of 256 children, 110 learn Dutch only, 67 English only, and 79 English and Dutch. The medium of instruction is Dutch in 12 schools, and English in 8.

It will be noticed (Table I.) that the number of children in poorer families is comparatively greater than that in other families. This is natural; a man having many children may be unable to provide for them, whereas a man in similar cincumstances having less children may be able to pay for their education.

In Table II. the number of children in Government-aided schools exceeds the corresponding number in Table I., because some pupils much above school-going age

could not be counted.

In Table III. I have recommended 25 centres where Government schools might be established, the additional cost to Government would be about £950. There is great scarcity of competent teachers in the district, and to induce others fair salaries must be held out. Private teachers at present receive from £48 to £84 per annum with or without free board and lodging. [The abbreviations used in this Table and Table II. are the same as in the preceding reports].

Table IV. presents a state which could not be much improved by the introduction

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HAY.

of compulsory education, but it must not be forgotten that only part of a quarter is covered, and that many of the pupils now in attendance will have been withdrawn

before another year has passed.

Tables I. to IV. refer to white children; Table V. contains what information I gained about coloured children. I could not get full information about the latter, and have thus merely pointed out possible centres for schools. On many farms there are no coloured people at all, large numbers live in locations by themselves. In all, there must be upwards of 1,000 children of school-going age, of these only 47, i.e., less than 5 per cent., are being instructed. Besides the Government-aided school there is another school of 15 pupils at Griquatown which, however, no longer receives Government aid. Practically, the former is attended by the children of Griquas, and the latter by those of Bechuanas.

Additional Remarks.—The district of Hay is one of the most extensive of the Colony. It is for the most part inhabited by farmers originally domiciled in the Colony Proper or in the Free State. Most of them have not yet acquired fixed property, but lead a kind of nomadic life. Among them are many poor families. A few years ago the wire-worm did great damage among the sheep, and is responsible for the poverty of many farmers. Minerals, precious and other, have been discovered in many parts of the country, and within a short time the whole aspect of the country district may be changed. There are scarcely any farms over which prospective rights have not been granted, and which may not be sold before long.

The fore-going remarks will to some extent explain the educational destitution prevailing in the district, and the fact that many land-owners may be compelled to quit their farms within short will be a serious obstacle to the establishment of new

schools.

Of course there is here as well as in other districts great apathy in matters educational. Farmers living in the immediate neighbourhood of existing schools do not avail themselves sufficiently of such institutions, though they are perfectly able to do so. At the end of last month the best school in the district had to be closed for want of support, although the fees charged were as low as they possibly could be.

I am thus really doubtful whether I should recommend the establishment of more than a few of the proposed Government schools, feeling certain that, should they actually be started, many of them would ere long cease to exist, so that the money

spent on them would be wasted.

My opinion is that, if Government is willing to assist people in educating their children it should have the power of enforcing the attendance of children living in the immediate vicinity of educational centres and otherwise educationally unprovided for.

I am aware that a number of the inhabitants of the district would resist the introduction of any such compulsory measure, the chief objections being the idea of compulsion and the want of farm labourers. As to the former, time will gradually obliterate such a feeling, and with respect to the latter difficulty a compromise can be effected in most cases. Similar objections were preferred in almost every country now enjoying the blessings of compulsory education.

According to my ideas a preliminary compulsory Education Act for rural areas in

the Colony might advantageously take some such form as the following:-

1st. Every child between the 14th and 16th year not able to read and write either Dutch or English, and to do the elementary rules of arithmetic shall be sent to school

for a period not exceeding 2 years.

2nd. The Government shall have the power to establish schools among the farming population at suitable centres, and enforce the attendance for 3 years of all children between 7 and 11 years of age living within a radius of 3 miles and receiving no

suitable elementary education.

3rd The School Board for each district shall make arrangements for holidays and recommend the subjects of instruction, but such arrangements shall be subject to the

approval of the Superintendent-General of Education.

I believe that a plan like the above would be quite feasible and acceptable. It would at least prepare the way to more thorough measures, and its working would not cost over-much.

I have the honour to be, Sir, Your obedient servant,

Observatory Road, 7th October, 1895. G. HAGEN, Educational Survey Officer.

TABLE I.

THE EDUCATIONAL CONDITION OF HAY.

	THE WHOLE DISTRICT.						
	Class A*		s A* Class B*		To	tal.	
	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.	
families with children of school- ng age	263	_	198	-	461		
families	715	c.	637	c.	1352	c.	
these children receiving instruction	212	29.65	65	10.2	277	20.49	
a. At Government-aided Schools	81	11.33	41	6.44	122	9.02	
b. At Private Schools	89	12 45	13	2.04	102	7.54	
At Home	42	5.87	11	1.73	53	3.92	
ese children receiving no instruction ver	503	70.35	572	89.8	1075	79.51	

^{*}Class A—families or children able to pay full school fees; Class B—families or children unable to pay full fees.

TABLE II.

EXISTING GOVERNMENT AIDED SCHOOLS.

Centre.	Class.	Accommodation.	No. at School.	Additional No. in vicinity.	Local Provision for Teacher.	Government Aid for School.
Postmasburg Rietfontein Griquatown Klippan Nooitgedacht Waterstroomvallei	A II D. A III P. F.	C; $45 \times 35 \times 11$ C; $22 \times 15 \times 10$ B; $30 \times 18\frac{1}{2} \times 10\frac{1}{2}$ C; $15 \times 10 \times 9$ C; $18 \times 12 \times 9$ C; $13 \times 12 \times 11$ (new school-house being built)	38 22 30 11 7 16	16 11 27 7 7 7	£75 & house £95 & B. & L £50 & rooms £19 & B. & L £27 10s. & B. & L £32 & B. & L	£132 £62 £21 £22 10s.
Total			124	78	£293 10s.	£336

TABLE III. PROPOSED SCHOOLS.

Centre.	Class.	Accommodation.	Number in vicinity.	Probable attendance.	Local provision for Teacher.	Govt. aid re- quired
1. Koegas	A.III.	Forthcoming.	50	35	£90	£60
2. Tsebe	LA 122.08	C: 22 × 13 × 10	28	15	£45	£30
3. Vlakfontein	,,	Could be made.	28	20	£60	£40
4. Papkuil	Ď.	None at present.	50	28	£85	£100
5. Witberg	,,	C; $20 \times 16 \times 15$	34	20	£60 & B. & L.	£90
6. Biesie Put	Poor	C; ample.	31	17	£24 & house.	£48
7. Bingap	,,	None.	21	13	£24	£48
8. Diepfontein (Namigap)	"	None.	21	15	B. & L.	£48
9. Matsap	,,	None	21	15	£12 & B. & L.	£48
10. Paardekloof	,,	Could be made.	34	18	£18 & B. & L.	£48
11. Spoetan	,,	C ; 17 \times 11 \times 12	23.	12	B. & L.	£48
12. Zwart Kappies	,,	None at present.	23	13	B. & L.	£48
13. Banksfontein	P.F.	None.	16	8	£24 & B. & L.	£18
14 Blauwboschfontein	,,	C ; $17 \times 16 \times 14$	22	12	£42 & B. & L.	£28
15. Boschaar	.,,	Forthcoming.	7	7	£26 & B. & L.	£16
16. Elandsfontein	,,	C; sufficient.	23	12	£30 & B. & L.	£28
17. Hazel Dell or adjoining farm Poorte	"	None.	16	9	£20 & B. & L.	£20
18. Kama		Could be made.	5	5	£36 & B. & L.	£12
19. Kameelfontein	"	None at present.	16	7	£20 & B. & L.	£16
20. Kameelpoort	"	Could be made.	11	10	£39 & B. & L.	£23
21. Linksfontein	"	None.	20	11	£30 & B. & L.	£24
22. Onder Ongeluk	"	Forthcoming.	11	9	£30 & B. & L.	£20
23. Roodelaagte	"	C; $18 \times 10 \times 9$	31	13	£24 & B. & L.	£30
24. Taaiboschput	"	C; $12 \times 12 \times 9\frac{1}{2}$	21	12	£36 & B. & L.	£28
25. Van Nels Dam	"	C; $16 \times 12 \times 12$	17	12	£26 & B. & L.	£28
Total			580	348	£801	£947

TABLE IV.

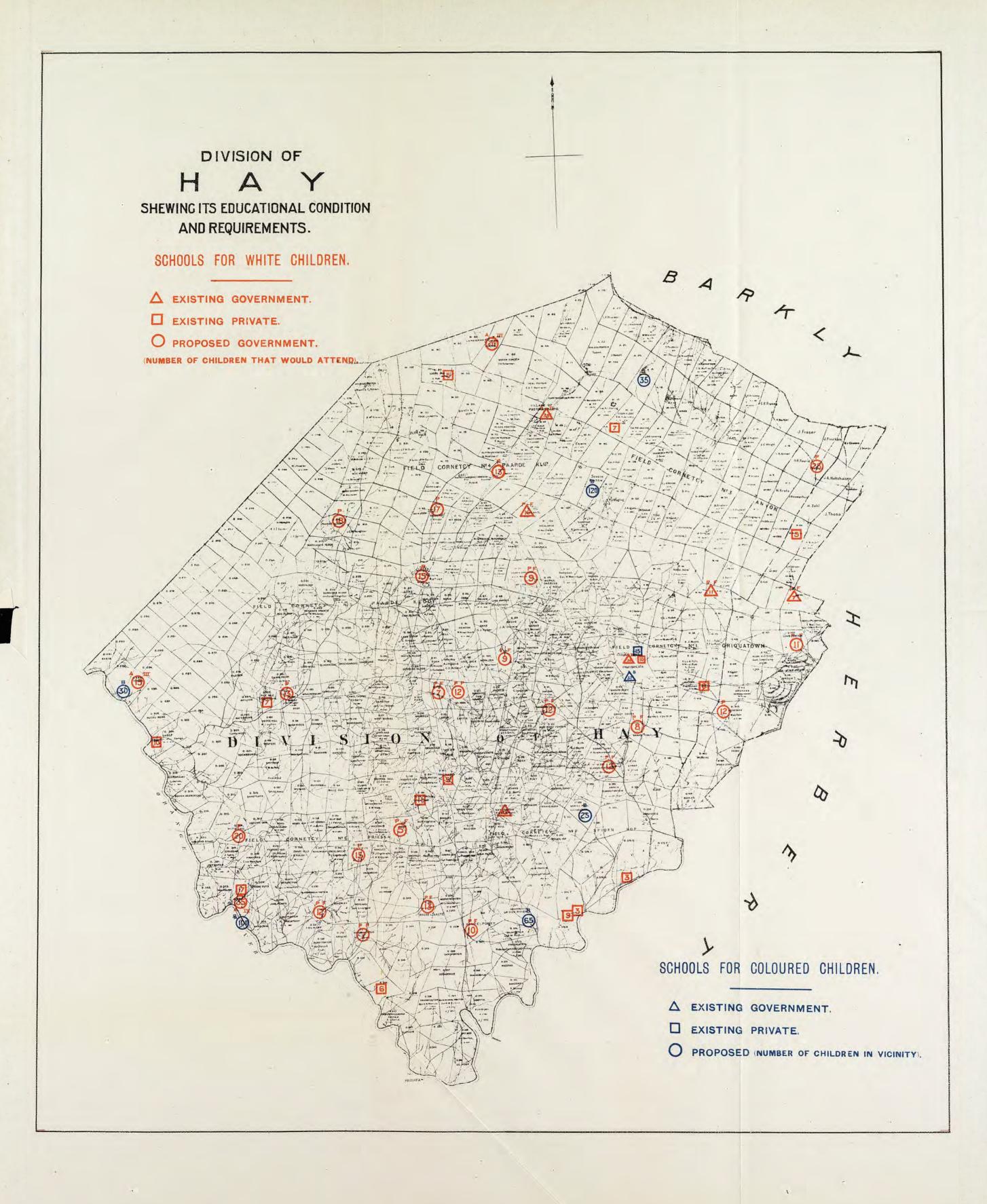
AN ABSTRACT OF THE ATTENDANCE OF PUPILS IN THE GOVERNMENT-AIDED SCHOOLS.

	No.	Percentage.
1. No. in actual attendance some time during the quarter 2. Average daily attendance	124 110·9	· c. 89·45
3. No. having attended with fair regularity (i.e., at least four-fifths of the number of school days)	104	83.87

TABLE V.

GOVERNMENT-AIDED SCHOOLS FOR COLOURED CHILDREN.

	No. at School.	Total No. in vicinity.	Local Provision.	Government Aid.
A. Existing: 1. Independent Mission, Griquatown (Accommodation C; $40 \times 20 \times 12$).	32	107	£20	£20
B. Proposed: 1. Dieprivier (Brakfontein)		65 25	£20 ?	£30 £15
3. Koegas (or adjoining farm Westerberg, Prieska)		100 120 35 30	£40 ? ?	£40 £40 £15 £15
Total		375		£155



6.—REPORT ON THE DIVISIONS OF HERBERT AND BARKLY WEST.

Sir,—In accordance with your instructions I spent the past quarter in making an educational survey of the divisions of Herbert and Barkly West. The work done was strictly on the lines followed in the divisions previously visited for the same purpose, and the matter to be dealt with will consequently fall under the same heads as were given in the previous reports.

HERBERT.

The following statistical return will indicate the present educational condition of the division of Herbert :-

School Attendance.

Number of children of school-going age	665
Number of these attending public schools	106
Number attending private schools or being taught at home	73
Number of children being taught	179
Number of children not under instruction	

Hence it appears that of the children of school-going age 73 per cent. are not receiving instruction, and only 15.9 per cent., or not even one-sixth, are attending public schools. It should be noted here that no town children are included in the number of children attending public schools, which fact naturally reduces the percentage of children in the division attending public schools, in comparison with other divisions in which the town element usually reaches a respectable figure.

Poverty.—As far as is possible under the circumstances, I have tried to classify the

children in accordance with their ability to pay school fees. In many cases, however, children are included as being able to pay full fees, while they are not within reach of any school, and, under present circumstances, there is no probability of their soon being within reach of any school.

Nı	umber of children able to pay full fees 4	75
		60
		15
		90
		19
	imber of these not attending school	71

These figures show that 71.4 per cent. of the children are able to pay full fees, while only 27 per cent., that is, less than half of those able to pay full fees, are attending any school.

Existing Schools.—The following table will serve to illustrate the character of the

Existing Schools.—The following table will serve to indicate the character of the Existing Schools and the amount of support given to them locally and by Government.

[Under the heading "Accommodation" the letter B. denotes that the floor is "boarded," and the letter C. that it is of "clay"; under the heading "Local Provision," B. and L. denotes Board and Lodging.]

Existing Schools.

Centre.	Class.	Accommodation.	No. at School.	Additional within reach.	Local Provision.	Govt. Grant.
1. Belmont	A. 3.	B; 40×18×12 ft.	36	17	£60 & Free House.	£122
2. Wiltshire (Saltpan).	A. 3.	C; 20×20×10,	27	15	£60 ,,	£103
3. Witkopslaagte	A. 3.	B; 27×18×12,	23	6	£60 ,,	£ 60
4. Tweefontein	A. 3.	C; 14×10×9 ,,	27	6	£30	£ 30
5. Nooitgedacht	P.F.	C; 14×10×10,	7	0	£30 and B. and L.	£ 14
6. Koedoesbergdrift	P.F.	C; 16×10×9 "	10	0	£30 ,,	£ 20
Total			130	44	£270	£349

The discrepancy between the total 130 and the number given above as the total of the children in the division attending public Schools, is accounted for by the fact that some children above 16 attend these schools as well as some children from other divisions. These were not included in the previous calculation.

[G. 2—'96.]

Proposed Schools.—From the above returns it is evident that the establishment of new schools in the division of Herbert is urgently needed. In the following list and on the accompanying map the proposed centres for schools are clearly indicated. It is not expected that schools will be started at all these centres in the near future, while in some cases it is quite possible that schools may be started, not at the centres here suggested, but on neighbouring farms where circumstances may be more favourable for the establishment of schools.

PROPOSED SCHOOLS.

Centre.		Class.	Accommodation.	No. in Vicinity.	Local Provision.	Govt. Grant.	
1. Campbell			A. 2.	Building being erect-	90	£100	£150
2. Douglas			A. 3.		26	£60	£ 60
3. Withuis			,,	C: 18×12×10 ft.	15	£30; B. & L.	£ 30
4. Mazelsfontein			,,	None at present.	20	£30; ,,	£ 30
5. Brechin			,,	C; 24×12×10 ft.	16	£30; ,,	£ 30
6. Scholtzfontein			Poor.	None at present.	14	B. & L.	£ 48
7. Weltevreden			P.F.	C; 14×10×10 ft.	8	£34; B. & L.	£ 16
8. Tafelberg			,,	C; 16×12×10 ,,	7	£30; ,,	£ 14
9. Goedhoop			,,	C; 14×12×9 ,,	8	£34; ,,	£ 16
10. Fabers Put			,,	None at present.	9	£30; ,,	£ 20
11. Kransfontein			,,	None at present.	11	£30; ,,	£ 22
12. Kareefontein	•••		,,	None at present.	9	£30; ,,	£ 20
Total					233	£444	£456

At Campbell a school building is at present in course of construction, and it is hoped that it will be completed in time to start the school in January next. A school should long ago have been established at this centre, as the total number of children of school-going age in the village is no less than 90. Circumstances at the present moment seem specially to favour the establishment of a school, and there is every prospect of soon seeing Campbell provided with a flourishing school, which will supply a long-felt want of the village not only but of the surrounding district as well.

At Douglas the number of children resident in the village is much smaller, and, besides, there seem to be special difficulties in the way of securing the necessary co-operation. A school, however, is urgently needed at this centre, and will be sure to draw children from neighbouring farms, which are at present not within reach of any schools. Should the Government irrigation scheme, the works in connection with which are nearing completion, prove a success, it is very probable that one result will be a large influx of an agricultural population with no lack of material for a thriving

At Withuis I found a private school with 5 children in existence, while some 12 children, all poor, were living in the immediate vicinity of the school, and not attending it. I induced the occupier of the farm to admit these poor children into the school free of charge, and apply for the customary Government Grant. This has been done, and the school has been placed on the list of public schools.

In the existing Government schools in the division 130 children are being educated at a cost of £350 to the Government, or approximately £2 14s. per child. An additional expenditure of £456 will be required to provide for the education of 233 additional children, or approximately £1 19s. per child. In most cases, however, the full number of children in the vicinity will not attend the schools, so that, while the grants in aid may be as is suggested in the above list, the number of children attending will be sure to be less.

Some parts of the division are not taken into account in the above list of proposed centres for schools, for the simple reason that there are certain neighbourhoods where, under present circumstances, it is well-nigh impossible to establish schools, owing to the sparseness of the population, the want of decent accommodation, and other causes. For the rest the causes of educational destitution are to a great extent the same as those that have been stated in previous reports. Ignorance and indifference on the part of parents are greatly to be deplored. In many cases there is found to exist a positive prejudice against anything more than the merest smattering of education

that would barely qualify the children for Church membership. On the other hand a large section of the inhabitants of the division lives in great poverty, earning a precarious livelihood. The proportion of occupiers of farms, who own no fixed property, is very large. Many live in tents, miserable hovels ("hartebeest-huisjes,") and earn their livelihood by hewing wood, and carrying it to Kimberley market, thus eking out a miserable existence. No wonder that the boom in gold-mining, which was at its height at the time of my visit, absorbed the attention of everybody in the division, to the exclusion of all else. A permanent gold-mining industry in the neighbourhood will bring salvation to many who now seem to have no prospect of ever improving their condition, and will soon entirely change the condition and character of the whole district and adjoining country.

BARKLY WEST.

In making an educational survey of the district of Barkly West I paid attention more especially, according to your instructions, to that portion of the division not situated along the Vaal River. The existing schools are mainly confined to that portion of the division adjoining the Vaal River. This is to be accounted for by the fact that these schools are all supported by the mining communities located on the various river diggings. The most populous centres of these are Klipdam and Windsorton, where two schools are in existence. These two centres I have not been able to visit, and I have consequently to omit them in the calculations which follow:-

School Attendance.

Number of children of school-going age		4.4	24			678
Number of these attending public schools			100	100		 140
Number of these attending private schools o	, hoi	n		1		 140
Number of children being to ald	r ber	ng ta	iugni	t at h	lome	 29
Number of children being taught						 177
Number not under instruction						 501

These figures show that of the children of school-going age 73.8 per cent. are not receiving instruction, and 21.8 per cent., or little more than one-fifth, are attending

As stated above, Klipdam and Windsorton are not included in this calculation, as I have not been able to ascertain the totals of the children of school-going age in these centres. There are two schools at these centres, containing respectively 78 and 50

pupils, that is, 128 in all.

Poverty.

Number of children able to pay full fees	 	 9.5		453
Number of these attending school	100	100		156
Number of these not ettending school		 	 	100
Number of these not attending school	 	 	 	297
Number of children unable to pay full fees	 	 	 	225
Number of these attending school	 	 		21
Number of these not attending school	-	Manager.		201

Hence it appears that 66.8 per cent. of the children are able to pay full fees, while only 27.2 per cent. of them, that is considerably less than half of those able to pay full fees, are attending any school.

Existing Schools.—The following is a list of the existing public schools in the division, indicating their character and the amount of support received locally and from Government :-

Existing Schools.

Centre.	Class.	Accommodation.	No. at School.	Additional within reach.	Local Provision.	Govt. Grant
1. Barkly West 2. Waldek's Plant 3. Longlands 4. Windsorton 5. Klipdam 6. Koopmansfontein 7. Daniels Kuil	A. 2. A. 3.	B; 34 × 20 × 14 ft. 24 B; 24 × 16 × 10 ,, 29 B; 24 × 12 × 10 ,, 24 3. B; 24 × 12 × 10 ,, 24 50 78 C; 30 × 24 × 10 ,, 28	24 29 24 50 78 28 36	14 £127½ 12 £50 10 £60 ? £48 ? £75 9 £60 & B. & I 16 £60	£50 £60 £48 £75 £60 & B. & L.	£127½ £ 50 £ 60 £ 48 £120 £ 60 £ 60
Total			269	61	£480½	£525}

A glance at the accompanying map will suffice to show how far these schools are from supplying the educational wants of the division. With the exception of the two last-named schools on the list, all are located in that small portion of the division, situated along the Vaal River. The schools at Koopmansfontein and Daniels Kuilare the only ones to be met with in the vast tract of country to the North and West of the Vaal River, up to the borders of Bechuanaland, and of these schools the former has been in existence only since last April, and the latter since last August. Knowing this, it is not to be wondered at that children are frequently met with lacking even that little of education or home training which children in other parts of the Colony are wont to have. I have met with considerably more instances in this division than elsewhere of grown-up children, who are utterly unable to read or write. This sad state of affairs is to a great extent to be accounted for by the nomadic character of the life the people have been leading for the most part, up to a comparatively recent date. Very few families have been living for more than a few years in the houses at present occupied by them, and up till very recently it would have been impossible to find the necessary accommodation for the establishment of even the most elementary schools. Under existing circumstances this still remains one of the main difficulties.

Proposed Schools.—New schools are urgently needed in the division. In compiling the following list, however, I had great difficulty in finding suitable centres. In several cases there was no suitable centre, while there were sufficient children in the neighbourhood for a new school. This partly accounts for the fact that comparatively large tracts are seen on the map, apparently not being provided for by existing or proposed schools. To a great extent, however, this is owing to the fact that the country is sparsely populated, and that large tracts of the division are still unoccupied, the ground being held by the original buyers who, in many cases, invested in it merely as a matter of speculation.

PROPOSED SCHOOLS.

Centre.	Class.	Accommodation.	Number in vicinity.	Local Provision.	Govt. Grant.
1. 9 kl. (Klein Kameel- fontein). 2. 15 (Kareepan). 3. Klein Boetsap. 4. Spitskop (Spalding). 5. N.W. 9 (Vervanheir). 6. Delportshope. 7. H.V. 53 (Van Niekerk) 8. 12 mn. (Witpan). 9. Panhill. 10. Springbokfontein. 11. H.V. 72 (Marais). 12. H.V. 26 (Swanepoel). 13. Groot Boetsap. 14. Klipfontein (Collins). 15. A. 67 (Malan).	A. 3. """ Poor. P.F. """ """ """ """ """	None at present. C; 22 × 20 × 10 ft. None at present. C; 50 × 20 × 20 ft. None at present. C; 14 × 10 × 10 ft. None at present. """ C; 16 × 10 × 9 ft. None at present.	15 16 25 15 24 32 14 12 11 10 8 9 10 10 9	£30; & B. & L. £30; " £40. £30; & B. & L. £30; & B. & L. £30; & B. & L. £30; & B. & L. £30; , " £30; ", £30; ", £30; ", £30; ", £30; ", £30; ",	£30 £30 £40 £30 £40 £60 £48 £24 £22 £20 £16 £18
Total			220	£404	£436

The establishment of new schools in this division will be beset with peculiar difficulties, owing to the circumstances above referred to, and any efforts put forth for this purpose will need special encouragement. The men willing to take the lead are very few, and the men capable of doing so are fewer still. In the few cases where men are found willing and able to take the lead, it is a common complaint that the necessary co-operation among the neighbours is lacking. Too frequently it is found that schemes for the establishment of new schools are frustrated, and schools once established come to grief, on account of petty squabbles and jealousies between members of school committees and others concerned. The success that has thus far attended the newly established schools at Koopmansfontein and Daniels Kuil, however, augurs well for the future. The example set in these cases cannot fail to have

a healthy influence over the surrounding district. Already it is becoming evident that prejudices are thereby being overcome, and a healthy rivalry caused.

A large number of farmers in the Barkly West Division have previously been resident in the Orange Free State, and it struck me that these as a rule seem to be prejudiced against the system of education in the Cape Colony. They are loud in their complaints that the Colonial Government is far less liberal in its support of country schools than the Government of the neighbouring Republic.

I have the honour to be,
Sir,
Your obedient Servant,
J. H. HOFMEYR, N. Son,
Educational Survey Officer.

a hoshiny indicates over the surrounding district. Already it is becoming a sident that profit flows are therefore house provinces and a healthy rively muscol.

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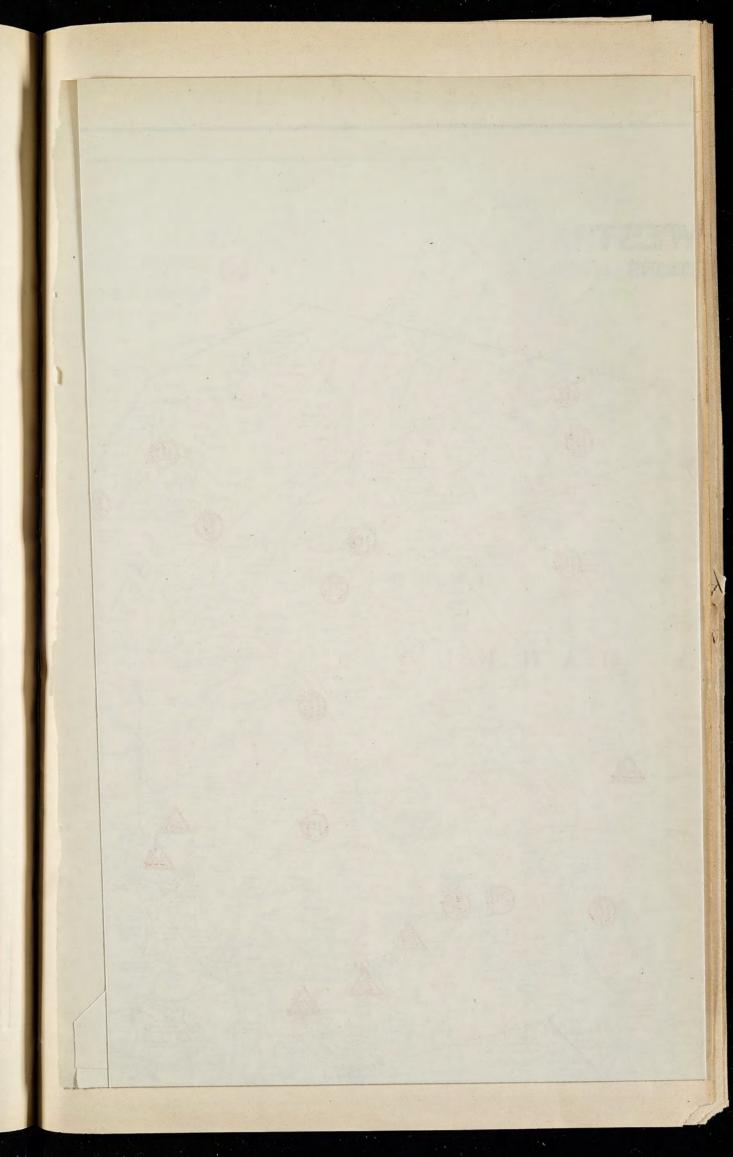
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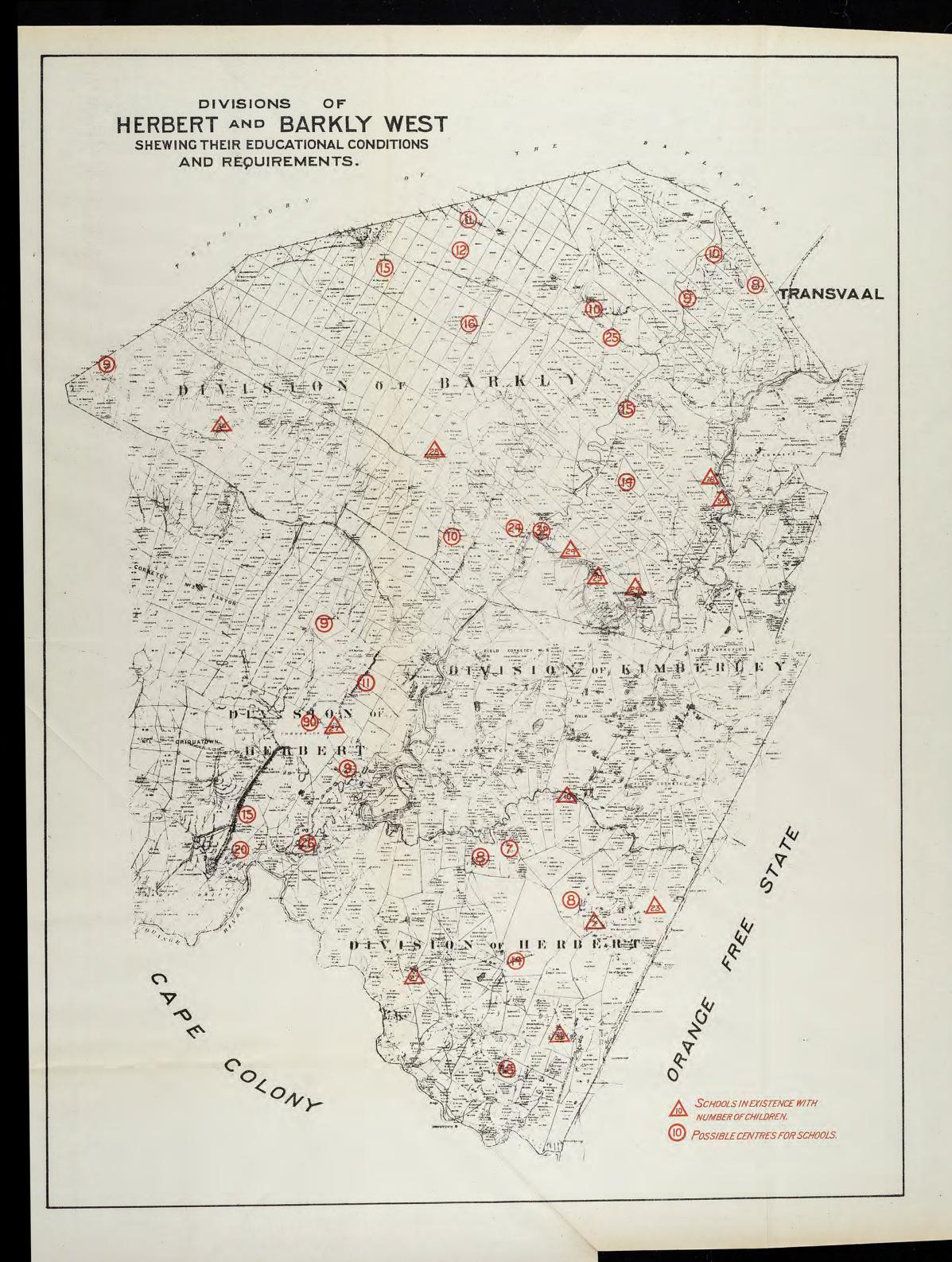
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The establishment of new colors to the division with he have not precious officerous people in the commences there are being to an if he after put facts for the purpose with each spend encouragement. Does not willing to take the end are new to an end of the analysis of the commences are precious and the commences are produced to the analysis of the land of the analysis of the ana





7. REPORT ON THE DIVISION OF HUMANSDORP.

SIR, -I have the honour to submit to you herewith a Special Report upon the Division of Humansdorp, the result of an Educational Survey carried out in that Division during the months of March and April, 1895. As the inhabitants of Humansdorp are chiefly engaged in Agricultural pursuits, the population cluster tolerably thickly at certain centres. Accordingly there is a fair number of schools in existence; but as the accompanying tables and map show, there is room for quite as many more again. I consider this particular part of the survey an important one in its bearings upon the questions of Schools-boards, Compulsory Education and the present financing of schools. The difficulty of starting schools owing to the sparseness of population is less prominent in this Division. Want of accommodation for teacher and pupils, and lack of public spirit are greater obstacles.

The statistical matter to be dealt with is as follows:-

-					
	(a)	Number	of children of	f school-going	g age;
	(b)	,,	,,	"	at school; not at school;
	(c)	,,	,,	"	
	(d)	The amo	ount and natu	re of school a	ecommodation already provided.
	(e)	Amount	paid for Educ	cation locally	;
	(f)	,,	•	" by Gov	vernment.
	(a)	Particul	ar localities in	which school	ls are required;

(b) Kind of school suitable for each locality; Number of children who should attend each proposed school;

(d) Local provision that could in each case be relied upon for school accommodation, and for salary of teacher;

(e) Government Grant required in each case.

III. Any special causes interfering with due provision for education and suggested

School Attendance.—The following are the ascertained facts under the headings I. (a), (b), (c) :-

Number	of children of school-going age	 	1244
,,	these attending public schools	 	471
,,	" private "	 	120
n	" any school	 	591 653
	not attending any school	 	000

It thus appears that of the children of school-going age 52.4 per cent. are not receiving instruction, and 37.7 per cent. are at public schools, while the remaining 9.9 per cent. are taught in private schools or at home.

Poverty.-Any classification of children in accordance with the ability of their parents to pay school fees, must from the nature of the case be rough and ready. But for all practical purposes one is generally able to conclude whether a poor school grant is needed or not. I have usually considered 5 shillings per month full fee; when fees fall much below that the grant for a poor school is necessary. With this explanation the facts may be given as follows:-

Number	of children able to pay full fe	ees	 	732
,,	these attending school		 	425
,,	" not attending school		 	307
,,	children unable to pay full	fees	 	512
"	these attending school		 	179
,,	" not attending school		 **	333

These figures show that 60 per cent. of the children are able to pay full fees and that of those able to pay 58 per cent. are attending school. Of those unable to pay full fees only 34.9 are at school.

(d) The facts concerning the existing schools are given in the following tables, in which, under the heading "Accommodation," the letter B. denotes that the floor is [G. 2—'96.]

HUMANSDORP.

boarded, and the letter C. that it is of clay; and under the heading "Local Provision," B. & L. denote Board and Lodging and H. that the teacher is provided with a house. I have thought it advisable to represent board and lodging in eash in the totals, the value being estimated at £24 per annum. This is done in order that the amount actually spent locally may be made clear, so that in any scheme for providing education from the rates or otherwise, no item may be lost sight of.

It should be noted that the discrepancy between the total number of children at public schools on the list, 453, and the total given as attending public schools, 471, is explained by the fact that the 18 children attend school in the division of Uitenhage. I ought also to mention that some 30 children attend private schools in the village of Humansdorp, and I have not thought it necessary to include these under the column headed "Additional number within reach."

EXISTING SCHOOLS.

Centre.	Class.	Accommodation.	No. at School.	Additional No. within reach.	Local Provision.	Govt. Grant.
1. Humansdorp 2. Andrieskraal 3. Cambria 4. Essenbosch 5. Hankey 6. Kleinvlei 7. Mistkraal 8. Patentie (West) 9. Quagga 10. Storms River 11. Tweefontein 12. Uitvlucht 13. Zaagkuilen 14. Boschkraal 15. Diep Rivier 16. Dwarsfontein 17. Geelhoutboom 18. Kleinplaats 19. Kruisfontein 20. Mondplaats 21. Rietfontein 22. Fynboschhoek 23. Goede Hoop 24. Melkhoutkraal 25. Patentie East	A. 2. A. 3. """""""""""""""""""""""""""""""""""	B; 66×27×16 ft. C; 16×12×10 ,, C; 22×12×9 ,, C; 40×16×12 ,, B; 36×20×14 ,, B; 25×10×9 ,, C; 24×12×10 ,, C; 22×12×9 ,, C; 24×12×10 ,, C; 22×12×9 ,, B; 36×20×12 ,, B; 18×16×8 ,, B; 18×14×10 ,, B; 14×14×9 ,, B; 14×12×8 ,, B; 12×10×9 ,, B; 18×15×10 ,, C; 18×18×11 ,, C; 12×8×8 ,, C; 15×12×10 ,, B; 18×10×10 ,, B; 18×16×10 ,, C; 30×14×10 ,, B; 18×10×8 ,, C; 30×14×10 ,, B; 18×16×9 ,, B; 30×24×12 ,,	58 12 21 13 23 15 23 13 30 12 20 23 12 7 7 6 5 9 5 7 27 34 27 20	5 0 11 0 6 0 4 5 3 1 0 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	£150 £15 B. & L. £45 & H. £24 B. & L. £40 B. & L. £30 & L. £18 & H. £30 & H. £30 & H. £22 B. & L. £22 B. & L. £22 B. & L. £24 B. & L. £26 B. & L. £16 B. & L. £30 & H.	£120 £30 £50 £30 £50 £30 £60 £36 £36 £36 £30 £14 £14 £12 £10 £18 £10 £14 £60 £60 £60
Total	"	O; 24× 9×10 ,,	453	65	£6 & H. £723+£408	£36

As contrasted with the division of Aberdeen where three-quarters of the children at school attend the village schools, it is noticeable that the number of children in country schools is to the number of children in the village schools as 5 is to 1.

There is a strong feeling in the village of Humansdorp that the facilities offered for the establishment of schools in the country, keep pupils in the country who might otherwise attend the village school. That there is some truth in this I do not deny, but the matter must be looked at broadly. Under the most favourable circumstances, if there were no country schools, 50 boarders from the country might attend the village school; but what becomes meanwhile of the other 300 children now attending country schools? To such a question there can be but one answer. If you desire the country children to be educated, you must place the schools at their doors. Further, taking my circuit all through, I am of opinion that the country schools act to a certain extent as feeders to the town schools, though I frankly admit that I wish they would do this to a greater extent, and any influence I may possess will be exerted in that direction.

Some of the schools in this division have been in existence from 5 to 10 years, and

this in itself is a guarantee that among the farming population the standard of education is higher than in many other parts of my circuit.

Condition of the People. - While in the divisions chiefly devoted to pastoral farming, those classed as poor, for school purposes, are found acting as shepherds, dam-makers, or general labourers, with a sprinkling of "by-woners" cultivating the soil along the banks of the rivers, in Humansdorp there is a considerable difference. Here one finds a large number of peasant proprietors, holding much the same position as the Scotch and Swiss peasantry. There are in the wards of Kromme River and Tzitzikanma a goodly number of hard-working small farmers, but owing chiefly to the poverty of the soil and the scarcity of manure their incomes are small; and owing to the variability of the seasons, uncertain. In many cases they raise just sufficient corn and mealies for their own use, and may have for sale a few thousand oatsheaves, and a small quantity of other products of the soil. In addition to this, they earn something by acting as carriers or by bartering produce among the wood-cutters for timber, which again may be turned into cash, or exchanged for home necessaries. Since the land can, from its nature, support only a certain number of them education is, as the Dutch proverb expresses it, "as necessary to them as bread." It would not only enable them to hold their own better where they live, but, accustomed to hard work as they are, they would be more willing to look for work further afield, and would be better enabled to obtain it. They would form either a good pioneer-farmer or artisan class. Among people of such possibilities it has been an unpleasant surprise to find a young man of eighteen, son of a land-owner, unable to tell whether the payment he received for the sale of certain forage was correct.

Any scheme of education which would reach them all must recognise the fact that in several cases boarding the teacher is out of the question, and that married men must be employed. At present the salaries forthcoming at such schools are so low, or the fact that the teacher in a "Poor School" cannot receive Good Service Allowance acts so detrimentally to the better class of married men applying, that there can be obtained only men of a type who make sorry schoolmasters. I see great difficulty in starting schools at four of the proposed "Poor School" centres unless married men can be got. At one centre, board might possibly be got at the proprietor's, and children of neighbouring farms as well as the children of "bijwoners" on the farm would attend, but as the proprietor has no children, a fair equivalent would have to be paid for which the school-fees would be quite insufficient.

In certain schools I think it will be necessary to make education quite free and allow the teacher a sum for board. Under the present arrangement where some family is prevailed upon to give board, on the understanding that the fees are to make it good, and these fees are not forthcoming, the teacher's position becomes an unpleasant one. In other cases again the teacher would be more comfortable in another house, but not being able to offer any definite payment he cannot make the change; and if the discomfort continue, he leaves to the detriment of the school. This has happened during the past year to a school twelvemenths old, and now the work has to be commenced anew. In another division I know that the clergyman has made himself personally responsible for the payment of the teacher's board at a Poor School. The Church may come to his aid, but I am very certain that he will not get half that amount from the parents of the children who are being educated. In other cases schools have closed or tremble in the balance because one man gets tired of boarding the teacher for nothing or at rates varying from £3 to £18 per annum. If the fees are insisted upon the withdrawal of pupils lowers the salary or closes the school altogether.

I have thus far always tried, when starting schools, to get those who could afford it to pay more towards a school than their poorer neighbours, on the ground that this is far less expensive than sending their children away from home, or getting a teacher for their own children alone, and at the same time is an action for the common weal. But whether one is successful depends much upon the breadth of view, generosity, and neighbourliness of those with whom one is dealing. At certain places the doctrine expressed in the proverb "Allen moeten met dezelfde kam geschoren worden" is apt to prevail. It would certainly remove a great deal of friction arising from the inequality of fees at the same school, and place many schools on a firmer footing if some general rate could be levied.

Proposed Schools.—The subjoined list explains itself. It should be noted that the survey was made at the beginning of the year so that some slight changes have taken place. At several of the proposed centres schools have been opened, but they are counterbalanced by the closing of schools at other centres. However I am not without hope that the work is bearing some fruit.

PROPOSED SCHOOLS.

Centre.	Class.	Accommodation.	No. in Vicinity.	Local Provision.	Govt. Grant
1. Geelhoutboom	A. 3.	C; 15×12× 9 ft.	12	£18 & Board.	£30
2. Hartebeestfontein	,,	None.	15	£12	£30
3. Honigkloof	,,	B: 18×16×12	15	£30 & House.	£36
4. Klein River	22	C; 20×12×10,	10	£10 & Board.	£30
5. Kruis Rivier	,,	C; 16×15×10 ,,	12	£20 ,,	£30
6. Riet Rivier	12	C; 15×14× 7,	16	£18 ,,	£30
7. Draaiklip	P.F.	None.	9	£12 ,,	£18
8. Driefontein	,,	B; 16×14× 9,	5	£30 ,,	£10
9. Goedgeloof	2.2	None.	9	£22 ,,	£18
10. Kabeljauws River	,,		12	£16 ,,	£24
11. Klipdrift (Meyer's)	27	C; 18×14×10,	7	£26 ,,	£14
12. Klipdrift (Olivier's)	";	C; 16×14×10,	10	£20 ,,	£20
13. Krantzplaats	,,	$C: 20 \times 12 \times 9$,	5	£20 ,,	£10
14. Keurkloof	"	None.	10	£16 ,,	£20
15. Langefontein	"		13	£10 ,,	£26
16. Lottering	"	B; 16×12× 9,,	6	£18 "	£12
17. Middelburg	"	C; 17×15× 9,,	5	£20 ,,	£10
18. Misgund (Hesselman)	"	None.	10	600	£20
9. Misgund (du Plessis)	22	C; 18×14× 9 .,	6	(.50	£12
20. Ongegunde Vrijheid	22	None.	8	614	£16
21. Rietvlei	**	C; 12× 9× 8,,	5	P20	£10
22. Sevenfontein	,,	None.	5	200	£10
23. Uitvlucht (Roodman's)	"		6	P94	£12
24. Eerste Rivier	Poor.	B; $40 \times 20 \times 15$,	24		£60
25. Hendrikskraal	,,	None.	18	"	£48
26. Hofmansbosch	22	C; 20×10× 9,	12	**	£36
7. Jagersbosch	27	None.	13	.,,	£48
28. Kastanjeskraal	12		18	",	£48
29. Kromme Rivier	"	C; 18×10× 9,	12	- "	£36
30. Nooitgedacht	"	None.	24	"	£60
31. Witte Elsbosch	"	"	25	27	£60
Total		31 4.0	357	£456+£726	£844

Compulsory Education.—During the past two years I have tried to gauge the feeling of those best able to judge in my circuit as to the necessity for, and the possible success of, compulsory education applied to the country as well as to the towns. In doing so I have not expressed any opinion of my own, both in order that I might get unbiassed answers, and because that until lately I had not formulated an opinion.

By a Compulsory Act I mean an Act compelling children to attend school who reside within reasonable walking distance of such school. Further, the period of compulsion should not extend over more than four or five years at first, say from the ages of 7 to 11 or 7 to 12. My conversation on the subject has not been with those parents who are indifferent to the education of their children and who would feel the working of an Act most of all, but with landed proprietors who know the condition of the country and people, and members of school committees and others whose offers of free education to certain children have not been accepted. I am well aware that my circuit contains but a fraction of the population of the Colony, but such as it is, the general opinion pervading it is that a compulsory system would be a boon, and that in pastoral districts there would not be much hardship in complying with the requirements of the Act. At the busiest time on pastoral farms the chief work is done in the early morning and towards evening, and except in comparatively few cases children of the ages mentioned are not made use of as herds. In agricultural districts the children are at certain seasons more generally made use of. There it would be necessary to arrange for the holidays to fall as far as possible within these seasons.

In illustration of this difficulty the following extreme case may be given. On one farm in the Division of Humansdorp, there were nine European families cultivating the soil. At the time of my visit the mealie harvest was at hand, and there was only one coloured labourer to the nine families. There were special causes for this state of

affairs, into which I cannot enter now; but the mealie harvest and the holidays not having been made coincident, it is not to be wondered at that quite a number of children who should have been at school were absent.

Upon reference to the list of existing schools in the Division of Humansdorp, however, it will appear that the number of children who might but do not attend school is not very large—12 per cent. of the whole number who are within reach of schools. In other Divisions a different state of affairs exists. At one place where there are 40 children in the neighbourhood of a school, only 26 are on the books, and of these again only 18 were present at inspection; and in another division there is a somewhat similar case. One of the gravest objections raised to a Compulsory Act was that it would have to apply to all races. As a matter of fact, owing to the sparsity of the native population except at a few centres, it would not lead to the establishment of many more schools for them in my circuit. But quite apart from this consideration, I can only reiterate what I said last year, that the country will be better served if the children of the labouring class receive their education before they are thirteen years old than if the state of things continues as at present, when children, owing to the irregularity of their attendance and the short existence of schools, are at school at an age when they should be in service.

School Boards.—As the members of a board who are to decide upon the ability of parents to send their children to school, and possibly upon the fees that are to be paid by individuals, would have to know the circumstances of each one in the community, a board would have to be established in each field-cornetcy of the Division at least.

Native Schools.—There are several spots in this Division where schools for natives might be opened. In regard to most of these places, I have had conversations with the missionary superintendents who are interested in the people and who will probably take the matter in hand.

I have the honour to be,

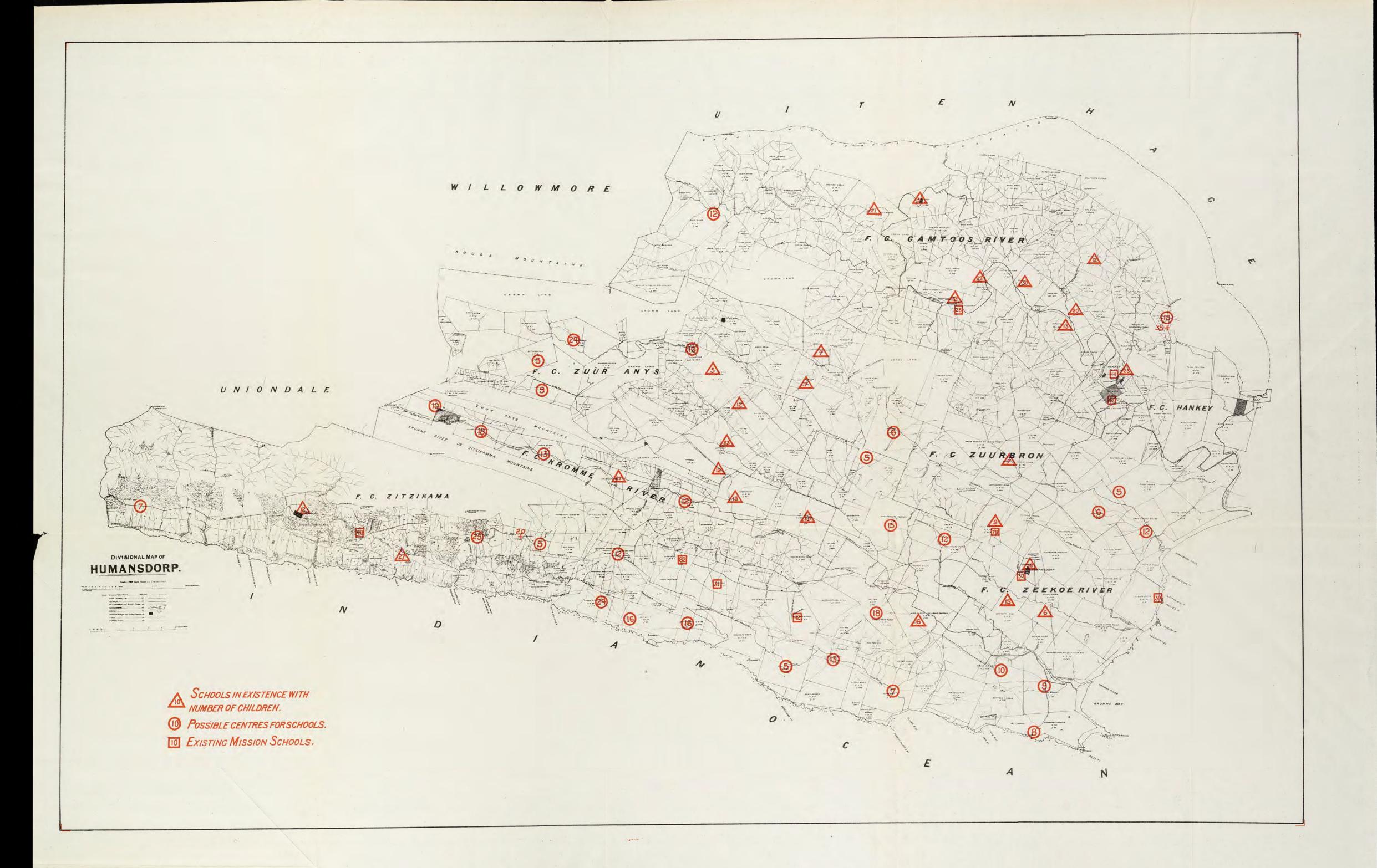
Sir,

Your obedient Servant,

A. HALDANE MURRAY.

Wellington, 31st December, 1895.

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8. REPORT ON THE DIVISION OF CALVINIA.

Sir, - The last quarter of the year was devoted to making an Educational Survey of the Division of Calvinia, the most extensive Division, I believe, in the whole Colony. This was done under considerable difficulties, and in more than one respect at an inopportune time. The district was suffering at the time from a severe drought. In a large portion of the district the crops had failed and sheep were daily dying off through want of water. In consequence many farmers were away from their homes, and in many cases children, who would otherwise have been attending school, had been taken from school. Moreover the farmers generally were in very depressed spirits and were filled with gloomy forebodings as to the future, so that it was a by no means easy task to induce them seriously to consider any suggestion or plan for starting a new school. I also found it a great drawback that the local minister of the Dutch Reformed Church was absent during the time of my visit, as he would have been able to render me material assistance in the work. As he will shortly be leaving the district for another sphere of labour, I fear the cause of education in the district will suffer, and the work I tried to do will in many cases be fruitless, unless his place is immediately filled by a successor.

The following statistical returns will indicate the present educational condition of

the Division :-

School Attendance.

1	Number ",	of	children of school these attending these attending	public s	schools	being	taught	340	1332
			at home					27	
	"	of of	children being t	aught ir der instr	any way				367 965

These figures show that of the total number of children of school-going age 72.4 per cent. are not receiving any instruction, and only 25.5 per cent. are attending public schools. Of the town children over 85 per cent. are attending school, so that, if these are deducted, it will be found that only 20 per cent. of the country children are attending public schools.

Poverty.—Any classification of the children according to their ability to pay school fees must be only approximate. Among children unable to pay school fees I have included only those who appeared unable to pay the ordinary monthly fees. There is a vast number, however, who, while they are able to pay the ordinary school fees, will be unable to pay any additional expenses for board and lodging. As with a population so scattered as is the case in Calvinia there seems to be no prospect of these children having any schools within reach of their homes, the number of those at present unable to attend school is actually far larger than that given in the following return :-

Number	of children able to pay full fees	 	1110
,,	of these attending school	 	317
,,	of children unable to pay full fees	 	222
"	of these attending school	 	50
,,	of these not attending school	 	172

Hence it appears that 83.3 per cent. of the children are able to pay school fees, while only 27.6 per cent. (i.e., not quite one-third of those able to pay full fees) are attending any school.

Existing Schools.—The character of the existing schools and the amount of support

contributed locally and by Government will appear from the following table.

["B," under the heading "Accommodation," denotes that the floor is boarded, and "C" that it is of clay; "B. and L." under the heading "Local Provision," denotes Board and Lodging.]

[G. 2—'96.]

EXISTING SCHOOLS.

Centre.	Class.	Accommodation.	Number at School.	Additional No.	Local Provision.	Govt. Grant.
1 01 1	A. 2		80	7	£150	£234
1. Calvinia	A. 3	C. $60 \times 20 \times 20$ ft.	26	10	£50	£100
3. Grootevlakte (Groot	11 - 01	C. 16×16×10 ft.	16	4	£30	£30
Toren)	"	C. 24×16×10 ,,	28	4	£50 & House.	£100
5. Kopjeskraal (Leeuw-		C 25×15×10 ,,	20	9	£56 B. & L.	£60
enkuil)	,,	C. 22×14×10 ,,	26	5	£60 ,,	£96
7. Zoetwater	11	C. 24×16×10 ,,	20	4	£20 & House.	£40
8. Spitskop (Wagendrift)	"	B. $20 \times 20 \times 12$,	11	3	£20 B. & L.	£40
9. Tygerhoek	11	C. 24×16×10 ,,	10	0	£20 ,,	£52 £24
10. De Hoek	P. F.	B. 21×18×10 ,,	7	4	£36 ,,	224
11. Bushmanland (Klein	Poor	Tent.	19	30		£60
Brandpens)	P. F.	Build'g being erected.	13	20	£30	£28
13. Houwhoek	,,,	B. 16×12×12 ft.	8	0	£34 B. & L.	£26
14. Lokenburg (Uienvlei)	"	C. 20×12×10 ,,	14	5	£20 ,,	£30
15. Majesfontein (Bok- keveld)		C. 16×16×12 ,,	8	9	£32 ,,	£18
16. Tygervallei	"	C. 20×16× 9 ,,	7	4	B. & L.	£30
17. Klipbak	"	C. 18×14× 9 ,,	8	0	£20 B. & L.	£18
Total			321	118	£628	£786

Proposed Schools.—A comparison of the figures in the above list with the statistics given above will at once show that the present state of circumstances is far from satisfactory. More schools are urgently needed and, though in many parts of the Division there are many drawbacks and it will be difficult to find suitable centres, there are several instances in which schools can and ought to be established without any further delay. In the following list and on the accompanying map centres for new schools are indicated, which under present circumstances suggested themselves as the most favourable.

PROPOSED SCHOOLS.

Centre.	Class.	Accommodation.	Number in Vicinity.	Local Provision.	Govt. Grant.
1. Enkele Wilgeboom					
(Rivierplaats)	A. 3.	C. $24 \times 16 \times 12$ ft.	14	£30 B. and L.	£30
2 Brandwacht	,,	C. 20 × 16 × 10 ,,	18	000	£40
3. Kriegaboschfontein	77	X X ,,	10	£20 ,,	210
(Vaalfontein)	,,	None at present.	24	£20 ,,	£40
4. Matjesfontein (Voor		The state of the s			
Hantam)	,,	C. $20 \times 14 \times 10$,,	14	£30 ,,	£30
5. Doornrivier (Zwart-				***	1
klip)	,,	None at present.	20	£30 ,,	£30
6. Groenrivier	,,	,,	50	£60 ,,	£90
7. Klandskraal	,,	,,	20	£20 ,,	£40
8. Avontuur	,,	,,	15	£30 ,,	£30
9. Rietfontein	,,	C. $24 \times 20 \times 10$ ft	16	£30 ,,	£30
0. Klipfontein	Poor.	None at present.	21	B. and L.	£60
1. Driekuilen	"	,,	20	,,	£60
2. Matjesfontein (Achter		w 12 m 1 m 1 m			
Hantam)	,,	C. $18 \times 14 \times 9$,,	16	• • • • • • • • • • • • • • • • • • • •	£60
3. Camdani	","	None at present.	25	"	£60
4. Reeboksfontein	P. F.	0 10 2	8	£30 B. and L.	£18
5 Matjeskloof	22	C. $16 \times 16 \times 9$,	7	£40 ,,	£22
6. Keerom	,,	None at present.	10	£36 ,,	£22
7. Leeuwendrift 8. Rondheuvel (Bosch-	"	,,	12	£34 ,,	£26
land (Bosen-		C 16 11 10 11 10	10	000	0.00
9. Zwelling Grebel	22	C. 16 × 12 × 10 ,,	10	£30 ,,	£30
0. Zoutputs	2.7	None at present.	9	£30 ,,	£20
1. Nelswerf (Stormpjes-	2.7	"	13	£30 ,,	£26
kolk)	,,	C. $16 \times 14 \times 10$,	8	£32 ,,	£18
Total			350	£530	£78

At present, it will be seen, 321 children in the Division are being educated at a cost of £986, or £3.07 per head, to the State. An additional expenditure of £782 by Government, or approximately £2 4s. per head, will be required to provide for the education of 350 additional children. As, however, in most cases, the full number of children mentioned in the list of proposed schools will in all probability not attend, the cost per head of the children in these schools will be greater than the sum above mentioned.

The school at De Hoek, which has been temporarily closed, will be re-opened under a certificated teacher at the commencement of next quarter. At Leeuwenkuil (Kopjeskraal), I happened to be present at the opening of a new schoolroom, substantially built and well furnished, which afforded an encouraging proof of the fact that the necessity of permanent schools is being realised and that the people are no longer satisfied with the work done by itinerant schoolmasters. In several other instances, I found the schoolrooms and furniture in a very fair condition, which is the more noticeable as the cost of building and of transport of building material throughout the district is very great. At Grootvlaakte, Nelskop, and Rietvlei better accommodation is urgently needed, and the circumstances, I think, warrant support from Government for the purpose.

I have hopes that steps will immediately be taken to start schools at Groenrivier and Vaalfontein—two important centres. At Boschkloof a school will be started at the commencement of next quarter, if a teacher can be secured in time.

The wards, Bokkeveld and Roggeveld, are particularly deficient as regards matters educational, which is the more to be deplored seeing that circumstances are more favourable for the establishment of schools in those wards than in the rest of the district. In Bokkeveld, at least three flourishing schools ought to exist. There is material for even more. On about a dozen adjoining farms in this ward there are over 200 children of school-going age, of whom only 10 are at present attending school!

That such should be the case, while on at least 6 of these farms there are no fewer than 20 children on each, living within a few hundreds yards of each other, and in the case of Groenrivier (one of these farms) no less than 40 children on the same "werf," shows that the cause of education in this ward has thus far been sadly neglected. Notwithstanding all the difficulties in the way there is no reason why this state of matters should continue any longer. One of the chief difficulties mentioned is that twice a year, during the sewing and reaping seasons, the boys are required on the farms and cannot attend school. As these seasons last from about 4 to 6 weeks, this difficulty could be obviated by letting the ordinary June and Christmas holidays fall in May and November. I told the people that I believed you would readily concur with any proposal to make an alteration such as I suggested.

More serious than the difficulties generally mentioned, is the lack of appreciation of a good education. It is, indeed, discouraging to find that so many parents are quite contented if their children are taught barely to read and write, and never dream of having them taught more than is deemed sufficient to have them confirmed as members of the Church. And very often those who could best afford to have their children well educated are the most indifferent and negligent.

Another serious obstacle is the want of harmony and co-operation among neighbours and occupiers of the same farms. I could mention several instances in which this is the only apparent reason why schools have not yet been started. This refers more especially to the more thickly populated parts of the Division.

In a large portion of the Division circumstances are of such a nature that at present there seems to be no possibility of starting more schools. A large number of families is constantly on the move and has no fixed habitation. Wherever they "trek" the children are required to tend the flocks, and during seasons of drought, which, alas! are very frequent, they are busy from morning to night hauling or carrying water for the flocks or homes. This I found to be the state of matters throughout the whole of the district north of the Hantam River and west of Brandvlei. In the vast tract of country north of Loeriesfontein and west of Brandvlei there are only about half-a-dozen brick-built houses in all, and people are to a great extent not yet settled on the farms. This state of affairs, however, is bound before long to come to an end, and as people settle down on their farms it is to be expected that wells will be sunk, dams constructed and houses built, which will be bound to alter the habits and character of the people.

One school has thus far been established in this part of the district, and the teacher, Mr. Volsteedt, deserves great praise for the work carried on by him amid many hardships and for his self-sacrificing labours among people, who, but for his devotion to their interests, would have been totally neglected, as far as the education of their children is concerned. He lives in a tent, and the school also is carried on in a tent which is usually shifted every quarter as circumstances require. The number of pupils is naturally fluctuating, as appears from the fact that, while the attendance at school varied from 12 to about 25 at a time, there have been no less than 72 children in attendance at one time or another during the past year.

Circumstances, however, are rapidly changing and the nomadic life which farmers have thus far been leading will soon be a thing of the past. I, therefore, deem it advisable that steps be taken to have a suitable school built, with proper accommodation for boarders, on a farm with a perfect water supply. The farm Dwaggas not far from where the school is carried on at present, suggested itself to me as best suited for the purpose, and it would be a great boon to the surrounding farmers if this farm could be reserved by Government for school purposes.

On the whole it must be admitted that the farmers have many difficulties to contend with in these parts and generally throughout the Division. Government aid may safely be more liberally granted than has hitherto been the case, if the rising generation is ever to be gathered within the fold of the school.

I am, Sir,

Your obedient Servant,

J. H. HOFMEYR, N. son.
Educational Survey Officer

Rondebosch,

January 21st, 1896.

9. REPORT ON THE DIVISION OF RIVERSDALE.

Sir,—I have the honour to submit the following report on my educational survey of the division of Riversdale. As this survey was all but completed last quarter, all Government schools then in existence appear in the list of existing schools.

TABLE I.

THE STATE OF EDUCATION IN RIVERSDALE (WHITES).

			to pay fees.	Unable full		Both Classes.	
A. Urban Area.		No.	p.c.	No.	p.c.	No.	p.c.
. Children of school-going age		151	e.	102	c.	253	e.
2. Of these receiving instruction		144	95.36	68	66.6	212	83.8
a. At Government Aided Schools		133	88.08	64	62.74	197	77.87
b. Elsewhere		11	7.28	4	3.92	15	5.93
3. Of these not receiving instruction	•••	7	4.64	34	33.3	41	16.2
B. Rural Area.						10	
. Children of school-going age		700	e.	1,087	c.	1,787	e.
2. Of these receiving instruction		303	43.29	218	20.06	521	29.16
a. At Government Aided Schools		229	32.71	190	17:48	419	23.4
b. Elsewhere		74	10.57	28	2.58	102	5.71
3. Of these not receiving instruction	••	397	56.71	869	79.94	1,266	70.84
C. The whole District.							
. Children of school-going age		851	e.	1,189	C.	2,040	c.
2. Of these receiving instruction		447	52.53	286	24.05	733	35.98
a. At Government Aided Schools		362	42.54	254	21.36	616	30.2
b. Elsewhere		85	9.99	32	2.69	117	5.74
3. Of these not receiving instruction		404	47:47	903	75.95	1,307	64.0

The tables appended contain the necessary statistical details. Before discussing them, however, I must make mention of the deplorable condition of the district at the present time. For years its inhabitants have been suffering from severe droughts; most crops have failed, and in consequence many people have been reduced to a state of poverty bordering on starvation. Some have completely broken down under their heavy burden and pass their days in idle despair.

In spite of these hard times, in regard to educational matters, Riversdale compares

very favourably with other districts of Cape Colony.

Very few villages in this country will be able to show the advanced state of the village of Riversdale which appears from the first table. Even the rural area has a percentage of children under instruction which is surpassed by very few other such areas in the Colony. I have still found a large number of people who in spite of the most adverse circumstances will see that their children are taught. On the other hand, there is a considerable number of people who undervalue education; 30 per cent. of all the children in the neighbourhood of schools and not making any use of them belong to the class which may be described as poor. Again, many of the poorer class have been invited to send their children to school without paying fees, but do not care to avail themselves of this privilege.

[G. 2—'96.]

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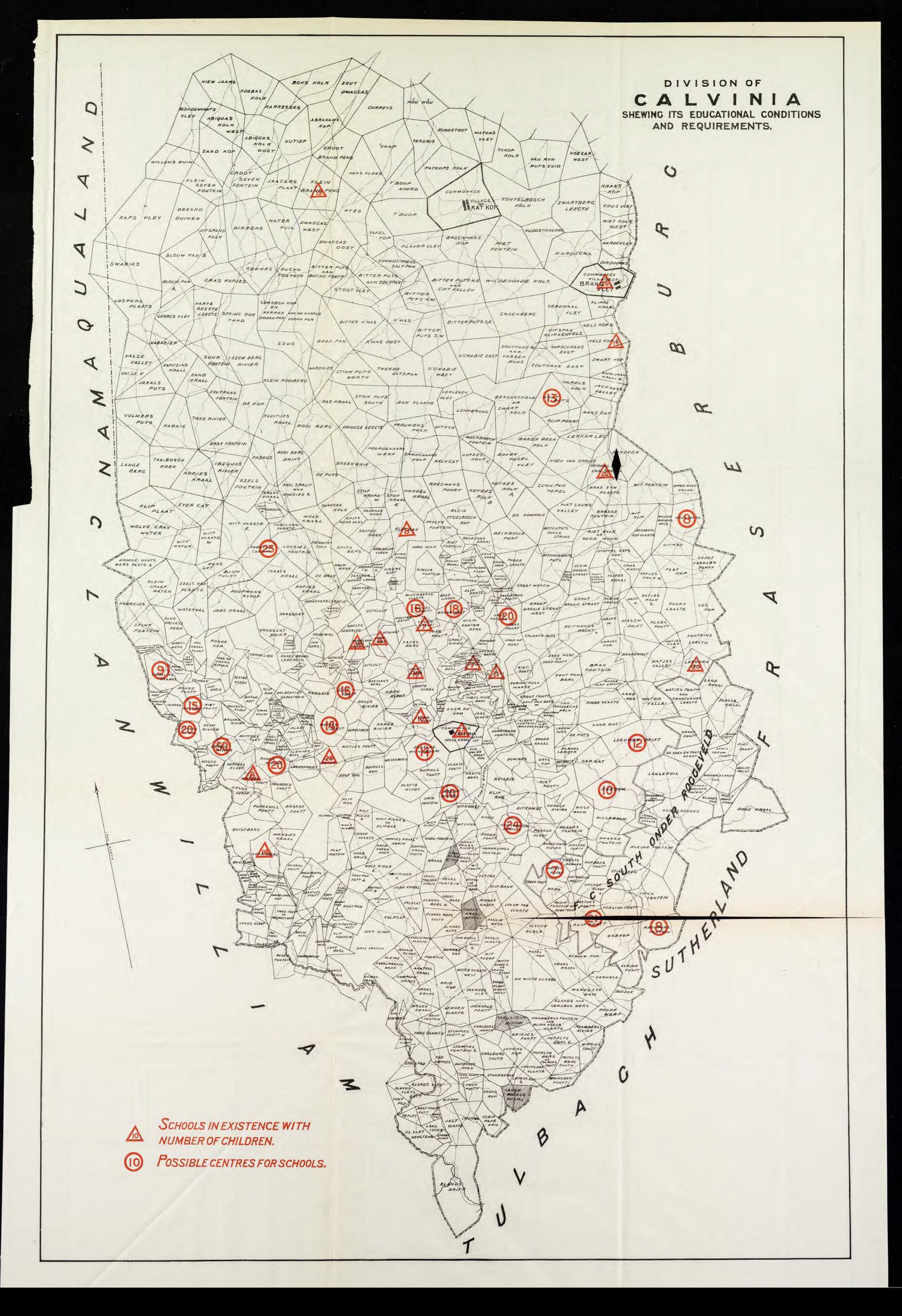


TABLE II.

Existing Government-Aided Schools.

-							
	Centre.		Kind of School	No. in Attendance.	Additional No. within 3 miles.	Government Grants, exclusive of Special Grants and Capitation Allowances.	Local Contribution.
	D: 1.1			1		1	
	. Riversdale		Boys' At.	67	31	£260	£260 & house.
2			Girls' AI.	117)	275	325.
8	. Do	• •	Engl. Ch. B.	34	1 10	30	15.
4	. Do		(White)	0.	43	000	11
4			D.R.C. AIII.	1)	60	House.
5		D:	Evening	23		20	£4.
	Blandsdrift—Mond van de Valsel	1 Kiv.	Poor	26	14	48	24.
	Bon Avontuur		do.	14	0	36	B. & L.
0	Bovenplaats—Buffelsfontein		do.	24	33	60	£24 & house.
	Drooge Vlakte-Modderfontein		do.	25	22	48	B. & L.
	Karnemelksvlei		do.	16	8	60	do.
	Krenten Rivier		do.	16	13	48	do.
12	Kruis Rivier (near Kafferkuils R Melkhoutfontein (do.	ivier	do.	24	8	48	do.
	0111/ 77/70:)	do.	31	25	60	do.
15	Rietvlei (near Lange Berg)		do.	28	12	48	£12, B. & L.
	Soebatters Vlakte		do.	33	6	48	B. & L.
	D 10		do. P. F .	18	37	60	do.
	Do Drooi		do.	9	0	27	£9, B. & L.
	Draai Hoek—Weltevreden		do.	11	5	22	2, do.
	Data IZ-11		do.		0	12	3, do.
	Hoose Vasal		do.	8 8		16	8, do.
22	Tonbonefontain		do.	8	3	16	20, do.
	Woffenlanila Divien		do.	6	2	16	20, do.
	Klain Doonn Divion	• •	do.	10	7	12	B. & L.
	Koega		do.	7	0	. 20	£10, B. & L.
	Kruis Rivier (near Kafferkuils Ri	vior)	do.	12	3	14	10, do.
	I wook land		do.	12	7	24	B. & L.
	Lovernot Zacksout		do.	11	15	$\frac{30}{22}$	£6, B. & L.
	Novo		do.	10	5	20	8, do.
	Oude Muragie		do.	8	6	16	4, do.
	Plat Bosch		do.	11	0	22	8, do.
	Spiggal Rivion		do.	10	2	20	15, B. & L.
33.	Tijgerfontein	- ::	do.	14	13	28	Control of the Contro
34.	Valsch Rivier		do.	7	1	21	
35.	Weyers Rivier		do.	11	8	30	15, do. 9, do.
	Zoetmelksfontein	100	do.	11	6	22	14, do.
37.	Zoetmelks Rivier		do.	11	1	22	2, do.
	Zoutpan		do.	9	15	18	B. & L.
39.	Zwartwater-Tartouwa		do.	8	7	16	£5, B. & L.
10000					-	10	20, D. a L.
	Illustation of the continuence	033		749	361	£1,675	
			100		chailes	3-,010	
-		-		- 000	Charles of the last	Second Links	L. D. Wash

The Private Farm Schools, numbered 21, 25, 30, 36, have since been closed. Instead of No. 21, however, another Private Farm School on the same farm will be opened on the 2nd of March.

The Private Farm Schools, numbered 18 and 23, are within one mile of each

Nos. 3 and 4 ought to become one Poor School.

The Poor Schools Nos. 10 and 16 were A111. Schools but a few months ago.

Nos. 12 and 26 are on the same farm and less than ten minutes' walk apart.

Among the 749 pupils attending the above Schools there is a considerable number of other than school-going age.

The actual Government expenditure on the above Schools amounts to above £1,900. All the schools in the village have boarded floors, and all the district Schools have mud floors.

A glance at Table II. reveals the fact that there are no Public Schools in the district, but that their place is taken by Poor or Private Farm Schools. The salaries paid to teachers in Private Farm Schools are, as a rule, very low, and it cannot be expected of teachers of a higher standing to apply for openings in such schools. A fair proportion of the teachers in the Poor Schools, too, are of little account, but it is difficult to induce better teachers to take their places under the present circumstances. Only a modified form of compulsory education would improve matters in this respect.

TABLE III. PROPOSED NEW GOVERNMENT SCHOOLS.

Centre.	Kind of School.	Vecommodation.	No. within 3 miles.	Probable Attendance.	Ordinary Government Grant required.	Probable Local Contribution.
1. Elberts Kraal	1	sq. ft. 220	22	12	000	CO D . T
0 William for the form of the D' '	do.		16	12	£30 30	£9, B. & L. 6, do.
2 Zerouth annel (anner Waternat)	do.	230	18	13	30	12, do.
4 Dattaliandantiin	Poor		32	18	60	B. & L.
5 Brakfontoin	do.	250	35	17	48	do.
6 Reand Rivion	do.	430	56	25	60	do.
7. Buffels Hoek	do.		15	12	48	do.
8. Groot Yzervarksfontein	do.		18	12	48	do.
9. Klein Rivier	do.	180	22	14	48	do.
10. Kruis Rivier (near Duivenhoks Rivier)	do.	325	25	16	48	do.
11. Muizekraal	do.	480	54	30	80	£10, & Res'ce.
12. Rijksdaaldersplaats-Buffelsfontein	do.		26	12	48	B & L.
13. Vermaaklijkheid	do.	900	44	24	60	£12 & Res'ce
14. Vet Rivier	do.		26	17	48	B. & L.
15. Wagenbooms Rivier	do.		23	13	48	do.
16 Waterval	do.	180	31	16	60	do.
17. Wegwijzer Rivier	do.	125	27	13	48	do.
18. Welgevonden (near Lange Berg)	do.	200	24	14	48	do.
19. Bergfontein	P. F.	240	17	10	20	do.
20. Bouwers Kloof	do.		17	9	18	do.
21. Brakkloof	do.		9	6	12	£6, B. & L.
22. Buffelsdrift	do.	200	17	11	22	8, do.
23. 'Canca	do.	210	18	11	22	8, do.
24. De Hoek—Vergenoegd	do.	190	17	10	20	4, do.
25. Groot Fontein	do.	::.	9	5	10	2, do.
26. Hectors Kraal	do.	140	14	8	16	4, do.
21. Holbak	do.	240	7	7	14	10, do.
28. Klipfontein (on Kafferkuils Rivier) 29. Kortfentein	do.	270	12	8	16	2, do.
30. Krombeks Rivier—Karnemelks Rivier	do.	180	18	8	16	2, do.
31. Kromkloof	do.	200	6	6	12	12, do.
32. Melkhoutfontein (on Gouritz Rivier)	do.	200	12	11	30	6, do.
33 Moddardai	do.		13	9	18	B. & L.
34 Onverwacht	do.	165	20 7	10	20	£4, B. & L.
35 Outeniana Drift	do.	165 250	11	8 7	16	8, do.
36. Reibosch	do.	200	11	9	14	4, do. 6, do.
37 Rietorove	do.		10	6	12	
38 Rietylei (in de Duinen)	do.	.,	15	5	10	3, do. B. & L.
39. Rietvlei (near Mouth of Gouritz Rivier)	do.		12	6	12	£6, B. & L.
40 Spinfontoin	do.	•••	11	6	12	3, do.
41 Two Kuilon	do.	110	9	7	14	4, do.
42. Welgevonden (near Gouritz Rivier)	do.		9	6	12	6, do.
43. Zandfontein	do.		15	11	22	8, do.
11 11						o, ao.
			830	490	£1,302	

Schools are now established at centres 5 and 27.

At centres 8, 30, 33, 34 and 43 there are private Schools which could with advantage be turned into Government Schools.

None of the rooms alluded to above has a boarded floor.

Table III shows that with a further expenditure of about £1,300 by the Government 43 new schools may be established. Among them, however, are a considerable number that will not be opened for years to come if the people are left to themselves, and others for which it will be difficult to obtain teachers. Besides the 43 proposed centres, there are a few places where there are more than five children of school-going age, but where, for certain reasons, it would be utterly impossible to establish schools. I have proposed three centres for AIII. Schools, but am of opinion that if grants for Poor or Private Farm Schools should be asked for these places they should be given while the present depressed state of the district lasts.

Table I informs us that the Government provides for the instruction of 616 children of school-going age domiciled in Riversdale; Table II that there are 361 other children living in the neighbourhood of Government-aided schools in Riversdale (there are some other children in Riversdale living near enough Government schools just beyond the boundaries of the division),—that therefore Government actually provides for them; and from Table III we learn that Government Schools might be brought to the doors of 830 more children. Thus it would be possible to provide for the education of about 1,800 children of school-going age, i.e., for 88 per cent. of all the children between 5 and 16 years belonging to Riversdale. Another difficulty to be reckoned with lies in the fact that there are poor people living in proximity to existing schools who say they cannot avail themselves of such institutions because they are unable to supply their children with what they consider decent clothing.

To obtain fairly accurate details about the coloured children in the district would have occupied a considerable additional amount of time. There are in all about 900 between 5 and 14 years of age, and of these about 290, i.e., 32 per cent., recive instruction.

For the village the figures are as follows:-

No. of coloured children between 5 and 14
 Of these under instruction
 201, or 77 p. c.

There are five schools:-

1. Riversdale, Berlin B., with 149 pupils.
2. Do. Engl. Ch., B.,, 93 ,,
3. Melkhoutfontein, ,, ,, 40 ,,
4. Novo, Berlin B., ,, 33 ,,
5. Bergfontein, Engl. Ch. B. ,, 17 ,,

Total 332 pupils.

The Government expenditure for the above five schools is £165.

There are two other centres where schools might be established, viz, Brand Rivier, and a site on or near Spiegel Rivier.

I have the honour to be,

Sir,

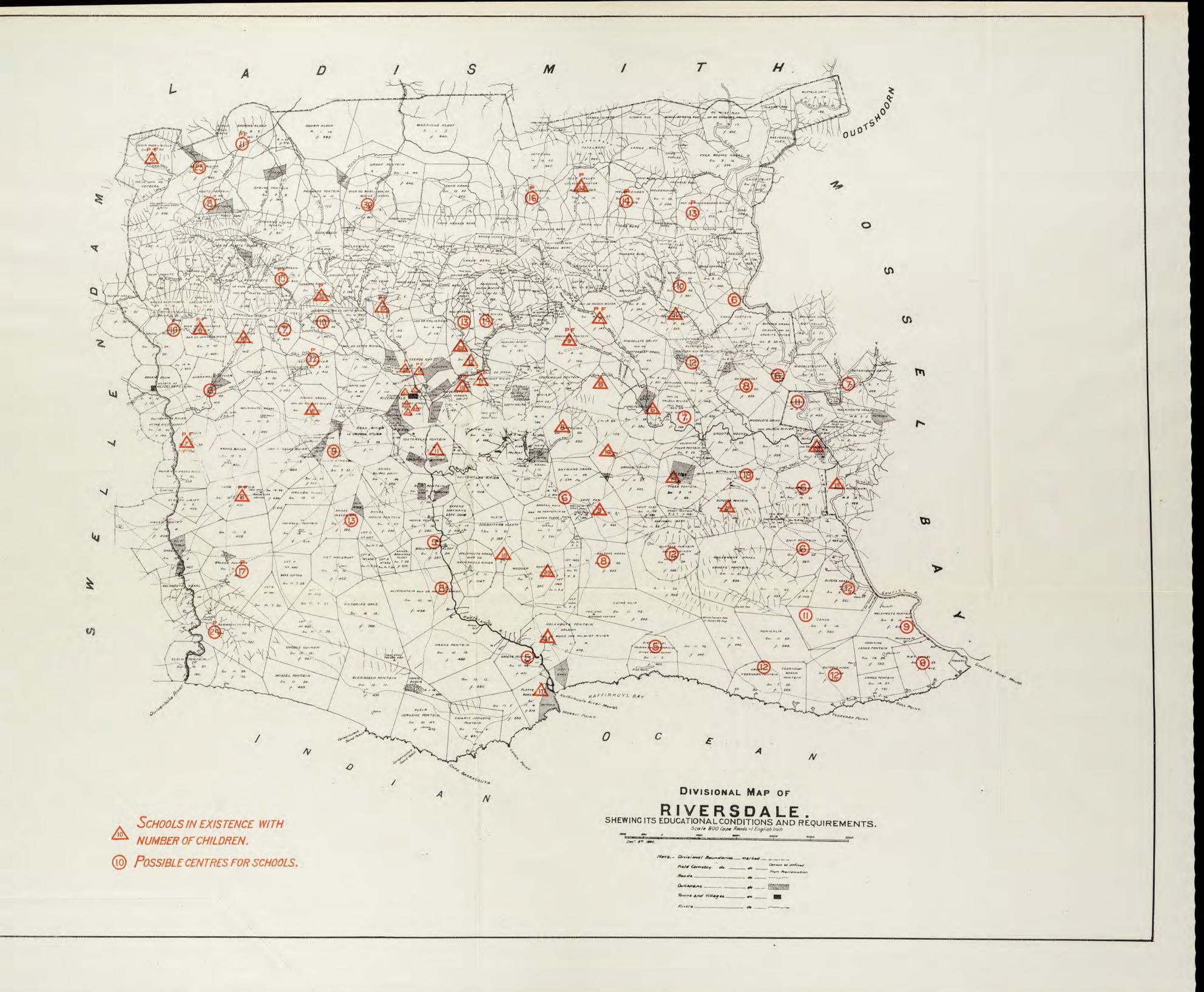
Your obedient Servant,

G. HAGEN, Educational Survey Officer.

Worcester, 29th February, 1896.

ANNEXURE III.

SCHOOL STATISTICS.



- 1. ENROLMENT AND ATTENDANCE.
- 2. INCREASE OF SCHOOLS AND PUPILS.
- 3. SCHOOLS CLOSED.
- 4. INSPECTION STATISTICS.

I. STATISTICS OF ENROLMENT AND ATTENDANCE.

ABBREVIATIONS.

A. 1		First Class Undenominational Public School.
A. 2		Second do. do. do.
A. 3		Third do. do. do.
В		Mission School.
Вар,		Baptist Church.
Berl. M		Berlin Mission Society.
0 1	200	Aborigines' Institution.
6		Do. School.*
D		District Boarding School.
	**	
D.R.C		Dutch Reformed Church.
E		Evening School.
Eng. Ch.		English Church.
F.C		Free Church of Scotland.
Fr. Ev		French Evangelical Church.
Ind		Independent (Congregational).
Luth		German Lutheran Church.
Mor		Moravian Church.
P.F		Private Farm School.
Prep		Preparatory Department. (In the case of First Class Public Schoo's
		this indicates all Scholars who have not yet passed Standard II.)
Pres		Presbyterian Church.
Prim. Meth.		Primitive Methodist Church,
R. C		Roman Catholic Church.
Rhen. M.		Rhenish Mission Society.
		Special Institution.
Sp		
Trap. M.		Trappists' Mission.
Unden		Undenominational.
U. P		United Presbyterian Church of Scotland.
W		

^{*} When "C" takes the place of a number it indicates that the school was closed during the quarter.

Description and Place of the School.	Orđer,	nspection Qr.	12	Scholars	on Rol	1.	A	verage A	Attendar	nce.
Description and Trace of the School.	Oraci.	Juspect	1st Qr	2ndQr.	3rd Qr.	4th Qr.	1°t Qr.	2ndQr.	3rd Qr.	4th Qr
ABERDEEN (Inspector Murray). 1. Aberdeen	A. 2	4	124	117	112	106	104	97	90	89
2. Doorn Draai 3. Groote Vlakte 4. Marais Siding 5. Oaklands J. Steenberg(P.F.)	A. 3 A. 3 A. 3 A. 3	4 4 4 4	C 14	14 18 11 16	14 18 11 24	12 18 13 18	C 12	14 18 10 16	13 17 11 20	12 17 12 15
6. De Kus 7. Hoek Doorns 8. Oudeplaats 9. Tafelkop 10. Wildebeestpoortje 11. Zeekoegat D. J. Pretorius A. R. v. d. Walt D. C. v. d. Merwe J. Swanepoel J. C. Wiedeman J. V. Vosloo	P.F. P.F. P.F. P.F. P.F.	4 4 4 4 4 4	4 8 11 11 9	4 8 12 12 12 9 13	4 6 11 12 8 9	4 C 10 12 8	3 7 10 11 9	3 6 7 11 8 6	3 5 10 12 8 5	4 C 7 12 6
12. Aberdeen	Poor B	4	58 65	50 62	42 53	51 51	49	41	37 47	18
13. Do. (Ind.)	ь		304	346	324	303	256	284	278	234
ALBANY (Inspector Fraser). 1. Grahamstown Art School	Sp.	2	133	151	149	133	124	130	126	124
2. Do., Boys'	A. 1	2 2	100	87 13	104 5	98 0	81 9	76 10	76 4	86
3. Riebeek East	A. 2 A. 2 A. 2	3 4 2	31 36 50	37 34 50	33 26 44	32 23 44	28 33 48	30 32 49	31 23 42	28 21 43
6. Alicedale 7. Brandlaagte Mrs. M. Delpoort 8. G'hamstown, St. Joseph's, Girls (R.C.) 9. Do., St. Patrick's, Boys (do.) 10. Do., St. Peter's (Eng. Ch.) 11. Do., Shaw Hall (Wes.) 12. Kariega Valley	A. 3 A. 3	3 4 2 2 2 2 2 4	59 17 114 46 75, 319 24	60 17 127 46 81 304 22	61 14 112 56 89 255 23	58 12 108 56 74 270 20	52 16 76 33 63 217 16	42 15 101 37 69 226 16	56 12 86 42 67 197 16	40 11 82 40 71 183

в 2

Description on	d Place of the School.		ion Or		Schol	ars on I	Roll.		Average	Atten	dance.
2 County with an	drive of the senoor.	Order	Taspection	1st (Qr. 2nd	Qr. 3rd C	Qr. 4th Q	r. 1st (2r. 2ndQ	r. 3rd G	r. 4th Qr.
13. Seven Founta 14. Sidbury Road	ins H. Ayliff			- T	1 4			16	10		1
15. Beggar's Bush 16. Bergplaats	H Parr	PF	3	3 (3 6	5 6		4			5
18. Blauwkrantz 19. Elende	s Kraal J. H. Bosch T. W. Palmer W. Atherstone	P.F.	4	1 8		7 10	9	6	6	9	7
20. Goodwood 21. Hilton 22. Hilton, West	P. V. Cloete South	P.F. P.F.	3	1	4	C	C 8	5	4		C 8
23. Karreebosch 24. Kruisfontein	Mrs. J. H. Nash J. F. Lombard T. T. Hoole		2		9	9	9	10		8 4	7
25. Lowestoft 26. Manley's Flats 27. Mount Pleasar	T. Smith E. Lark	P.F. P.F.	4	8	10	6 10	6 10	6 5	6 9	6 9	6 8
28. Peninsula (The 29. Roodekrantz	Grant) H. Dugmore G. P. Austin	P.F. P.F. P.F.	2	12	12	C	C C 5	12	11	C ⁴	C C 5
30. Sanddrift 31. Schelmsdrift 32. Sidbury	H. E. Wilmot Mrs. M. Bester	P.F. P.F.	4	6	6	6	6 6	5 6	6	6 5	6 5
33. Steenkamsberg 34. Sydney's Hope	Rev. S. Rippon	P.F. P.F.	3	9	1		8 5	8	14	12	8 4
35. Thorn Kloof 36. Welcome Wood	W. M. Kelly	P.F. P.F.	3	5 8			5 7	5 6	5 6	5 7	5 7
37. Doornkom 38. Fontein's Kloo	f	Poor Poor		21 22	C 22	17 C	16 C	19 22	C 15	17 C	16. C
40. Do., St.	ood Shepherd (Eng.C.) Bartholomew's (do.) Philip's, Kafir (do.)	B B B	2 2 2	157 53 101	144 54 106	132 60 110	137 57	95 38	98 40	94 47	91 45
42. Do. 43. Theopolis	(Ind.)	B B	2 4	165	170	202	114	118	128	133	136
44. Grahamstown,		В	2	90	75	60	36 65	48	47	38	28
45. Alicedale 46. Coyi	(Wes.)	ВВ	3 4	73 66	73 69	89 64	85	57	58	67	54
47. Farmerfield 48. Grahamstown, 1	Fingo Location (do.)	B B	4 2	47 128	50 131	58	62 60 116	47 37 95	34 100	43 42 80	41 35 94
49. Salem 50. Grahamstown, 1	(do.) Kafir (Eng. Ch.)	B C. 1	2	39	17 39	C 57	C	17	12	C	C
Total	, , ,	0.1		2156	2131	-	$\frac{66}{2074}$	$\frac{35}{1621}$	37 1661	1633	1584
ALBERT (Inspect 1. Burghersdorp,	or Milne). Albert Academy	A. 1	3	80	87	74	96	70	-0	0.5	0.0
Do., 2. Molteno	do., Prep.		3	44	63	68	49	72 39	73 51	65 56	86 44
3. Venterstad		A. 2 A. 2	3 4	63 90	58 97	53 115	51 113	54 75	51 63	44 101	44 92
4. Burghersdorp S 5. Cyphergat	tation	A. 3 A. 3	3	60 35	60 34	54 25	58 24	43 29	43 22	38 22	46 22
6. Ezelshoek 7. Goede Hoop		A. 3 A. 3	4 3	15	15	13 14	14 C	14	13	11 13	14 C
8. Haaspoort 9. Hebron		A. 3 A. 3	4	18 19	18 20	19 19	19 C	15 14	17 17	17 10	15 C
10. Klipfontein 11. Kopjesfontein		A. 3 A. 3	4	20	19	18	15 C	20	18	17	13 C
12. Modderbult 13. Oudeklip		A. 3 A. 3	4	15	C 10	C	C	14	C	C	C
14. Zuurfontein	C.P. Marais	A. 3	3	26		10 24	C 30	26	8	10 24	C 26
		D	3	84	96	84	86	77	82	69	62
	(Wes.)	Œ	3	44	49	29	28	25	38	27	25
17. Altyre	W. B. Cumming	P.F.	4		6	6	6		6	6	6

	on Qr.		Scholars	s on Rol	1.	Av	erage A	ttendan	œ.
Order.	Inspecti	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr.
P.F. P.F. P.F. P.F.	3 4 4 3 3 3 3 3 3	 5 5 6 8 8 8	C 6 7 5 C 6 9 5 10 9	6 C 7 5 C 6 9 5 10 9 7	5 C 6 7 4 C C 10 5 8 7	5 5 5 8 7 9	C 6 4 C 6 9 5 10 9	5 C 7 4 6 9 5 9 9	5 C 6 7 4 C C 9 5 7
. Poor					29	1.			25
B	4 3 4	86 57 38	83 56 28	87 52 52	202	1 2 3	47	65 45 48	60 48 26
		835	856	886	837	701	692	754	704
1 0			47.0		1000	100000			22 33
. A. 3	4 2	34	23 38	35	34	24 29	17 30	18 28	
e P.F. d P.F. e P.F. t P.F. er P.F.		5 15	15	5 8	3 6 3 9 9 9 8 8	5 5 9 9 8 7 1	5 18	6 4 6 7 5 8 8 16	5 6 8 8 7 17
Poor		16	C	C	C	13	3 C	C	C
l.) B	1	1 45	38	8 3	5 3	7 3	2 20	6 28	5 26
		. 271	258	8 28	1 26	2 24	1 210	6 230	3 228
								700	
. A. :	2 .	. 54	1 3	9 C	4	8 4	6 3	4 C	40
A.	3 .	. 10	2 1	4 1 1 1	6 0	1 1	2 1 4 1	2 13	2 C 1 C
.) E		3 .	1		. 4	8 .	. ,	6 1 ₂₈	. 40
et P.F. le P.F. er P.F. et P.F. on P.F. tz P.F. er P.F. dt P.F.		3 2 1 3 . 4 3	8 2 1 7 8	8 2 7 8 8	8 5 8 8 2 8 1 5	7 8	8 9 7 8	8 6 4 8 7 . 1	7 7 7 7 7 8 C C C C C C C C C C C C C C
	P.F. P.F. P.F. P.F. P.F. P.F. P.F. P.F.	P.F. 3 P.	P.F. 3 P.F. 4 5 P.F. 3 8 P.F. 3 8 P.F. 3 9 P.F. 3 15 P.F. 3 11 P.F. 4 29 P.F. 3 11 P.F. 4 7 P.F. 3 11 P.F. 4 7 P.F. 3 11 P.F. 4 7 P.F. 3 15	P.F. 3 C P.F. 4 7 P.F. 4 5 5 P.F 5 C P.F. 3 6 6 P.F. 3 8 9 P.F. 3 8 9 P.F. 3 9 9 P.F. 3 9 9 P.F. 3 9 9 P.F. 3 10 P.F. 3 15 16 P.F. 3 23 P.F. 3 15 16 P.F. 3 15 16 P.F. 3 5 6 P.F. 3 6 6 P.F. 3 6 7 P.F. 3 8 8 P.F. 4 7 7 P.F. 4 7 8 P.F. 4 7 7 P.F. 5 8 8 P.F. 6 8 9 P.F. 6 9 P.F. 6 9 P.F. 7 9 P.F. 8 9 P.F. 8 9 P.F. 8 9 P.F. 9 9 P.F. 9 P.F. 9 9 P.F. 9 9 P.F. 9 9 P.F. 9 P.F. 9 P.F. 9	P.F. 3 C 6 P.F. 7 7 7 P.F. 4 5 5 5 5 P.F. 5 C C P.F. 3 8 9 9 9 P.F. 3 8 9 9 9 P.F. 3 8 9 9 9 P.F. 3 9 9 9 9 9 9 9 9 9	P.F. 3 C 6 C C P.F 6 C C C P.F 6 C C C C P.F. 4 7 7 7 7 P.F. 4 7 7 7 7 P.F. 4 5 C C C C P.F. 3 8 9 9 10 10 8 P.F. 3 8 5 5 5 8 P.F. 3 10 10 8 P.F. 3 10 10 8 P.F. 3 7 7 7 7 9 P.F. 4 86 86 83 87 79 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	P.F. 3 C 6 C C 6 P.F 6 C C C 6 C C C 6 C C C 6 C C C 6 C C C 6 C C C 6 C C C 6 C C C C	P.F. 3 C 6 C C C C P.F. 6 C C 6 C P.F. 6 C C 6 C P.F. 4 7 7 7 7 7 7 7 7	P.F. 3 C 6 5 C 5 P.F. 6 C C 6 6 C P.F. 6 C C 6 C C P.F. 6 C C C 6 C C C C C C C C C

Description as	nd Plac	e of the School.		Order.	Inspection Qr.		Scholar	s on Ro	11.	A	verage 1	Attenda	nce.
Description as		or the senson		J. J.	Inspec	1st Qr	. 2ndQr	3rd Qr	. 4th Qr.	1st Qr	2ndQr.	3rd Qr.	4th Qr
18. Aliwal North 19. Dwarsvlei 20. Lady Grey				T	3 4	59 25	64 29	71 33	65 29 74	39 23	45 24	43 29	49 17 52
21. Zuurbrou				Poor	4	32	32	33	34	29	31	29	30
22, Aliwal North		(Eng.	Ch.	В	3	39	40	43	50	31	29	25	39
23. Do., 24. Do., 25. Jamestown	Indus	(Prim. Me strial (do.) (do.)	No section	B B B	3 3 3	128 23 41	104 23 32	111 25 27	118 29 23	80 20 32	77 21 24	75 23 24	82 27 20
26. Lady Grey		(W	es.)	В	3			60	43			34	31
Tota	1				٠,	620	589	696	766	488	470	515	596
BARKLY EAST 1. Barkly East	Ins	pector Benni	e).	A. 2	1	110	106	116	93	89	96	80	73
2. Bemerside				A. 3	1	16	16	18	17	14	15	17	16
3. Birkhall 4. Driefontein	P.	A. v. d. Mer	we	A. 3 A. 3	2	26	29 29	25 28	17 33	15	21 25	19 27	12 29
5. Dunley6. Lymore Lodge				A. 3 A. 3	1	c	25 C	25 12	25 12	Ċ	25 C	25 11	25 10
7. Lyndale 8. Rhodes.				A. 3 A. 3	1	22 37	C 55	C 57	C 52	17 31	C 50	C 36	C 42
9. Rooipoort 0. Steepside				A. 3 A. 3	i	13	19	31 C	30 C	ii	13	28 C	28 C
1. Wartrail 2. Willowleigh	::			A. 3 A. 3	2 1	28	29 17	25 17	25 16	22	22 17	19 12	25 13
3. Donnybrook 4. Glen Almond		J. H. Sta		P.F.	1	6	6	6	6	6	6	6	6
5. Hollywood		C. W. Clos J. Pipp	in	P.F. P.F.	1 2	5	9 C	8 C	7 C	6 5	9 C	8 C	7 C
6. Kalkfontein 7. Kenmure		J. Noon A. J. Mun		P.F.	i	8	7 8	8 8	7 7	7	6 7	7 7	6
8. Mount Mourne 9. Pondo Pass		H. Bense W. Klopp		P.F. P.F.	1	5	4	4 7	6	4	3	4 6	4 5
0. Schadefontein		C. S. v.Nieker O. Stapelber	rk	P.F. P.F.	··· 1	6	6		22 C	6	6		16 C
2. Barkly East		(We	es.)	В	1	C	23		C	C	19		C
Total						304	388	400	379	247	340	317	323
ARKLY WEST	(Insp	pector Brice).		A. 2	4	40	36	24	27	35	29	13	25
2. Daniels Kuil				A. 3	4			36	44			35	30
3. Klipdam 4. Koopmanfontei	n		::	A. 3 A. 3	3 4	74	78 30	78 28	69 32	51	54 24	59 25	45 27
. Longlands . Waldeck's Plan	t	**		A. 3 A. 3	4	22 27	24 22	22 29	21 29	20 19	20	16	16 24
. Windsorton . Witpan				A. 3 A. 3	3	40	48 20	50 C	48 C	28	17 32 15	23 31 C	33 C
Groot Boetsap Horsefell	Mrs.	T. G. Rawso A. Wooldridg	ge	P.F.	4			5	9 5			5	8 5
. Panhill . Delport's Hope		C. J. Hen		D	• •	96			7				7
. Mayeakgoro		(Berl. M		Poor B	4	26	С	C 56	C 59	16	C	C 37	C 43
. Pniel		(do.)		В	230	131		MARCON III	126	84	82	79	80
. Windsorton		(D. R. C		В	3	70	80	72	35	57	43	19	18
. Klipdam		(Eng. Cl		В	3	45	54	50	49	41	45	44	45
. Barkly West . Kameel Puts		(Ind		ВВ	4 3	45 23	56 25	66 24	68 25	26 20	48 20	51 19	63 23

Description and Place of the School.	Or	der.	Inspection Qr.	. 8	scholars	on Roll		Average Attendance.				
		uc.,	Inspec	1st Qr.	2ndQr.	3rd Qr.	4tk Gr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr	
19. Berg Puts (W 20. Klipdam	0.)	B B	3	39	34	43	42 42 32	34	31	33	31 25 25	
Total				582	641	703	769	431	460	484	573	
BATHURST (Inspector Fraser).	- 1											
1. Bathurst 2. Clumber		. 2	4	54 35	58 39	57 32	49 35	40 29	47 31	42 28	41 30	
3. Port Alfred 4. Southwell	A.	. 2	4 4	72 27	66 30	71 23	81 20	56 22	57 26	48	59 16	
5. Kleinmond 6. Shaw Park	A.	3 3	4 4	10 19	9 20	12 18	11 17	6 17	6 17	9 15	7 14	
. Spring Grove 8. Thorndon	P.	F. F.	4 4	12	12	9	9	10	11	9	7	
9. Port Alfred West (Eng. C		B.	4	81	7 75	5 61	7 60	6 47	6 45	38	34	
10. Southwell (do.)		В	4	39	37	42	40	21	21	34	30	
11. Bathurst (We	es.)	В	4	25	32	41	36	21	26	32	31	
Total BEAUFORT WEST (Inspector There				382	385	371	365	275	293	275	275	
1. Beaufort West, Boys' Do., do., Prep. 2. Do., Girls'	A.	1	2 2 2	82 35	48 29 39	60 19 51	58 24 51	65 31	41 25 35	53 14 46	51 18 42	
Do., do., Prep. 3. Meyers Poort	A.		2	36 15	14	15	35 12	28	35	30	28	
4. Nieuwjaarsfontein (Wiegnaarspoo 5. Slangfontein		3 3 3	2 2 2	11 12 10	11 10 C	11 11 C 13	35 11 C 12	9 11 9	12 9 10 G	13 8 8 C 13	9 28 9 0 11	
8. Bultfontein 9. Content 10. Courland's Kloof 11. Dunedin 12. Elandsfontein 13. Eyerkuil 14. Hillside 15. Klaverfontein 16. Klipgat 17. Klipplaatsfontein 18. Kraaifontein 19. Little England 10. Lombard's Kraal 11. Ongeluksfontein 12. Palmietfontein 13. Rhenosterkop 14. Spitskop 15. Steenrotsfontein 16. Stoelshoek 17. Van der Byl's Kraal 18. Whitehouse 19. Beaufort West 19. U. T. Rademey G. Devenis W. T. Elli P. M. Trut C. F. Snyma P. D. Piona P. D. Piona P. J. N. Hamma J. C. F. Must J. J. Pienas L. P. v. As S. Grimbee S. W. v. Heerde B. J. Pienas P. J. Vuure A. S. Grimbee P. M. Trut P. D. Pienas P. P. Pienas P. J. Pienas P. J. Vuure A. S. Grimbee P. J. Vuure A. S. Grimbee P. J. Pienas P. J. Vuure A. S. Grimbee P. J. Pienas P. J. Vuure A. S. Grimbee P. J. Pienas P. J. Vuure A. S. Grimbee P. J. Pienas P. J. Vuure A. S. Grimbee P. J. Pienas P. J. Vuure A. S. Grimbee P. J. Pienas P. J. Vuure A. S. Grimbee P. J. Pienas P. J. Vuure A. S. Grimbee P. J. Pienas P. J. Vuure A. S. Grimbee P. J. Pienas P. J. Vuure A. S. Grimbee P. J. Pienas P. J. Vuure A. S. Grimbee	Sh	F. F	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	5 8 5 10 5 5 5 6 5 7 9 7 7 7 5 5 C 6 5 52	5 7 5 10 5 5 5 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	6 7 5 5 12 6 5 6 C 7 7 7 5 5 5 5 6 5 7 7 5 5 5 5 5 5 5 5 5	6 C 5 C 10 6 5 5 C 7 7 C 8 7 7 5 5 5 5 5 5 7 0	5 8 4 10 5 5 5 5 5 5 5 7 7 7 7 7 7 7 7 7 7 7	4 7 4 10 5 5 6 6 7 7 7 7 7 5 5 6 6 6 7 7 7 7 7 7 7 7 7 7 7	4 7 4 5 10 5 5 5 3 C 7 6 7 7 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 C C 5 C C 100 5 4 5 5 C C 6 6 6 6 5 5 5 4 5 5 5 5 4	
0. Do (D.R.C	C.) B	3	2	85	94	106	103	60	76	73	69	
m A. I		-		443	456	503	509	371	395	409	409	
	A.	1	4	53	52	55	65	44	43	49	55	
			4	18	19	26	30	15	15	22	17	
3. Colliesfontein	A. A. A.	3	3	10 11	 13	14 C 12	16 C 12	i0 9	11	14 C 11	15 C 10	

The state of the s	0.1	ion Qr.	8	Scholars	on Rell		Av	verage A	ttendar	ice.
Description and Place of the School.	Order.	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr	3rd Qr.	4th Qr.
5. Lichtenstein L. Nel	A. 3 A. 3		С	13 11	ii	C 11	C	11 9	10	C 10
7. Bester's Kraal 8. Blauwkrantz 9. Cheviot Fells 10. Collieskraal 11. Daggaboers Hoek 12. Fontein 13. Glen Gregor 14. Klipdrift 15. Knoffelfontein 16. Lichtenstein 17. Lower Austrey 18. Lower Haining 19. Milness 20. Olivewoods F. v. d. Vyver J. H. Trollip H. S. de Beer B. D. Bower S. T. Meaker V. S. J. Lombard J. A. Mapham W. G. Smith G. F. Stegmann J. J. Bouwer G. Nourse R. P. Rennie C. Pearson G. A. Whitehead	P.F. P.F. P.F. P.F. P.F. P.F. P.F. P.F.	3 3 3 3 4 3 3 3 3 3 3	7 4 6 6 8 8 8 8 7 C 7 5	7 6 6 8 9 7 8 8 8 5 7	7 C C 6 9 9 7 8 7 8 7	7 C C 7 9 7 5 C 8 5 8 7 6 5	7 4 6 5 8 8 6 5 7 6 C 7 5	7 C 6 6 7 8 7 7 7 6 5 7 4	7 C C 9 9 7 7 7 7 6 6 5	7 C C 6 9 7 5 C 6 5 4 6 5
21. Ondersmoor Drift 22. Rodgerskraal 23. Schelmkloof 24. Stanley Grange Mrs. J. Harebottle 25. Van Wijk's Kraal Mrs. M. Friegaardt 26. Vleiplaats 27. Waterfall 28. Wilfred's Hope 29. Wilgenbosch 30. Witmoss A. Louw L. Norton C. P. F. Maraise C. V. Aardt K. K. Sparks J. Hurworth L. Nel D. G. Drennan	P.F. P.F. P.F. P.F. P.F. P.F. P.F. P.F.	3 3 3 3 3 4 3	5 7 10 5 8 5	5 11 7 6 6 5 5	5 12 5 6 6 C 5 C 5	7 12 9 C 7 C 5 C 5	5 6 9 5 5 8 5	5 11 6 6 6 6 5 4 5	5 11 5 6 6 6 C 5 C	7 11 8 C 7 C 5 C
31. Glen Lynden (D.R.C.) 32. Bedford (Ind.)	1. 1	3	72	43 65	44 79	49 63	48	34 42	39	43 35
33. Cowie Bush (do.)	В	3	37	41	45	45	27	28	31	32
34. Bedford (R.C.)	1 3 -	4	28	28	31	26	21	21	22	19
35. Glen Garry (U.P.) 36. Glenthorn (do.)	В	3	66	63	59	54	47	38	37	34
37. Bedford, Trinity (Wes.	В	4		54	53	45		40	34	28
Total			421	536	553	561	338	418	436	428
BREDASDORP (Inspector Bartmann) 1. Bredasdorp 2. Napier	A. 2	2 2	79 82	81 86	85 81	84 77	70 73	71 60	77 66	74 50
3. Elands Drift 4. Kathoek 5. Klein Zout River 6. Matjeskloof 7. Melkbosch (Zauddrift) 8. Uilenkraal 9. Wolfgat 10. Zoutpansvlakte 11. Zout River	A. 3 A. 3 A. 3 A. 3 A. 3	1 1 2 2 1 2 1 1 1 2	22 15 28 22 24 21 30 27 29	24 15 24 16 22 23 27 25 30	32 17 24 18 23 21 23 21 28	33 18 24 18 11 19 23 16 26	20 15 21 17 21 14 24 22 26	19 15 21 12 15 12 22 22 14 22	29 16 22 15 17 12 20 16 23	28 15 19 15 8 9 18 9
12. Driefontein 13. Elands Vlei 14. Hansjes Kiver 15. Helderfontein 16. Klein Zand Drift 17. Rhenosterfontein 18. Rooi Draai 19. The Hope 20. Welgegund 21. Zoetendals Vlei A. Dreyer D. Uys P. Swart A. S. du Toit J. Blom J. D. de Kock P. A. Human J. Matthee H. H. v. Breda	P.F. P.F. P.F. P.F. P.F. P.F.	1 1 2 1 1 2 1 1 1 2 	7 13 21 11 5 10 9 9	21 11 5 10 9	7 13 21 11 9 10 11 6	7 8 21 11 C C 9	7 9 20 11 4 8 9 7 10	20 11 3 4 7 9 10	11 7 10 10	8
22. Lange Vlei L. Swart 23. Oudeplaats	D		13	13	12	12 16	1			11 14
24. Bredasdorp (Eng. Ch. 25. Napier (do.)) B B	2 1		10000	79 61	67 56	11 750	6.		1 1 1 1 1 1 1 1 1

	Description ar	nd Plac	ee of the School.		Orde	tion Qr.		Sehol	ars on I	Roll.	1	verage	Attend	ance.
_						Inspection	1st Q	r. 2ndG	er. 3rd G	er. 4th Qr	. 1st Qi	r. 2ndQr	Srd Q	. 4th Qa
26 27	6. Struis Bay 7. Wagenhuis R	rantz	(Eng. C		B B		34 44			1	28	27 26	30 26	31 27
28	. Elim		(M	or.)	В	2	337	338	328	321	285	252	222	107
	Tota	al					1038	1045	1023	982	851	763	772	589
B 1	RITSTOWN () . Britstown	Inspe	etor Theron).		A. 2	2 1	78	97	101	103	70	85	90	88
3.	De Aar Minnies Kloon	f .			A. 8 A. 8		56	62			49	50	54	48
4.	. T'Cuip				A. 3		17	17	16 13	1 7	15 11	15 12	15 11	13 10
6.	Becha Bloemfontein Boter Kraal		J. M. Stand P. L. Smi	ith	P.F. P.F.	3	6 C	6 C	6 12		6 C	6 C	6 12	5 12
8.	Damfontein Doornkuil		F. Vent O. Mara	ais	P.F. P.F.	1	9 5	9 5	9 5	1	9 5	8 5	9 5	7 5
10.	Holpan		J. S. Rot	1x	P.F. P.F.		6 C	C C	6 7	5	6 C	6 C	6	5 7
12.	Honiglaagte Kolkenburg		S. J. Krynau A. F. Stey	vn .	P.F. P.F.		5	5	7 5	7 5		5	7 5	7 5
14.	Lemoen Kloof Rietfontein	N.	J. v. d. Merv J. Conro	v.	P.F. P.F.	1	6	5	6	5	5	5	6	
16.	Schilderspan Smous Poort		E. F. Jackson I. J. W. v. Zi	iil	P.F. P.F.	3	5 5	5 5	5 3	5 3	5	5 4	5 3	5 3
	Stinkfontein Britstown		P. v. d. Merw	3	P.F.					6				6
	De Aar	••	(D.R.0		В	1	45	49	56	66	35	31	48	47
20.	Do		(Eng. Cl		В	3	44	69	64	54		45	40	37
	Total				ь		298	406	434	42	262	36	38	31 346
CAT	LEDON (Inspe	oton 1	Danton			-					202	310	000	940
1.	Caledon, Girls' Do., do.,			A	1. 1	3	36	38	46	81	34	36	39	77
2.	Do., Boys'	rep.				3	44	43	43	33	35	37	29	26
3. 4	Alexander's Klo	oof			. 2	3	42	42	34	*	40	40	32	*
4.]	Boontjeskraal Bot River			A	. 3				12 17	14 18	**		12 14	12 12
6. 1	Drayton Diep River			A	. 3	3	19 14	23 10	21 C	17 C	12 12	12 7	12 C	8 C
8. 0	reyton				. 3	2 3	10 37	13	14 31	12 28	9 30	8 27	8 31	7 23
10. I	Haarwegs River Hermanus Piete	ersfon	tein		. 3	1 2	22 45	21	21	16	18	14	14	10
11. 1	Karnemelks Riv Langverwacht	er	**	A	. 3	2	11	60	56 25	60-	33	10	49 17	50 17
13. I	lower Bot Rive	r			. 3	3 2	20	20 12	18	C 11	18	17	12	C
14. L 15. N	lower Hartebee Vethercourt		ver	. A.	. 3	2	12	12	C	29	10	10	9 C	10 21
16. P	almiet River				. 3	3 2	12 23	12 25	12	12	11	12	12	12
17. P	apies Vlei			. A.	. 3	2	39	47	21 35	23 28	16 26	18 32	14 29	15 24
19. 8	t. John's River tanford		geant's River)		3	2 2	12 35	11 35	16 35	17	9	8	11	10
20. V	illiersdorp Vitklipjes Kloof			A.	3	3	96	89	104		19 83	18 78	18 95	15 87
22. W	olf Kraal			A.	3	2 2	18 12	18	19 C	21 9	18 12	14	19 C	15 6
24. A	ries Kraai		H Roukes	P.J		3	12	12	21		20		17	13
26. M	lein Steemboks uirton	River	S. P. du Toit J. J. Delport	P.1	F.					10				9
27. Ot	udekraal	R	. Groenewald	P.1	F.	2 2	6 7	7 9	11 8	8	6 7			C 5
29. W	agenboom's Kl eltevreden	oof V	D. P. de Wet V. A. Morton	P.I P.I		2 2	6	12	C 12	C 13	ō		C	C
	olfgat	-	. Badenhorst			4	10	14	14	1.5	8	10	9	9

^{*} Now united to the Girls' Schoel.

	Orden	ion Qr.		Scholars	on Roll		Ay	verage A	ttenda	nce.
Description and Place of the School.	Order.	Inspection	ist Qr.	2nd Qr.	3rd Qr.	4th Qr	lst Qr.	2nd Qr.	ard Qr.	4th Qr
31. The Oaks	Poor Poor	3 2	11 32	12 34	14 32	11	8 26	7 26	10 27	7
33. Caledon (D.R.C.)	В	3	85	85	72	66	51	42	45	43
34. Do	B B B B B B	3 2 3 2 2 2 2 2 2	113 35 78 42 54 58 33 50	109 33 82 32 51 61 31 50	103 34 82 27 50 58 31 47	104 35 55 28 45 52 29 48	74 21 64 33 20 35 28 36	75 18 61 23 23 40 22 35	82 21 60 27 32 39 21 25	87 17 48 17 30 34 21 29
42. Berea (Mor.) 43. Genadendal (do.) 44. Twistwyk (do.) 45. Tygerhoek (do.)	B B B	3 3 3	43 528 45 18	41 503 39 21	38 559 41 20	34 493 39 16	33 407 29 15	26 314 29 11	23 321 23 12	18 318 17 11
Total			1875	1836	1871	1706	1411	1261	1306	1205
CALVINIA (Inspector le Roux). 1. Calvinia	A. 2	2	62	51	81	80	53	46	71	69
2. Brandvlei 3. Elandsvlei 4. Grootvlakte 5. Kopjeskraal 6. Rietfontein 7. Rietvlei 8. Spitskop 9. Tiger Hoek (Brandwacht) 10. Tontelbosch Kolk 11. Zoetwater	A. 3 A. 3 A. 3 A. 3 A. 3 A. 3 A. 3 A. 3	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	28 10 16 20 23 10 13 29	29 10 16 21 25 18 10 13 27	32 C 17 25 C 30 11 11 27 23	26 C 20 C 28 11 11 26 25	15 9 12 14 17 10 12 26	20 8 13 19 17 14 10 12 25	19 C 14 22 C 24 11 11 23 23	19 C 18 C 21 10 10 20 18
12. De Hoek 13. Houwhoek 14. Klipbak 15. Lokenburg 16. Do. 17. Nelskop 18. Tiger Vlei 19. Zoutpan 19. Houwhoek 19. C. (A. 3) F. S. van Dyk (A. 3) F. J. Boltman L. J. Prins J. S. E. du Toit J. A. Louw F. H. Boltman	P.F. P.F. P.F. P.F. P.F. P.F.	2 2 2 2 2	10 10 18	9 7 11 18 11	8 14 13 11 24 12	C 8 10 14 27 9	9 10 18	9 7 8 16 7	11 13 7 15 10 10	C 6 7 11 10 6
20. Bushmanland (Graafwater)	Poor		27	25	22	19	11	19	12	12
21, Calvinia (D.R.C.)	В	2	62	57	59	63	50	43	51	54
Total			338	358	431	377	266	293	354	291
CAPE (Inspector Brady). 1. Capetown, Art School 2. Do., Deaf & Dumb Inst. (R.C.) 3. Do., Normal College 4. Do., do., Boys' Do., do., do., Prep. 5. Do., do., Girls' Do., do., do., Prep. 6. Claremont, Art Class 7. Capetown, S. A. College School Do., do., Prep. 8. Do., Good Hope Seminary	Sp. Sp. Sp. Sp. Sp. Sp. A. 1	3 1 1 1 1 1 1 1 1 1	83 14 44 285 153 214 54 10 104 5 178	104 14 38 352 91 210 59 14 102 3 182	123 15 45 301 119 202 61 14 101 8 186	136 15 41 295 130 200 72 12 109 5 191	59 13 44 263 144 187 42 8 90 5 163	64 13 38 341 68 183 47 8 95 3 164	62 14 40 237 101 183 47 6 83 8 159	59 14 41 270 116 177 60 5 101 4 171
Do., do., Prep. 9. Rondebosch, High School, Girls' Do., do., do., Prep. 10. Sea Point, Boys' Do., do., Prep 11. Simonstown Do., Prep 12 Wynberg, Boys'	A. 1 A. 1 A. 1	1 4 4 4 4 4 4 4 2	61 88 43 95 39 44 34 199	72 89 47 96 44 52 34 205	48 97 57 97 40 58 42 223	66 98 57 96 36 54 46 220	52 77 33 79 30 41 30 180	55 80 37 75 31 48 31 177	30 77 35 77 26 50 35 176	53 80 37 85 21 52 40 191

Description and Place of the School.	Order.	Inspection Qr		Schola	rs on Ro	oll.	A	verage	Attends	nce.
		Inspect	1st Qr	2ndQi	r. 3rd Qı	th Qr	1st Qr	2ndQr	3rd Qr	4th Qr
13. Wynberg, Girls'	A. 1	2 2	154 81	150 84	158 58	232	139 72	128 66	131 41	198
14. Capetown, St. Martin's	A. 2	3	299	307	288	297	243	239	221	237
15. Do., West End 16. Do., William Frederick	A. 2 A. 2	3 2	243	235 62	203	211 56	175	191 55	164	168
17. Claremont, Boys'	A. 2	3	51	49	57	60	38	34	38	44
19. Mowbray	A. 2 A. 2	1 4	85 63	87 62	87 60	91 59	71 51	76 37	67	74 42
20. Philadelphia	A. 2 A. 2	2 3	47 112	46 108	51 111	48 103	45 74	38 85	47 67	40 72
22. Brakfontein	A. 3	2	18	18	17	13	10	10	10	8
23. Capetown, Harbour Works	A. 3	3	177	102	.186	191	110	90	117	140
24. Do., Hebrew Congregational 25. Do., Pepper Street	A. 3 A. 3	4 3	66	67	67	74 73	56 50	45 57	63 58	63
26. Do., St. Aloysius' (R.C.)	A. 3	3	366	343	351	330	295	269	260	262
27. Do., St. Michael's (Eng. Ch.) 28. Do., St. Philip's (do.)	A. 3 A. 3	3 4	201	208	195	175	165 23	164 38	156 45	151 53
29. Do., Trinity (do.)	A. 3	3	254	257	281	247	189	179	184	199
30. Kalk Bay	A. 3 A. 3	1 2	68	62 29	68	71 21	45 27	44	45	49
32. Observatory Road	A. 3	3	53	59	57	54	46	18 40	20	20 43
33. Platrug	A. 3 A. 3	2	00	10	12	11	71	8	11	9
5. Tokai	A. 3	3	83 25	81 C	78 C	36 C	71 16	58 C	58 C	24 C
6. Wynberg Flats	A. 3	2	56	45	53	54	39	22	33	41
7. Zonnebloem	D	3	88	91	105	98	78	84	79	89
8. Capetown, Barrack Street (Ind.) 9. Do., Hanover Street (D.R.C.)	E	2 4	86 25	86	78 22	49 20	23 13	28 16	26 11	17 14
0. Do., St. Columba's (Eng. Ch.)	E	* 5	1	49	51	38		24	22	18
1. Do, St. Philip's (do.) 2. Do., William Frederick	E	4	71 23	98	78 21	59 26	36 19	34 23	27 15	25 20
3. Noordhoek (D.R.C.)	E	2	23	23	19	17	15	16	13	5
4. Blauwberg 5. Welgemoed F. J. v. H. Duminy	P.F. P.F.	2 2	10 15	C 15	C 15	9 14	4 13	C 13	C 7	9 11
6. Capetown, Industrial Home	Poor	3	31	31	29	29	30	29	28	28
7. Wynberg (Bap.)	В	1	155	149	148	141	101	82	82	95
8. Cape Downs (Phillipi) (D.R.C.) 9. Capetown, Bree Street (do.)	B	2 2	46 206	40 227	40 227	39 223	28 158	28 130	22 136	20 179
0. Do., Ebenezer (do.)	В	2	76	94	75	C	50	52	43	C
1. Do., Hanover Street (do.) 2. Do., Kinderzending (do.)	B	3 2	256	246	251 30	253	117	139	141 26	143
B. Do., Rogge Bay . (do.)	В	3	160	134	135	132	99	85	72	94
4. Do., St. Stephen's (do.) 5. Claremont (do.)	B	3 4	233	253 206	246 182	278 203	179	170	158	206 124
6. Hout Bay (Oakhurst) (do.)	В	1	32	C	C	C	18	C	C	C
7. Noordhoek (do.) 8. Retreat	B	2 2	33 106	31 103	33 101	34 95	24 77	26 71	19 65	17 66
. Silo (Wildschutbrand) (do.)	В		28	24	19	17	13	15	19	13
. Woodstock (do.) . Wynberg, Battswood (do.)	B	2 4	240 163	238 244	229 235	217 172	162 141.	142 112	101 94	137 130
. Bellville (Eng. Ch.)	В	1	93	93	82	76	53	45	41	34
Capetown, Roeland Street (do.) Do., St. Augustine's (do.)	B	3 3	274 128	238 118	237			160 90	127	180
. Do., St. Hilda's (do.)	В	3	50	54	48	123	87 38	42	60 35	74 36
Do., St. John's (do.) Do., St. Mark's (do.)	B	2 2	194	162	170	0.000000		120	96	125
Do., St. Mark's (do.) Do., St. Paul's (do.)	В		343 321	351 296	312 292			00000	118 175	148 182
. Do., St. Phillip's (do.)	В	2	618	512	559	572	357	326	302	355
. Do., School of Industry(do.) Claremont, Boys' (do.)	B	3	263	254	289	274	158 36	157 33	154 32	167
. Do., St. Matthew's (do.)	B	4	180	180	156	157	123	105	102	112
. Do., St. Saviour's (do.)		4	187	205	211	219	108		113	136

Description and Discrete Galactic	Order.	ion Qr.		Scholars	s on Roll		Av	rerage A	ttendar	ice.
Description and Place of the School.	Order.	Inspection	ist Qr.	2ndQr.	3rd Qr.	4th Qr.	1stQr.	2ndQr.	3rd Qr.	4th Qr
75. Diep River (Eng. Ch.)	В	1	68	59	58	45	33	29	32	33
76. Durbanville (do.)	B	1	75	80	75	50	53	48	31 31	40
77. Hout Bay (do.)	В	1	53	61	45 85	59 81	37 45	35	25	40
78. Kalk Bay (do.)	B	1 2	70 103	84	73	80	72	68	41	44
79. Maitland (do.) 80. Mowbray, Boys' (do.)	В	1	39	47	54	57	24	24	31	39
77	В	2	166	163	191	178	91	96	86	107
81. Do., Girls (do.) 82. Muizenberg (do.)	В	1	31	31	29	30	19	23	19	18
83. Newlands (do.)	B	4	247	225	224	222	150	123	128	161
84. Protea (do.)	В	2	90	83	81	70	54	51	32	30
85. Rondebosch, Black River (do.)	В	100	48	48	52	62	24	32	35	40
86. Do., Camp Ground (do.)	В	2	140	145	85	99	75	47	35	42
87. Do., St. Paul's (do.)	В	4	270	297	297	291	163	170	174	185
88. Salt River (do.)	В	2	141	116	118	103	65 70	57 73	55 70	62 74
89. Simonstown, Boys' (do.)	B	2	83	196	90	90	98	88	85	93
90. Do., School of Ind. (do.)	В	2 2	141	136	58	49	47	43	41	36
91. Woodstock, Boys' (do.) 92. Do., Girls' (do.)	B	2	91	94	103	227	78	85	70	145
92. Do., Girls' (do.) 93. Do., St. Mary's (do.)	В	2	373	215	225	104	196	122	99	86
94. Wynberg, Ottery Road (do.)	В	4	197	166	166	180	158	133	142	153
5. Do., School of Ind (do.)	В	3	57	56	51	49	36	36	36	34
96. Capetown, Barrack Street (Ind.)	В	2	254	221	210	203	136	190	172	182
7. Wynberg (Luth.)					70	77			43	51
98. Capetown, Frere Street (Mor.)		2	202	194	191	158	119	156	133	120
99. Katzenberg (do.)	В	4	105	102	97	95	88	68	71	46
01. Capetown, St. Andrew's (Pres.)	В	3	207	191	216	210	127	134	152	175
02. Do., St. Bridget's (R.C.) 03. Do., St. Patrick's (do.)	B	3 3	257 179	241 189	242 168	219 169	171 118	166 137	147 109	149 116
04. Do., Sir Lowry Road (do.)	B	3	95	88	103	99	52	55	48	56
05. Kalk Bay (do.)	В	1	75	82	79	79	51	43	34	46
(do.)	В	2	71	66	66	66	45	48	41	48
07. Woodstock (late Salt River) (do.)	В	3	114	121	171	167	78	76	96	117
(do.)	В	2	131	128	113	111	93	88	70	71
09. Sarepta (Rhen. M.)	В	2	77	81	87	88	63	60	59	64
10. Capetown, Buitenkant Street (Wes.)	В	4	235	234	234	211	177	147	150	165
11. Do., Sydney Street (do.)	В	2	66	63	56	44	41	33 29	30 35	33 35
12. Deneysdorp (do.)	В	2 2	55 89	65 92	57 91	42 84	31 63	63	30	54
13. Diep River (do.)	В		27	23	23	16	13	11	14	10
14. Elsjes River (do.) 15. Klipfontein (do.)	B	2	39	42	39	39	28	30	29	30
16. Mowbray (do.)	В	1	154	154	170	149	97	79	82	78
17. Simonstown (do.)	B	1	142	127	122	113	104	76	73	69
							0.00		200	
18. Capetown, South African Mission 19. Sea Point	B	3 2	189 75°	195 77	221 72	191 65	109	104	100	112 50
Total					14663	14097	10397	9878	9153	1009
			10000	22021	11000		-	-		1
		1	_			1				
			0. 1						1	
ABNABION (Increase of the same)							.)		0	
CARNARVON (Inspector Theron).							3.			
1. Carnarvon	A. 2	1	124	125	116	110	106	103	79	89
2. Van Wijk's Vlei	A. 3	3	25	22	23	19	20	17	21	11
3. Boters Leegte L. P. Jansen	P.F.		7	6		7	6	5		6
	P.F.	3	6	10	10		5	9	9	
4. Ganna Pan P. C. Moller	P.F.	3			7	8	* **		6	1
5. Jagtpan J. A. Vos										1 1 1
5. Jagtpan J. A. Vos 6. Kareebosch D. P. Rossouw	P.F.	3				11		-0.0		11
5. Jagtpan J. A. Vos 6. Kareebosch D. P. Rossouw 7. Middel Punt T. H. v. d. Westhuizen	P.F. P.F.	3 3			6	6			6	6
5. Jagtpan J. A. Vos 6. Kareebosch D. P. Rossouw 7. Middel Punt T. H. v. d. Westhuizen 8. Naauwte C. F. Snyman	P.F. P.F. P.F.	3			6 8	6			6 7	
5. Jagtpan J. A. Vos 6. Kareebosch D. P. Rossouw 7. Middel Punt T. H. v. d. Westhuizen	P.F. P.F.	3			6	6			6	(

>		ion Qr.		Scholars	on Rol	1.	A	Average Attendance.				
Description and Place of the School.	Order.	Inspection Qr	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr.		
11. Zoetfontein (Scorpioen's Drift)	Poor	1	13	12	12	11	12	11	9	10		
12. Carnarvon (Rhen. M.)	В	1	200	200	216	208	152	151	128	138		
Total			389	389	398	388	315	310	266	285		
CATHCART (Inspector Clarke).	- %			= 1			44			e v		
1. Cathcart	A. 2	2	45	49	51	44	30	37	40	30		
2. Cassilis R. S. Dell	A. 3	3	10	11	12	13	7	6	6	11		
3. Doon Rennie 4. Dunskye M. Bowker	A. 3 A. 3	3	11 26	11 28	9 28	7 26	7 24	8 21	6 21	5 25		
5. Lowestoft	A. 3					11		::	::	9		
6. Hilton	A. 3 A. 3	3	12	17	18 16	20 16	12	16 15	16 15	19 13		
8. Spanover	A. 3 A. 3				27	9 30			23	8 23		
10 D D 1	P.F.		5			3,5	5		-			
10. Beacon Park W. K. Hart	P.F.	3 2	6	6	5	5	6	6	6	5		
12. Bonchurch J. Tweedie	P.F.	3	8 5	9	6	6 8	6 4	9 5	6	6		
13. Craik Cross J. Brown 14. Fernwoods J. T. Hockey	P.F. P.F.	2	7	5 9	6 7	7	6	6	7	7 6		
15. Glencairn W. Rogers	P.F.	3	5	5	C	C	4	5	C	C		
16. Happy Valley S. J. Hart 17. Henderson H. Janse v. Rensburg	P.F. P.F.	3	9 6	9 6	9 6	9 6	8 6	9 5	9 6	7 4		
18. Hillingdon J. C. M. Engelbrecht	P.F.	3	7	7	7	. 5	7	4	6	4		
19. Hopewell Major Hart 20. Hotfire B. J. Erasmus	P.F.	3	9	9	9	9	7	8 9	8	8 9		
21. Italy Farm J. Dell	P.F.	3	6	6	7	7	6	6	6	7		
22. Paradoxus W. Thompson S. W. v. d. Vyver	P.F. P.F.	3	10	12	13	13 C	10	11 7	12	11 C		
24. Rooken W. Smith	P.F.	3	5	5	6	9	5	5	6	9		
25. Roslyn W. Miles 26. Stanmore J. Dell	P.F. P.F.	3	16	14	16	18	15	14 8	16	18		
27. The Plains A. Milford	P.F.		1.5			6				6		
28. Toise River (Hove) R. G. Tudhope 29. Underchurch N. E. Brown	P.F. P.F.	2 3	11 7	14 6	13 6	12 6	10	13	12	9		
30. Ellington Oosthuizen	P.F.	3	21	22	14	12	18	17	10	10		
31. Goshen (Mor.)	В	2	121	139	122	130	111	120	111	114		
32. Catheart Location (Wes.)	В	2	30	32	28	36	25	27	25	28		
Total			406	479	482	503	352	408	423	430		
CERES (Inspector le Roux).	12											
1. Ceres 2. Prince Alfred's Hamlet	A. 2 A. 2	1	101 64	102 80	114 94	122 91	91 60	89 73	95 85	111 78		
3. Rietvlei	A. 3	1	21	22	22	22	20	18	19	16		
4. De Vly P. G. du Plessis	P.F.	11	12	8	11	11		8	11	11		
5. Doorn River P. J. J. v. d. Merwe 6. Driefontein A. Snyman (Poor)	P.F. P.F.	1 1	7 12	7	7 C	C ⁷	7 10	7	C C	C 7		
7. Ezelsfontein P. B. Malherbe	P.F.	1	6	6	6	6	4	5	6	5		
8. Kleinfontein . M. H. A. Prins 9. Kleinvlei (Elandsfontein) P. J. Hugo	P.F. P.F.	· · ·	8	7.	15	19	8	7	15	15		
10. Leeuwfontein P. T. Conradie	P.F.	1	13	12	12	13	13	10	10	11		
11. Molen River 12. Paardefontein J. A. v. d. Merwe	P.F. P.F.	i	5	5	6	6	5	4	6	3 4		
13. Patatas River A. Stier	P.F.	1	6	C	C	C	6	C	C	O		
14. Rietfontein W. Y. v. d. Merwe 15. Slangfontein . A. J. v. Wijk	P.F. P.F.	i	7	Ċ	C	C 5	7	Ċ.	C	C 4		
16. Tafelberg W. v. d. Merwe	P.F.	1	4	C	C	C	3	C	C	G		
17. Vlakte Z. Esterhuizen	P.F.	1	5	5	5	5	5	4	5	5		

Description and Place of the School.	Order.	Inspection Qr.		Scholars	on Rol	1.	A	verage I	Attenda	nce.
- Constitution of the Sensor	Oruci.	Inspec	1st Qr.	2nd Qr.	3rd Qr.	4th Qr	ist Qr.	2nd Qr.	3rd Qr.	4th Qr.
18. Ceres (D.R.C.)	В	1	107	104	104	111	103	99	92	105
19. Do (Eng. Ch. 20. Prince Alfred's Hamlet (do.)	ВВ	1	147 61	143 56	132 59	144 56	116 54	102 44	99 52	108 45
Total			574	557	594	631	512	470	508	534
CLANWILLIAM (Inspector le Roux). 1. Clanwilliam	A. 2	4	36	38	40	38	29	32	36	31
2. Drooge River N. v. Zijl 3. Kookfontein 4. Olyvenbosch Kraal 5. Onder Lange Vlei P. Slabber 6. Welbedacht	A. 3 A. 3 A. 3 A. 3	4 4 4 4 4	11 23 25 15 11	10 23 25 18 11	10 26 26 20 10	10 26 26 20 10	11 20 22 12 10	10 21 25 17 11	10 24 25 19 9	10 23 24 16 9
7. Allendale D. McArthur 8. Brakfontein C. F. Mammoszer 9. Do. A. J. Morton 10. Brandwacht A. J. Louw 11. Klipfontein G. v. d. Westhuizen 12. Kransvlei T. E. Smit 13. Langvlei J. E. v. Wijk 14. Steembokfontein 15. Stinkriver J. McLachlan	P.F. P.F. P.F. P.F. P.F. P.F. P.F.	4 4 4 4 4 4 4 4	18 14 9 11 8 15	18 14 7 7 10 6 16 11 12	17 8 9 10 10 7 16 12 16	16 9 9 C 16 6 16 12 15	17 12 8 11 6 13	17 11 6 7 10 6 14 8	17 7 9 10 9 5 15 11 12	15 8 8 C 10 6 15 8
16. Augsburg	Poor Poor	4 4	25 23	38 20	38 17	35 17	23 20	31 16	31 17	32 17
18. Cianwilliam (late Augsburg) (D.R.C.) 19. Elandskloof (do.)	ВВ	4	64 78	132 75	126 79	143 81	30 66	86 63	99 60	111 59
20. Clanwilliam (Eng. Ch.)	В	4	42	56	51	49	22	29	33	35
21. Honing Valley (Rhen. M.) 22. Wupperthal (do.)	ВВ	4 4	39 147	40 143	36 139	33 149	27 116	23 110	10 108	17 112
Total			626	730	723	736	485	564	576	581
COLESBERG (Inspector Brice). 1. Colesberg Do., Prep	A. 1	2 2	74 33	70 37	77 28	62 33	65 30	64 34	64 22	49 29
2. Alartsfontein 3. Naauwpoort Station 4. Norval's Pont Station 5. Wildfontein	A. 3 A. 3 A. 3 A. 3	2 2 2 2 2	20 66 26 14	20 78 26 14	20 91 35 13	16 78 28 13	19 45 19 14	18 50 21 14	19 49 25 13	15 59 23 13
6. Blydefontein J. J. Benadie 7. Blaauwkrantz Mrs. Havenga 8. Bultfontein J. v. d. Merwe 9. Colesberg Junction 10. Cypherkui J. Crosoer 11. Eerste Poort J. Vorster 12. Oorlogspoort M. A. Theunissen 13. Rietfontein N. J. v. Rensburg, Jun.	P.F. P.F. P.F. P.F. P.F. P.F.	1 2 2 2 2 2 2	7 9 6 8 	7 14 7 7 8	7 7 13 7 6 8 10 12	7 8 8 6 6 6	7 8 6 8	7 12 7 7 8	5 7 11 6 5 7 10 10	5 8 7 4 6 9
14. Colesberg (D.R.C.	В	2	63	64	61	60	46	48	51	49
15. Do (Wes.) 16. Naauwpoort (do.) 17. Norval's Pont (do.)	B B B	2 2 	97 30	99 34 	103 26 21	103 25 21	86 21	89 20	94 21 20	92 21 19
Total			465	497	545	493	386	411	439	416
CRADOCK (Inspector Milne). 1. Cradock, Boys' Do., do., Prep 2. Do., Girls' Do., do., Prep	A. 1 A. 1	1 1 2 2	62 24 90 52	68 16 99 48	69 12 95 61	72 14 97 68	56 18 84 47	59 13 93 36	60 10 87 47	63 11 88 55

Annual Control of the	1									-
Description and Place of the School.	Order.	ction Qr.	5	cholars	on Roll		Av	rerage A	Attendar	ice.
		Inspection	lst Qr.	2ndQr.	3rd Qr.	4th Gr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr.
3. Maraisburg	A. 2	3	60	61	62	58	49	50	54	53
4. Barends Hope 5. Blauwkrantz (late Bloemhof) 6. Dwingfontein 7. Rietfontein (Zamenkomst) 8. Strydom's Kraal W. Kruger	A. 3 A. 3 A. 3 A. 3	4 1 1 4	23 13 21 11	21 10 13 20 10	21 10 C 23 10	20 10 C 24 10	19 12 20 10	20 10 10 19 9	21 10 C 22 9	15 10 C 23 9
9. Allemans Vlei	P.F. P.F. P.F. P.F. P.F. P.F. P.F. P.F.	4 2 4 1 2 1 1 4 3 1 4	5 6 11 5 7 7 7 9 10 6 11	5 5 4 10 12 10 5 7 9	5 5 7 5 C 9 5 11 5 7 6 9 13 6 6	5 7 7 5 C 10 6 11 5 7 G 8 13 6 C	5 5 4 11 5 7 7 7 8 10 6 10	5 5 4 10 9 8 5 7 9 10 5 5	5 5 7 5 C 8 4 9 5 3 C 8 12 6 6	5 5 7 5 C 7 5 9 5 6 C 8 13 6 C C
25. Rietfontein H. Vermaak 26. Roodekuilslaagte S. v. d. Linde 27. Spekboomberg 28. Taaiboschpoort (late Blauwkop, C. v. Aardt 29. Tafelberg H. Vermaak	P.F. P.F. P.F. P.F.	3 3 4	7 11 11 11	9 7 9 8	8 9 8	8 7 6 5 C	9 7 11 11 11	9 7 9 8	8 8 9 7	8 7 6
30. Uitkyk	P.F.	1	9	10	10	10	9	10	10	10
32. Do (Eng. Ch.)	Poor	1	38	127	100	90	32 62	69	63	38 64
33. Do (Ind.)		1	79	86	86	76	60	64	64	ðð
34. Do (Wes.)		1	160	155	160	167	118	115	121	121
Total			871	912	895	871	717	731	730	722
EAST LONDON (Inspector Ely). 1. East London East Do. do., Prep 2. Do. West Do. do., Prep	A. 1 A. 1	4 4 4 4	304 120 53 58	319 155 55 56	306 184 64 77	290 187 84 52	249 90 44 45	265 133 46 40	260 154 58 68	242 151 73 41
3. Bluewater (Upper Kwelegha) 4. Chalumna Mrs. H. Higgs 5. East London, Boys' (R.C.) (B) 6. Do., Girls' (do.) (B) 7. Fort Jackson 8. Gonubie 9. Komaatje Laagte 10. Lily Fountain 11. Lily Vale 12. Lower Amalinda 13. Lower Kwelegha 14. Maclean Town 15. Potsdam 16. Van der Kemp	A. 3 A. 3 A. 3 A. 3 A. 3 A. 3 A. 3 A. 3	4 3 4 4 3 4 4 3 4 4 3 4 	34 12 165 194 25 21 9 18 12 25 23 69 21 21	55 12 172 192 26 19 C 17 15 25 22 63 23 C	36 13 179 202 21 11 C 19 15 27 20 60 23 - C	32 12 160 178 20 11 G 19 15 22 14 59 28 C	26 8 98 104 15 15 8 14 10 16 17 59 12	30 10 115 124 17 11 C 14 11 18 19 53 18 C	30 11 114 137 16 10 C 15 14 23 16 43 21 C	26 10 109 119 15 9 C 16 10 12 12 48 21 C
17. East London (Ind.)	Е		43	41	21	C	21	26	11	C
18. Almond Dale T. Hobbs 19. Christmas Vale . C. W. Holdstock 20. Lily Fountain F. H. Warren	P.F. P.F. P.F.	3	8 16 	8 17 	9 10	10 11 8	8 11 	7 9	8 9	9 9 8
21. East London, St. John's (Eng. Ch.) 22. Do., St. Peter's (do.) 23. Gabe (do.)	B B B	4 4 3	47 38 31	54 38 34	50 36 30	46 32 87	33 28 25	31 30 28	35 30 16	34 26 42

	0.1	ion Qr.	8	Scholars	on Rell		Av	verage A	ttendar	ice.
Description and Place of the School.	Order.	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr.
24. East Bank (Ind.) 25. West Bank (do.)	ВВ	3 4	37 32	46 26	57 33	53 31	26 16	29 18	32 26	34 27
26. East London (Wes.) 27. Rulu (do.)	B B	4 4	71 34	55 38	62 45	55 40	67 30	50 34	45 41	45 34
28. Gwaba (Eng. Ch.) 29. Newlands, St. Luke's (do.)	C	3	57 127	66 126	72 130	63 129	35 104	49 103	51 109	46 91
Total			1725	1755	1812	1748	1253	1338	1403	1319
FORT BEAUFORT (Inspector Clarke).	A. 1	2	55	53	65	62	45	48	57	47
1. Adelaide Do., Prep		2	32	34	47	26 42	27 40	30 28	42 37	42 41
2. Fort Beaufort	A. 1	2 2	53	32 28	42 31	31	40	25	23	27
3. Blinkwater G. Moss	A. 3 A. 3	3	25	19	19	19 16	17	18	16	16 13
4. Braambosch	A. 3			10	18	16	10		15 10	15 10
6. Klu Klu J. Mildenhall 7. Springvale	A. 3 A. 3	3	10 29	10 24	10 21	10 22	20	9 20	19	20
8. Blinkwater F. W. Clarke	P.F.	3	9	10	9	9	9	9 10	9	8
9. Elandsdrift G. J. de Beer 10. Glen Stuart P. J. v. Vuuren	P.F. P.F.	3	11 6	11 7	11 6	11 C	6	6	5	C
11. Kowenberg . G. v. d. Vyver	P.F. P.F.	3	7	7 6	7 6	6	6	6	6	6
12. St. Lawrence H. Hobson W. Vice	P.F.	3	8	- 8	8	8	7	8	8 7	8
14. Spioenkop B. J. v. d. Vyver	P.F.	3		**	10	11				
15. Fordyce	Poor Poor	3	15	15	17 32	24 31	11	14	14 26	17 26
17. Do., Boundary Hill (Eng. Ch.)	В	2	73	88	85	87	54	67	43	42
18. Do., Dorrington Location (Ind.)	В	2	118	123	126 34	120 33	76 25	78 30	87 27	76 27
19. Ntoleni (do.) 20. Tidmanton (do.)	B	3	32 75	38 81	84	73	50	49	50	38
21. Adelaide (U.P.)	В	2	46	42	41	C	28	29	25	C
22. Fort Beaufort, Hill Side (Wes.) 23. Tini's Location (do.)	B	2 2	57 60	60 71	65 86	64 83	44 42	51 48	61	51 62
24. Heald Town (do.)	C. 1	4	71	74	74	115	67	71	62	105
25. Do., Elementary School (do.)	C	4	133	138	170	132 90	109 57	108 54	137 75	95 50
26. Do., Infant Department (do.) 27. Nobanda (do.)	C	4	67	75 65	98 68	58	54	58	56	54
28. Uweza (do.)	C	4	69	73	74	71	62	63	66	65
Total,			1138	1194	1364	1300	876	942	1044	982
FRASERBURG (Inspector Theron). 1. Fraserburg	A. 2	2	50	54	77	61	37	38	45	51
2. Bokwater J. C. Kruger		4		10	10	10	10		10	10
3. De Dam 4. Klipkolk	A. 3 A. 3		14	12	13	7 13	13	6	8	6 9
5. Leenderts Plaats J. Tromp	A. 3	4 2	14 16	11 12	9	11 13	10 10	11 10	6 9	7 12
6. Wilgenbosch Kloof 7. Williston	A. 3	4	15	14	14	14	14	10	13	12
8. De Tuin	D	4		20	22	22		19	21	21
9. Banksfontein J. J. Smit	P.F. P.F.	4			6	6	1		6 6	6
10. Biesjes J. J. Marais 11. Blydevooruitzicht J. v. Schalkwijk	P.F.	2	5	5	4	4	5	5	4	4
12. Grootfontein F. J. Kruger 13. Koppies Fontein W. F. Sieberhagen	P.F. P.F.	2 2	8	8	8 9	8 9	6 11	6 10	8	7 8
14. Kopjesfontein . L. J. Louw	P.F.	4				6			1	6
	-	-			-	-	-	1		

Description and Place of the School.	Order,	Sion Qr.	2	Scholare	on Roll	1.	Av	erage A	ttendan	ice.
Description and Piace of the School,	Order,	Inspection	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr
15. Kopjeskraal G. G. Krugel 16. Rietpoort L. D. Stoffberg 17. Do. A. N. v. d. Westhuyzen 18. Scorpioenbraal . E. H. Erasmus 19. Springfontein . G. J. Theron 20. Vischgat . A. A. du Toit 21. Walkraal D. v. Schalkwijk	P.F. P.F. P.F. P.F. P.F.	 4 2 2 4 4 4	14	10 8 9 6 10	12 10 8 6 11	6 8 C 9 8 6 11	13	10 8 9 5 9	8 9 8 5 10	5 6 C 8 8 8 5 10
22. Fraserburg (D. R. C.) 23. Williston (do.)	B B	2 4	42 37	31 28	42 29	36 33	29 32	22 25	34 22	20 26
Total			236	249	306	307	190	203	239	253
GEORGE (Inspector Mitchell). 1. George, Boys'	A. 1 A. 1	2 2 2 2 2	53 3 53 35	52 3 86 62	58 2 85 71	57 0 85 73	43 3 51 30	49 3 82 44	49 2 77 55	55 0 75 54
3. Blanco	A. 2	2	96	93	97	96	83	87	84	86
4. Great Brak River 5. Gwayang A. H. Stander 6. Klipdrift 7. Ronde Valley 8. Uitkyk F. A. Robertson 9. Voorbrug 10. Woodville H. Williams	A. 3 A. 3 A. 3 A. 3 A. 3 A. 3	1 1 2 1 1 1	67 36 24 17 19 53 28	67 35 29 C 16 46 28	67 33 36 C 20 45 30	64 35 31 C 19	54 28 16 9 15 37 23	54 31 20 C 15 28 25	54 28 23 C 17 30 24	51 22 16 C 16 24
11. Buffelsfontein J. S. Gericke 12. Kleinplaats H. P. Terblans 13. Schoonberg H. P. Raubenheimer	P.F. P.F. P.F.	1 1 2	9 10 9	7 10 9	C 7 C	C 6 C	8 9 8	5 7 8	C 6 C	C 5 C
14. Commandant's Drift 15. Diep Kloof 16. Doorn River 17. Geelhoutboom 18. Langevallei 19. Noetzekamma	Poor Poor Poor Poor Poor	2 2 2 1 2 1	19 29 17 34 41 18	19 30 17 36 43 18	22 30 17 33 44 18	28 17 32 38 16	14 25 16 21 36 16	16 25 17 18 34 15	16 26 17 26 34 16	16 13 19 29 13
20. George, White (D.R.C.) 21. Do., Coloured (do.) 22. Kretzen's Hope (Watsonsdorp) (do.)	B B B	2 2 2	74 90 121	75 82 132	80 83 139	87 82 121	53 50 95	59 49 102	61 53 117	60 47 76
23. George (Eng. Ch.) 24. Oakhurst (do.)	B B	2 2	109 35	111 37	93 36	97 31	71 25	69 29	62 25	62 23
25. Pacaltsdorp (Ind.)	В	2	100	104	98	88	77	85	78	70
26. George (R.C.)	В	1	42	46	50	57	26	34	40	45
Total			1241	1293	1294	1190	942	1010	1020	877
GLEN GREY (Inspector Bennie). 1. Lady Frere	A. 2	1	68	64	63	64	56	49	55	55
2. Bolotwa 3. Cypress Cottage	A. 3 A. 3	1 1	24 24	28 26	25 25	26 11	20 18	22 25	23 25	23
4. Emkonyama (Eng.Ch.) 5. Indwe (do.) 6. Kleinbooi's Farm (Macibini) (do.) 7. Komana's (do.) 8. Mtebele (do.) 9. Rwantsana (do.)	B B B B B	1 1 1	55 51 44	57 53 44 46	45 60 52 48 67 36	45 53 40 47 54 36	45 33 28	46 35 28 30	22 51 30 30 47 30	15 44 26 36 29 25
10. Agnes	B B B	1 1 1	80 62 79	76 61 69	73 75 64	76 78 61 84	56 46 . 56	52 55 42	47 52 44	63 46 45 73

Description and Place of the School.	Order.	Inspection Qr.	100	Scholar	s on Ro	11.	A	verage .	Attenda	nce.
Description and Flace of the School.	Order.	Inspect	1st Qı	2ndQr	. 3rd Qr	tth Qr.	1st Qr	2ndQr	3rd Qr	4th Q
14. Gqebenya (Wes.) 15. Macibini (do.) 16. Macubeni (do.) 17. Maqashu (Malassi's Valley) (do.)	B B B	1 1 1	34 39 85 38	56 42 84 39	55 53 78 32	57 53 67 36	29 30 61 33 28	49 33 50 34 34	51 49 53 30 32	* 39 33 38 18 38
18. Matyantya (do.) 19. Mkapuse (do.) 20. Msintsila (do.) 21. Qugqwaru (do.) 22. Rodana (do.) 23. Vaal Bank (do.)	B B B B -	1 1 1 1 1 1	34 69 82 64 70	36 80 80 33 57 61	37 81 74 36 67 58	39 80 80 36 67 52	46 71 40 52	52 57 28 44 46	62 57 36 52 39	50 59 24 54 30
24. Xonxa (do.)	B	1	66	56 64	53 68	54 70	46 50	40 54	44 54	45 52
26. Bolotwa (Eng. Ch.)	В	1	64	62	61	61	47	41	50	33
7. Mount Arthur (Wes.)	В	1	102	106	115	111	78	83	90	79
Total			1296	1380	1501	1548	969	1029	1155	1081
1. Graaff-Reinet, College, Boys' Do., do., Prep. Do., Midland Sem., Girls' Do., do., Prep. Do., do., Model Sch.	A. 1 A. 1	2 2 2 2 2 2	156 11 126 24 45	155 14 124 23 48	142 8 129 17 44	137 8 135 19 47	147 11 118 22 39	140 13 117 21 46	131 7 123 14 41	123 8 123 17 44
3. New Bethesda	A. 2	2	75	75	72	68	54	57	60	53
4. Graaff-Reinet, White (D.R.C.) 5. Klipdrift 6. Letskraal 7. Mount Pleasant 8. Petersburg	A. 3 A. 3 A. 3 A. 3 A. 3	3 · 2 2 · · · 2	111 20 22	102 13 20 21	108 14 18 31 20	100 11 21 30 19	75 16 17	74 12 19 	79 10 18 29 17	76 10 20 27 16
O. De Erf Doornberg Mrs. J. P. v. Heerden Kendrew A. T. Trollip Noodhulp J. L. Goedhals Onverwacht J. L. Conradie Converwachtsfontein H. Pienaar Conange Grove A. D. v. d. Berg W. Minnaar Reief J. Recklands J. Kruger Rockwood W. B. Roberts L. Ruigtefontein Z. P. Jansen L. Uitspruitsel P. Steynberg W. V. Smith	P.F. P.F. P.F. P.F. P.F. P.F. P.F. P.F.	2 2 3 2 2 2 3 2 2 2 2 2 3 2	5 6 4 7 7 8 6 5 7 7 9 5	6 6 4 7 7 8 9 5 7 7 6 7 8 5 6	6 4 7 7 8 12 7 7 6 5 8 5 C	7 6 3 6 7 8 9 C 7 7 7 5 8 5 C 5	5 6 4 7 5 7 6 5 7 7 7	6 5 4 6 6 6 7 8 5 7 7 8 5 5 5 5	6 4 7 6 7 11 7 7 4 5 8 5 C	7 6 3 6 5 7 8 C 7 7 7 4 8 5 5 C 5
the state of the s	Poor	2	41	42	56	54	34	35	48	43
5. Graaff-Reinet, Coloured (D.R.C.) 7. Do., S. E. End (do.)	ВВ	2 2	124 101	137 89	140 91	125 76	93 60	107 62	98 59	87 52
B. Do., Kafir (Eng. Ch.)	В	2	66	68	76	72	56	49	46	49
Do (Ind.) Do., Basuto (do.) New Bethesda (do.) Petersburg (do.)	B B B	2 2 2 2 2	123 135 41 49	126 133 40 49	130 116 38 59	119 109 35 57	98 88 30 34	109 89 29 41	102 82 29 43	97 62 26 42
Graaff-Reinet (R.C.)	В	2	85	77	84	74	65	70	78	65
Brooklyn (Wes.) Graaff-Reinet Location (do.)	ВВ	3 2	76	17 68	17 60	17 59	56	15 49	16 45	16 48
				- 1/		1				

Description and Place of the Columb	Order,	ien Qr.	3	Scholar	s on Rol	1.	A	erage A	Attendar	ice.
Description and Place of the School.	Order.	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr	1st Qr.	2ndQr.	3rd Qr.	4th Qr
HANOVER (Inspector Brice).										
1. Hanover	A. 2	2	89	94	106	104	77	84	84	90
2. Hanover Road Station	A. 3	2	30	32	34	29	29	27	25	23
3. Damfontein L. v. Aswegen	P.F.	2	5	5	5	5	5	5	4	4
4. Kleinplaats H. Steenberg	P.F.	2	17	7	7		15	4 5	7 4	7
5. Klipgat A. G. du Toit 6. Knoffelfontein D. Venter	P.F. P.F.	2	6	C 5	C 5	7 C	5	C	C	C
7. Leeuwkop A. v. d. Merwe	P.F.	2	7	7	7	7	7	6	6	7
8. Osfontein W. Viljoen	P.F.	2	12		C	C	10		C	C
9. Platjesfontein C. J. Visser	P.F.	2	6	5	5	5	C	4 5	5 6	6
10. Spijtfontein A. Cilliers 11. Victors Kuilen . W. G. Gans	P.F. P.F.	2	C	5	8	6 8			7	8
12. Vogelfontein . F. Stevens	P.F.			••	7	7			6	7
13. Zevenfontein G. Burger	P.F.	2	13	11	11	10	12	9	8	9
14. Hanover (D.R.C.)	В	2	58	59	63	59	47	50	49	42
Total			248	230	264	247	217	199	211	208
HAY (Inspector Brice).										
1. Postmasburg	A. 2	4	-37	38	38	39	36	33	35	36
2. Griquatown	A. 3	4	27	33	32	32	23	18	26	25
3. Rietfontein	D		28	29	22	C	25	26	19	C
4. Klip Pan (Ostrichfontein) S. Vertue 5. Maberley's Rest A. Maberley 6. Waterstrom Valley C. J. H. Vorster	P.F. P.F. P.F.	4 4	11	10 14	12 3 17	5 18	10	9 14	10 3 14	5 12
7. Griquatown (Ind.)	В	4	36	37	32	29	28	30	24	29
Total			139	161	156	123	122	130	131	107
HERBERT (Inspector Brice).				70.5	(.6)		1	(Date		
1. Belmont (late Breehin)	A. 3	4	22	30	36	33	19	27	34	30
2. Tweefontein	A. 3		18		37	C	14		26	C
3. Wiltshire (Saltpan)	A. 3	4	30	29	27	27	27	26	23	22
4. Wittekopslaagte	A. 3		4.4	37	23	C	WITE.	25	33	C
5. Koedoosberg Drift J.S. Blackenberg	P.F.	4		9	10	7		8	8	6
6. Nooitgedacht H. M. Hartman	P.F.	4	10	10	7	7	10	9	7	7
7. Withuis G. J. Reinecke	P.F.	4			14	14	100		14	14
8. Douglas (Wes.)	В	4	44	38	35	36	33	33	29	30
Total			124	153	189	124	103	128	164	109
							1	USEV.		10"
HERSCHEL (Inspector Milne).					-	1		Louis	1 6,1	
1. Gatherg (Eng. Ch.)	В	4	46	35	45	36	26	20	25	28
2. Gcina (do.)	В	4	28	28	32	33	93	22	24	24
3. Majuba's Nek (do.)	В	4	56	56	56	50	44	34	36	34
4. Qibira (do.)	В	4	69	70	66	64	60	65	58	57
5. Qoboshane (do.) 6. Walazas Kraal (do.)	B	4	88	89 44	92	83 51	77 36	74 37	72 40	64 42
	70				000	24	00	00	00	000
7. Hohobeng (Fr. Ev.)	B	4	43	46	38 42	41 46	32 35	33	32 35	29 33
8. Palmietfontein (do.) 9. Sethaleng (do.)	В	4	46 31	33	32	31	26	28	29	22
10. Bamboos Spruit (Wes.) 11. Hlamendhlini's (do.)	В	4	55	50	51	48	41	31	44 50	32
	В	4	45	45	53	43	42	40		36

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The state of all Descriptions of the School	Ondon	ion Qr.	s	Scholars	on Rell		A	verage A	ttenda	nce.
Description and Place of the School.	Order.	Inspection	lst Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr.
12. Jozana's Hoek (Wes.) 13. Khiba (do.)	B B	4 4	46	47	43 46	44 48	29 35	31 29 25	30 30 21	35 33 18
14. Kromme Spruit (do.) 15. Macacuma's (do.)	B	4	33 34	34 25	25 26	23 18	26 23	19	15	14
16. Manxeba's Kraal (do.)	B	4	56 59	58 48	48 51	50 50	50 37	47 34	44 38	42 37
17. Meyi's Kraal (do.) 18. Mgubo's Kraal (do.)	В	4		100		36		1.0	- North	26
19. Ndofela (do.) 20. Ntunia (do.)	B	4	39 65	39 69	36 77	36 80	27 43	28 48	26 58	26 54
20. Ntunja (do.) 21. Rietfontein (do.)	В	4	30	30	25	28	24	22	16	21
22. Sauer Junction	B	4	75 59	76	70 47	72 48	64 58	47	58 39	55 37
24. Tapoleng (do.)	B	4	51	51	53	46	46	43	47	43
25. Wittebergen, Dutch (do.) 26. Do., Kafir (do.)	B	4	135	27 131	25 126	37 116	21 111	20 100	19 99	26 96
27. Bensonvale (do.)	C. 1	4	179	147	164	179	127	128	146	159
28. Dulcies Nek (Eng. Ch.)	C	4	48	49	46	42	31	29	27	28
Total	1		1542	1407	1461	1479	1194	1065	1158	1151
HOPETOWN (Inspector Brice).								-		
1. Hopetown	A. 2	4	74	73	71	70	56	61	56	50
2. Blauwfontein	A. 3 A. 3	i	18	16	11 15		16	15	8	**
4. Rooidam	A. 3	4				ii	1.	man/	ALL ST	8
5. Strydenburg 6. Welgevonden	A. 3 A. 3	4	26 12	25 11	27 10	24	23	20 10	23	21
7. Abbott's Dam P. C. de Jager	P.F.	4		5	5	5	- 1.	5	5	5
8. Blauwboschdam J. H. Whitehead 9. Boksput H. J. Steyn	P.F. P.F.	4			5 6	6		1	5	6
10. Good Hope C. F. du Toit	P.F.		5	5	C	C	4	5	C	C
11. QuaggaspanT. A. Oberholster 12. Witpan F. Wiid	P.F. P.F.	4	8	11	16	19	- 8	11 6	13	18
13. Zoutpansput P. J. du Toit	P.F.	4		E 1.	9	9			9	8
14. Strydenburg (D.R.C.)	В	44				22	1	10.20	100	22
15. Hopetown (Eng. Ch)	В	4	C	C	C	26	C	C	C	23
Total			143	153	181	211	118	133	151	179
HUMANSDORP (Inspector Murray).				-					100	
1. Humansdorp	A. 2	1	58	64	68	70	55	59	61	63
2. Andries Kraal	A. 3 A. 3	1	12 21	12 29	10 25	8 25	11	10 23	10 22	21
4. Essenbosch	A. 3	1	1	13	12	12 13	13	11	11 12	11 10
5. Geelhoutboom	A. 3 A. 3	2	C	13 24	13 21	19	C	23	20	19
7. Honey Valley	A. 3		23	21	17 23	18 21	20	20	17 20	18 20
8. Mist Kraal 9. Patentie (West Bank)	A. 3 A. 3	2 2	13	12		20	12	10	126	17
10. Quagga 11. Sanddrift (late Kleinvlei)	A. 3 A. 3	1	30 15	27 15	23 25	15 25	28 14	22 15	20 23	14 23
12. Storms River	A. 3		C	14	15	14	C	10	10	10
13. Tweefontein	A. 3 A. 3	1	20 23	18 23	15 23	15 21	19 22		15 21	
15. Zaagkuilen	A. 3	2	12	12	10	10	11	3020		
16. Boschkraal L. Matthee	P.F.	1	12	12	13	13	-	10000	12	
17. Diep River J. H. Louwrens 18. Dwarsfontein J. Johnston	P.F. P.F.	1	7	6 7	6 7	6 7	4	7	7	7
19. Geelhoutboom . M. Meyer	P.F.	2	7	7	7	7 C	7	7	6 C	
20. Honey Valley H. E. S. Potgieter 21. Kleinplaats C. P. Meyer	P.F.	1	1	1	6	6	1		6	6
22. Kruisfontein A. S. Short		1	9			C	9	9		C
		1			-					Tab. 11 200

	Description and	l Place	of the Scho	ol.	Order.	inspection Qr.	8	Scholars	on Roll	1.	A	rerage A	Attendar	nce.
			a viio seiio		Otuci	Inspec	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Q
	Mondplaats Rietfontein			'erreira Rooyen	P.F. P.F.	2 1		5 7	5 5	5 7		4 7	5 5	4
25.	Eerste River				Poor				31	37			30	35
26.	Fynboschhoek Good Hope				Poor Poor	1	27 34	23 28	19 28	20 28	24 33	22 25	18 27	19 25
28.	Klein River				Poor		01		12	15		20	12	14
	Melkhoutkraal Patentie				Poor Poor	1 2	27 32	26 20	18 20	C	24 17	22 18	14 18	C
	Rietfontein				Poor	-1	12	13	14	14	11	10	11	11
33.	Andries Kraal (Blue Lily Bush Humansdorp (h (All	Souls')	(do.) (do.)	B B B	2 1	30 41 30	26 40 30	23 54 C	24 55 32	16 24 20	18 30 18	13 41 C	15 35 20
35.	Hankey	di i		(Ind.)	В	2	101	111	108	103	55	90	69	41
	Jeffrey's Bay Kruisfontein			(do.)	В	1	34	30	30	24	26	25	20	20
	Weston			(do.)	B	1 2	70 64	78 67	77 65	71 66	56 45	62 48	69 54	46
9.	Clarkson			(Mor.)	В	1	86	82	80	79	68	69	65	64
	Snijklip Witkleibosch			(do.) (do.)	B	1	42	31 42	32 37	26 34	29	26 34	20 27	28 28
	Total						905	997	997	985	702	819	825	763
	- The state of	14	1137				000			0.00	1.02		020	
							R			1				
A	NSENVILLE	(Insp	ector M	irray).										
1.	Jansenville				A. 2	3	71	78	71	76	64	60	63	70
	Brakfontein			Jonker	A. 3	3			C	22		- 1	C	20
	Buffelfontein Driekoppen		J. v.	Eeden	A. 3 A. 3	3	11 12	8	9	10	11	8	8	:
5	Jericho	1		- 1	A. 3	3	11	10	C	C	10	9	C	C
	Kaalsfontein Mount Stewar	t Stati	on		A. 3 A. 3	3 2	10 14	22	10 27	11 21	9	19	9 20	10
8. 3	Rietkuil			1	A. 3	3	36	33	30	36	24	21	25	20
).	Waterford				A. 3	3	24	24	25	20	21	19	20	1.
	Biesjes Vlei Darlington		C. Terb		P.F.	3	9	9	9	9	9	9	9	. !
	Draaihoek (Sou	ith)		Weyer Eeden	P.F. P.F.	3 3	6 5	6	6	6	6 5	5 6	6	11
3.]	Eere Kroon		J. L. W	epener	P.F.		6	5		C	6	5		G
	Fairview Ferreiraslaagte		J. Heyde T. F	enrych erreira	P.F.	3	13	10 12	13	C 12	12	9	12	C 11
j.]	Karreepoort		D. H	. Nash	P.F.		5	4	C	C	4	3	C	C
	Krantz Poort Lovedale		G. J. K	noetze	P.F. P.F.	3	5 7	5 7	5 7	5	4 6	. 7	4 7	. (
. 1	Meerlust, West	Bank	P. J. J.	Gouws	P.F.	3	10	11	11	11	10	8	11	10
	Mimosadale Moddergat			Botha Birch	P.F. P.F.	3	11	11	***	C	10	8	5	C
	Moederzoonskr	aal		robler	P.F.	3	6 5	5 5	ð	5	5	5	5	4
	Mount Stewart Jitkomst		A. E. No H. Berri		P.F.	3	5	ō	õ		5 7	5 8	- 5 9	1
	Welbevonden (1	Biesjes	fontein)	L.Nel	P.F.	3	9 7	9 7	9	6 9	6	6	5	
. 1	Vitgat Vitpoort		J. P	ieterse	P.F.	3	7	7	8	. 7	5	6	8	i
	The state of the s	*	1.1	Deacon	P.F.	3	6	6	10	C	5	5	10	C
	Blauwkrantz		11		Poor Poor	3	25 21	29	27 31	26 23	19	19	19 17	20 18
. 1	decilust, East				Poor	3	-1	26	17	16	10	16.51	16	14
	Smitskraal Velgelegen	20			Poor		15	C	C	C	13	C	C	C
	Vilent				Poor Poor	3	22 19	C 25	C 19	C 15	11 18	C 16	C 18	C 14
. 1	viigeniontein						400	20000			1000000	The second second		
. 1	Vilgenfontein Zwart River		1.		Poor	3	20	18	18	15	18	17	16	- 18
. 7					Poor B	3	20 90	18 88	18 77	15 72	61	17 64	16 67	57

		twice	Inspection Qr.	8	cholars	on Rol	1.	Av	erage A	ttendar	ice.
Description and Place of the School.		order.	Inspect	lst Qr.	2ndQr.	ard Qr.	ith Qr.	1st Qr.	2ndQr.	3rd Qr.	ith Qr.
KENHARDT (Inspector Theron).			Î				3 1			7	The same
1. Kenhardt		A. 3	3	25	17	27	29	18	11	21	24 13
2. Klippan ·		A. 3	3			7	18 22			6	22
37		A. 3 A. 3	3	10	**	12	12	7		12	12
5. Matjes River W. Strau		P.F.	,.				11				10
Total				35	17	46	92	25	11	39	81
KIMBERLEY (Inspector Brice).										-	131
				164	159	147	185	131	147	133	151
1. Kimberley, Boys' Do., do., Prep		A. 1	3 3	104	46	49	43	39	39	41	34
2. Do., Girls'		A. 1	3	157	148	130	290	143	127	115 125	219
Do., do., Prep			3	118	189	205		93	139		
3. Beaconsfield		A. 2	3	159	166	182	170	110	129	133	112
4. Kimberley, De Beers'			4			80	66		20	36	29
5. Do., Transvaal Road	2.5	A. 3 A. 3	3	16	54 12	45	45 C	33 15	39		C
6. Modder River (Junction Town) 7. Newton	::	A. 3	3	74	73	69	64	67	66		40
8. Perseverance		A. 3	3	106	96	102	90	1			1 2
9. Warrenton		A. 3	4	75	92	56	58	00	01	1/1/2	1 8
10. Peaconsfield		E	3	32	45	51	35			-	19 C
11. Kimberley 12. Do., De Beers' Road		E	4	19	24 36	38	C 35	14	1.5	100	
13. Doornlaagte J. J. Scho 14. Riverton 15. Waterfall (Rooikop) A. A. Fouc		P.F. P.F. P.F.	3 3	ii 7	10		8	5 5	. 8	3	
		Poor	3	11	14	14	1:	16	1:	1;	
16. Hanskopsfontein 17. Kimberley, De Beers' Road		Poor	3	133	146						
18. Leeuwpoort (Panplaats)		Poor Poor	3 3							5.00	
19. Wedberg (Wittebergskopje) 20. Weltevrede (late Witpan)	::	Poor	3		100		1:	3 21	10.00	200	
21. Wesselton		Poor	3	34	38	3.	3	5 28	3	0 19	2
22. Beaconsfield, St. Sylvester's (Berl 23. Newton, St. Paul's (de	(.M.)	ВВ	3	0.83	35						Call Market
24. Beaconsfield (D.R		В	3	92	89						S 5 6 2
	(o.)	В	3	116	112	2 9	6 10	9 5			
26. Beaconsfield, All Saints' (Eng.	Ch.)	В	3				100000	0. 1000		7	2 8 18
27. Kimberley, St. Cyprian's (do	.)	B	3	351 15.24320		9 . 1 . 2 . 3		50 100			6 4
28. Do., St. Matthew's (do	nd.)	В	9							0	3 :
Zo. Girey D Vizzago	R.C.)	В						100		3 4	7
		В		3 11	6 12	6 14	6 12	5 8	9 10)5 10	00
32. Kimberley, Bean Street (Ves.) do.) do.)	B B	1	3 23 3 13	3 25	7 28	0 26	7 21	8 2	27 2	18 20
Total				. 266	5 285	0 283	0 27	10 190	34 208	83 20	18 18
KING WILLIAM'S TOWN (Ins.	Ely)			1	1 =					100	- 1
1. K. W. T., Collegiate, Girls'_	11.	A. 1								2000000	57
Do., do., Pre	р									200	08
2. Do., Dale College, Boys'	Prep.	A. 1		. 11			28 752			2000	23
Do., do., 1	rep.		1								32 1
3. Do., do., English Br	anch	A. 2	2	4 18	1 14	19 1	63 1	48 1	24 1	26 1	32 1

Description and	Place of the S	ehool	Order.	tion Qr.	Se	cholars	on Roll		Av	erage A	ttendan	ce.
Description and	riace of the S	enooi.	Order.	Inspection	lst Qr. 2	end Qr.	Brd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr
4. K. W. T., Dale	Col., Boys'	, Ger. Br.	A. 2	4	106	98	93	89	98	86	81	79
5. Berlin			A. 3	3	27	26	27	23	20	20	19	20
6. Blaney Station			A. 3	3	26	23	20	23	23	19	17	18
7. Braunschweig			A. 3	3	30	30	30	30	21	22	24 28	19 25
O COLLA EXITE		now P.F.)	A. 3 A. 3	3	22	24	15	01	11	9	10	
0. Fort White			A. 3	2	18	13	13	16	16	12	11	12
1. Frankfort			A. 3	3	65	67	72	65	40	44	55	41
A TF ! T 1			A. 3	3	18	17	19 13	19 14	8	15 12	16	16 10
 Kei Road Keiskama Hoel 			A. 3 A. 3	3 2	14 66	14 66	65	70	53	55	55	56
5. K. W. T., Cath			A. 3	4	161	172	208	190	110	127	153	147
	oseph's, G.		A. 3		147	129	119	113	105	100	93	92
7. Middledrift			A. 3	2	14	14	11	11	12 15	12	10	10
8. Southdoorn 9. Welcome Wood	Mrs C	Stratford	A. 3 A. 3	3	17 24	18 26	18 27	18 26	19	20		20
0. King William's		. (Wes.)	E	4	55	66	76	80	27	37	33	28
1. Brooklyn		. J. Keth	P.F.	3	00	ō-	5	5		5	5	-
2. Burnshill		Wiltshire	P.F.					6				1
3. Clifton Hill			P.F.	3			10	12				17
24. Donxaba	317	Schaffner	P.F. P.F.	3	10	12	12	14 5	7 5	9 5	9 5	10
25. Pembroke 26. Smiling Valley		F. C. Rose Connellan	P.F.	4 3	6	6		C	4	4		C
27. Thorndale (Fer			1	3	5	5	6	ō	5	5	5	1
28. Vaalnek		H. Petzer	P.F.	3	8	6	11	11	6	6	8	10
29. King William' 30. Do.,		han Home	Poor Poor	2 2	58 15	49 16	75 16	77 21	45 15	7996		61
31. Emdizeni		(Berl. M.)	В	2	39	43	45	43	22	22	30	2:
32. Etembeni		(do.)	В	3	52	48	57	56	34	27.7		25
33. Petersberg		(do.)	В	2	58	5()	49	49	23	28	34	2
34. Mabaleni	44	(Eug. Ch.)	В	1	-			41	10-3		V-villa	2.
35. Njwaxa		(do.)	B	1	67	54	58	67	36	38	43	4
36. Tamacha Hill		(do.)	В	3	7.	32	48	42		23	31	2
37. Amatola		(F.C.)	В	2	57	54	56	56	36	40	38	3
38. Blair Helen		(do.)	В	2	45	50	59	56	35	1 - 1- 16.5	11 41 516 96.50	3
39. Burnshill		(do.)	B	2 2	134	134	161	163 72	87 64	- 60	The same of the same	10
40. Debe . 41. Emnyameni		(do.)	B	2	46	82	109	110	31	1	1000	8
42. Falconer		(do.)	B	2	69	77	93	82	35	25736		100
43. Gxulu		(do.)	В		3.5	2.5	1 :	.47			1 ::	2
44. Jafta's		(do.)	B	3 2	43	44	44 66	68	30	0.00	200	3 4
45. Knox 46. Muir		(do.)	В	3	58 29	54 29	32					
47. Ngumeya		(do.)	В	2	71	47	66		1 -575		The State of	0 1/3
48. Njikelana's		(40.)	В	2	66	69	-81	79	1 3 2	1 1200		
49. Rankine		(do.)	B	3 2	50	C 35	42 38			1 50		
50. Regu 51. Spreule	4.6	(do.)	В	- 2	33	90		101			1	5
52. Tyusha	**	(dō.)	В	. 3	27	47	46	100 22	1			
53. Whiteville 54. Wolf River	***	(do.)	B	2	41	38	51				38	
55. Balassi		/T. d		3		49	47					
56. Brownlee's		(do.)	/	2		104	106				7 7 6 6	
57. Donnington		(do.)	В	3	66	- 67	66					
58. Harperton		(do.)	В	2		9.5				0.00		
59. Intsikizeni	0	(do.)	1	3 2		90	11 30000				S 10 10 10 10 10	
60. Knapp's Hop 61. Mqesha		(do.)	-	3		98				380		
62. Ngudbli's Kr	aal	(do.)	В	2	94	86	95	76	5 5	3 5	6 59) 4
63. Olivedale		(do.)	1	2		60						
64. Ramnyiba		(do.)	-	3 2		39						
				, ,	1 75		();	1 11:	/ 10	1 4		
65. Tafeni 66. Ten Acres		(do.)		3							60.	

D. John and D. C. C. C. C.	Order.	tion Qr.		Scholars	on Roll		A	verage A	ttendan	ce.
Description and Place of the School.	Order.	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1stQr.	2ndQr.	3rd Qr.	4th Qr
68. King William's Town (Luth.)	В	2	76	76	82	79	61	59	65	62
69. Izeli Valley (Izenyorka) (R.C.)	В	4	136	151	144	146	101	120	109	120
70. K. W. T., Deaf and Blind Inst. (do.) 71. Do., St. Joseph's, Boys' (do.)	B	4	88	81	9 87	96	63	62	6 71	72
72. Amatole Basin (Wes.)	В	2	70	85	93	87	55	66	86	61
73. Annshaw (do.)	B	2 3	130 87	130 71	129 76	143 72	81	85 42	86	95 40
74. Buffalo Ford (do.) 75. Cata (do.)	В	2	50	37	59	54	36	32	35	28
76. Dikidikana (do.)	В	2	96	89	91	53	14	46	18	20
77. Ecwecweni (do.)	B	2		59	55	15 54	42	50	48	13 35
78. Emdizeni	B	3	58 69	64	87	82	48	45	48	47
80. Emnqaba (do.)	B	2	60	55	78	82	55	51	62	62
81. Emtyolo (do.)	В	3	30	34	42	34	23	20 40	33 26	39
82. Emxumbu (do.) 83. Eguggwala . (do.)	B	1 3	74 67	68	56 75	49 69	32 39	42	55	33
83. Equgqwala (do.) 84. Erode (do.)	B	3	68	70	71	70	43	56	56	42
85. Etwecu (do.)	В	3	50	42	53	42	40	32	35	31 18
86. Etyalumnqa (Madliki's) (do.)	В	3	39	21	28	27 38	9	15	19	32
87. Etyeni	B	2	63	63	63	65	40	40	40	49
89. Idebe (Marela's) (do.)	В	2	170	177	171	161	102	102	126	78
90. Izeleni (do.)	В	3	35	39	51	51	24 23	31	43 35	17 25
91. Izimbaba (do.) 92. Keiskama Hoek (do.)	B	3 2	38 47	40 39	43	42 39	27	27	26	22
93. King William's Town do.)	В	2	70	68	81	78	52	52	58	54
94. Matubele's ,do.)	В	2	44	55	59	48	33	43	41	32 28
95. Mdlankomo do.)	В	2 2	40	40 38	49 44	49 46	27 28	24 31	31 33	28
96. Mgxotyeni	B	2	35 52	58	59	51	38	45	38	27
98. Mount Coke (do.)	В	3	121	112	111	106	47	43	62	29
99. Mtombi (do.)	В	3	17	36	43	39	35	27 32	35 33	20 30
00. Nangu (do.) 01. Ncabasa (do.)	B	1 2	51 61	57 56	40 56	40 57	27 28	26	31	27
01. Neabasa do./ 02. Newazi do./	В	2	56	55	77	73	38	41	55	37
03. Peuleni do.)	В	2	112	112	108	121	98	104	104	35 67
04. Qanda do.	B	2 2	77 28	80 45	88 35	8:	60	68	75 27	26
05. Qomfo's	В	2	46	43	44	35	20	29	26	21
07. Sityi's (do.)	В	1	44	42	47	48	29	28	32	33
08. Tamacha (do.)	В	3	115	112	115	118	92 35	86	98 31	96 29
09. Tyamko's (do.) 10. Tyutyuza (do.)	B	2	53 45	50 37	34	34	27	21	32	21
10. Tyutyuza (do.) 11. Zihlahleni (do.)	В	2	29	35	26	24	20	27	22	14
12. Keiskama Hoek, Boys' (Eng. Ch.) 13. Do., Girls' (do.)	C. 1 C. 1	2 2	69 83	65 63	26 130	27 140	52 56	56 53	102	25 104
14. Amatole Basin (do.)	C	2	47	40	46	44	23	28	34	27
15. Emncotsho (do.)	C	3	35	32	43	40	19	20	33	27 21
16. Gobozana	C	2		97	35 41	34	32	33	24 34	27
17. Gwiligwili (do.) 18. Gxulu (do.)	C	2	38 64	37 60	56	60	47	44	41	38
19. Lower Cata (do.)	C				59	52			47	38
20. Ndlovini (do.)	C		::		38	38	::	39	30 25	35 28
21. Ngxalawe (do.) 22. Rabula (do.)	C	2 2	56 36	51 40	57 56	47 54	4J 24	32	50	33
23. Pirie (F.C.)	C	3	98	97	95	115	78	76	78	95
24. Peelton, Boys' (Ind.)	C	3	53	61	53	48	25	38	32	26
(Do Girls' (do.)	C	3	57	71	50	58	38	58	42	30
25. Do., Infants' (do.)	C	3	62	72	84	84	42	37	70	41
Total			6634	6590	7309	7414	4437	4822	5446	492
KNYSNA (Inspector Mitchell).		10							1	
1. Knysna	A. 1	2	121	119	110	103	97	92	78	41
Do., Prep		2		0	0	-0		0	U	U

Description and Place of the School.	Order.	ion Qr.		Scholars	on Ro	ц.	A	verage 1	A tte n da	nce.
Description and rince of the School.	Order.	Inspection	1st Qr	2ndQr.	ard Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr	4th Qr
2. Wittedrift	A. 2	2	102	95	84	82	79	78	74	68
3. Bracken Hill H. and C. Thesen	A. 3	2	18	16	20	17	15	14	16	15
4. Buffels Vermaak S. Barnard	A. 3	2	13	14	13	C	11	13	10	C
5. Groenvlei J. H. Hooper 6. Knysna (Eng. Ch.)	A. 3	2 2	10	18	16	13	8	13	14 26	12
7. Matjesfontein . J. W. Read, Jun.	A. 3 A. 3	2	21	64 21	64 22	52 19	35 20	33 17	16	26 16
8. Redbourne	A. 3		34	32	C	C	24	19	C	C
9. Sunnyside	A. 3			-2.*		38				26
10. The Glebe	A. 3 A. 3	2	12 18	0	C 13	C	10	C	C	G
12. Woodlands J. Read	A. 3	2	20	18	16	16	17	11	10 12	C 12
13. Belvidere A. H. Duthie	P.F.	2	5	5	8	8	5	5	7	8
14. Blauwkrantz	Doon	2	15	14	11	19	1.5	1.0	11	9
15. Crow Hill	Poor Poor		12	C	11 C	13 C	15 10	14 C	11 C	C
16. Elands Kraal	Poor	2	32	35	37	36	29	30	31	27
17. Gansvlei	Poor		1	25	35			23	29	
18. Kraaibosch	Poor Poor	2 2	41 21	47 22	50	49	31	39 18	. 39	20 19
20. Kruisvallei	Poor	2	25	23	24	19	20	21	18	17
21. Leeuwbosch (Sour Flats) .	Poor	2	.57	63	58	60	40	39	36	33
22. Platbosch 23. Roodekraal	Poor Poor			15	20 16	20		13	17	15
23. Rooderraal	Foor			10	10	. 15	100	10	15	14
24. Belvidere (Eng. Ch.)	В	2	21	22	22	22	12	16	17	16
25. Kirby (do.)	В	2	26	25	25	26	13	13	13	13
26. Knysna (do.) 27. Plettenberg's Bay (do.)	B	2 2	121	98 45	37	94	43 20	54 26	44	38
28. Portland (do.)	В		19	C	C	C	16	C	18 C	19 C
29. Sour Flats (do.)	В		19	C	Č.	C	16	C	C	C
30. Kouga Forest (Gouna) (R.C.)	В	2	25	23	19	13	20	17	15	9
31. Doucamma (Wes.)	В		28	30	20	20	17	23	13	5
Total	10		927	906	873	789	656	655	595	478
KOMGHA (Inspector Woodrooffe).								100		
1. Komgha	A. 1	4	34	32	33	35	30	27	20	90
Do., Prep		4	5	9	20	20	4	7	30 17	32 16
2. Moss Grove 3. Tanga, Farm No. 206	A. 3 A. 3	4	17 12	18 12	18 12	12 13	17 12	18 12	16 12	12 13
								12	12	
4. Draaibosch J. S. Wilson 5. Hopewell J. W. Sparks	P.F. P.F.	4	5	5 5	5 7	C 7	. 5	5	5	C
6. Kwelegha J. Thompson	P.F.	4	8	8	8	8	8	4 7	8	6 8
7 I V. L.	-		-	2.				11/1/19		
7. Lower Kuku 8. Upper Kuku	Poor Poor	4	25 18	24 19	23 19	20 21	23 18	21 19	21 19	18 18
9. Ngwenkala (Eng. Ch.)	В	4	22	30	41	42	13	15	28	17
	-			-		_				-
Total			146	162	186	178	130	135	162	140
LADISMITH (Inspector Mitchell).				10119				1		
1. Ladismith	A. 2	4	95	97	99	95	70	80	80	82
2. Buffelfontein G. F. v. Wijk, Sen.	A. 3	4	49	45	40	37	37	33	27	21
3. Buffelsdrift S. P. de Wit	A. 3	4	22	16	26	26	16	12	26	21
4. Buffels Kloof M. C. v. Tonder, Jun. 5. Gamka West N. C. Glassen	A. 3 A. 3	4	17 43	18	26 40	26 34	14 36	15 32	20	21
6. Groot River P. J. de Wit	A. 3	4	29	33	37	37	22	28	29 33	28
7. Hoeko . W. J. v. d. Merwe	A. 3	4	32	33	35	32	23	23	27	22
8. Knuys Wagendrift G. S. Saayman 9. Opzoek J. B. du Plessis	A. 3	4	18	17	19	19	16	16	13	11
9. Opzoek J. B. du Plessis	A. 3	4	26	28	28	28	23	25	25	26

ENROLMENT AND ATTENDANCE.

The same of the same of		ion Qr.		cholars	on Rol	1.	Av	erage A	ttendan	ce.
Description and Place of the School.	Order.	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr
0. Voorbaat Mrs. G. J. Nefdt 1. Weltevreden C. J. Nel	A. 3 A. 3	4 4	34 30	36 28	38 30	38 24	24 20	30 21	32 20	27 21
2. Elands Vlei Mrs. J. H. v. Zijl 3. Wolvenfontein . C. F. Crafford 4. Zeekoegat's Drift J. S. Bruwer	P.F. P.F. P.F.	4 4 4	G. 8	10 5 11	12 5 14	12 5 13	9 ;;	9, 5 9	12 4 12	11 5 12
5. Seven Weeks Poort	Poor	4			26	29			24	25
6. Amalienstein (Berl. M.) 7. Ladismith (do.)	ВВ	4 4	176 117	176 100	176 97	172 95	168 100	161 84	165 74	153 79
8. Zoar (D.R.C.)	В	4	130	125	112	96	92	86	77	70
Total			827	819	860	818	670	669	700	646
WALMESBURY (Inspector Noaks).			To all					100		1 111
1. Malmesbury, Boys' Do., do., Prep. 2. Do., Girls'	A 1	4 4 4	91 0 62	92 0 67	80 0 66	87 0 64	81 0 54	71 0 60	67 0 58	72 0 58
Do., do., Prep	1000	- 4	70	68	71	63	57	61	47	58
3. Darling	A. 2 A. 2 A. 2	4 4 4	32 78 83 77 105	34 73 69 85 105	33 73 78 89 107	35 72 73 89 107	29 75 79 62 102	25 68 51 68 93	24 69 73 73 94	28 68 61 70 10
7. Riebeek West	1 9	4	42	39	40	37	32	29	34	2
8. Bridge Town	A. 3 A. 3	4 4 4	19 43 45	21 44 39	23 43 43	23 41 30	18 33 43	15 22 35	23 37 41	25 10 26
2. Malmesbury	A. 3 A. 3 A. 3	3 4 4 3	124 53 47 21	111 53 46 23	117 52 42 25	119 46 43 22	90 44 34 18	86 46 29 21	79 + 43 35 22	8 3 2 2
16. Contreberg J. S. v. Reener	P.F.	3 4	5	5 16	5 11	5 9	5	5 10	5 10	
17. Egbert's Vlei 18. Grasendalen 19. Groen River 20. Klein Valley 21. Klipfontein 22. J. N. O'Kennedy B. J. le Roux W. P. du Plessi S. F. du Toi P. J. du Toi	P.F. s P.F. t P.F. t P.F.	4 4 4	7 11	7 9 6	10 7 10 9	11 7 11 8	7 8	6 8 5		
22. Klipheuvel (Klipfontein) A. Carster 23. Nooitgedacht G. J. Laubsche 24. Olifantskraal J. Morrison	P.F.	4 4	17 6 8	15 6	6	11		8 5	6	
25. Paternoster J. Beste 26. Philipskraal J. Sadi 27. Rhebokfontein W. Kraus 28. Riebeek River J. Relihar	e P.F. e P.F.	4	9 10 7	9 5 7	20 5 C	C	- 8 5	6	C C	0
29, Rondevallei D. J. Sadi 30, Rondevlei & Langedam W. J. de Kod 31, Schildpadvlei J. H. Slabber	t P.F.	4	14		12 C	12 C	ii	C	11 C	1
32. Tweekuilen Mrs. J. H. Smi 33. Voorspoed J. A. Loubse 34. Waterkloof J. S. v. Reene	r P.F.	4	7	8	9	8	3 7		7 9	3
35. Welgegund J. P. de Koo 36. Wolvenkloof P. Mara 37. Do J. Slabber	k P.F. is P.F. rt P.F.	4 4	12	10	1 12 6	2 10	3)	5 11	3
38. Zeekoegat J. Lou 39. Hooggelegen	. Poo	r 4	20		2	4 2	2 1	5 10	0 10	3
41. Groen River (D.R.C	l.) B	4		5 8	1 7	1 6	0 79	9 5	7 4: 6 7:	2 2
41. Malmesbury (do.) 42. Riebeek Kasteel (do.) 43. Riebeek West (do.)	В	4	1 23	5 2	3 3	1 2	9 1	70	PAGE 1	
45. Abbotsdale '(Eng. Ch	a.) B		10	5 11	1 9	7 9	5 6	4 5	7 5	2

Description and Place of the School.	Order	tion Qr.		Scholar	s on Rol	n,	A	verage	Attends	ance.
		Inspection	1st Q	r. 2ndQr	. 3rd Qr	4th Qr.	1st Qr.	2ndQ1	ard Qr	. 4th Q
46. Boerplein (Church Haven) (Eng.Ch.)	В	4	35	35	37	36	34	32	37	33
47. Hoetjes Bay 48. Hopefield (do.)	В	4	56	66	58	58	44	41	47	40
10 Tanashara	В	4	102	102	94	84	66	53	58	53
50. Malmesbury (do)	B	4 3	57	56	56	56	48	44	40	45
51. Paternoster	В	4	251 56	236	219 63	193	172	158	145	130
o2. Steenberg's Cove	B	1	51	50	42	37	31	42 29	38 25	16
53. Stumpnose Bay (do.)	В	4	55	56	50	55	44	36	34	46
54. Mamre (Mor.)	В	4	342	330	316	308	300	184	246	198
Total			2561	2538	2508	2436	2033	1788	1909	1784
MIDDELBURG (Inspector Brice).		17								
1. Middelburg					- 1		+		La Y A	
Do., Prep.	A. 1	1	51 61	83 39	81 46	82 49	47 56	75 35	78 42	61 38
2. Barends Kraal	A. 3				10	10	100			
3. Brandvlei	A. 3	1	13	16	12 13	12 11	13	14	5 12	10
4. Conway Station	A. 3	1	16	20	17	16	15	18	15	11
5. Goudfontein 6. Middelburg Road Station	A. 3	1	15	15	C	C	15	15	C	Ĉ
7. Snitskon	A. 3	1	24	18	27	21	19	17	21	20
8. Vatfontein	A. 3 A. 3	i	20	16	11	15	10	::	11	14
9. Vogelfontein	A. 3	1	19	14	18	20	16 16	15 13	18 13	19 12
0. Wolvenkop	D	1	21	27	23	19	17	17	20	18
1. Bultfontein C. Grobbelaar	P.F.	1	7	5	6	4.	6	5	6	
2. Donkerhoek G. du Toit 3. Fern Rocks H. Trollin	P.F.		5	C	C	C	5	C	C	C
1 Chaotharl	P.F.	1	5	5	5	5	5	4	5	4
Townsfort.	P.F.	1	5	5	5	5	5	4	5	2
Company of T	P.F.					5			1 22	5
Dlagt Ding	P.F. P.F.	* *	8	8	8	8	8	7	8	8
S. Rietviei C. Voreton	P.F.	**	**	*	7	7 7				6
9. Sallpeterkrantz J. H. Labascaoné	P.F.					9	**	: 1	6	6 9
D. Tafelberg Hall	P.F.		6		**		6		***	
) The Willer of	P.F.	1	6	6	6		6	3	6	
m	P.F.	1	4	6	6	6	4	4	6	4
Vlolefontein IV. I. Polit	P.F.	1	5	22			5			
7 amount	P.F. P.F.	1	9	7 8	7 8	7 8	6	5 7	7 7	6 7
3. Middelburg (D.R.C.)	В	1	103	90	93	89	82	79	77	74
. Do (Wes.)	В	1	80	82	83	85	70	68	72	74
Total	1		483	475	501	506	122	410	445	424
OSSEL BAY (Inspector Mitchell).			- 4							
. Mossel Bay, Boys'	A. 1	1	50	48	55	56	46	46	48	52
Do., do., Preparatory Do., Girls'		1		2	5	7		2	5	7
Do , do., Preparatory	1. 1	1	60 40	60 46	54 46	49 47	56 36	54 38	46 39	46 45
Brandwacht	1. 3	1	24	10	00	00	00	00	00	
. Herbertsdale	1. 3	1 1	34 46 32	40 45 30	39 48 29	32 44 29	30 35 25	32 37 28	30 30 28	25 35 26
. Hartebeeste Kraal J. A. Meyer F	P.F.	1	11	11	12	12	11	11	10	
. Honingsklipskloof J. E. Meyer P	F.	1	10	11	12	C	10	11		10 C
. Kleinplaats H. Muller P	P.F.	1	6	ð	6	6	5	4	5	ő
	P.F.	1	13	11	11		13	11	11	11
	F.	1	9	9	9	9	8	8	8	8
TI-41 N	.F.	• •		6	6	7		6	5	6
Hartebeestkuil P	oor	1	27	28	32	28	19	25	27	21

E

13. Melkhoutessenbosch Poor 1 18 15 11 10 15 13 10 10 14. Paardenkop Poor 1 12 14 15 15 12 14 15 13 15 15 16. Mossel Bay (do.) B 1 143 138 139 139 122 80 69 72 72 72 72 72 72 73 74 75 75 75 75 75 75 75	Desired and Discount Calcal	Order.	ion Qr.	S	cholars	on Rell		Av	verage A	Attendar	nce.
13. McRhodtessenbosen	Description and Place of the School.	Order.	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr.
15. Herbertsand 15. Herber									1 2 2 2 4	1 1 2 2 2 2	10 13
11. Gennarrasi (Frienershein) 12. Ceng. Ch. 13. B. Brandwacht (Eng. Ch.) 13.								10000			59 72
18. Friedwick 19. Mosel Bay 19. Mosel Bay 10. 19. Mosel Bay 19. Mo	17. Gonnakraal (Friemersheim) (D.R.C.)	В	1	83	80	81	75	58	60	39	47
MURRAYSBURG (Inspector Theron). 1. Murraysburg, Boys A. 1				The second second second		Anna trade de			1		45 130
1. Murraysburg, Boys' Do., do., Preparatory Do., dirls' Do., dirls' Do., do., Preparatory A. 1	Total			912	924	945	890	729	706	665	673
1. Anirraysoung, Boys Do., do., Preparatory	MURRAYSBURG (Inspector Theron).						10			100	
2. Do., Girls' A. 1		A. 1		51	47	42	39	45		35	26
5. Driefontein	2. Do., Girls'	A. 1	4	24	20	17	47	20	15		40
1. 1. 1. 1. 1. 1. 1. 1.							1	1 5/3			12 11
S. D. S. D	6. Koudeveld J. P. J. Olivier	P.F. P.F.	2	6 5	6 5	6	c ⁷	6 5	5 5	o 5	6 7 C
11. Stellenbosch Vlei R. B. v. Heerden P.F. 2 7 7 C C 7 6 C C 12. Tooverfontein P. J. Conradie P.F. 4 8 8 8 7 8 8 8 8 13. Waaifontein B. J. Pienaar P.F. 4 5 5 5 5 5 5 4 5 5							6	1 550		6	5
12. Tooverfontein B. J. Pienaar P.F. 4 8 8 8 8 7 7 8 8 8 8 7 4 5 5 5 5 5 5 4 5 5 4 5 4 5 4 5 4 5 14 Murraysburg (Ind.) B 4 61 60 60 58 49 53 51 48 7 14 Murraysburg (Ind.) B 4 61 60 60 58 49 53 51 48 7 14 Murraysburg (Ind.) B 4 61 60 60 58 49 53 51 48 7 14 Murraysburg (Ind.) B 4 61 60 60 58 49 53 51 48 7 14 Murraysburg (Ind.) B 4 61 60 60 58 49 53 51 48 7 14 Murraysburg (Ind.) B 4 61 60 60 58 49 53 51 48 7 14 Murraysburg (Ind.) B 4 61 60 60 58 49 53 51 48 7 14 Murraysburg (Ind.) B 4 61 60 60 58 49 53 51 48 7 14 Murraysburg (Ind.) B 4 61 60 60 58 49 53 51 48 7 14 Murraysburg (Ind.) B 4 61 60 60 58 49 53 51 48 7 14 Murraysburg (Ind.) B 4 61 60 60 58 49 53 51 48 7 14 Murraysburg (Ind.) B 4 61 60 60 58 49 53 51 48 7 14 Murraysburg (Ind.) B 4 61 60 60 60 58 49 53 51 48 7 14 Murraysburg (Ind.) B 4 61 60 60 60 58 49 53 51 48 51 40 Murraysburg (Ind.) B 4 61 60 60 60 58 49 53 51 48 51 40 Murraysburg (Ind.) B 4 61 60 60 60 60 60 60 60 60 60 60 60 60 60	10. Stelfontein D. J. Benadie			7	7			7			O
Total	12. Tooverfontein P. J. Conradie	P.F.	4	8	8	8		8			7 4
NAMAQUALAND (Insp. Le Roux). 1. O'okiep A. 2 3 42 43 43 47 23 31 37 3' 2. Bowesdorp A. 3 3 17 17 15 14 14 11 10 13 3. Concordia A. 3 3 10 10 9 9 7 7 8 8 4. Garies A. 3 3 22 21 C 22 19 17 C 15 5. Port Nolloth A. 3 3 30 33 41 46 24 21 31 3 6. Springbokfontein A. 3 3 17 18 14 14 14 10 10 10 7. Pella (R.C.) D 63 54 49 47 57 43 40 4 8. Dassiesfontein (Modderfontein) Poor 11 0 C C 10 0 G 9. Eendoorn (Nammies) Poor 25 14 16 20 12 1 10. Anenous (Eng. Ch.) B 3 76 74 85 84 58 53 60 5 11. O'okiep (do.) B 3 76 74 85 84 58 53 60 5 12. Port Nolloth (do.) B 3 56 55 60 60 42 46 51 4 13. Concordia (Rhen. M.) B 3 171 162 153 154 107 83 74 9 14. Kammaggas (do.) B 3 150 150 93 122 125 70 56 8 15. Richtersveld (do.) B 3 150 150 93 122 125 70 56 8 15. Richtersveld (do.) B 3 234 136 84 110 158 63 50 9 17. Matjeskloof (R.C.) B 3 34 49 22 3 18. Lilyfontein (Wes.) B 3 110 53 46 48 80 27 24 2 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 21 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 21 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 21 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 21 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 21 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 21 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 21 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 22 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 22 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 22 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 22 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 22 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 22 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 22 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 22 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 22 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 22 21. Spoegriver (do.) B 3 25 29 26 26 15 17 22 22	14. Murraysburg (Ind.)	В	4	61	60	60	58	49	53	51	49
1. O'okiep A. 2 3 42 43 43 47 23 31 37 3' 2. Bowesdorp A. 3 3 17 17 15 14 14 11 10 15 3. Concordia A. 3 3 10 10 9 9 7 7 7 8 44 4. Garies A. 3 3 22 21 C 22 19 17 C 16 5. Port Nolloth A. 3 3 30 33 41 46 24 21 31 36 6. Springbokfontein A. 3 3 17 18 14 14 14 10 10 10 7. Pella (R.C.) D 63 54 49 47 57 43 40 4 8. Dassiesfontein (Modderfontein) Poor 11 C C C 10 C G 9. Eendoorn (Nammies) Poor 25 14 16 20 12 1 10. Anenous (Eng. Ch.) B 3 31 29 31 31 26 23 25 2 11. O'okiep (do.) B 3 76 74 85 84 58 53 60 54 12. Port Nolloth (do.) B 3 56 55 60 60 42 46 51 4 13. Concordia (Rhen. M.) B 3 171 162 153 154 107 83 74 91 14. Kammaggas (do.) B 3 150 150 93 122 125 70 56 15. Richtersveld (do.) B 3 150 150 93 122 125 70 56 15. Richtersveld (do.) B 3 234 136 84 110 158 63 50 91 17. Matjeskloof (R.C.) B 3 34 49 22 38 18. Lilyfontein (Wes.) B 3 110 53 46 48 80 27 24 26 26 15 17 22 25 10 9 20 17 19. Norap (Rooifontein) (do.) B 3 51 43 33 C 34 14 62 20 17 22 22 22 21 25 70 56 10 9 20 17 19. Norap (Rooifontein) (do.) B 3 51 43 33 C 34 14 67 17 22 22 22 22 22 23 25 22 24 25 25 20 26 26 15 17 22 22 22 25 25 20 26 26 15 17 22 22 22 25 25 20 26 26 15 17 22 22 22 25 25 20 26 26 15 17 22 22 25 25 20 26 26 15 17 22 22 25 25 20 26 26 15 17 22 22 25 25 20 26 26 15 17 22 22 25 25 20 26 26 15 17 22 25 25 20 26 26 26 15 17 22 25 25 20 26 26 26 15 17 22 25 25 20 26 26 26 15 17 22 25 25 20 26 26 26	Total			237	228	221	209	209	201	194	175
2. Bowesdorp A. 3 3 17 17 15 14 14 11 10 13 3. Concordia A. 3 3 10 10 9 9 7 7 8 8 4. Garies A. 3 3 22 21 C 22 19 17 C 19 5. Port Nolloth A. 3 3 30 33 41 46 24 21 31 36 6. Springbokfontein A. 3 3 17 18 14 14 14 10 10 10 10 10 10 10 10 10 10 10 10 10	NAMAQUALAND (Insp. Le Roux).					1 40		-			
2. Bowesdorp 3. Concordia 4. Garies 5. Port Nolloth A. 3 3 3 10 10 10 9 9 7 7 7 8 15 15 11 20 25 10 9 20 11 16 15 Richtersveld C. R.C.) B 3 10 10 10 9 9 7 7 7 8 17 C 19 17 C 19 18 18 14 14 14 10 10 10 10 10 10 10 10 10 10 10 10 10	1. O'okiep	A. 2	3	42	43	43	47	23	31	37	37
A. 3 3 22 21 C 22 19 17 C 15 5. Port Nolloth				1			1				13
6. Springbokfontein	4. Garies	A. 3	3	22	21	C	22	19	17	C	19
8. Dassiesfontein (Modderfontein)	5. Port Nolloth							300		1 200	
9. Eendoorn (Nammies)	7. Pella (R.C.)	D		63	- 54	49	47	57	43	40	42
10. Alterious Clarge College Clarg						10000		100000	20		C 18
12. Port Nolloth (do.) B 3 56 55 60 60 42 46 51 4 13. Concordia (Rhen. M.) B 3 171 162 153 154 107 83 74 9 14. Kammaggas (do.) B 3 150 150 93 122 125 70 56 8 15. Richtersveld (do.) B 15 11 20 25 10 9 20 1 16. Steinkopf (do.) B 3 234 136 84 110 158 63 50 9 17. Matjeskloof (R.C.) B 3 34 49 22 3 18. Lilyfontein (Wes.) B 3 110 53 46 48 80 27 24 2 19. Norap (Rooifontein) (do.) B 3 51 43 33 C 34 14 6 6 6 20. Spectakel (do.) B 3 25 29 26 26 15 17 22 2 21. Spoegriver (do.) B 3 45 37 39 54 30 20 11 2	10. Anenous (Eng. Ch.)			1			1		N 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	48	
15. Concorner 17. Concorner 18. Concorne			1000				1		F20-2	1 1 2 2 2	100
15. Richtersveld				1 3 4 2					200		200
18. Lily fontein (Wes.) B 3 110 53 46 48 80 27 24 2 19. Norap (Rooi fontein) (do.) B 3 51 43 33 C 34 14 6 6 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	15. Richtersveld (do.)	В		. 15	11	20	25	10	9	20	19
16. Enviolent (Nes.) 16. Enviolent (Nes.) 17. Enviolent (Nes.) 18. Say (Nes.) 19. Norap (Rooifontein) (do.) 19. Norap (Rooifontein) (do.) 19. Say (do.) 19.	17. Matjeskloof (R.C.)	В	3		34		49		22		3
19. Norap (Robinstein) (do.) B 3 25 29 26 26 15 17 22 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2				1000		11 3333	10 10 200	1200		1	
	20. Spectakel (do.)	В	3	25	29	26	26	15	17	22	2 2
	Total		-	120	1009	9 855	978	873	587	547	70

OUDTSHOORN (Inspector Mitchell). 1. Oudtshoorn, Boys'			en Qr.		Scholar	s on Rol	1.	A	verage A	ttendar	ice.
1. Oudtshoorn, Boys'	Description and Place of the School.	Order.	Inspection Qr	1st Qr.	2ndQr.	3rd Qr.	4th Qr	1st Qr.	2ndQr.	3rd Qr.	4th Q
1. Oudtshoorn, Boys' Do., do., Preparatory Do., do., Girls' Do., do., Preparatory Do., Do., Do., Do., Do., Do., Do., Do.,	,										
1. Oudtshoorn, Boys'	OUDTSHOORN (Inspector Mitchell).										
Do., do., Preparatory				0.0		-	400				.00
2. Do., Girls' Do., do., Preparatory 3 37 4 51 48 53 63 46 41 Do., do., Preparatory 3 33 16 14 45 27 12 11 3. Calitzdorp	Do do Donos			1000							90
Do. do., Preparatory	2. Do., Girls'										4:
4. Andries Kraal 5. Armoed 6. Bakenskraal J. B. le Roux A. 3 3 41 38 45 444 35 32 41 7. Buffelsdrift J. C. de Jager A. 3 3 41 38 45 444 35 32 41 7. Buffelsdrift J. C. de Jager A. 3 3 41 38 45 38 45 444 35 32 41 7. Buffelsdrift J. C. de Jager A. 3 3 41 38 38 38 38 28 30 26 27 22 41 31 20 19 16 21 16 21 21 21 21 21 21 21 21 21 21 21 21 21	Do., do., Preparatory		3	33	16	14		27	12	11	
5. Armoed 6. Bakenskraal J. B. Ie Roux A. 3 3 41 38 45 45 44 43 5 5 22 41 21 21 7. Buffelschrift J. C. de Jager R. A. 3 3 41 33 33 32 32 32 32 32 32 32 32 32 32 32	3. Calitzdorp	A. 2	3	65	64	66	64	57	55	60	5
5. Armoed 6. Bakenskraal J. B. le Roux A. 3 3 41 38 45 44 43 55 32 41 27. Buffelsdrift J. C. de Jager A. 3 3 34 33 33 32 32 32 32 34 32 32 32 32 34 32 32 32 32 32 32 32 32 32 32 32 32 32	4. Andries Kraal	A. 3	3	31	32	35	38	25	28	24	26
7. Buffelsdrift	õ. Armoed		-	10000	0.00		-				38
8. Cango East C. J. L. Botha A. 3 3 25 22 24 13 20 19 16 9 De Dan A. 3 3 3 25 32 22 24 13 20 19 16 9 De Dan A. 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3									500		20
9. De Dam O. Gamka East A. J. Lategan, Sen. A. 3 3 16 19 26 25 13 13 17 19 11. Gamtoosberg J. S. Olivier A. 3 3 22 20 25 22 11 18 18 R. S. Groenfontein A. 3 A. 3 3 41 A. 3 3 34 39 39 29 26 28 A. J. Lategan, Sen. A. 3 A. 3 3 41 A. 3 3 41 A. 3 3 41 A. 3 3 34 A. 3 3 41 A. 3 3 34 A. 3 3 34											18
10. Gamka East A. J. Lategan, Sen. A. 3 3 16 19 26 25 13 17 19	0 D D								13		33
2. Groenfontein	10. Gamka East A. J. Lategan, Sen.								17		2;
3. Hazenjacht	0 0 1 .				1000						1-
4. Juta						100		100000000000000000000000000000000000000	N. PERSON	1000000	2.
15. Klein Kruis 15. Klein Kruis 15. Klein Kruis River 15. Klein Kruis River 15. Kruis River 15. Kruis River East 15. A. 3 3 15. C. Kruis River East 15. A. 3 3 16. B. Tile River East 15. A. 3 3 16. B. Tile River East 15. A. 3 3 16. B. Tile River East 15. A. 3 3 16. B. Tile River East 15. A. 3 3 16. B. Tile River East 15. A. 3 3 16. B. Tile River 17. A. 3 3 16. B. Tile River 17. A. 3 3 17. B. Tile River 17. A. 3 3 17. B. Tile River 17. B. Matjes River	4 T-1-			100000	1 223	100					28
7. Kruis River East	5. Klein Kruis					1		1 70		100000	2
18. Langerwocht	F 77 ' 73' 71 '					0.000					20
9. Lower Kamnatie	0 T 14							1000			1:
20. Matjes River	O Lower Kommetic			1 - 1 - 1		The second					1.
22. Nooitgedacht	20. Matjes River			1 1 1 1 1 1 1 1 1 1 1		1 100				Total Control	2
33 Nooitgedacht South J. F. S. Potgieter A. 3 3 44	21. Nels River J. Snyman									100000	
24. Oude Muragie	2. Nooitgedacht			The State of the last		10000		0.00		70000	C
13. Oudtshoorn	24. Oude Muragie			1000	1.0			1 1000		10000	5 20
27. Saffraan River A. 3 3 A. 20 20 18 A. 17 19	a. Quatshoorn				35					1 0000	2
28. Schoemansdorp 29. Van Wijks Kraal A. J. Fourie A. 3 3 18 29 33 29 21 22 22 22 22 22 24 25. Van Wijks Kraal A. J. Fourie A. 3 3 18 23 19 19 19 16 20 17 12 11 31. Vinknest River A. 3 3 20 18 11 C 17 12 11 31. Vinknest River A. 3 3 40 47 45 42 35 41 41 41 41 41 43 34. Welgedacht A. 3 3 40 47 45 45 42 35 41 41 41 41 41 41 41 41 41 43 43 44 48 49 46 51 46 51 Melgevonden A. 3 3 30 29 20 20 20 20 20 20 20 20 20 20 20 20 20	- c c c .			35				21		10.2	2
29. Van Wijks Kraal						100000					2:
30. Vergelegen	29. Van Wijks Kraal A. J. Fourie			100000		100000000000000000000000000000000000000		1	17000		1
12 Vlakte Plaats J. R. Cellarius A. 3 3 40 47 45 42 35 41 42 33 41 42 33 41 42 33 41 42 33 41 42 33 41 42 43 44 44 44 44 44 44	30. Vergelegen J. H. de Villiers					1 200		1		10000	C
33. Welbedacht											1.
34. Welgevonden East								15000			3
36. Lategans Vlei H. W. Fourie P.F. 3 10 10 15 10 8 37. Buffeljachtsfontein	Molgovondon Fast			100		10000		A Transfer	1 200	The state of the s	C
37. Buffeljachtsfontein	35. Oudtshoorn (Ind.)	E	3	67	51	55	55	28	25	32	2
88. Buffelsdrift	66. Lategans Vlei H. W. Fourie	P.F.	3		10	10	15		10	8	1
S. Buffelsdrift Poor 3 29 30 27 28 24 23 21 20 21 21 22 24 23 21 24 24 24 24 24 24 24		Poor	3	C	30	26	29	C	21	20	2
10. Jan Fourie's Kraal	38. Buffelsdrift	Poor					34				2
H. Kamnatie	O Ton Possis's Vand	Action to the second				200-1		75040	1000	100000	2
12. Klein Doorn River Poor 3 33 30 29 25 25 20 18 13. Klip River <td< td=""><td>1 Kammatia</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>3</td></td<>	1 Kammatia										3
4. Oudtshoorn	2. Klein Doorn River		3	33	30	29	25	25	20	18	1
5. Welgevonden Poor 3 22 25 24 25 16 20 23 6. Calitzdorp (D.R.C.) B 3 31 30 30 36 23 23 22 7. Oudtshoorn, White (Eng. Ch.) B 3 59 60 62 61 45 46 51 8. Do., Coloured (do.) B 3 76 66 62 62 30 44 45 9. Dysselsdorp (Ind.) B 3 109 94 95 92 48 68 60 9. Kruis River (do.) B 3 24 24 24 28 22 17 22 9. Matjes River (do.) B 3 44 48 49 46 37 36 45 2. Oudtshoorn (do.) B 3 119 115 127 105 93 90 87 3. Oudtshoorn (R.C.) B 3 71 67 66 67 55 55 58 Testal	4 0 34 1							1			1.
6. Calitzdorp (D.R.C.) B 3 31 30 30 36 23 23 22 22 27. Oudtshoorn, White (Eng. Ch.) B 3 59 60 62 61 45 46 51 8. Do., Coloured (do.) B 3 76 66 62 62 30 44 45 45 45 45 45 45 45 45 45 45 45 45	5 Wolgovondon										1
7. Oudtshoorn, White (Eng. Ch.) B 3 59 60 62 61 45 46 51 8. Do., Coloured (do.) B 3 76 66 62 62 30 44 45 9. Dysselsdorp (Ind.) B 3 109 94 95 92 48 68 60 0. Kruis River (do.) B 3 24 24 24 28 22 17 22 1. Matjes River (do.) B 3 44 48 49 46 37 36 46 2. Oudtshoorn (do.) B 3 119 115 127 105 93 90 87 3. Oudtshoorn (R.C.) B 3 71 67 66 67 55 55 58						1					2
8. Do., Coloured (do.) B 3 76 66 62 62 30 44 45 9. Dysselsdorp (Ind.) B 3 109 94 95 92 48 68 60 0. Kruis River (do.) B 3 24 24 24 28 22 17 22 1. Matjes River (do.) B 3 44 48 49 46 37 36 46 2. Oudtsboorn (do.) B 3 119 115 127 105 93 90 87 3. Oudtshoorn (R.C.) B 3 71 67 66 67 55 55 58											4
60. Kruis River (do.) B 3 24 24 24 28 22 17 22 61. Matjes River (do.) B 3 44 48 49 46 37 36 46 2. Oudtsboorn (do.) B 3 119 115 127 105 93 90 87						0.00					4
1. Matjes River (do.) B 3 44 48 49 46 37 36 45 2. Oudtsboorn (do.) B 3 119 115 127 105 93 90 87 3. Oudtsboorn (R.C.) B 3 71 67 66 67 55 55 58		В									ō
2. Oudtsboorn (do.) B 3 119 115 127 105 93 90 87 3. Oudtsboorn (R.C.) B 3 71 67 66 67 55 55 58	1 35 11 701										2
3. Oudtshoorn (R.C.) B 3 71 67 66 67 55 55 58	0 0 1/1									574-5	4
Total				0					1000	STATE OF	7
1798 1829 1979 1883 1297 1401 1555 1	Total	В	3	-				-	-		5
	Total			1798	1829	1979	1883	1297	1401	1555	14

Description and Disco of the Salved	Order.	tion Qr.		Scholars	on Ro	1.	A	verage 2	Attenda	nce.
Description and Place of the School.	Order.	Inspection	ıst Qr.	2ndQr.	ard Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr.
PAARL (Inspector Noaks).										1
1. Blaauwvallei	A. 1 A. 1 A. 1	2 2 2 2 2 2	64 39 134 56 72	67 33 124 79 65	71 26 122 56 65	68 26 131 52 66	55 35 109 49 48	62 29 113 59 55	61 24 107 41 57	60 23 118 41 59
Do., do., Preparatory 4. Do., Girls' Do., do., Preparatory 5. Do., Gymnasium Do., do., Preparatory 6. Wellington, Boys' Do., do., Preparatory Do., do., Normal Dept. 7. Do., Hug. Sem., Girls' Do., do., Normal Dept. Do., do., Normal Dept. Do., do., Normal Dept.	A. 1 A. 1 A. 1 A. 1	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	57 66 59 19 133 2 14 160 55 25	55 74 65 27 142 6 17 174 53 25	69 63 72 24 139 7 21 189 54 44	71 58 73 25 145 6 23 194 40 45	51 58 52 17 122 2 14 145 51 24	50 65 54 20 118 6 15 158 50 24	63 34 66 19 127 6 21 173 40 41	64 48 68 22 127 5 23 180 32 42
8. Dal Josaphat 9. French Hoek 10. Gedenkschool 11. Groenberg 12. Klein Drakenstein 13. North Paarl 14. Simondium 15. Slot van de Paarl 16. Wagonmakers' Valley	A. 2 A. 2 A. 2 A. 2 A. 2 A. 2 A. 2 A. 2	2 2 2 2 2 2 2 2 2 2	41 122 40 72 133 49 62 71	40 119 36 73 131 48 60 65	35 120 46 34 59 144 50 57 66	34 117 45 32 59 150 46 61 70	36 108 29 69 122 43 55 54	35 107 31 68 123 43 53 54	30 93 44 30 48 131 37 53 60	28 104 40 29 50 135 33 54 60
17. Klein Drakenstein 18. South Achter Paarl 19. Wellington, Malherbe Street 20. Zoetendal	A. 3 A. 3 A. 3 A. 3	3 2 2 2 2	17 13 50 19	14 13 62 17	18 12 71 21	18 12 70 21	15 12 46 16	9 10 48 11	14 10 59 19	17 10 57 4
21. Babylon Toren A. J. Louw 22. Bellingham . A. B. de Villiers 23. Droogeheuvel . J. N. v. Niekerk 24. Wimmershoek . W. v. d. Merwe	P.F. P.F. P.F. P.F.	2 1 2 1	10 14 14 12	10 C 14	11 15	11 C 16 C	9 10 14 11	9 C 13	10 10 	11 C 12 C
25. Dal Josaphat (D.R.C.) 26. French Hoek (do.) 27. Paarl (do.) 28. Wagonmakers' Valley (do.) 29. Wellington (do.) 30. Wellington Station (do.)	B B B B	2 3 2 2 2	75 49 100 178 12	76 50 92 199 17	79 52 96 190 C	26 59 44 95 186 C	52 27 72 136 9	65 25 77 144 14	71 22 85 112 C	15 49 24 61 132 C
31. Klapmuts	B B B B	2 3 2 2 2	30 51 217 114 97	31 46 213 114 85	· C 56 203 123 64	C 54 205 127 59	21 26 118 63 66	12 27 99 51 52	C 31 98 53 39	C 26 90 77 47
36. Paarl, Union (Ind.) 37. Do., Zion Chapel (do.) 38. South Paarl (do.)	B B B	2 2 2	166 191 96	190 185 79	196 175 80	208 176 76	121 101 42	138 97 35	148 80 60	147 101 28
39. Paarl, St. Peter's (Luth.)	В	3	.43	42	47	49	36	35	36	35
40. Pniel	В	2	250	259	239	251 3400	201 2582	164 2527	120 2483	175 2563
		6.	3363	3386	3381	9400	2082	2021	2100	2000
PEDDIE (Inspector Ely).	4 %							07		(0)
1. Fort Peddie	A. 2	1	52	46	63	53	37	37 C	45 C	40 C
2. Bell 3. Hamburg 4. Mount Pleasant 5. Springs 6. Wesley	A. 3 A. 3 A. 3 A. 3	1 1 1 1 1	12 29 27 28	C 30 13 24 28	C 31 15 27 28	C 31 15 27 32	7 24 23 26	24 12 23 27	C 27 15 26 27	26 14 25 26

	Description an	d Place of	f the School	ol.	Order.	tion Qr.		Scholars	on Rol	1.	Av	erage A	ttenda	nce.
	7.00	a Timee of	the bene		Order.	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Q
	Brighton			Villows	P.F.	1	7	6	6	6	6	6	. 6	6
	Falladen		liss W.		P.F.	1	14	13	10	12	9	10	7	10
	Hamilton Kelham			7. Tarr Hartly	P.F. P.F.	1	7 12	12	7	C	5	6	6	C
	Cwaru			g. Ch.)	В				11	11	11	- 37		29
	Cisira		- 00-0-1				ee.	01		41	ic	-00	40	
	Efeni			(Wes.)	B	1	66	61	67 48	63	26 31	28 28	43 23	28 20
14.	Ehlosini (Mat	iwane)		(do.)	В	1	61	61	61	60	33	36	59	29
15.	Empekweni			(do.)	В	1	54	63	72	71	44	49	63	47
17	Enquebebeni Erura			(do.)	B	1	133	132	144	127	84	77	81	54
	Etuwa			(do.)	В	1	87 46	85 40	84 39	74 40	52 18	47 21	50 15	45 15
	Etytyaba			(do.)	B	1	70	71	74	73	41	41	45	25
20.	Gcebula			(do.)	В	1	70	61	66	58	33	40	38	26
	Gwalana Hamburg		9.9	(do.)	В	1	84	81	81	77	60	46	56	44
	Kwa Tuku	11.		(do.)	B	1 1	26 97	104	29 101	29 92	11 53	15 54	21 63	$\frac{16}{39}$
24.	Ndwayana			(do.)	B	1	30	32	34	31	19	18	27	26
25.	Newtondale			(do.)	В	1	65	59	73	69	37	39	50	41
	Nqwekazi (Da	mdam)	-0.0	(do.)	В	1	84	82	82	64	61	58	51	44
	Qamnyana			(do.)	В	1	84	80	98	95	54	51	70	61
29.	Ayliff Inst., E Do., G	irls'	d Int.	(do.) (do.)	C	1	67 60	59 58	66 63	67 59	30 57	36 52	42 53	35 52
	Total						1418	1374	1480	1421	892	891	1019	832
PH	ILIPSTOWN	I (Inspe	ector Br	ice).						- 3-				
1.	Philipstown		- 44	**	A. 2	2	75	69	69	84	55	54	44	68
	Bastberg	16.6			A. 3	2	11	11	C	C	10	10	C	C
	Petrusville Schaapkraal				A. 3 A. 3	2 2	C 11	53 10	66 10	70 8	.C	38 10	60	54 8
5.	Brakfontein	S. "	J. A.	Venter	P.F.				11	14			10	11
	Doornfontein		P. v. d	. Walt	P.F.			8	8	8		8	8	7
	Karbonaatjes	Kraal J			P.F.	1	5	C	C	C	5	C	C	C
	Kraaibosch Leeuwfontein		E. J. I		P.F.				7	7		*2	7	7
	Onrustfontein		L. J. de . J. v. d		P.F.	2 2	ā ā	5 5	5 5	5	5 5	5	4 5	4
11.	Rolfontein	G. F	. v. d. 1	Merwe	P.F.				10	11			10	11
12.	Roodepoort		J. M.		P.F.	2	6	5	5	ō	5	4	ð	4
13.	Philipstown	••		(Wes.)	В	2	49	40	36	38	18	30	23	31
	Total						167	206	232	255	112	164	185	209
	UETBERG	Inspect	or le Re	oux).					4					
	Piquetberg Porterville		11		A. 2 A. 2	4 4	55 128	58 133	57 135	56 128	49 109	50 112	48 118	50 113
3.	Herculesfonte	n	-		A. 3	4	20	19	16	16	18	17	15	14
	Keerom (Vond		A. I	laman	A. 3	4	23	11	21	13	18	8	19	7
5. 8	St. Helenafon	tein		Rocher	A. 3	4	14	14	14	14	13	13	14	13
6. 1	Kruis River		P. J	. Smit	P.F.					14				14
	Daniel - 1				D		10	00	504	15	- Illia	100	138	
4 4	Banghoek Brakkuil			• •	Poor Poor	4 4	16 33	22 32	24 16	17 17	16 17	21 12	16 12	12
					Poor	4	25	24	27	25	22	22	25	24
8. 1			15. 3											- PH A.
8. I 9. I 10. (Moutons Hoek Onderplaats			Briers	Poor	4	20	13	13	12	15	7	12	10
8. I 9. I 10. (Moutons Hoek Onderplaats Rietvlei		J. J. Be	Briers Ssman	Poor	4	23	20	25		19	19	20	
8. J 9. J 10. C 11. J 12. J	Moutons Hoek Onderplaats			Briers		- 3							1000	

Description and Discrete Calcal	Order.	ion Qr.		Scholars	s on Roll		A	verage A	ttendar	ice.
Description and Place of the School.	Order.	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	lstQr.	2ndQr.	3rd Qr.	4th Qr
15. Piquetberg (D.R.C.) 16. Porterville (do.)	ВВ	4 3	32	51 39	52 51	51 52	14	30 24	34 34	36 29
17. Berg River Mouth (Eng. Ch.)	В	4	35	31	28	30	27	21	21	19
18. Goedverwacht (Mor.) 19. Wittewater (do.)	B B	2 2	169 75	165 74	150 68	148 66	156 63	132 36	135 53	108 19
Total			738	778	771	735	614	583	640	527
PORT ELIZABETH (Insp. Fraser).										
1. Port Elizabeth, Art School	Sp.	2	236	238	237	319	208	210	212	188
2. Do. Grey Inst., Hill Sch. Do., do., Prep	A. 1	2 2	146 25	154 14	168 18	165 20	126 23	137 12	149 15	158
3. Do., do., N. End Br. 4. Do., do., S. End Br.	A. 2 A. 2	1 1	261 179	255 168	265 176	246 172	204 125	209 111	207 124	198 133
5. Do., Russell Road (Wes.) 6. Do., St. Paul's, Boys' (Eng.Ch.)	A. 3 A. 3	1	142 69	152 57	120 57	109 51	110 49	127 41	98 39	91 39
7. Do., do., Girls' (do.) 8. Do., St. Peter's (do.)	A. 3 A. 3	1	204 185	185 166	201 161	173 147	139 127	130 127	136 116	132
9. Do., Boys' (R.C.)	A. 3 A. 3	1	184 110	171 96	188	151 91	142 83	131 84	136 83	129 74
11. Do., North End (do.)	A. 3 A. 3	1 1	63 68	68 88	61 106	65	55 67	54 81	50 54	59
12. Do., South End (do.) 13. Walmer (Eng. Ch.)	A. 3				21	23			19	19
14. Hartebeestfontein A. Humphries	P.F.	3	6	6	6	7	5	5	6	7
15. Port Elizabeth, Russell Rd.(Eng.Ch.)	В	1	221	225	226	200	136	119	119	201
16. Do., St. John's (do.)	В	1	227	248	238	234	160	142 145	157 135	148 137
17. Do., St. Peter's (do.) 18. Do., St. Stephen's (do.)	B	1	215 111	227 93	291 106	176 78	155 51	62	64	63
19. Bethelsdorp (Ind.)	В	2	106	110	94	90	80	83	59	77
20. Kragga Kamma . (do.) 21. Port Elizabeth, Central . (do.)	B	3	195	48 224	57 210	60 170	147	40 120	48 119	51 95
22. Do., Edwards' (do.)	В	1	84	81	93	92	79	79	77	67
23. Do., North End (do.)	B	1	114	95	88	94 94	76	84	56	60 76
24. Reservoir Location (do.)	В			01	42	42	50	61	41	40
25. Port Elizabeth, Nazareth Ho. (R.C.)	В	1	58	61	144	145	105	110	138	126
26. Do., Native (Wes.) 27. Do., North End (do.) 28. Do., South End (do.)	B B B	1 1	127 65 73	74 65	73 64	74 55	42 46	48 31	46 30	49 31
Total			3469	3514	3504	3333	2590	2583	2533	2484
PRIESKA (Inspector Theron).										
1. Prieska	A. 2	3	43	46	54	53	33	37	49	46
2. Brackboschpoort C. F. W. Jeppe 3. Kalkgat A. B. Burger 4. Middelwater	A. 3 A. 3 A. 3	3 3 3	23- 11	23 11	9 24 16	11 20 14	15 10	21 10	9 20 15	10 16 14
5. Karreeboomput G. P. Snyman	P.F.	3			11	11			11	11
6. Klipdrift P. A. le Roux	P.F.	3	6	8	9	6	6	6	7	o C
7. Stuurmansgat . A. B. Burger 8. Uitspanberg H. Smit	P.F. P.F.	3	23	C 8	8 8	C 10	18	7	8 8	9
9. Prieska	Poor					37				26
			10000		1	1000		1	1000	137

2. Do., Girls' A. 2	Description and Place of the School.	Order.	ction Qr.		Scholar	s on Rol	n,	A	verage .	Attenda	nce.
1. Prince Albert, Boys' 2. Do., Girls' A. 2 4 70 69 58 58 55 66 53 3. Bavians Kloof. A. L. Muller A. 3 4 12 13 13 15 11 11 12 52 5. Scholtz Kloof F. F. de Wet A. 3 4 14 16 16 16 16 13 14 15 6. Wolvenfontein S. A. Marais P.F. 4 10 11 5 6 10 6 4 6. Wolvenfontein S. A. Marais P.F. 4 10 11 5 6 10 6 4 7. Baartmansfontein (late Doorn River) Poor 4 29 30 31 27 27 26 28 8. Blaawpunt Poor 4 10 11 12 12 12 9 11 11 9. Bloemendal Poor 4 10 12 12 12 9 11 11 9. Frischegewagd Poor 4 10 12 12 12 9 11 11 9. Frischegewagd Poor 4 10 12 12 12 9 11 11 9. Frischegewagd Poor 4 10 12 12 12 9 11 11 9. Frischegewagd Poor 4 10 12 12 12 13 18 11 19 9. Frischegewagd Poor 4 10 12 12 12 9 11 11 9. Frischegewagd Poor 4 10 12 12 12 9 11 11 9. Frischegewagd Poor 4 10 12 12 12 12 11 18 9. Frince Albert Poor 4 10 12 12 12 12 11 18 9. Frince Albert Poor 4 10 12 12 12 12 11 18 9. Frince Albert Poor 4 10 12 12 12 12 11 11 9. Frince Albert Poor 4 10 12 12 12 12 11 11 9. Frince Albert Poor 4 10 12 12 12 12 11 11 9. Frince Albert Poor 4 10 12 12 12 12 11 11 9. Frince Albert Poor 4 10 12 12 12 12 11 11 9. Frince Albert Poor 4 10 12 12 12 12 11 11 9. Frince Albert Poor 4 10 12 12 12 12 11 11 9. Frince Albert Poor 4 10 12 12 12 12 11 11 9. Frince Albert Poor 4 10 12 12 12 12 11 11 9. Frince Albert Poor 4 11 12 12 12 12 11 9. Frince Albert Poor 4 12 12 12 12 11 11 9. Frince Albert Poor 4 13 12 12 12 12 11 9. Frince Albert Poor 4 11 12 12 12 12 11 9. Frince Albert Poor 4 12 12 12 12 11 9. Frince Albert Poor 4 13 12 12 12 12 12 9. Frince Albert Poor 4 14 13 11 11 11 11 10 10 9. Frince Albert Poor 5 12 12 12 12 11 11 9. Frince Albert Poor 6 12 12 12 12 12 11 9. Frince Albert Poor 12 12 12 12 11 11 11 9. Frince Albert Poor 12 12 12 12 11 11 11 9. Frince Albert Poor 12 12 12 12 11 11 11 9. Frince Albert Poor 12 12 12 12 11 11 11 9. Frince Albert Poor 12 12 12 12 11 11 11 9. Frince Albert Poor 12 12 12 12 12 11 11 9. Frince Albert Poor 13 12 12 12 12 11 11 9. Frince Albert Poor 14 12 12 12 12 12 11 9. Frince Albert Poor 14 12 12 12 12 12 11 9. Frince Albert Poor			Inspec	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1-t Qr.	2ndQr.	3rd Qr.	4th Qu
2. Do., Girls' A. 2 4 70 69 58 58 55 61 53 3. Baviaans Kloof A. L. Muller A. 3 4 12 13 13 13 15 11 11 12 55 5. Scholtz Kloof F. F. de Wet A. 3 4 14 16 16 16 13 14 15 5. Scholtz Kloof F. F. de Wet A. 3 4 14 16 16 16 16 13 14 15 6. Wolvenfontein S. A. Marais P. F. 4 10 11 5 6 10 6 4 7. Baartmansfontein (late Doorn River) 8. Blaawpunt Poor 4 29 30 31 27 27 26 28 8. Blaawpunt Poor 4 12 14 18 13 9 10 17 9. Bloemendal Poor 4 12 14 18 13 9 10 17 9. Bloemendal Poor 4 18 20 22 11 18 17 19 11. Klaarstroom and Middlewater Poor 4 18 20 22 12 11 18 17 19 11. Klaarstroom and Middlewater Poor 4 29 16 16 16 16 12 13 12. Frince Albert Poor 4 30 33 52 73 32 22 18 23 14. Kietzlelbert Road Poor 4 30 33 52 73 32 22 18 23 14. Kietzlelbert Road Poor 4 30 33 52 73 32 22 18 23 14. Kietzlelbert Road Poor 4 41 38 26 23 35 528 24 14. Kietzlelbert Road Poor 4 41 38 26 23 35 528 24 14. Kietzlelbert Road Poor 4 41 38 26 23 35 528 24 15. Welterreden Poor 4 41 38 26 23 35 528 24 14. River Road Poor 4 50 56 56 56 56 57 57 59 69 69 67 17. Prince Albert (D.R.C.) B 4 77 71 60 60 45 76 44 18. Do. (Eng. Ch.) B 4 48 43 42 44 27 25 27 Total 665 605 585 573 446 453 489 4 QUEENSTOWN (Inspector Clarke). 1. Queenstown, High School A. 1 2 154 136 144 143 135 122 130 1 Do., do., Prep 2 96 95 99 99 89 99 85 77 2. Whittlesea A. 2 1 28 31 28 28 25 27 25 3. Glenthorn Marshall A. 3 1 14 13 11 11 11 10 10 4 4. Queenstown, Queen's Drive A. 3 1 25 22 10 19 15 21 18 7 7. Tylden Station A. 3 1 15 21 20 19 16 21 18 7 7. Tylden Station A. 3 1 15 21 20 19 16 21 18 7 7. Tylden Station A. 3 1 15 21 20 19 16 21 18 7 7. Tylden Station A. 3 1 15 21 20 19 16 21 18 7 7. Tylden Station A. 3 1 15 21 20 19 16 21 18 7 7. Tylden Station A. 3 1 15 21 20 19 16 21 18 7 7. Hopefield M. Roucher P. F. 2 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	PRINCE ALBERT (Insp. Mitchell).						30				-
4. Laingsburg	9 Do Ginla								1 35.000	1	34 54
4. Laingsburg 5. Scholtz Kloof F. F. de Wet A. 3	3 Revisens Kloof A T. Wuller	1 9	1	10	19	19	1.	11	11	10	15
5. Scholtz Kloof . F. F. de Wet A. 3 4 14 16 16 16 13 14 15 6. Wolvenfontein S. A. Marais P.F. 4 10 11 5 6 10 6 4 7. Baartmansfontein (late Doorn River) Poor 4 29 30 31 27 27 27 26 6 17 9. Bloemendal Poor 4 10 12 12 12 12 9 11 11 19 10. Frischegwagd Poor 4 10 12 12 12 12 9 11 11 11 11 11 11 11 11 11 11 11 11 1		100000000000000000000000000000000000000				1 7 7 7 7					25
Registrate Registration Regist											15
8. Blaswpunt	6. Wolvenfontein . S. A. Marais	P.F.	4	10	11	5	6	10	6	4	5
8. Blaswpunt	7 Reartmansfortain (lete Doorn Pivar)	Poor	1	90	20	21	97	97	96	90	25
9. Bloemendal 10. Frischegewagd 11. Klaarstroom and Middlewater 12. Prince Albert 12. Prince Albert 13. Prince Albert 14. Ricetvele 15. Weltevreden 16. Laingsburg 16. Claingsburg 17. Prince Albert 18. Do. 18. Claingsburg 18. Do. 19. Claingsburg 19. Clain	O Dlagmount										8
10. Frischegewagd	0 Dlagmandal			1							11
1. Klaarstroom and Middlewater	O Unicoh anamand			18	20						19
13. Prince Albert Road Poor 4 30 30 24 14. Rietvelen Poor 4 41 38 26 23 35 28 24 15. Weltevreden Poor 4 41 38 26 23 35 28 24 16. Laingsburg (Berl. M.) B 4 75 89 87 72 59 69 67 17. Prince Albert (D.R.C.) B 4 77 71 60 60 45 56 44 18. Do. (Eng. Ch.) B 4 48 43 42 44 27 25 27 17. Total 605 605 585 573 446 453 489 4 19. QUEENSTOWN (Inspector Clarke). 1. Queenstown, High School Do., do., Prep. 2 96 95 95 99 79 85 77 2. Whittlesea A. 2 1 28 31 28 28 25 27 25 3. Glenthorn Marshall A. 3 1 14 13 11 11 11 10 10 4. Queenstown, Queen's Drive A. 3 2 161 153 142 126 129 117 106 5. Sterkstroom A. 3 1 42 48 48 42 37 38 35 6. Turvey's Post E. Wainwright A. 3 1 15 21 20 19 15 21 18 7. Tylden Station A. 3 1 23 23 19 20 16 14 12 9. Avondale T. Niland D. P.F. D. 6 6 6 6 6 6 0. Dartford R. J. Smith D. P.F. D. 6 6 6 6 6 6 6 0. Dartford R. J. Smith D. H. de Lange P.F. D. 6 6 6 6 6 6 6 6 6 0. Hanstonteinmand P. F. de W. P.F. D. 6 6 6 6 6 6 6 6 6 6	11. Klaarstroom and Middlewater	Poor	4	22	16	16	16	16	12	13	12
14. Rietvlei		Poer	4	68	68	58	56	39	45	52	48
15. Weltevreden											14
16. Laingsburg (Berl. M.) B 4 75 89 87 72 59 69 67 17. Prince Albert (D.R.C.) B 4 77 71 60 60 45 56 44 18. Do. (Eng. Ch.) B 4 48 43 42 44 27 25 27 Total 605 605 585 573 446 453 489 4 19. Queenstown, High School Do., do., Prep. 2 96 95 95 99 79 85 77 2. Whittlesea A. 2 1 28 31 28 28 25 27 25 3. Glenthorn Marshall A. 3 1 14 13 11 11 10 10 4. Queenstown, Queen's Drive A. 3 2 161 153 142 126 129 117 106 5. Sterkstroom A. 3 1 42 48 48 42 37 38 35 6. Turvey's Post E. Wainwright A. 3 1 15 21 20 19 15 21 18 7. Tylden Station A. 3 1 23 23 19 20 16 14 12 8. Weltevreden A. 3 1 15 21 20 19 15 21 18 9. Avondale T. Niland P.F. 6 6 6 6 6 9. Durtford R. J. Smith P.F. 1 5 5 5 5 5 5 5 1. Dubugaler W. Fletcher P.F. 6 6 6 6 6 6 2. Haasfontainmand P.F. 1 5 5 5 5 5 5 5 5 3. Essex Farm A. W. Jackson P.F. 3 10 10 9 9 8 8 9 9. Klaas Smits River P.F. 4 11 10 10 C C 11 10 C 9. Avondale M. Boucher P.F. 3 10 10 9 9 8 8 9 9. Klaas Smits River P.F. 1 11 10 C C 11 10 C 6. Hartebeestfontein J. H. de Lange P.F. 2 4 4 4 4 6 6 3 3 8. Klase Karm Mrs. Bosch P.F. 1 10 10 13 13 8 9 12 9. Rhabs Smits River C. Grobbelar P.F. 1 10 10 13 13 8 9 12 9. Klaas Smits River C. Grobbelar P.F. 1 10 10 10 13 13 8 9 12 9. Klaas Smits River C. Grobbelar P.F. 1 10 10 10 13 13 8 9 12 10. Tyldendale J. Miles P.F. 1 10 10 10 13 13 8 9 12 11. Halter Kuii J. Miles P.F. 1 10 10 10 13 13 8 9 12					1000						26
1.		Poor	4	41	38	26	23	35	28	24	21
R. Do. (Eng. Ch.) B 4 48 43 42 44 27 25 27 Total		В	4	75	89	87	72	59	69	67	62
Total		В	4	77	71	60	60		56	44	45
1. Queenstown, High School A. 1 2 154 136 144 143 135 122 130 1	(В	4	48	43	42	44	27	25	27	28
1. Queenstown, High School Do., do., Prep. 2. Whittlesea A. 1 2 154 136 144 143 135 122 130 1 2 Whittlesea A. 2 1 28 31 28 28 25 27 25 3. Glenthorn Marshall A. 3 1 4 13 11 11 10 10 4. Queenstown, Queen's Drive A. 3 2 161 153 142 126 129 117 106 5. Sterkstroom A. 3 42 48 48 42 37 38 35 6. Turvey's Post E. Wainwright A. 3 1 5 21 20 19 15 21 18 7. Tylden Station A. 3 1 23 23 19 20 16 14 12 8. Weltevreden A. 3 1 7 16 C C 16 13 C 9. Avondale T. Niland D. Dartford R. J. Smith D. Dartford R. J. Smith D. Dubugaler W. Fletcher D. D. Dartford R. J. Smith D. H. Debendin D. F. C. T. J. Botha D. F. C. C. T. J. Botha D. F. C. C. T. J. Botha D. F. C. C. C. T. J. T.	Total			605	605	585	573	446	453	489	467
1. Queenstown, High School Do., do., Prep	QUEENSTOWN (Inspector Clarke).										
Do., do., Prep. 2 96 95 95 99 79 85 77							2 2 2 2				
3. Glenthorn	To I D									79900	126 85
4. Queenstown, Queen's Drive	2. Whittlesea	A. 2	1	28	31	28	28	25	27	25	25
5. Sterkstroom A. 3 1 42 48 48 42 37 38 35 6. Turvey's Post E. Wainwright A. 3 1 15 21 20 19 15 21 18 7. Tylden Station A. 3 1 15 21 20 19 15 21 18 8. Weltevredeu A. 3 1 23 23 19 20 16 14 12 9. Avondale T. Niland P.F. 9 9 9 0. Dartford R. J. Smith P.F. 6 6 6 1. Dubugaler W. Fletcher P.F. 6 6 6 2. Dunedin C. T. J. Botha P.F. 6 10 C 5 8 9 2. Dunedin A. W. Jackson P.F. 6 10 C 5 <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>10</td></td<>											10
6. Turvey's Post . E. Wainwright A. 3 1 15 21 20 19 15 21 18 7. Tylden Station	- 0		100					77.40			93
7. Tylden Station											30
8. Weltevreden A. 3 17 16 C C 16 13 C 9. Avondale T. Niland P.F. 9 9 9 0. Dartford R. J. Smith P.F. 1 5 </td <td>5. Turvey's Post E. Wainwright</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>17</td>	5. Turvey's Post E. Wainwright										17
9. Avondale T. Niland P.F. 9 9 . 9 9 . 9 1 9 1 9 1 9 1 9 1 9 1 9	0 717 1/ 1		.1	-							17
0. Dartford R. J. Smith P.F. 1 5 6 <td>s. weitevreden</td> <td>A. 0</td> <td></td> <td>11</td> <td>10</td> <td>C</td> <td>U</td> <td>16</td> <td>13</td> <td>C</td> <td>C</td>	s. weitevreden	A. 0		11	10	C	U	16	13	C	C
1. Dubugaler W. Fletcher P.F	O Doutford D T C-:41										9
2. Dunedin			1	9					9		5
3. Essex Farm A. W. Jackson P.F. 3 10 10 9 9 8 8 9 4. Glen Garry J. MacDonald P.F. 2 8 8 C C 5 7 C 6 5. Haasfonteinmand P. F. de Wet P.F. . . 9 9 . . 9 6. Hartebzestfontein J. H. de Lange P.F. 2 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 7 7	a D J' C m T D 41							- 1	5		6 C
4. Glen Garry J. MacDonald P.F. 2 8 8 C C 5 7 C 6 5. Haasfonteinmand P. F. de Wet P.F. . . 9 9 . . 9 6. Hartebæstfontein J. H. de Lange P.F. 2 6 7 7 <td< td=""><td></td><td></td><td>3</td><td></td><td></td><td></td><td>1.000</td><td></td><td></td><td></td><td>8</td></td<>			3				1.000				8
5. Haasfonttinmand P. F. de Wet P.F											C
6. Hartebeestfontein J. H. de Lange P.F. 2 6 6 6 6 6 6 6 6 7. Hopefield M. Boucher P.F. 1 11 10 C C 11 10 C 8. Junction Farm T. E. Wiggill P.F. 3 8 9 9 7 7 8 8 9 9 7 7 7 7 6 6 7 7 7 7 7 6 6 7 7 7 7 7							100				9
8. Junction Farm T. E. Wiggill P.F. 3 8 9 9 7 8 9. Klaas Smits River C. Grobbelaar P.F. 7 8 5 6 7 0. Maties Farm Mrs. Bosch P.F. 2 14 14 15 12 11 11 14 1. Oxton Manor C. Barnes P.F. 1 9 7 7 7 8 5 6 6 2. Pavet C. B. Barnes P.F. 1 10 10 13 13 8 9 12 3. Rhebokfontein H. Geyer P.F. 1 6 4 4 4 6 3 3 5. Roydon F. Fincham P.F. 2 5 5 5 5 4 5 5 6. Schoolfontein C. B. Jeffrey P.F.		P.F.				6	6			6	6
9. Klaas Smits River C. Grobbelaar P.F	7. Hopefield M. Boucher	P.F.	1	11	10	C	C	11	10	C	C
0. Maties Farm Mrs. Bosch P.F. 2 14 14 15 12 11 11 14 1. Oxton Manor C. Barnes P.F. 1 9 7 7 7 8 5 6 2. Pavet C. B. Barnes P.F. 1 10 10 13 13 8 9 12 3. Rhebokfontein H. Geyer P.F. 1 6 . . 0 5 4. Riet Kuil J. Miles P.F. 1 6 4 4 4 6 3 3 5. Roydon F. Fincham P.F. 2 5 5 5 5 4 5 5 6. Schoolfontein C. B. Jeffrey P.F. . 6 5 5 5 6 2 4 7. Staal Klip J. L. Bisset P.F. 2 11 12 8 8 10 8 8 8. Tafelberg W. v. d. Vyver P.F. . . <			3	2.			-		7		8
1. Oxton Manor C. Barnes P.F. 1 9 7 7 7 8 5 6 2. Pavet C. B. Barnes P.F. 1 10 10 13 13 8 9 12 3. Rhebokfontein H. Geyer P.F. 1 6 . . O 5 4. Riet Kuil J. Miles P.F. 1 6 4 4 4 6 3 3 5. Roydon F. Fincham P.F. 2 5 5 5 5 4 5 5 6. Schoolfontein C. B. Jeffrey P.F. . 6 5 5 5 5 4 5 5 7. Staal Klip J. L. Bisset P.F. 2 11 12 8 8 10 8 8 8. Tafelberg W. v. d. Vyver P.F. . . 8 5 . 8 8 9. Thibet Park Wm. Frost P.F. . . 6 6 <td></td> <td></td> <td>:</td> <td></td> <td></td> <td></td> <td>50.40</td> <td></td> <td></td> <td></td> <td>7</td>			:				50.40				7
2. Pavet C. B. Barnes P.F. 1 10 10 13 13 8 9 12 3. Rhebokfontein H. Geyer P.F. 1 6 . . 0 5 6 . . 0 5 .				10000			1000				10
3. Rhebokfontein				5.00			100000000000000000000000000000000000000				6
4. Riet Kuil J. Miles P.F. 1 6 4 4 4 6 3 3 3 5 5 Roydon F. Fincham P.F. 2 5 5 5 5 5 4 5 5 6 6 2 4 6 6 Schoolfontein C. B. Jeffrey P.F 6 5 5 5 5 6 2 4 7 7 8 8 7 7 7 8 7 7 8 8 7 7 7 8 8 7 7 7 8 8 8 Weltevreden S. Jordan P.F 5 6 6 6 5 5 5 6 6 6 6 6 6 5 5 6 6 7 7 7 8 8 7 7 7 8 8 7 7 7 8 8 7 7 7 8 8 7 7 7 8 8 7 7 7 8 8 7 7 7 8 8 8 9 8 9							-				11 C
5. Roydon	(D) (T M)			201			-	100			4
6. Schoolfontein . C. B. Jeffrey P.F 6 5 5 5 6 2 4 7. Staal Klip . J. L. Bisset P.F. 2 11 12 8 8 10 8 8 8. Tafelberg . W. v. d. Vyver P.F 8 8 5 8 8 9. Thibet Park . Wm. Frost P.F								2.30	100		4
7. Staal Klip J. L. Bisset P.F. 2 11 12 8 8 10 8 8 8 10 8 8 8 10 8 8 8 10 8 8 8 10 8 8 8 10 8 8 8 10 8 10 8 8 8 10 8 10 8 8 8 10 10 8 10							100	1.5			5
8. Tafelberg . W. v. d. Vyver P.F								11-11-12	-		8
9. Thibet Park Wm. Frost P.F					8	8			8	8	5
1. Thorny Hoek J. R. Palmer P.F. 1 6 C C C 5 G C 2. Tyldendale W. McDonald P.F. 1 8 7 7 7 8 7 7 3. Weltevreden S. Jordan P.F. 5 6 6 6 5 5 6			- 61								5
2. Tyldendale W. McDonald P.F. 1 8 7 7 7 8 7 7 8 Weltevreden S. Jordan P.F 5 6 6 6 5 5 6				200				- 33		I I I I	4
3. Weltevreden S. Jordan P.F 5 6 6 6 5 5 6						The second second			1967-1		C
			1								7
t. who-can-ten Mrs. J. B. Palmer P.F. 3 0 0 0 0 5 6			9-00				2.0	777			5
	4. Who-can-tell Mrs. J. B. Palmer	r.r.	0	0	0	0	0	0	9	0	6
5. Haasfontein	5. Haasfontein	Poor		28	32	32	25	27	27	22	19

	1	n Qr.	1 -	Schola	rs on Ro	11.	A	verage .	Attenda	ince.
Description and Place of the School.	Order.	Inspection	1st Qr	2ndQr	r. 3rd Qr.	4th Or	1st Or	2ndOr	3rd Ör	4th Or
	-	I I					let di	-	1	Tell (g)
36. Queenstown, Kaffr (Eng. Ch.)	В	1	83	79	80	71	58	58	59	54
37. Eardley (Ind.) 38. Hackney (do.)	В	1	98	97	97	77	74	56	58	50
38. Hackney (do.) 39. Musa (do.)	B	1 1	86	75 67	90 62	92	65 47	49 55	66 52	70 43
40. Queenstown (do.)	В	1	- 59	57	45	51	52	42	40	38
1 (40.)	В	1	52	50	61	54	38	25	34	29
42. Engotini (Mor.) 43. Newhope (do.)	B	1	77 62	75 53	71 53	69 49	66	66	65	61
43. Newhope (do.) 44. Shiloh (do.)	В	1	147	146	151	151	48 130	36 134	38 139	30 139
45. Bullhoek (Wes.)	В	1	68	98	97	83	42	68	60	35
46. Didimana (do.)	В	-1	72	78	92	81	57	50	51	44
47. Hukuwa (do.) 48. Kamastone (do.)	B	1	124	133	135	140	106	114	127	110
49. Lesseyton (do.)	B	1	59 74	80 83	72 107	66 62	34 64	46 63	44	34
50. Mcewula (do.)	B	1	66	64	65	62	41	37	40	34
51. Queenstown (do.) 52. Sterkstroom (do.)	В	1	86	69	82	90	54	52	68	75
(40.)	В	1	45	25	25	18	21	15	17	15
53. Lesseyton, Girls' (do.)	C	1	37	37	48	48	30	36	47	47
Total			2078	2084	2131	1981	1640	1603	1634	1514
RICHMOND (Inspector Theron).						0.				
1. Richmond Do., Preparatory	A. 1	2 2	87 65	76 64	71 65	68 98	74 51	67 52	56 58	62 79
2. Richmond Road Station	A. 3	**	10	10	11	9	10	10	10	9
3. Dassiesfontein C. Eckard	P.F.	1	5	5	5	5	5	5	5	5
4. Deelfontein D. C. Hauptfleisch	P.F.	3		11	11	10		11	6	10
5. Klaverfontein C. J. v. d. Merwe	P.F.	1	8	9	8	9	8	9	8	8
6. Klein Tafelberg C. J. Esterhuizen 7. Nietgedacht	P.F.	1	7	5	5	5		5	5	5
8. Oudefontein D. J. Viljoen	P.F. P.F.	3		C 5	5	5 5	7	C 4	4 5	5 5
9. Patrysfontein W. A. Booysen	P.F.	1	5	5	5	5	5	5	5	5
10. Schanskraal D. Goedhals	P.F.	1	5	ā	5	5	5	5	ō	5
11. Taaiboschfontein J. H. Visser 12. Thomasgat H. Ackerman	P.F.	1	7	5	5	5	6	- 5	5	5
13. Wynandsfontein W. J. S. v. d. Merwe	P.F. P.F.	3	4	4	6	5	4	3	5	5 5
14. Richmond (D.R.C.)	В	2	69	. 67	64	63	49	50	51	48
Total	1		272	271	276	302	224	231	233	261
RIVERSDALE (Inspector Bartmann).	1 - 1	w.			310				100 60	
1 Pivorsdela Povo?	A. 1	4	52	60	62	60	48	58	20	
Do., do., Preparatory	A. 1	4	14	8	8	7	11	8	56	55
2. Do., Girls'	A. 1	4	112	62	50	58	104	50	47	54
Do., do., Preparatory		4		46	62	54		32	54	44
3. Karnemelks Vlei 4. Riversdale (D.R.C.)	A. 3 A. 3	4	19 43	22 33	20 34	17	17 25	18 24	16 23	16
5. Soebatter's Vlakte	A. 3	4	45	29	28	21	45	27	25	14
6. Riversdale	E	4				23				19
	P.F.	4	;;	::	8	9	;;		8	9
	P.F. P.F.	4	11 5	11 5	11	11 6	11 5	10 5	11	11 6
10. Drickuilen . F. S. J. de Jager	P.F.	4	8	8	8	8	8	8	8	8
11. Hoogekraal Mrs M. la Grange	P.F.	4	8	8	8	C	7	8	8	C
	P.F.	4	5	8	8	8	ō	8	7	8
12. Jonkersfontein . Mrs. S. Pentz		4		0		0	0	0		
13. Kafir Kuils River B. Rensburg	P.F. P.F.	4	6	6 7	7 7	6 C	6 7	6 7	6 7	5 C

Description and Place of the School.	Order.	ion Qr.		Scholar	s on Rol	1.	A	verage A	Attendar	nce.
	Order.	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr	1st Qr.	2ndQr.	3rd Qr.	4th Qr
5. Kruis River Mrs. M. Joubert	P.F.	4			20	20	210		17	20
5. Do. J. F. Saayman 7. Kweek Kraal J. G. du Preez	P.F.	4	10	10	10	10	10	10	10	10
7. Kweek Kraal . J. G. du Preez 8. Love Spot . B. Saayman	P.F.	4	9	13	13	12 12	10	8 9	12 10	9 12
O. Novo W. C. Kasselmann	P.F.	4	8	9.	8	10	8	9	8	6
J. Oude Muragie . J. Odendaal	P.F.	4	8	8	- 8	8	7	7	8	8
2. Valsch River G. Muller	P.F.	4	7	8	8	7	6	7	7	7
2. Valsch River G. Muller B. Wyders River H. Helen	P.F. P.F.	4	7	7	7	7	6 9	6	7	7
I. Zoetmelksfontein J. Jackson	P.F.	4	10	- 10	12	12	8	10	10	10 12
5. Zoetmelks River H. J. Steyn	P.F.		C	C	C	C	C	C	C	C
J. Zoutpan D. B. Saayman A. L. v. Wijk	P.F. P.F.	4	11	11	11 9	11 9	11	10	10	11 8
B. Blandsdrift	Poor	4	14	18	12	26	13	14	12	24
D. Bonaventura (Gouritz River Bridge)	Poor	4	17	15	19	14	14	10	11	11
D. Bovenplaats	Poor	4	29	28	28	24	25	23	19	11
Knowton Diron	Poor Poor	4	23	27 17	26 18	27 17	. 20	27	23	23
3. Melkhoutfontein	Poor	4	31	20	26	25	21	17 16	17 18	13 16
d. Oakdale	Poor	4	22	22	28	25	20	19	23	23
5. Rietvlei	Poor Poor	4	23	22	27	33 40	16	15	21	28 27
7. Novo (Berl. M.) 3. Riversdale (do.)	B B	4	19 164	21 155	33 165	33 151	16 114	16 117	26 122	20 111
D. Bergfontein (Eng. Ch.)	В	4		28	28	27	111	23	17	13
. Melkhoutfontein (do.)	В	4	47	45	48	47	31	32	36	30
. Riversdale, Coloured (do.) 2. Do., White (do.)	В	4	101	107	93	93	67	61	65	56
(40.)	В	4	36	39	35	36	31	31	29	29
Total			953	964	1035	1035	770	766	840	814
OBERTSON (Inspector Neaks).										
. Montagu	A. 1	3	100	98	94	96	91	92	89	87
Do., Preparatory	A 1	3	69	72	68	72	64	66	60	62
Do., Preparatory	A. 1	3	155 100	155 109	145	181	135 76	126	129	148
. Lady Grey	A. 2	3	59	58	54	54	47	43	45	38
. Baden	A. 3	3	13	11	11	14	12	11	10	13
. Boschjesman's River	A. 3		22	C	C	21	17	C	C	17
Dossisshook	A. 3 A. 3	3 3	11	11	12	12	10	10	8	- 11
. De Hoop	A. 3	3	24	23	15 31	13	21	20	11 28	26
Derde Heuvel	A. 3	3	25	22	21	21	19	17	19	17
. Goedemoed	A. 3	3	16	12	13	12	14	10	9	12
Poortjeskloof	A. 3 A. 3	3 3	48 12	45	46	48	39	39	44	43
. Rietvallei	A. 3	3	35	16 35	33	12 37	11 22	13 22	11 26	28
. Voor Kiesie (Bosch River)	A. 3	3	22	24	23	21	17	20	19	17
TIT III	A. 3	3	12	11	11	12	11	10	10	9
	A. 3 A. 3	3	10	10	12	11 12	9	8	10	10
	P.F.	3	5	5	5	5	5	5	5	4
D 14	P.F.	3		8	8	6		6	7	6
0 1:	P.F. P.F.	3		9		C 13		9		C
Fink River C. W. le Roux	P.F.		::		11-	13 12	2	::	10	12
Goree H. F. Naude	P.F.	3	7	10	10	10	6	9	8	7
	P.F.	3	16	17	10	12	14	11	9	8
D	P.F.	3	6	10	10	11	C	8	8	7
77777	P.F.	3	13	12	10	9	6	6	5 9	7
Threpadrue Hoek F. 18 Roux							-		4/ 1	
77 1 771: / / / / / / / / / / / / / / / / / / /	P.F.				12				11	

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Description and New of the School	Onlan	ion Qr.	3	Scholar	s on Roll	l.	A	verage A	Attendar	nce.
Description and Place of the School.	Order.	Inspection Qr.	ist Qr.	2ndQr.	3rd Qr.	4th Qr.	1stQr.	2ndQr.	3rd Qr.	4th Qr.
30. Montagu	Poor Poor Poor	3	44	45 28	43	46 16 24	34	36 25	40	40 15 22
33. Montagu (D.R.C.)	В	3	73	87 30	92	88	30	32	41 26	40 32
35. Lady Grey (Wes.)	В	3	35 109	95	52 113	45 97	16	38	48	40
36. Robertson (do.) Total	В	3	142 1231	124	136 1284	$\frac{124}{1308}$	55 874	876	969	965
SOMERSET EAST (Insp. Milne).									m(c)	
1. Somerset East, Bellevue, Girls'	A. 1	2	72	73	82	82	66	67	71	69
2. Do., do., Prep Gill College School do., Prep.	A. 1	2 2 2	72 95 0	78 94 0	67 93 0	68 89 0	64 88 0	67 88 0	59 86 0	59 82 . 0
3. Ann's Villa 4. Commadagga Station 5. Cookhouse Station 6. Hoekoe (Bushman's R.) J. E. Slater 7. Middleton Station	A. 3 A. 3 A. 3 A. 3	3 3 3 2	20 12 54 26 20	27 12 58 26 23	25 13 57 28 - 27	25 13 54 24 25	16 12 42 19 18	26 12 48 25 18	24 11 47 19 20	24 10 53 17 20
8. Olievenfontein 9. Paarde Kraal 10. Pearston	A. 3 A. 3 A. 3	1	11 45	10	10	C 21 57	10	9	10	C 21 41
11. Allemansfontein 12. Biesenfontein 13. Bloemheuvel 14. Allemansfontein 15. Durandt 16. H. Peacock 17. Botha	P.F. P.F. P.F.	4	7 9 9	7 13 9	6 8	6 8	7 9 9	7 11 9	6 8	6 8
14. Buffelsfontein J. Hiscock 15. Charlton F. J. Gowar, Jun. 16. Do., Hartfell P. J. Erasmus 17. Derkskraal W. J. Goosen	P.F. P.F. P.F.	1 3 4	10 7 6	9 7 6	13 6 6	12 6 6 10	9 7 5	9 7 6	11 5 6	12 6 5 10
18. Doornkloof J. A. v. Eeden 19. Fonteins Plaats M. Buys 20. Jordaan's Kraal J. J. v. d. Vyver 21. Karreelaagte C. J. Lotter	P.F. P.F. P.F.	2 3	6	6 C	9	9 C 11 10	6	5 C	8	8 C 10 10
22. Klein Brakfontein A. Berrange 23. Modderfontein H. W. Peacock 24. Olievenfontein A. J. Landman, Jun. 25. Paardenfontein W. A. C. de Klerk	P.F. P.F. P.F.	3 3 2	5	5 6	12 10 6	10 6 6	5	5	C 11 9 6	C 10 6 6
26. Pilgrim's Rest N. T. C. Schoeman 27. Prospect H. J. Moolman 28. Rietfontein F. du Plessis 29. Riet River W. H. Steyn, Jun.	P.F. P.F. P.F.	3	6 5 C	6 C 10	7 6 C 10	7 6 C 10	6 5 C	5 C 9	7 3 C 9	7 6 C 9
30. Rockdale M. H. Cromley 31. Russell Pk, J. Watson & W. Webster 32. Schurfteberg A. Botha	P.F. P.F. P.F.	2 2 1	6 6 6	6 5 6	8 7 5	6 7 5	5 5 5	5 5 6	5 5 5	3 7 5
33. Spioen Kop C. P. Bekker 34. Stockpoort J. Brent 35. Strooishoek Kruger 36. Sunday's River A. R. Stretch	P.F. P.F. P.F.	1 1 1	12 C	12 . 5 	12 5 C	12 5 8 32	12 C 5	12 4 4	11 5 C	10 5 6 28
37. Upsal G. C. Scheepers 38. Vaalklip	P.F. P.F. P.F.	1 1 2	10	10	10 9 	10 9 C 9	9	5	8 8	8 9 C 9
41. Vygeboom J. Rudman 42. Weltevreden P. F. Bouwer 43. Wilgefontein	P.F. P.F. P.F.	3 4 1	5 6 10	5 9 C	5 8 C	5 6 C	4 6 10	5 9 C	4 8 C	6 C
44. De Draai	Poor Poor Poor	1 1 1	25 22 22	24 21 12	24 16 10	24 15 10	24 17 11	24 15 12	23 13 10	21 12 10
47. Matjes River	Poor Poor Poor	1	20	25 26	30 32	13 30 30	14	18 24	17 24	13 20 27
50. Vogel River 51. Waterval 52. Wynands Kraal	Poor Poor Poor	3	C 23 14	26 21 12	34 18	31 16 C	C 23 14	20 19 12	26 15	26 16 C

Description and Place of the School.	Order,	tion Qr.		Scholar	s on Ro	11.	A	verage .	Attenda	nce.
alone so to particular alone or a	oraci.	Inspection	1st Qr	2nd Qr	3rd Qr.	4th Qr.	1 t Qr	. 2ndQr.	3rd Qr.	4th Qr
53. Somerset East (Ind.)	В	1	58	55	59	56	36	43	42	39
54. Glenavon (U.P.)	В	1	41	35	31	25	32	30	28	21
55. Cookhouse, Native (Wes.) 56. Somerset East (do.)	B B	1 1	107 179	85 166	95 161	90 149	68 98	63 107	70 104	68 96
Total	136		1080	1116	1159	1184	859	926	927	984
	107			+ 16	125			نابر ۱۰۰۰	- mark	200
STELLENBOSCH (Insp. Bartmann).		2	6 8	1796		10		- Sie		
1. Stellenbosch (Rh. In.) Housek'p. Sch.	Sp.				4.	20	and the same		- 1	20
2. Do., Gymnasium, Boys' Do., do., Prep 3. Do., Bloemhof, Girls'	A. 1	2 2 2	145 24 118	136 28 116	141 14 132	137 14 121	122 20 105	120 22 104	116 10 108	123 13 105
Do., do., Prep	A. 1	2	49	56	33	32	40	41	13	19
4. Kuils River 5. Somerset West	A. 2 A. 2	1	54 74	59 72	57 66	60 56	48 64	50 59	34 50	52 50
6. Blauwklip 7. Good Success 8. Helderberg 9. Moddergat (Bethel)	A. 3 A. 3 A. 3 A. 3	1 1 1	8 12 30 14	C 12 32 13	C 13 33. 12	C 10 33 12	8 11 27 .12	0 9 28 10	C 9 29 11	C 7 27 11
10. Somerset West Strand 11. Vlaggeberg	A. 3 A. 3	1 2	36 23	36 25	25 25	34 21	24 22	25 22	18 18	24 18
12. Bottelarij 13. Goedgeloof . A. C. v. d. Byl	P.F. P.F.	2	13	13	13	13 5	12	10	9	10 5
14. Good Hope 15. Knorhoek J. D. Beyers 16. Weltevreden Mrs. M. M. Nolte	P.F. P.F. P.F.	2	14 5 14	14 5 .C	13 5 C	13 · 5 C	13 5 13	12 5 C	11 5 C	13 4 C
17. Gordon's Bay (D.R.C.)	В	1	32	28	28	26	26	28	20	19
18. Eerste River	B B B	1 2 1	90 79 70	85 79 57	84 69 .55	78 64 57	56 51 41	57 39 13	43 23 22	48 57 34
99 Do (Di J. J.)	В	2	94	71-	7.0	75	66	45	40	45
99 D.:411	В	1	285	286	282	276	174	154	129	173
25. Rathby	B B B B	1 1 1 1	71 78 141 186 120	71 71 141 184 116	67 65 133 176 114	62 44 116 191 127	54 50 107 122 78	45 38 100 120 84	45 18 95 98 74	45 21 82 119 95
Total			1879	-	49	1702	1381	1235	1048	1239
		-						. 1	1116	
STEYNSBURG (Inspector Brice).			15	· E	lini)				1 19.	
1. Steynsburg	A. 2	1	66	64	62	97	48	51	54	87
2. Grootvlei 3. Van Vuuren's Kraal	A. 3 A. 3	1	19	C	C 22	14 21	12	C	C 18	11 18
4. Joachimsfontein J. A. Schoombee 5. Kalkoen Krans A. J. Saayman 6. Leeuwfontein C. J. Vermaak 7. Wagonmakers Vlei A. B. Kidwell	P.F. P.F. P.F. P.F.	1	21	21 12	21 12 7	21 12 6	21	21 10 	21 12 6	21 9 6
8. Zevenfontein G. J. J. Kruger	P.F.	1	8	.8	8	8	8	8	8	8
9. Steynsburg (Eng. Ch.)	В	1	46	43	44.	0	31	31	33	C
Total	711		168	148	176.	179	128	121	152	160

Description and Place	of the School	Order.	tion Qr.	8	Scholars	on Rell		A	verage 1	Attenda	nce.
Description and Trace	of the Belloon	Order.	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr	3rd Qr.	4th Q
STOCKENSTROM (I	nspector Clarke).					1.5					
1. Balfour 2. Seymour		A. 2 A. 2	2 2	70 61	50 61	64 63	63 58	45 52	37 50	50 53	51 46
3. Buxton 4. Fairbairn 5. Hertzog		A. 3 A. 3 A. 3	2 2 2 2	27 45 12	16 16 45 13	16 25 40 13	16 26 39 11	15 30 12	11 13 31 12	12 22 33 12	10 21 31 10
6. Lower Menzies	J. Bouchier	A. 3 A. 3 A. 3	2 2	10 13 43	10 11 48	10 53	7 51	8 10 30	8 8 42	8 41	- 6 38
1. Upper Blinkwater 1. Upper Mancazana	J. Pieterse	A. 3 A. 3	4	33	33	14 32	14 32	31	28	14 26	13 25
2. Cathcart Vale 3. Springvale . V	J. B. Cromley V. A. v. d. Vyver	P.F. P.F.	2 2	8 8	9 7	8 7	8 7	8.	8 7	7 7	6 7
4. Balfour, Native 5. Lushington		Poor Poor	2	39	38 29	35 31	35 28	26	25 25	25 28	24 25
6. Philipton 7. Wilberforce 8. Wilsonton	(Ind.) (do.) (do.)	B B B	2 2 	43 49 C	41 48 C	48 43 22	50 26 31	27 30 C	30 20 C	35 23 16	28 16 18
9. Lushington	(Wes.) (do.)	B B	2 2	34 45	40 39	35 52	31 61	22 25	27 25	21 32	20 35
Total				540	554	611	594	379	407	465	430
STUTTERHEIM (In	sp. Woodrooffe).					- 1					
1. Bolo 2. Stutterheim	2 2	A. 2 A. 2	3 4	24 73	24 71	28 33	28 66	20 57	23 59	26 30	25 55
3. Dohne Station 4. Upper Kabousie	0 0	A. 3 A. 3	4 4	21 40	20 38	15 35	13 35	16 30	15 24	12 25	11 23
5. Bare Acres 6. Clear Water	B. Miles W. Hayter C. Kaschula	P.F. P.F. P.F.	4 4 4	6 8 6	6 8 6	6 8 7	6 8 7	4 8 6	5 8 6	6 8 7	4 7 4
7. Ferney 8. Grassdale 9. Greytown 0. Itala	W. Manley G. Tilney P. J. Froneman	P.F. P.F. P.F.	4 4	6 6 5	6 6 5	5 6 5	5 6 5	5 4 5	5 5 5	5 5 5	4 5 5
1. LowslopeG 2. Quanti 3. Redlands	W. Forward W. W. Fynn	P.F. P.F. P.F.	4 4	9 5	8 9 5	8 9 5	7 9 5	8 5	8 7 4 4	8 6 5 5	6 9 4 5
4. Tyndall 5. Waterfall 6. Wingle Dew	G. R. Palmer S. F. Smith	P.F. P.F. P.F.	4 4 4	5 11 9	5 11 10	5 9 8	5 9 8	8 9	9 8	8 8	7
7. Euphorbia		Poor		14	C	C	C	12	C	C	c
8. Cenyu	(Berl. M.) (do.) (do.)	B B B	4 4 4	51 48 93	53 49 96	56 51 101	56 49 91	41 35 62	34 40 55	44 39 45	35 30 38
1. Isidenge	(Ind.)	В	4	54	65	65	59	36	33	43	37
2. Keilands, Boys' Do., Girls'	(R.C.) (do.)	B	3 3		28 69	25 76	102		25 64	24 62	96
3. Enquleni	(U.P.)	В	3	33	35	28	C	27	28	23	C
4. Emgwali, Girls'	(do.)	C. 1	3	161	179	178	178	113	132	155	128
5. Do., Boys'	(do.)	C	3	89	92	97	99	43	43	67	5

Description and Place of the School.	Order.	ion Qr.		Scholar	s on Ro	u.	A	verage 2	Attenda	nce.
Description and Place of the School.	Order.	Inspection Qr	1st Qr.	2ndQr.	3rd Qr	4th Qr.	lst Qr.	2ndQr.	3rd Qr.	4th Q
SUTHERLAND (Inspector le Roux).										
1. Drupfontein	A. 3		10	C	C	C	10	C	C	C
2. Klipfontein	A. 3		10	9	10	9	9	9	9	9
3. Kroonplaats 4. Rietfontein (Modderfontein)	A. 3 A. 3	2	ii	14	14	10	9	11 9	12	9
5. Schietfontein	A. 3	2	12	11	10	10	11	11	9	10
6. Smitskraal	A. 3	2	12	11	11	11	10	9	6	9
7. Sutherland	A. 3	2	70	76	78	85	64	68	69	81
8. Rhenoster River (Wolvedam)	Poor		11	C	C	C	10	C	C	C
9. Sutherland (D.R.C.)	В				37	39	••		28	29
Total			136	132	170	164	123	117	141	147
SWELLENDAM (Insp. Bartmann).										
1. Swellendam, Girls'	A. 1	3	53	48	37	56	50	46	36	=0
. Do., do., Preparatory		3	18	20	33		10	19	27	50
2. Heidelberg	A. 2	4	88	81	87	74	74	73	73	68
3. Swellendam, Boys'	A. 2	3	31	34	32	32	28	33	26	26
4. Barrydale	A. 3	4	51	56	59	52	42	48	21	90
5. Bruinklip Mrs. J. Neethling	A. 3	2	13	15	16	15	11	8	51 13	39 11
6. Bruintjes River	A. 3		17		C	C	11		C	O
7. Buffeljachts River	A. 3	3	31	31	35	35	26	28	30	28
8. Klasskafirskuilsbeuvel	A. 3 A. 3	3	27	29	12 25	12 27	6;	::	9	6
Timoon Hook	A. 3	4	28	29	25	25	21 25	24 25	20 24	23 20
I. Wagendrift	A. 3	4			28	23	20		26	22
2. Windkraal	A. 3		11	10	C	C	11	10	C	C
3. Zuurbraak	A. 3	3	17	17	16	16	11	10	10	10
4. Swellendam & Buffeljachtsfontein	Е	3	21	26	29	24	17	21	21	15
5. Angora P. J. Roux 6. Bontebokskloof. M. G. Uys	P.F.	4 3			9	9			9	8
6. Bontebokskloof. M. G. Uys 7. BrakfonteinJ. J. H. Streicher	P.F. P.F.	3	4	5	5 7	5	3	5 7	5 7	4 7
8. Eenzamheid A. Pieterse	P.F.	3			9	8			8	7
9. Groot Vaders Bosch D. Moodie	P.F.	3	6	6	5	ō	5	6	5	4
J. J. P. W. Joubert	P.F.		8	0	C	C	8	C	C	C
l. Kinko P. Kunz 2. Klein Doorn River Mrs. M.H. le Roux	P.F. P.F.	3 4	11	12	11	15 10	7	11	11	10
3. Klipdrift H. Linderfelder	P.F.	3			6	8			6	97
4. Leeuw River	P.F.			8		C		7		Ċ
5. ModderasfonteinJ. v. Zijl	P.F.	4	11	9	9	9	8	7	8	8
3. Potjeskraal J. G. Streicher 7. Rhenosterfontein J. Badenhorst	P.F. P.F.	3	8	6 9	5 9	5 8	8	6 8	5 8	6
S. Spiegel's River . J. J. v. Wijk	P.F.	4	11	11	10	10	11	11	10	10
O. Stuurman's Kraal C. J. Human	P.F.	3	6	6	6		6	6	6	
. Tradouw F. H. Badenhorst	P.F.	3	9	10	9	10	7	8	8	8
. Doornkraal	Poor	4	15	18	25	16	13	13	19	14
Grootvadersboseh	Poor	3	27	22	24	23	21	16	18	17
3. Karnemelks River	Poor	4	19	17	19	::	18	13	15	
d. Malagas (now A. 3)	Poor Poor	3	20	17 14	18 13	19 12	17	17	16	14
6. Op de Tradouw (Barrydale)	Poor	4	44	41	44	40	17 39	10 36	10	11 36
Barrydale (D.R.C.)	В	4	22	21	28	25	21	18	17	18
3. Klip River (do.) 3. Swellendam (do.)	B	3	79 50	88 55	82 62	75 59	48	46 45	52 52	43
. Zuurbraak (do.)	В	3	110	106	103	104	72	72	70	58
. Barrydale (Eng. Ch.)	В	4	49	53	42	40	36	34	21	26
. Heidelberg (do.)	В	4	64	68	67	65	51	52	55	52
Swaltendam (do)	B	4	45	37	51	29	28	19	33	15
Swelfendam (do.) 5. Zuurbraak (do.)	B	3	100 210	100 220	99	86 127	70	70	80	58
. Zuurbraak (do.)	D	0	410	220	100	141	127	132	124	98

Description and Place of the School	Order.	Inspection Qr.	-	Scholar	on Rol	1.	Av	rerage A	ttendar	ice.
Description and Place of the School.	The Section	Inspect	1st Qr.	2ndQr.	3rd Qr	4th Qr.	1st Qr	2ndQr.	3rd Qr.	4th Q
6. Heidelberg (Ind.)	В	4	66	68	73	. 64	42	45	56	43
Total			1400	1430	1453	1284	1044	1065	1141	950
FARKA (Inspector Milne).						(Leol)				1
1. Tarkastad, Boys'	A. 1	2	71	80	68	69	67	73	64	62
Do., do., Preparatory	100	2		01	16 58	17 55	54	56	16 51	16
2. Do., Girls' Do., do., Preparatory	A. 1	2 2	59 37	61 32	38	35	32	27	32	30
3. Groenfontein	A. 3	2	14	274	16	15	12	Sign	13	10
4. Klip Kraal	A. 3	4	11	11 12	10 C	10 C	11	11 12	10 C	10
5. Leeuwfontein	A. 3 A. 3	2 2	12	10	10	10		9	10	10
6. Modderfontein	A. 3	2	13	14	14	14	13	13	14	13
8. Drummond Park R. McEwan	P.F.	2	6	6 6	C 6	C 6	5 5	6 6	C	
9. Glenrock C. M. King 0. Groenfontein A. Hattingh	P.F. P.F.	2 2	7		5	5	7	1	5	
1. Hartfontein L. Lombard	P.F.	2	9	7	1.5	C	9	7	6	
2. Kleinfontein : S. P. Bekker 3. Redcliffe : F. E. Marx	P.F. P.F.	4 2	7 10	7 10	7 10	7 10	6	7 10	10	10
4. Tarkastad	Poor	2	68	66	57	56	51	49	39	- 3
5. Do (Ind.)	В	2	51	45	48	40	42	40	43	3
6. Do (Wes.)	В	2	43	41	51	49	32	36	41	4
Total		1	424	408	414	398	366	362	360	33
TULBAGH (Inspector le Roux).							-	Tes da	cition	12.5
1. Tulbagh	A. 2	4	.80	79	80	84	75	72	73	7
2. Artois Mills	A. 3	1	14	13	17	14	13	12	14	. 1
3. Ceres Road	A. 3	1	31	35	41	45 31	28 26	32 24	29 28	3 2
4. Drostdy	A. 3 A. 3	1	29	29 34	33 28	27	28	27	22	2
5. Halfmanshof	A. 3	1	18	17	18	18	15	13	16	1
7. Winterhoek, No. 1	A. 3	1	19	20	22	23	17 20	16 18	18 18	1
8. Do., No. 2	A. 3	1	23	22	22	18	100		1 1110	1
9. Bosch Plaats P. v. Santen	P.F.		9	9	10	10	9	9	9	12 6
0. Diggers' Home S. v. B. v. Niekerk 1. Vogel Valley P. C. de Klerk	P.F. P.F.	4	1.0	6	5	5	120	6	5	
2. Ceres Road (D.R.C.)	В	1	65	60	60	54	48	47	60	4
3. Saron (Rhen. M.)	В	1	294	267	245	241	155	118	142	11
4. Steinthal (do.)	B	1	68 108	60 104	63	63 95	53 81	43	42 69	1 4
5. Tulbagh (do.)	В	-	500	755	745	734	568	-508	545	49
Total		7	TOIN	100	110		1,00	H mil	PER IN	
JITENHAGE (Inspector Fraser).			10401		A Trust	Tal mi	dar	teril.	1256	16
1. Uitenhage, Muir Academy, Boys'	A. 1	1	117	151	149	139	104	132	127	11
Do., do., Prep.		1	67	134	123	131	61	38 127	116	11
2. Do., Riebeek College, Girls' Do., do., Prep	A. 1	1	133 83	134	82	72	76		76	
	A. 3	1	19	16	15	10	17	13		11/8/
3. Addo Station	A. 3	2	19	21	22	22	19	2.00	21	
5. Boschvley	A. 3	2	12	17	16	16 C	10		12	-
6. Draaifontein H. Waspe	A. 3 A. 3	2 4	35	8 31	29	36			27	1 3
7. Glenconnor Station	LL. U	1	00	31	27	27	26			

Control of the Contro		-		-						
Description and Place of the School.	Order.	Inspection Qr.	8	Scholars	on Roll		A	verage A	Attendar	ice.
Mountain the complete of the	Whish in	Inspec	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	th Qr.
9. Loerie River (Water Sluit) 10. Sand River W. Ingram 11. Sundays River 12. Uitenhage, Convent (R.C.) 13. Do., Dolley Memorial	A. 3 A. 3 A. 3 A. 3 A. 3	2 2 2 2	31 19 24 140 181	C 22 24 123 161	C 22 23 137 167	C 22 23 134 150	23 19 21 89 103	C 21 20 94 99	C 22 18 104 109	C 21 15 82 106
14. Do., Railway	D	2	Allth	e boa	rders	belon	g to	other	schoo	ls.
15. Do., (Ind.) 16. Do., Railway Institute 17. Do., Industrial Home	E E E	2	75 	76 	22 79 41	22 74 26	42	33	18 30 28	18 29 20
18. Berg River 19. Bevan Vale 20. Brand Koppen 21. Cadles Hotel 22. Coega Kamma 24. Gedultz River 25. Geeiwal 26. Goodhope 27. Kleinpoort 28. Naauwkloof 29. Paardenhoek 20. Springbok Vlakte 21. Thornhill 22. Tiger Hoek Hon. P. S. Bellingham 30. Vaal Dam 31. Description of the company of the	P.F. P.F. P.F. P.F. P.F. P.F. P.F. P.F.	3 1 4 1 1 4 3 3 2 2 4 4 4 4 2	11 12 11 6 6 9 5 9 8 9 5 16 6 6	11 13 11 6 11 5 6 8 9 14 8 5 6 16 6	11 13 11 5 7 8 8 13 8 C 7 15 6	. 11 13 11 7 C 10 4 8 9 10 13 8 C 7 11 6 5	10 9 11 6 6 9 5 8 8 8 8 	10 10 11 5 10 5 6 8 8 13 8 5 5 5 15 6	10 13 11 5 10 5 6 8 8 12 8 C 6 6 12 6 5	9 13 11 6 C 9 4 8 9 9 12 8 C 7 10 6 5
35. Zwarthoek J. Marais	P.F.	4	**		17.0	. 8	4.5		7	8
36. Boortje	Poor.			20	19	16		18	17	13
37. Klaas Kraal (Eng. Ch.) 38. Tregaron (do.) 39. Uitenhage, St. Anne's (do.)	B B	2 2	30 109	20 111	17 119	25 17 119	21 68	16 72	13 71	17 13 63
40. Brakfontein (Ind.) 41. Colchester (do.) 42. Kaba (do.) 43. Uitenhage (do.)	B B B	3 4 2 2	29 40 90 125	34 36 120 160	43 31 119 127	48 30 101 117	20 35 65 89	24 33 102 91	29 25 93 88	24 22 73 60
44. Enon (Mor.) 45. Etembeni (do.)	B	2 2	103 39	104 45	101 37	108 39	88 17	75 20	86 19	70 15
46. Dunbrody, Boys' (R.C.) 47. Do., Girls' (do.)	B B	2 2	30 36	32 36	35 34	38 36	30 36	29 36	34 32	34 34
48. Barkly Bridge (Wes.) 49. Uitenhage (do.) 50. Uye (Nciya) (do.)	B B B	4 2 2	50 66 43	50 63 46	54 89 41	51 87 39	33 50 15	24 47 30	43 55 26	. 38 52 26
Total			1902	1948	2003	1969	1443	1481	1546	1405
UNIONDALE (Inspector Murray).										19
1. Uniondale	A. 2	1	59	61	56	85	54	51	47	63
2. Avontuur 3. Diep River 4. Hoeree 5. Klein River 6. Louterwater 7. Roodeheuvel 8. Twee Rivieren 9. Wanhoop (Rietfontein)	A. 3 A. 3 A. 3 A. 3 A. 3 A. 3 A. 3	3 4	16 17 15 22 31 30	18 15 15 25 25 28	18 C 17 16 28 26 10	18 C 17 16 23 27 27	13 10 13 20 25 22	14 9 12 16 16 23	15 C 10 13 24 21 10	14 C 9 13 20 23 24 11
10. Keurbooms River 11. Keurfontein . N. L. Rensburg 12. Misgund . Ferriera 13. Vaaldraai . P. Rensburg	P.F. P.F. P.F. P.F.	4 4	 6 7	 7 C	10 8 8 C	8 8 C	··· 6 7	6 C	8 8 8 C	7 8 C

Description and Plac	a of the Osha-1		Order.	ion Qr.		Scholar	s on Ro	n.	A	verage .	Attenda	nce.
Description and Plac	e of the School		Order.	Inspection	ist Qr	2ndQr	3rd Qr	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr
14. Wolven Kraal	E. E. I	Meyer	P.F.	١.,	12	12	12	12	10	10	11	12
15. Grootfontein		4.	Poor		18		C	C	13		C	C
16. Groot Rivier's Hoe 17. Krakeel River		33	Poor	1	25	25	19	17 53	21 53	20 55	17 50	15
17. Krakeel River 18. Loopend River	::		Poor	1	68 27	69 25	C	C	15	13	C	C
19. Misgund			Poor	4	-:		19	21	1		15	15
20. Somerset's Gift 21. Warmbad			Poor		21	22	20	18	21	22	20	14 18
			Poor		33	27	20	26	25	21	17	
22. Haarlem	(Ber	l. M.)	В		166	179	166	151	118	107	97	95
23. Vlught	(D.	R.C.)	В	- 2	25	26	25	25	20	22	21	19
24. Uniondale	- 5, 1	(Ind.)	В		88	85	70	58	58	57	59	45
Total					686	664	604	621	524	474	471	465
VANRHYNSDORP	(Insp. le R	oux).									N. S	
1. Vanrhynsdorp			A. 2	3	67	69	52	54	54	57	48	43
2. Athies			A. 3 A. 3	3	10 15	12 14	11 18	11 18	10 12	12 13	11 16	11 16
4. Roodewal (Oorlogs	fantain) C -	7::1	P.F.	3	7	7	5	14	7	6	4	
5. Upper Athies	P. J. D		P.F.	3	5	5	6	::	4	5	5	
6. Ebenezer 7. Vanrhynsdorp	(D. (d		· B	3	122	64	33	34 39	54	45	33	26 37
				-	226	171	125	156	141	138	117	133
Total	**			•	220		120	100	***	100	111	100
VICTORIA EAST (I	nsp. Clarke).										
1. Alice	1		A. 2	2	43	41	28	28	38	36	25	25
2. Auckland	11.		A. 3	3	58	59	70	56	49	46	54	52
3. Binfield (Chumie)	- 1.		A. 3	3	14	15	14	15	13	13	12	13
4. Battlesden	Mrs. At	twell	P.F.	2	10	13	11	11	7	8	8	7
5. Bekkers Kraal	J. H. E		P.F.		6	6	6	6	6	5	6	6 5
6. Hogsback 7. Pine Villa	H. Co	rollip	P.F. P.F.			ð	5 7	8		9	5 7	7
8. Calmoesfontein .			Poor		27	27	26	C	25	22	21	C
	••					48	44	40	37	33	35	28
9. Calderwood 10. Ely	7	F.C.)	B	4 3	48	66	69	73	45	42	58	56
10. Ely 11. Evergreen		do.)	B	4	40	35	33	37	17	16	24	21
12. Gaga		do.)	В	4	168	130	140	127	114	79	116	72
13. Gillton		do.)	В	3	70	74	71	66	44 62	65	50 94	50 96
14. Gqumahashe	,	do.)	B	4 3	105 73	95	119 78	121 81	38	42	58	55
15. Kwezana 16. Macfarlan		(do.)	B	4	63	56	65	72	39	33	29	53
17. Roxeni		do.)	B	4	64	74	80	66	43	56	53	42
18. Sheshegu		do.)	В	3	192	157	168	158	101	92	117	126
19. Sompondo's		do.)	В	3	49	43	46	45	25	27	35	34
20. Stewart 21. Yamala		do.)	B	3	49 78	60	50 49	39 55	37 45	28 39	21 34	19 33
22. Ncera'		Wes.)	В	3	48	50	50	54	28	38	42	45
23. Lovedale, Boys'	(F.C.)	C. 1	4	316	356	327	286	254	329	275	251
24. Do., Girls'		do.)	C. 1	4	161	137	150	150	114	148	140	144
25. Do	(do.)	C	4	151	135	168	158	88	84	116	99
Total					1904	1810	1874	1757	1269	1349	1435	1339

Description and Place of the School.	Order.	tion Qr.		Scholar	s on Ro	n.	A	verage .	Attends	nce.
all substituting and other thanks	, orace,	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr	1st Qr.	2ndQr.	3rd Qr.	4th Qr
VICTORIA WEST (Insp. Theron).	7-	1			T. 2	= = =	••	1 3	THE REAL PROPERTY.	W
1. Victoria West	A. 1	4	97 44	99 44	88 38	90	80 36	83 36	78 32	71 25
2. Abraham's Kraal	A. 3	1	12	16	16	15	11	16	16	15
3. Hoedkop 4. Liebenb'g's Dam Mrs. W. Liebenberg	A. 3 A. 3	4	ii	9	10	10	5	8	10	10
5. Maanhaarpoort	A. 3				::	12	::			11
6. Rietpoort	A. 3 A. 3	1	13 26	13 26	12 23	14 C	11 24	12 23	12 19	13 C
8. Yzervarkpoort	A. 3	4	16	16	17	17	15	15	17	16
9. Biesjesdam G. Thompson	P.F.	1	7	6	7	7	7	6	7	7
10. Beyersfontein	P.F.			9				7		
11. Biesjesfontein	P.F. P.F.	1	9	9	7 5	5 4	8	6	6 5	4
13. Burgersfontein . J. F. Theron	P.F.		5	5	5	5	5	3	5	5
14. Groot Beyersfontein J. E. B. Kimpen	P.F.	4	10	5	5	10	9	5	5	9
15. Groot Kalkfontein C. F. Snyman 16. Hoeks Plaats . J. J. Hugo	P.F. P.F.	1	5 9	9		C	5 9	9	9	C
17. Kalkfontein M. D. Ras	P.F.	4	10		9	C	10			8 C
18. Keurfontein . P. J. A. de Vos	P.F.	1	10	10		C	10	10		C
19. Kruis River T. J. v. d. Merwe	P.F.	1	5	5		C	4	5		C
20. Marthas Put C. J. v. Heerden 21. Modderfontein Mrs. P. J. v. d. Merwe	P.F. P.F.	4	5	C	C	C	5	C	C	C 4
22. Van der Walt's Poort W. S. Lubbe	P.F.	1	5	5	5	5	5	5	5	5
23. Vlekfontein H. C. Barnard	P.F.					11				9
24. Yzerkoppen A. P. Oliver 25. Zwavelfontein	P.F. P.F.	4	5 C	5	5 7	7	o C	6	6	5
26. Schraalfontein (late Sterkfontein) 27. Victoria West	Poor Poor	1 1	16 43	15 38	25 35	22 38	16 36	15 27	24 22	16 23
De Do	В	1	64	73	76	72	47	49	48	51
Total	15	-	427	434	411	407	363	362	345	319
Total		•••	427	404	411	407	303	302	949	919
WILLOWMORE (Insp. Murray).					21171			3		
1. Steytlerville	A. 2 A. 2	3	85 112	84 106	83 108	73 109	54 104	56 98	66 97	59 95
3. Antonie's Kraal	A. 3	3	20	17	16	16	16	16	14	11
4. Blauwkop	A. 3	4	10	10	11	10	8	-9	11	10
5. Dienedouw	A. 3	4	12	12	11	11	11	11	11	11
6. Hartebeest Kuil 7. Kleinpoort	A. 3 A. 3	3	23	0.0	19 C	15 C	21		11 C	11 C
8. Nelskraal	A. 3		10	13	13	13	10	12	13	12
9. Perseverance	A. 3		13	13	C	C	10	8	C	C
0. Rietbron	A. 3 A. 3	4 4	10	10	11 13	10	7 12	7 12	8	5 10
2. Spitskop	A. 3	3			11	10	1.2	12	10	9
3. Traka	A. 3	4	9	10	9	7	9	7	8	6
4. Veerenkraal	A. 3	:	9	.C	C	C	9	C	C	C
5. Verloren River	A. 3 A. 3	4	15 18	10	15 11	14 10	15 14	9 8	11	10
7. Steytlerville	E		53	20		C	32	15		C
8. Willowmore	E	4	24	25	26	30	21	22	22	24
9. Chelmsford C. W. de la Harpe	P.F.	3	10	10	10	6	10	10 10	10	6 8
0. Grobbelaar's Kraal J. Botha 1. Grootvlei P. F. J. Schoonraad	P.F. P.F.	4 4	5	5	5	C	5	5	5	C
2. Kalkdam J. Swanepoel	P.F.	4	5	5	5	5	5	5	5	5
3. Kleinboschfontein H. Kilian	P.F.	35	6	10	31	C	5	10	1	C
4. Rietfontein R. Brunsden 5. Slabbert's Poort H. W. de Jager	P.F.	4 4	13	13	14 5	14	11 5	12	14 5	11 5
6. Smithskraal A. Strydom	P.F.	1	6	9	12		5	5	9	
7. Snymanskraal P. A. Snyman	P.F.	4	6	6 C	6 C	5	6	6 C	5	5
8. Spitskop (Swanepoel) J. P. Vosloo	P.F.		11			C	8		C	C

G

Description and Place of the School.	0.3	ion Qr		Scholar	on Ro	11.	A	verage .	Attenda	nce.
Description and Place of the School.	Order.	Inspection Qr.	1st Qr.	2ndQr.	3rd Qr	4th Qr.	1st Qr.	2nd Qr	3rd Qr.	4th Q
29. The Knolls J. Botha	P.F.	4			6	6			6	6
30. Wanhoop G. L. Scheltema	P.F.		6	6		C	6	6	11.01	C
31. Windheuvel J. J. Hayward	P.F.	4		C	C	8		C	C	7
32. Zoetendals Vlei de Vries	P.F.		5	8	8	C	- 5	6	7	C
3. Bakens Nek (Brakoes Nek)	Poor	4	24	18	23	17	21	15	19	14
4. Hartebeest Kuil	Poor		15	20	C	C	10	14	C	14 C
5. Klipgat	Poor		15	10	C	C	11	8	C	C
6. Kouka	Poor		20	20	18	C	16	17	14	C
7. Middel Kraal (now A. 3) 8. Roodebloem	Poor	4	11	41	25	17	::		20	13
9 Schildradhoon	Poor Poor	4	14 20	14 16	12 25	13 22	12 16	10	9	10
O. Tooverfontein	Poor	3	31	29	26	12	25	20	22	11
1. Vledermuis Poort	Poor	3	21	30	25	18	17	16	16	11
2. Waaikraal	Poor	3	33	37	21	· C	25	22	15	0
3. Zandkraal	Poor	3	24	19	22	21	18	14	17	15
4. Steytlerville (Ind.)	70	3	49	-0	*0	00	10	William I	40	111
5 Willowmove (4-)	B	4	43	50 53	58 48	63 53	42 38	45	43	56
o. willowmore (do.)	B	- 1		90	10	99	90	41	44	4(
Total		1	831	737	741	636	685	591	617	524
VODEHOUSE (Inspector Milne).								11/1/202	1 maiss	
The state of the s			1 13	100		21 7		- may	(St) 199	
1. Dordrecht	A. 1	2 2	69 51	66 54	66 52	115	63	60	60	108
	•••	-	91	94	32	v . F !)	45	50	47	11 10
2. Elandsfontein	A. 3		26	3.0	4 1 2	24			Tal III	21
3. Lower Ndonga . J. W. Gray 4. Middlecourt . Robilliard	A. 3	1	19	19	18	18	15	16	15	13
5 Oorloggnoont	A. 3 A. 3	2	13	14	16	14 15	12	13	14	12
6. Paardenkraal	A. 3	2	31	32	27	27	31	29	26	10 24
7. Rondavel (Brak Pan)	A. 3	Ĩ.	15	C	č	C	12	C	C	0
8. Snymanskraal	A. 3	2	26	29	24	21	20	21	20	16
9. Upper Ndonga . T. F. Dreyer	A. 3	1	28	22	21	21	19	18	18	11
O. Braklaagte P. Botha	P.F.	2		0				~	~	~
1. Driefontein W. W. T. Clark	P.F.	1	5	C	C 7	C 7	4	C	C	7
2. Erin L. J. Mulligan	P.F.	2	6	6	7	7	5	5	6	6
B Horologium M. W. B. Opperman	P.F.	2	14	14	17	11	14	14	17	11
f. Klipkraal B. J. Bekker	P.F.	1	6	C	C	12	6	C	C	12
5. Leeuwnek W. Schmidt 3. Lemoenkloof G. H. Pedlar	P.F.	2	11	11	O	C	10	11	C	C
3. Lemoenkloof G. H. Pedlar 7. Oorlogspoort J. v. Zijl	P.F.		6 9	10	9	11	6	10	9	11
Rheedershoek F. J. Wagenaar	P.F.	2 2		9	14	6	7	9	11 6	
S. Smoorfontein . S. Marais	P.F.	-	11.4	6	7	5		6	6	5
D. Spioenkop P. Lang	P.F.		8	8	-		7	7		
. Sprigg's Rest W. McKenzie	P.F.		5	5	5	- 5	5	5	5	4
2. Steynsnek Mrs. C. Wagenaar 3. Vaalbank J. J. Wagenaar	P.F.	4	11	11	12		11	11	12	
B. Vaalbank J. J. Wagenaar C. J. Schoeman	P.F.		11	C	C	0	11	C	C	C
5. Wasch Bank P. J. de Wet	P.F.	2	6	6	12	12	6	6	12 5	11
07 2 2 20	1.1.				0	0	0	0	9	5
3. Alpha	Poor		1		35	31			26	26
Bitterplaats	Poor		26	57	54	52	20	24	53	43
B. Bonthoek	Poor			26	22	22		19	19	15
Jouhertskon	Poor Poor	2 2	2.	30	31 24	27		26	29	27
Koren Hoek (Indigo Pork)	Poor		20	C	C	C	18	18 C	22 C	20 C
2. Leeuwfontein	Poor				31	30	10		25	22
3. Prospect	Poor					25		10	willy!	25
Rondavel	Poor				25	24			20	20
Tennyson	Poor	9	314	90	141	31				24
Typerklin	Poor Poor	$\frac{2}{2}$	23	38 23	41	40	15	35	39	36
. Welgevonden	Poor	2	16	14	22 18	22 16	15 14	23	22 16	21 13
. Dordrecht (D.R.C.)	В	2	81	85	74	76	65	58	48	49
. Rietspruit (Wes.)		2	30.2		Tierr				Mary	400
(wes.)	В	2	62	59	55	64	48	40	38	43
Total										

Description and Place of the S	ehool	Order.	tion Qr.	8	Scholars	on Rol	1.	Av	erage A	ttendar	nce.
Description and Place of the S	cnool.	Order.	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr
						V=40	× 4 1	4	* J. E.	MID	
WORCESTER (Inspector No	oaks).			811	110			100		Tours	25 11
1. Worcester, Deaf and Bline	d Inst	Sp.	1	68	69	58	58	60	66	55	õõ
2. Do., Boys'		A. 1	1	91	86	84	82	73	75	77	70
Do., do., Prepara	tory		1	37	41	41	40	34 91	32 86	35 89	34 114
3. Do., Girls' Do., do., Prepara	tory	A. 1	1	98 84	97 35	104	142	72	25	22	36
4. Goudini 5. Rawsonville		A. 2 A. 2	1 1	31 51	37 51	38 50	33 42	26 42	24 39	22 34	24 35
		A. 3	1	19	16	17	15	15	11	15	12
6. Achter Hex River 7. Breede River		A. 3	1	43	43	45	42	33	34	33	37
8. Doorn River		A. 3	1 1	19 C	18 C	24 29	25 32	17 C	12 C	20 18	21
9. Hex River East 0. Lower Hex River		A. 3 A. 3	1	21	17	18	18	17	13	15	15
1. Nonna		A. 3	1	10	10	10	10	10 16	10 14	10	9
2. Over Hex River 3. Roodehoogte		A. 3 A. 3	1	17 31	18 27	15 28	14 23	24	19	19	18
4. Slang Hoek	. 181	A. 3	î	20	18	15	18	17	14	10	15
5. Spes Bona (Buffelskraal).		A. 3	1	80	24 77	23 74	25 65	58	57	22 52	23
6. Touws River Station		A. 3 A. 3	1	14	11	12	12	13	9	11	11
8. Wagenboom River		A. 3	1	24	22	24	24 40	18	15 38	20	19 35
9. Worcester		A. 3	1	- 4	49	46	1		DIAR	18 3	2.1
	Hauman	P.F.	1	10	10	12	11 8	10	10	12 9	10
	C. Rabie F. Hugo	P.F. P.F.	1	5	10	C	8	5	10	C	6
3. Stinkfontein	D. de Vos	P.F. P.F.	1 1	5 -10	5 10	C 9	C 10	5 10	5 8	C 8	8
4. Upper Brandvlei D. 5. Worcester	J. de Wet	Poor	1	33	35	35	40	24	26	29	34
a. D	. (Luth.)	В	1	75	71	68	66	60	56	57	54
	Rhen. M.)	В	1	511	546	525	510	394	333	368	323
			-	1410	1453	1451	1459	1156	1062	1117	1105
Total				1419	1400	1401	1100	1100	1002		1100
CUTTERWORTH (Insp. W	oodrooffe).										
1. Butterworth		A. 2	2	48	48	51	52	37	38	. 39	44
2: Toleni		A. 3	2	10	13	12	10	10	13	12	10
									-	6	6
3. Kudashe 4. Ndabakazi(Umgomanzi)R.	G. Lupke E.Gaylard	P.F. P.F.	2	8	8 6	7 6	7 6	7	7 6	6	
4. Ndabakazi (Umgomanzi) R.				1				1		1	6
4. Ndabakazi (Umgomanzi) R. 5. Butterworth, Girls'	E.Gaylard	P.F.			6	6	6		6	6	57
4. Ndabakazi(Umgomanzi)R. 5. Butterworth, Girls' 6. Izagwityi 7. Ceru-Bawa	. (Wes.) (Eng. Ch.) . (F.C.)	P.F. C. 1 C	2 2 2	45 73 61	6 45 77 62	6 59 94 56	6 59 93 68	38 30 33	6 41 39 36	6 55 70 41	57 30 58
4. Ndabakazi (Umgomanzi) R. 5. Butterworth, Girls' 6. Izagwityi 7. Ceru-Bawa 8. Cunningham	. (Wes.) (Eng. Ch.) . (F.C.) . (do.)	P.F. C. 1 C C C	2 2	45 73	6 45 77	6 59 94	6 59 93	38	6 41 39	6 55 70	57 30 58 73
4. Ndabakazi (Umgomanzi) R. 5. Butterworth, Girls' 6. Izagwityi 7. Ceru-Bawa 8. Cunningham 9. Ndabakazi	. (Wes.) (Eng. Ch.) . (F.C.)	P.F. C. 1 C	2 2 2 2	45 73 61 94	6 45 77 62 96	59 94 56 122	6 59 93 68 114	38 30 33 60	6 41 39 36 65	6 55 70 41 69	58 73 34 56
4. Ndabakazi (Umgomanzi) R. 5. Butterworth, Girls' 6. Izagwityi 7. Ceru-Bawa 8. Cunningham 9. Ndabakazi 0. Nqutu 1. Bulube's	. (Wes.) (Eng. Ch.) (G.) (G.) (G.) (do.) (do.) (do.) (wes.)	P.F. C. 1 C C C C C	2 2 2 2 2 2 2 2 2 2	45 73 61 94 49 56	6 45 77 62 96 48 63 67	59 94 56 122 46 69 71	6 59 93 68 114 44 68	38 30 33 60 42 42 42	6 41 39 36 65 36 56 50	6 55 70 41 69 40 55 52	58 73 34 58 34 58
4. Ndabakazi (Umgomanzi) R. 5. Butterworth, Girls' 6. Izagwityi 7. Ceru-Bawa 8. Cunningham 9. Ndabakazi 0. Nqutu 1. Bulube's 2. Butterworth	. (Wes.) (Eng. Ch.) ((do.) ((do.) ((do.) ((do.) ((do.)	P.F. C. 1 C C C C C C	2 2 2 2 2 2 2 2 2 2 2 2 2	45 73 61 94 49 56 69 173	6 45 77 62 96 48 63	59 94 56 122 46 69	6 59 93 68 114 44 68	38 30 33 60 42 42	6 41 39 36 65 36 56	6 55 70 41 69 40 55	58 78 34 58 34 144
4. Ndabakazi (Umgomanzi) R. 5. Butterworth, Girls' 6. Izagwityi 7. Ceru-Bawa 8. Cunningham 9. Ndabakazi 0. Nqutu 1. Bulube's 2. Butterworth 3. Cegeuana	. (Wes.) (Eng. Ch.) ((t.C.) ((do.) ((do.) ((do.) ((do.)	P.F. C. 1 C C C C C C C C C C C C C C C C C C C	2 2 2 2 2 2 2 2 2 2 2 2 1 2 2	45 73 61 94 49 56 69 173 73 78	6 45 77 62 96 48 63 67 159 53 75	59 94 56 122 46 69 71 204 67 85	6 59 93 68 114 44 68 63 196 78 84	38 30 33 60 42 42 42 48 113 52 58	6 41 39 36 65 36 56 50 105 38 68	6 55 70 41 69 40 55 52 160 43 73	58 73 34 56 34 144 40 59
4. Ndabakazi(Umgomanzi)R. 5. Butterworth, Girls' 6. Izagwityi 7. Ceru-Bawa 8. Cunningham 9. Ndabakazi 0. Nqutu 1. Bulube's 2. Butterworth 3. Cegcuana 4. Kobodi 5. Mgomanzi	E.Gaylard . (Wes.) . (Wes.) . (F.C.) . (do.)	P.F. C. 1 C C C C C C C C C C C C C C C C C C C	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	45 73 61 94 49 56 69 173 73 78 36	6 45 77 62 96 48 63 67 159 53 75 41	59 94 56 122 46 69 71 204 67 85 52	6 59 93 68 114 44 68 63 196 78 84 50	38 30 33 60 42 42 42 48 113 52 58 28	6 41 39 36 65 36 56 50 105 38 68 35	6 55 70 41 69 40 55 52 160 43	58 78 34 56 34 144 40 50 34
4. Ndabakazi (Umgomanzi) R. 5. Butterworth, Girls' 6. Izagwityi 7. Ceru-Bawa 8. Cunningham 9. Ndabakazi 0. Nqutu 1. Bulube's 2. Butterworth 3. Cegcuana 4. Kobodi 5. Mgomanzi 6. Mpenduza	E.Gaylard . (Wes.) . (Wes.) . (F.C.) . (do.)	P.F. C. 1 C C C C C C C C C C C C C C C C C C C	2 2 2 2 2 2 2 2 2 2 2 2 1 2 2	45 73 61 94 49 56 69 173 73 78	6 45 77 62 96 48 63 67 159 53 75	6 59 94 56 122 46 69 71 204 67 85 52 56 62	6 59 93 68 114 44 68 63 196 78 84 50 61 61	38 30 33 60 42 42 48 113 52 58 47 33	6 41 39 36 65 36 56 105 38 68 85 40 37	6 55 70 41 69 40 55 52 160 43 73 34 50 57	58 73 34 55 34 144 40 34 50 56
4. Ndabakazi (Umgomanzi) R. 5. Butterworth, Girls' 6. Izagwityi 7. Ceru-Bawa 8. Cunningham 9. Ndabakazi 0. Nqutu 1. Bulube's 2. Butterworth 3. Cegcuana 4. Kobodi 5. Mgomanzi 6. Mpenduza 7. Tongwane	E.Gaylard . (Wes.) . (F.C.) . (do.)	P.F. C. 1 C. C	2 2 2 2 2 2 2 2 2 2 2 1 2 2 1 1 1 1 1 1	45 73 61 94 49 56 69 173 73 78 36 51 39 140	6 45 77 62 96 48 63 67 159 53 75 41 54 43 131	6 59 94 56 122 46 69 71 204 67 85 52 56 62 112	6 59 93 68 114 44 68 63 196 78 84 61 61 102	38 30 33 60 42 42 42 48 113 52 58 28 47 33 101	6 41 39 36 65 36 56 56 105 38 68 35 40 40 37 93	6 55 70 41 69 40 55 52 160 43 73 50 57 90	58 73 34 56 34 144 65 33 56 56 88
4. Ndabakazi (Umgomanzi) R. 5. Butterworth, Girls' 6. Izagwityi 7. Ceru-Bawa 8. Cunningham 9. Ndabakazi 0. Nqutu 1. Bulube's 2. Butterworth 3. Cegcuana 4. Kobodi 5. Mgomanzi 6. Mpenduza 7. Tongwane 8. Veldman's	. (Wes.) (Eng. Ch.) (Eng. Ch.) (Go.) (do.)	P.F. C. 1 C. C	2 2 2 2 2 2 2 2 2 2 2 2 2 2 1 2 2 1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1 1 1 1 1 2 1	45 73 61 94 49 56 69 173 73 78 36 51 39	6 45 77 62 96 48 63 67 159 53 75 41 54 43	6 59 94 56 122 46 69 71 204 67 85 52 56 62	6 59 93 68 114 44 68 63 196 78 84 50 61 61	38 30 33 60 42 42 48 113 52 58 47 33	6 41 39 36 65 36 56 105 38 68 85 40 37	6 55 70 41 69 40 55 52 160 43 73 50 57 90	58 73 34 55 34 144 40 56 56 56 88

Description and	d Place of	the Schoo	1.	Order.	tion Qr.		Scholars	on Rell		A	verage I	Attenda	nce.
	-				Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr
ELLIOTDALE	(Insp. C	Crawshav	w).			*				14			
1. Tubine		н	. Wild	A. 3	1	13	15	15	13	12	14	13	11
2. Ncehana	140		(Wes.)	C	1	68	57	65	68	37	28	59	40
Total						81	72	80	81	49	42	72	51
ENGCOBO (Insp	ector B	ennie).					-5		Section 1		ol.	-100	
1. Engeobo		The I		A. 3	2	28	29	31	30	26	27	23	24
2. Clarkebury, B	oys'		(Wes.)	C. 1	4	207	179	230	110	136	149	180	76
3. All Saints			. Ch.)	C	2	147	152	176	159	82	90	107	71
4. Emkanzi 5. Esitoleni		1	do.)	C	2 2	44 30	43 32	48	43 32	30 20	30	35 20	30 18
6. Gqaka Muyol	0)		do.)	Č	2	33	34	32	27	22	27	25	17
7. Manzana		(do.)	C	2	95	106	122	127	65	78	95	97
8. Mjanyana Lej	12022001		do.)	C	2	11	-::	12	13	11	40	12	12
9. Qutubeni 0. Rasimeni			do.)	C	2	72	71	67 28	75 28	51	49	43	49 17
1. St. Alban's (E	goso)		do.)	C	2	88	89	93	85	67	78	79	61
12. Silo's		-	do.)	C	2	51	52	57	49	24	36	34	27
3. Sitoza's		7	do.)	C	2	39	36	59		27	18	34	1.
4. Qengqeleka 5. Tora (Kidston)		(F.C.) (do.)	C	2	99	43 104	53 139	48 133	82	28 81	41 118	30 90
6. Elucwecwe (So	olomon'	s Vale)	(Ind.)	C	2	46	70	79	77	32	52	56	51
7. Kipping 8. Mqonci		1:10	(do.)	C	2 2	39 35	47 31	42 36	44	28 27	35 31	34 33	33 33
9. Xentu	1000		Mor.)	C	2	21	21	23	20	12	11	12	11
0. Bojana		(Wes.)	C	2	71	69	94	89	45	55	67	63
1. Clarkekury, G	irls'	3	(do.)	C	4	101	109	108	223	79	84	85	97
2. Cwecweni 3. Gqobonco			(do.)	C	2 2	78 33	80 34	94	98 36	31	43	60	54
4. Mbanga			(do.)	Č	4	00		04	68	28	29	29	29 63
5. Myanyana	1400		(do.)	Č	4				33		1000	F	26
Total						1368	1431	1688	1688	925	1042	1243	1079
DUTYWA (Iusp	pector \	Voodroo	ffe).				1			- 3			
1. Idutywa	4.1			A. 2	3	43	44	37	34	38	38	35	34
2. Ziwundwana		(Eng	. Ch.)	C	3			68	62			48	51
3. Dale		4.	(F.C.)	C	3	53	50	57	57	31	35	36	39
4. Douglas		1000	(do.)	C	3	44	42	45	43	30	28	31	27
5. Ewing 6. Morrison			(do.)	C	3 3	37 15	37 29	45	44	21	21 21	31 34	35 31
7. Nqabara (Duff)		(do.)	C	3	31	30	39	35	17	15	24	11
8. The Residency	1	13.1	(do.)	C	3	62	60	59	. 57	29	25	38	27
9. Colosa 0. Gwadana			Wes.)	C	3	60 60	56 40	67 90	60 73	42 38	41 28	48 46	46 44
1. Lota			(do.)	C	3	62	62	67	C	38	39	11	C
2. Nqabane			(do.)	()	3	68	81	57	58	āl	55	50	54
3. Q ra 4. Sipika's (Bolot	wa)		(do.)	C	3 3	75 62	69 61	56	47	37	29	46	34
the Real Laborator				C				57	59	45	51	49	50
Total				8		672	661	792	675	428	426	527	183
												DES-SOLE	
ENTANI (Inspe	ector W	oodroof	fe).									dent.	

Description and Place of the School.	Outon	ion Qr.	-	Scholar	s on Ro	11.	A	rerage .	Attenda	nce.
Description and Place of the School.	Order.	Inspection Qr	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1et Qr.	2nd Qr.	3rd Qr.	4th Q
2. Anta's (U.P.)	C	1	42	42	42	44	25	21	31	18
3. Columba (do.)	C				56	50			38	35
4. Isigangala (do.) 5. Kabakazi (do.)	C	1	42 36	37 40	44 46	43 50	32 24	31	32	26 37
6. Neezele	Č		45	52	60	55	31	26	32	20
7. Rwantsana (do.)	C	1	28	26	27	C	15	21	15	C
	1	1	85	86	- C	66	45	46	C	35
9. Cebe (Wes.) 10. Iqina (do.)	C	1	83 58	81	94	86 48	74 26	63 27	75 35	54 26
1. Lusizi (do.)	C	1	55	52	59	61	49	26	45	39
2. Maki's (do.)	C	1	39	46	47	44	26	26	30	26
3. Mtunzi (do.) 4. Ncingane (do.)	C	1	44 35	46 33	41 38	40	27 25	32 23	39	34 32
Total		-	- 100	0.00	10000			- 30	2350	1000
Total			608	602	618	645	414	386	450	397
The operation has been been all the few	105									
MACLEAR (Inspector Bennie).			1							
1. Glen Colley	A. 3	3	21	14	17	17	20	13	13	14
2. Glen Thomson (Umga) Schutte		3	25	25	23	20	22	22	20	15
3. Kenelm	A. 3 A. 3	3	13 12	13 18	16 14	C 13	9	11 9	14	8
	DE				The state of	1 197	100	1186	10.50	
5. Round Hill W. A. Goosen 6. Sheeprun A. Shepperson	P.F.	3 3	5	8 5	8	7 C	**	8	8	7
7. Umga Flats H. J. de Bruijn	P.F.	3	12	12	12	12	12	5 12	12	12
8. Woodstock C. B. C. Roberts	P.F.	3	10	7	7	7	7	6	7	6
9. Gatberg	Poor	3	27	30	33	30	24	29	30	30
0. Upper Tsitsana (Eng. Ch.)	C	3	40	38	44	26	28	26	26	17
1. Mapassa's Hoek (F.C.)	C	3	34	37	33	33	18	29	24	16
2. Lower Tsitsana (Wes.)	C	•3	50	44	48	48	33	26	39	22
Total	7 81 8		249	251	255	213	188	196	205	147
to take the late to the								- nún	toni i	14 8
EATATIELE (Inspector Crawshaw).					de 13 B	NO PLANT			1	17
1. Cedarville	A. 3	4	31	27	27	29	27	23	23	22
2. Matatiele S. J. v. Niekerk	A. 3 A. 3	4 3	17 35	17 25	19 29	17 30	16 26	13 20	15 23	11 21
4. Belfort G. Pohl	P.F.	4	5				4.4		117147	03.18
5. Harmony E. Pike	P.F.	4		**		6	5	1.6	1.00	6
6. Herbergsfontein H. Prinsloo	P.F.	7.	9	9			7	7		
7. Otterspoort A. L. A. Maartens	P.F.	4			14	13			11	10
8. Queen's Mercy (Eng. Ch.)	C	4	45	45	41	38	37	31	28	23
9. Ramohlakoana's (do.)	C	4	39	37	42	38	28	26	31	24
0. Hebron (Fr. Ev.) 1. Mafube (do.)	C	4	46	43	35	31	37	36	21	21
1. Mafube	C	4	83	79	72	71 C	59 27	57 25	60	52
3. Matatiele (do.)	C	4	52	52	53	62	38	32	39	43
1. Nkupelweni (do.)	C	4	35	28	28	30	18	17	22	20
5. Pegong (do.) 6. Polokong (do.)	C	4	30 32	28	35	37	18	19	24	28
7. Tikatikong (do.)	Č	4	24	13 33	33	C 35	12 20	7 22	- 20	29
S. Tsikarong (do.)	C	4	44	43	50	46	25	26	29	28
9. Tsitsong (do.)	C	4	30	30	25	-19	26	21	18	14
0. Bethesda (Mor.)	C	4	80	67	85	77	53	58	71	68
1. Elukolweni (do.)	C	4	46	37	41	35	31	31	27	2:
2. Magadla's (do.) 3. Mvenyane (do.)	C	4	37 28	35	25 35	28 30	26 22	19 22	19	21
o. Mivenyane (do.)			The second second			90	24	44	25	2-
4. Upper Rolweni (do.)	C	4	25	22	22	20	14	15	12	13

Description and Place of the School	0.7	ion Qr.	1	Scholar	s on Ro	1.	A	erage A	ttendar	ice.
Description and Place of the School.	Order.	Inspection	1st Qr	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Qr
25. Mariazell (Trap. M	(i.) C		.,	113		30				20
26. Etswilika (Wes 27. Mount Hargreaves (do.	100	4 4	33 27	34 29	43 40	45 39	26 20	28 19	31 25	34 27
Total			865	794	794	811	618	574	584	588
MOUNT AYLIFF (Insp. Crawshaw	7),	1 1							30	
1. Gillespie (U.P) C	2	31	34	38	30	25	25	26	21
2. Endakeni (Wes 3. Mbumbazi (do. 4. Rode (do. 5. Umkwekazana (do.	C	2 4 2 2	66 31 145 32	75 30 147 36	60 28 180 37	60 31 163 53	51 30 124 23	56 26 127 25	49 26 159 30	38 15 124 30
Total			305	322	343	336	253	259	290 A	228
MOUNT CURRIE (Insp. Crawshaw	·).								27.00	111
1. Kokstad	. A. 2	2	86	88	88	87	73	71	77	73
5. Newmarket		4 3 3 3 3	15 67 14 	15 60 C 12 15	15 62 13 9 18	15 63 13 8 11	13 39 13	14 45 C 10 12	14 34 13 9 14	12 43 13 8 9
7. Fair View W. W. Pring 8. Highlands W. Nours 9. Koppies Kraal W. R. Stubl	se P.F.	3 3 4	8 C	8 9 7	9 10 6	10 10 6	8 C	7 8 6	8 9 6	9 10 6
0. Melkspruit (Eng. Ch	.) C	3	21	24	26	C	9	15	22	C
1. Bultfontein (Ind 2. Kokstad (do. 3. Leeuwfontein (do. 4. Modderfontein (do. 5. Rustfontein (do. 6. Spioenkop (do. 7. Upper Droevig (Driefontein) (do.) C) C) C) C	4 3 3 3 3 4	37 216 32 42 45 37 28	36 219 35 41 43 40 27	34 199 28 44 37 41 28	27 200 24 42 31 38 27	32 160 25 35 41 35 19	27 157 19 35 40 35 25	30 162 23 36 35 35 22	20 137 12 30 24 37 27
8. Eqoxe (Wes 9. Gcebeni (do.) (do.) (0. Vogel Vlei (do.) (2. Zwartberg (Adam's)) C C	3	47 23	49 31	34 34	35 41 40 30 37	38	41 27	40 37 30	28 31 36 25 30
Total			733	759	782	795	567	594	656	620
MOUNT FLETCHER (In. Crawshav	v).	-						1-11		100
1. Paballong	C C C	4 4 4	62 34 46	64 33 42	62 34 40	61 27 26	50 27 31	51 28 27	50 25 25 25	49 23 19
4. Emtumasi	C C C	4 4 4 4 4	48 116 26 41 80	48 119 28 25 83	47 131 29 29 80	49 125 24 25 78	40 87 21 25 72	38 100 25 20 73	41 114 25 19 74	43 101 21 18 71
9. Mount Fletcher (U.P	c.) C	4	38	41	46	40	31	25	28	30
0. Bethania (Wes 1. Fletcherville (do.) 2. Ketekete (do.) 3. Mahlake (do.)	C	4 4 4	26 49 40 38	26 49 74 40	23 45 74 41	19 40 71 38	20 40 24 36	17 32 50 36	15 36 59 34	16 36 52 35

Description and Place of	of the School.	Order.	Inspection Qr.	S	cholars	on Roll		Av	verage A	Lttendar	ice.
			Inspec	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	th Qr
14. M robe	(Wes.)	C				26	26			24	24
Total	10,44 to 14			644	672	707	649	504	522	569	538
MOUNT FRERE (Ins	p. Crawshaw).								- 3	in the	17.4
1. Mnyamana's 2. Mount Frere	(Eng. Ch.)	C	4 2	59 46	51 63	67 78	57 78	49	42 24	49 69	51 66
3. Do	(R.C.)	C	2	41	37	31	30	28	26	29	22
4. Etolweni	(U.P.)	C	2	46	48	45	52	38	39	38	43
5. Lower Mkemane	(do.)	C	2	46	47	44	42	34	36	36	33
6. Ncome	(do.)	C	2	79	70	75	71	48	57	50	, 47
7. Cancele	(Wes.)	C	2	94	97	89	75	77	53	68	57
8. Colana 9. Embodleni	(do.)	C				27	38 26			22	31 11
0. Emgungundlovu	(do.)	C	2	37	33	34	29	28	27	26	22
1. Lutateni 2. Lwandlana	(do.)	C	2	38	41	43	41 57	33	32	37	35
3. Mandeleni	(do.)	C	2	47		60	61	41		16 45	37
4. Mepeta's 5. Mpemba	(do.)	C	7.			28	22	12		24	15
6. Mvuzi	(do.)	C	2 2	73 54	68 58	60 5 9	49	47	51 48	41 46	30 42
7. Ntenetyana	(do.)	C	2	76	74	70	65	47	42	53	40
8. Ntlabeni 9. Osborn	(do.)	C	2 2	82 217	80 222	93 213	97 227	69 178	63 199	71 182	75 174
0. Qwidlana	(do.)	Č	2	32	31	41	42	30	30	39	39
21. Umtshazi	(do.)	C	2	49	45	53	- 59	32	27	32	38
Total	(A) - 4.	1011		1116	1065	1230	1278	862	796	973	952
MQANDULI (Inspect	or Crawshaw).	13	-	3						5 . 2093	31
1. Jixini	(U.P.) (do.)	C	1	30 39	33 60	33 68	23	25 32	26 45	26 54	13 41
OK.						W.			200		
3. Mqanduli 4. Ncanasini	(Wes.)	C	1	45 56	36 58	42 61	45 63	21 34	19 32	30 50	21 43
5. Qokolweni	(do.)	Č	1	154	157	137	124	115	118	100	86
Total				324	344	341	307	227	240	260	204
IQAMAKWE (Insp.	Woodrooffe).			0		ODEN ?					
1. Xilinxa	T. H. Clarke	P.F.	2	6	6		6	6	6	3103	6
2. Blythswood, Boys' 3. Do., Girls'	(F.C.) (do.)	C. 1 C. 1	4 2	185 100	147 102	} 77	58	105 85	106 85	} 51	55
4. Hebehebe	(Eng. Ch.)	C	3	44	48	54	49	28	36	43	30
5. Kotana 6. Lower Neulu	(do.)	C	2	51	63	64	. 67	29	40	43	40
7. Matolweni's	(do.)	C	2 2	72 40	72 43	76 49	67 45	45 25	53 30	51 32	35
8. Mtwaku	(do.)	C	2	51	56	50	49	39	36	38	32 35
9. Ndakana	(do.)	C	2 2	39 50	36 49	39	36	22	23	35	31
1. Piet Landu's	(do.)	C	2	47	46	64 56	47	35 28	34 25	43	33
2. Xilinxa	(do.)	C	2	51	57	68	62	26	41	43	30
3. Blythswood, Boys'	(F.C.)	C	4	. 13		118	94			83	78
4. Do., Girls' 5. Cecuwana	(do.)	C	2			97	95			87	78
6. Lower Zolo	(do.)	C	2 2	41 40	45	56	51 55	27 33	38	37	38
7. Magodla's	(do.)	C		53	50	65	65	33	32	48	47
8. Mpeta's (Govan) 9. Ndakana	(do.)	C	2 2	84 104	82 109	96 137	86	50 77	58 99	63	55
0. Nyidlana	(do.)	C	2	41	46	49	46	28	32	112	95

Description and Pl	00.0641-0	ahool	Order.	ion Qr.		Scholar	rs on Ro	n.	A	verage .	Attenda	nce.
Description and Pla	ce of the S	chool.	Order.	Inspection	1st Q	2ndQr	r. 3rd Qı	r. 4th Qr.	1stQr.	2nd Qr	. 3rd Qr	4th Q
21. Toboyi	AQ.	(F.C.)	C	2	66	59	75	71	39	50	52	36
22. E zolo	on I div	(Ind.)	C	2	58	56	66	70	27	44	52	39
23. Neisininde 24. Upper Zolo		13-1	C	2 2	146 49	135 44	131 60	127 60	80 ₂₉	83 41	96 43	70 29
25. Dingiswayo's	70	(W.	C	2	57	54	61	56	36	40	39	33
26. Gqogqora		13-1	C	2	88	84	89	81	62	45	60	50
27. Gudla's	- 1000		C	2	47	41	C	C	28	21	C	C
28. Hlobo		13-1	C	2 2	99	97	109	97 50	73 27	70 37	86	52 35
29. Jikezi		(do.)	C	1	67 56	52	57	51	49	48	45	43
31. Mpahleni's	**	(3.)	Č	2	45	48	54	52	28	29	35	30
32. Mpukane		(do.)	C	1	89	85	- 88	86	70	66	68	58
33. Mtshabe		(do.)	C	2	34	33	33	32	14	25	24	31
34. Newana's		(do.)	C		54	56	59	62	45	38	44	47
35. Ndondo's 36. Nobanda's	310.55	(do.)	C	2 2	115	116	106	108	84 28	75 28	80 32	77 23
27 Namahama		(do.)	c	2	70	74	74	74	47	48	56	53
38. Tyinira		(do.)	C	-	70	77	83	80	62	71	44	50
39. Umgewe		(do.)	C	1	77	69	66	62	55	48	43	44
10. Xume		(do.)	C	2	52	53	58	54	30	30	34	35
Total		**	7.5		2478	2429	2646	2473	1634	1749	1866	1651
QUMBU (Inspector	Crawsha	w).			- 0	190						IN.
1. Qumbu			A. 3	2	26	20	21	C	23	16	10	C
2. Shawbury, Girls'		(Wes.)	C. 1	2	119	117	138	121	97	97	99	99
3. Qangu 4. Roza	(F	ing. Ch.)	CC	2 2	84 42	89 37	104 58	102 64	50 23	53 19	62 38	53 46
5. Balasi		(U.P.)	C	2	107	104	101	109	98	94	88	86
6. Botsabelo		(do.)	C	2	56	66	86	88	35	47	69	67
7. Lower Nxaxa		(do.)	C	2	42	42	44	41	30	31	32	25
8. Sulenkama		(do.)	C	2 2	50 54	50 53	60 55	52 54	34 34	33 31	40 37	33
9. Upper Culunca 0. Upper Nxaxa		(do.) (do.)	č	2	28	26	33	35	18	20	25	26
1. Caba		(Wes.)	C	2 2	33	32	41 79	39	28 63	30 60	34	35
2. Encoti		(do.)	C	2	79 40	71 31	27	76 C	24	23	63 15	64 C
3. Gqwesa 4. Gura		(do.)	č	2	45	40	31	35	26	22	18	19
5. Laleni		(do.)	C	2	53	55	69	73	39	40	52	63
6. Lotana		(do.)	C	2	39	38	48	53	27	27	26	31
7. Lower Culunca		(do.)	C	2 2	91	102	107	109	78	80	80	82
8. Mahlungulu 9. Shawbury, Boys'		(do.)	C	2	76 79	76 76	76 83	73 81	59	61 62	56 66	46 53
0. Tyira		(do.) (do.)	č		70	64	67	78	52	52	52	52
Total			1 19	-	-	-	1328	1283	891	898	962	917
	100	# 19		124						1	N Service	- 1
T. MARK'S (Inspec	tor Beni	nie).	26		13		Cutty		-		10029	IV.
1. St. Mark's	14.	••	A. 3	3	26	19	18	23	17	14	15	15
2. Southeyville		. Wilson	P.F.	3	7	6	8	7	5	4	8	5
B. Banzi		ng. Ch.)	C	3 3	15	14	21	22	11 32	32	12 40	10
4. Cofimvaba		(do.)	C	3	39	58 32	68	68 34	14	26	30	41 15
5. Hoita (Tafeni) 6. Kwababa	34.	(do.)	č	2		69	78	67		52	69	39
7. Matoleanyile (Sihu		(do.)	C	2	42	41	56	51	27	32	54	41
8. Mtonjeni		(do.)	C	3	34	31	32	30	21	18	14	15
9. St. Mark's, Boys'		(do.)	C	3	126	62	90	80	40	40	69	60
0. Do., Girls' 1. Tafeni	17981	(do.) (do.)	C	3	82	76	103 35	94	53	45	66 21	. 68

Description and Place of	the Cabaci	Order.	ion Qr.	8	Scholars	on Roll	h	Av	erage A	ttendan	ice.
Description and Place of	the School.	Order.	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr	1st Qr.	2ndQr.	3rd Qr.	4th Qr.
2. Tshingeni	(Eng. Ch.)	C	3	98	85	90	93	75	73	72	79
3. Koning's	(F.C.)	C	2	37	48	45	43	22	. 27	28	21
4. Main 5. Qitsi (Smithvale)	(do.)	C	2 2	43 35	82 46	99 54	101 32	29 23	56 37	66 31	61 23
6. Hoyle	(Ind.)	C				39	39			32	26
7. Isikoba	(Wes.)	C	2	58	61	66	71	30	41	45	33
8. Matafeni 9. Ncora	(do.)	C	2	49	56	60	53	43	46	40	34
0 Mdll.	(do.)	C	2 4	52 15	59	60 20	48	49	42	33 19	30
1. Ngqwaru	(do.)	C	2	46	60	72	69	32	48	58	46
2. Nquqhu	(do.)	C	2	29	34	30	31	22	23	24	26
3. Southeyville	(do.)	C	3	48	52	51	55	32	49	37	25
4. Wodehouse Forests Total	(do.)	C	2	81	72	77	78	50	45	38	33
Total	75			988	1063	1311	1211	636	739	921	760
SOLO (Inspector Craws	shaw).	10.5				lait.			2.	-	
1. Tsolo		A. 3	2	29	28	24	19	26	24	21	14
2. Mbidlana 3. Mbokotwana	(Eng. Ch.)	C	2	68	31 72	35 100	30 81	52	24 64	26 84	27 61
4. Neolosi	(do.)	Č	2	101	94	90	98	75	72	68	74
5. Nqadu	(do.)	C	1	38	37	32	28	22	19	16	17
6. St. Augustine's	(do.)	C	2	29	40	49	48	19	26	29	31
7. Siqungqini 8. Umjika	(do.)	C	2	44 59	55	51 58	53 58	23 49	27 50	36 49	39 42
9. Cingco 0. Egoqwana	(F.C.)	CC	2 2	41 39	32 36	33 41	36	30 33	23 30	23 37	20 41
1. Esidwadweni	(do.)	C	2	59	68	71	144 54	41	45	48	36
2. Lower Esinxaku	(do.)	C	2	37	42	48	52	24	33	35	31
3. Magutywa	(do.)	C		1:	49	59	50		38	38	33
4. Mqokolweni 5. Ngcele	(do.)	C	2 2	45	43	77	58 42	30 29	27 24	30	48
6. Qelana	(do.)	C	1	21	22	52	43	11	20	29	12
7. Somerville	(do.)	C	2	62	65	60	62	35	51	47	54
8. Etyeni	(Wes.)		2	92	95	101	96	71	83	75	61
9. Ncambele	(do.)	C	2 2	98	80 52	108	110	38	42	54 45	35
0. Upper Esinxaku Total	(do.)			956	1028	1185	1118		763		748
				300	1020	1100	1110	001	-	01.	110
1. Tsomo Mission Statio	A SOLD OF	P.F.	3			11	10			8	9
2. Caba	(Eng. Ch.)		3	87	95		97		79	Lune	104 3
3. Hange	(do.)	C	3	55	56	409	50	1 200	28		
4. Mbulukweza	(do.)	C	3	49	43		47	1	26	1.13.21	
5. Neoncolora 6. Ngonyama	(do.)	C	3 3	38 53	37 50	512	56	1000	18		5 1 1 10 10 10
7. Ngudhle's	(do.)	č	3	54	54		74	V 1000	46	0 1008	
8. Nqolosa	(do.)	C	3		44	49	47		32	33	3
9. Qutsa (Sijula's)	(do.)	C	3	28	30	The second second	34		19		100 - 00
0. Tsojana (Pitso's) 1. Upper Qutsa	(do.)	C	3 3	97 48	89 45		94	1	81	1 2,265	100
2. Upper Xolobe	(do.)	Č	3	63	1000	100		1 2000			1 370
13. Cibala	(U.P.	C	3 3	10 55	1 1200	1 1000	1000		HEZ IS	The state of	
14. Esigubudwini	(do.)	C	3		(74/S)	7.0	0 1000		1 14 7 15	- 3000	
16. Mbaxa	(do.)	Č	3	52	50	56	54	25	33	3 45	3
17. Mbulu (Paterson)	(do.)	C	3	85	89	119	116	55	68	100	8

H

Description and Place of	f the School	Order.	ion Qr.		Scholars	on Rel	l.	A	verage A	Attenda	nce.
Description and Prace of	the school.	Order.	Inspection	1st Qr	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr	3rd Qr.	4th Q
19. Lumani's 20. Mlondleni's 21. Tshangana's 22. Tsojana (Mhluzi's) 23. Tsomo 24. Tsume's	(do.) (do.) (do.) (do.) (do.) (do.)	0 0 0 0	3 3 3 3 3 3	46 53 54 59 60 47	40 54 48 58 71 46	45 55 56 73 89 58	46 56 58 75 93 52	27 37 20 37 24 43	30 41 29 35 38 38	32 41 36 46 57 39	34 32 42 54 49 36
Total				1198	1270	1412	1395	774	890	1073	982
UMTATA (Inspector Co	rawshaw).							,			N.
1. Umtata, Boys'		A. 2	1	68	65	59	62	52	54	44	45
2. Roodeheuvel		Poor	1	26	28	30	31	20	16	20	14
3. Umtata 4. Do., Hottentots'	(Eng. Ch.) (do.)	CC	1 1	168 43	90 45	98 32	92 25	119 32	77 26	78 25	82
5. Neisi (Ross)	(F.C.)	C			**	41	41			20	17
6. Raziya 7. Mhlukuhlwas 8. Tabase	(Mor.) (do.) (do.)	C C C	1 1 1	81 28 54	79 28 43	85 23 47	96 22 48	61 20 43	70 16 37	71 19 44	75 17 40
9. Bedford Farm	(R.C.)	С			34	32	31		24	31	27
10. Emqekezweni	(Wes) (do.) (do.)	CCC	1 2	67 64	59 66 62	49 71	61 50 57	40 42	45 39 45	31 50	58 35 42
Total .	(40.)			599	599	567	616	429	449	433	470
UMZIMKULU (Inspect	or Crawshaw).	1		000	000	0.77	010	120	110	100	710
1. Umzimkulu	J. E. Hancock	A. 3 A. 3	3 3	17 18	19 17	19 17	18 17	16 16	15 16	17 16	16
3. Ben Lomond 4. Woodlands	H. B. Hulley H. Nourse	P.F. P.F.	3		C 7	5 7	12 7	7	C 7	3 7	8
5. Clydesdale 6. Mfulamuhle	(Eng. Ch.)	C	3	99	119	108 38	105 38	77	77	83 36	43 27
7. Groene Vlei 8. Rietvlei	(Ind.) (do.)	C	3	26 52	26 53	24 53	23 63	23 49	22 49	19 44	17 54
9. Lourdes, Boys' 0. Do., Girls'	(Trap. M.) (do.)	C	3	79 74	78 80	83 83	74 84	63 69	70 76	76 73	68 78
1. Boschfontein 2. Diep Kloof 3. Emvubukazi 4. Engungini 5. Engwanqa 6. Etembeni 7. Ezimpungeni 8. Highlands 9. Ibisi 10. Krom Hoek 1. Msingapantsi's 2. Ntlwana (Strydfontein		00000000000000	3 3 3 3 3 3 3 3 3 3 3 3 3 3	64 29 50 39 32 100 43 35 58 100 30	56 31 48 40 32 100 43 38 57 101 28 43	63 31 53 38 37 110 45 37 52 105 31 40	61 39 49 36 37 103 38 36 54 90 30	62 26 44 32 30 72 30 29 32 70 26 27	45 25 44 31 30 69 31 28 37 67 26 36	48 28 43 29 36 79 28 24 38 90 30 35	34 32 42 25 36 76 36 26 38 66 26 31
3. Nyanisweni Total	(do.)	С	3	$\frac{33}{1022}$	$\frac{36}{1052}$	50 1132	52 1107	828	834	923	832
WALFISH BAY (Inspe	ector le Roux).	7									STORY.
1. Schepmansdorp	(Rhen. M.) (do.)	B B		37 43	28 57	19 61	25 69	24 32	19 45	12 55	20
Total		1		80	85	80	94	56	64	67	82

- socreption and I	lace of the S	lehool	Order.	tion Qr.		Scholar	s on Rol	1.	Av	erage A	Attenda	nce.
	race of the s	cnoo1.	Order.	Inspection	1st Qr.	2ndQr.	3rd Qr.	4th Qr.	1st Qr.	2ndQr.	3rd Qr.	4th Q
1	-	-			1	1						
WILLOWVALE (Insp. Wo	odrooffe).				134		-			1	
1. The Falls .	. н. п	. Graham	P.F.	1	9	7	C	C	9	5	C	C
2. Ciko	. (Eng. Ch.)	C	1	60	67	70	55	51	53	55	36
3. Egwadu .		. (do.)	Č	1	42	48	46	32	23	28	28	20
5 Oalasses	: :	(3-)	C	1	47 63	47 51	47 61	47 37	36 34	34 24	35 38	37 23
e Col-		/II D	C	1	47	62			36	1	A STATE OF	-
7 D 1 1		13:1	č	1	25	17	78 C	64 C	15	55 8	68 C	51
8. Malan		(do.)	C	1	53	45	56	48	41	25.	36	37
9. Mbongo (Mbanc 0. Mpumi		(3-1	C	1	29 37	24	29 48	26 36	24 20	23 24	24 35	21
1 Manda		(3-1	C					42				30
2. Ramra		. (do.)	C	1	57	54	55	50	53	37	46	41
		- 1	C	1	101	107	103	120	66	84	85	86
4. Gosani's . 5. Gwadu .		(J -)	C	i	82	75	75	60 84	57	*51	56	36
Mhamasla		(1.)	C	1	94	86	85	84	74	61	57	4
			C	1	48	49	56	73	35	34	46	49
8. Mevana 9. Mfula		1201	C	1	50 70	102	67	62 108	40 48	81	48 86	65
Nashama		1201	C	î	134	141	147	135	117	107	90	74
			G			61	82	79		52	71	64
2. Ntubeni 3. Shixini (Songwe	vu's)	12-1	C	i	36 51	31 48	36 59	36 59	22 42	33	29	20
Weza		(20)	C	î	45	50	49	47	32	33	40	2
Total .					1180	1265	1353	1384	875	923	1014	909
											100	
CALANGA (Inspe	ctor Benn	iie).	100			100					1770	100
l. Cala			A. 2	4	29	35	44	42	25	27	33	3
2. Elliot			A. 3	3	29	27	27	21	28	20	22	19
01 .0			A. 3 A. 3	3	13	11	12 C	12 C	10	10	11	10
TZ'1 1	: - :		A. 3	3	C	17	15	14	C	ii	C 11	11
5. Lutha			A. 3	3	11	11	10	10	7	10	7	(
7. Oranzai			A. 3 A. 3	3	17	16 13	15 12	16 11	8	12 10	15 10	17
			A. 3	3		30	29	31	32	30	26	29
Dandanal					32						10000000	
. Rondavel .			E				TA	97			1	9
9. Rondavel .			E	4				27	••			150
O. Rondavel	. Mrs.	Kennelly	P.F.	4	8	9	10	10	8	9	10	10
O. Rondavel O. Cala O. Cala O. Cala O. Cala O. Cala O. Lower Indwana	. Mrs.			4								10
P. Rondavel D. Cala L. Hout Nek L. Lower Indwana S. Stockwe's Basin	. Mrs. I	Kennelly O. Ruiters O. J. Koch	P.F. P.F. P.F.	4 4 4	8 14 5	9 12 5	10 10 5	10 9 5	8 10 5	9 8 5	10 10 5	10
2. Rondavel 2. Cala 3. Lower Indwana 3. Stockwe's Basin 4. Cala 5. Elliot 6. Cala 6. Cala 7. Cala	. Mrs.	Kennelly D. Ruiters	P.F. P.F. P.F.	4 4 4 4 3	8 14 5 46 25	9 12 5 48 29	10 10 5 54 62	10 9 5 56 31	8 10 5 43 22	9 8 5 43 21	10 10 5 45 28	10 8
O. Rondavel O. Cala O. Cala O. Hout Nek O. Lower Indwana O. Stockwe's Basin O. Cala O. Elliot O. Embokotwa	. Mrs. I	Kennelly D. Ruiters J. Koch	P.F. P.F. Poor Poor Poor	4 4 4 4 3 3	8 14 5 46 25 43	9 12 5	10 10 5 54 12 33	10 9 5 56 31 25	8 10 5 43 22 31	9 8 5 43 21 C	10 10 5 45	10 8 4 4 28 20
O. Rondavel O. Cala O. Cala O. Hout Nek O. Lower Indwana O. Stockwe's Basin O. Cala O. Elliot O. Embokotwa O. Gubenxa, Erf 85	. Mrs. I	Kennelly D. Ruiters D. Koch	P.F. P.F. P.F.	4 4 4 4 3 3	8 14 5 46 25	9 12 5 48 29	10 10 5 54 62	10 9 5 56 31 25 14	8 10 5 43 22 31	9 8 5 43 21	10 10 5 45 28 27	10 8 4 4 28 20 14
Cala Cala Compared to the co	. Mrs. I	Kennelly D. Ruiters J. Koch	P.F. P.F. Poor Poor Poor Poor Poor	4 4 4 4 3 3 3 4	8 14 5 46 25 43 33 30	9 12 5 48 29 C	10 10 5 54 12 33 27 32	10 9 5 56 31 25 14 27 30	8 10 5 43 22 31 23 26	9 8 5 43 21 C 20 28	10 10 5 45 28 27 19 24	2: 10 8 4 2: 2: 2: 14 18 2: 2:
Cala Choenco	Mrs. I C	Kennelly). Ruiters . J. Koch	P.F. P.F. Poor Poor Poor Poor Poor Poor	4 4 4 3 3 4 3	8 14 5 46 25 43 33 30 25	9 12 5 48 29 C	10 10 5 54 4 2 33 27 32 21	10 9 5 56 31 25 14 27 30 C	8 10 5 43 22 31 23 26 22	9 8 5 43 21 C 20 28 25	10 10 5 45 28 27 19 24 19	10 8 4 28 20 14 18 26
Cala Hout Nek Lower Indwana Stockwe's Basin Cala Elliot Embokotwa Gubenxa, Erf 85 Lower Gubenxa Smalpoort Tosker Upper Gubenxa	. Mrs. I	Kennelly O. Ruiters J. Koch	P.F. P.F. Poor Poor Poor Poor Poor Poor Poor	4 4 4 4 3 3 3 4	8 14 5 46 25 43 33 30 25 28	9 12 5 48 29 C	10 10 5 54 12 33 27 32	10 9 5 56 31 25 14 27 30	8 10 5 43 22 31 23 26 22 28	9 8 5 43 21 C 20 28	10 10 5 45 28 27 19 24 19 31	10 8 4 28 20 14 18 26 0
P. Rondavel D. Cala L. Hout Nek Lower Indwana Stockwe's Basin Cala Elliot Elliot Gubenxa, Erf 85 Lower Gubenxa Smalpoort Tosker Upper Gubenxa Xuka Drift	. Mrs. I	Kennelly O. Ruiters J. Koch	P.F. P.F. Poor Poor Poor Poor Poor Poor	4 4 4 3 3 3 4 3 3	8 14 5 46 25 43 33 30 25	9 12 5 48 29 C 32 30 26 30	10 10 5 54 62 33 27 32 21 33	10 9 5 56 31 25 14 27 30 C	8 10 5 43 22 31 23 26 22	9 8 5 43 21 C 20 28 25 29	10 10 5 45 28 27 19 24 19	10 8 4 28 20 14 18 26 0 31
2. Rondavel 2. Cala 3. Lower Indwana 3. Stockwe's Basin 4. Cala 5. Elliot 6. Elliot 7. Gubenxa, Erf 85 8. Lower Gubenxa 9. Smalpoort 1. Tosker 1. Upper Gubenxa 1. Xuka Drift 1. Zweethoek	Mrs. I C	Kennelly). Ruiters . J. Koch	P.F. P.F. P.F. Poor Poor Poor Poor Poor Poor Poor Poo	4 4 4 4 3 3 3 4 3 3 4 4	8 14 5 46 25 43 33 30 25 28 29	9 12 5 48 29 C 32 30 26 30 18 31	10 10 5 54 12 33 27 32 21 33 26	10 9 5 56 31 25 14 27 30 C 33 30 26	8 10 5 43 22 31 23 26 22 28 25	9 8 5 43 21 C 20 28 25 29 18	10 10 5 45 28 27 19 24 19 31 24 21	10 8 4 26 20 14 18 26 0 31 17
2. Rondavel 2. Cala 3. Hout Nek 2. Lower Indwana 3. Stockwe's Basin 4. Cala 5. Elliot 6. Elliot 7. Gubenxa, Erf 85 7. Lower Gubenxa 8. Lower Gubenxa 9. Smalpoort 9. Tosker 9. Upper Gubenxa 9. Xuka Drift	. Mrs. I C	Kennelly D. Ruiters J. Koch Coch Eng. Ch.) (do.)	P.F. P.F. P.Oor Poor Poor Poor Poor Poor Poor Poor P	4 4 4 4 3 3 3 4 4 3 3 3 4 4 3 3	8 14 5 46 25 43 33 30 25 28 29	9 12 5 48 29 C 32 30 26 30 18 31 40 47	10 10 5 54 4 2 33 27 32 21 33 26 24	10 9 5 56 31 25 14 27 30 C 33 30 26	8 10 5 43 22 31 23 26 22 28 25	9 8 5 43 21 C 20 28 25 29 18 24 35	10 10 5 45 28 27 19 24 19 24 21 24 21	10 8 4 28 20 14 18 26 0 31
2. Rondavel 2. Cala 3. Hout Nek 2. Lower Indwana 3. Stockwe's Basin 4. Cala 5. Elliot 6. Elliot 7. Gubenxa, Erf 85 8. Lower Gubenxa 8. Smalpoort 9. Tosker 7. Upper Gubenxa 8. Xuka Drift 8. Zweethoek 9. Cala River 9. Cengcu 9. Lower Lufuta	. Mrs. I C	Kennelly D. Ruiters J. Koch Coch Coch	P.F. P.F. P.F. Poor Poor Poor Poor Poor Poor Poor Poo	4 4 4 4 3 3 3 3 3 4 4 4 3 4	8 14 5 46 25 43 33 30 25 28 29 41 45 37	9 12 5 48 29 C 32 30 26 30 18 31 40 47 54	 10 10 5 54 (2 33 27 32 21 33 26 24 44 41 55	10 9 5 56 31 25 14 27 30 C 33 30 26 56 42 64	8 10 5 43 22 31 23 26 22 28 25	9 8 5 43 21 C 20 28 25 29 18 24 24 35 38	10 10 5 45 28 27 19 24 19 31 24 21 36 35 36	100 88 44 47 22 200 144 188 200 CC 311 197 177 400 388 360 360 360 360 360 360 360 360 360 360
Cala Composition Composition	. Mrs. I C	Kennelly Ruiters J. Koch Coch (do.) (do.) (do.) (do.)	P.F. P.F. P.F. P.F. P.Oor Poor Poor Poor Poor Poor Poor Poor P	4 4 4 4 4 3 3 3 3 4 4 3 3 4 4 4	8 14 5 46 25 43 33 30 25 28 29 41 45 37 42	9 12 5 48 29 C 32 30 26 30 18 31 40 47 54 43	 10 10 5 54 12 23 33 27 32 21 33 26 24 44 41 55 39	10 9 5 56 31 25 14 27 30 C 33 30 26 56 42 64 57	8 10 5 43 22 31 23 26 22 28 25 32 28 27 18	9 8 5 43 21 C 22 28 25 29 18 24 24 35 38 24	10 10 5 45 28 27 19 24 19 31 24 21 36 35 36 39	10 44 22 20 14 18 26 (C 33 19 10 11 40 38 36 55
Cala Cala Hout Nek Lower Indwana Stockwe's Basin Cala Elliot Embokotwa Gubenxa, Erf 85 Lower Gubenxa Smalpoort Tosker Upper Gubenxa Xuka Drift Zweethoek Cala River Cengcu Lower Lufuta	. Mrs. I C	Kennelly D. Ruiters J. Koch Coch Coch	P.F. P.F. P.F. Poor Poor Poor Poor Poor Poor Poor Poo	4 4 4 4 3 3 3 3 3 4 4 4 3 4	8 14 5 46 25 43 33 30 25 28 29 41 45 37	9 12 5 48 29 C 32 30 26 30 18 31 40 47 54	 10 10 5 54 (2 33 27 32 21 33 26 24 44 41 55	10 9 5 56 31 25 14 27 30 C 33 30 26 56 42 64	8 10 5 43 22 31 23 26 22 28 25	9 8 5 43 21 C 20 28 25 29 18 24 24 35 38	10 10 5 45 28 27 19 24 19 31 24 21 36 35 36	14 4 22 20 14 18 20 C C C C C C C C C C C C C C C C C C

Description and	Place	the Sch	ool	Order.	tion Qr.		Scholar	s on Roll		A	verage I	ttenda	nce.
Description and	Tiace o	i die bei	001.	Order.	Inspection	1st Qr	2ndQr.	3rd Qr.	4th Qr.	1stQr.	2ndQr.	3rd Qr.	4th Qr
31. Cala			(Ind.)	C	4	52	52	65	73	36	21	43	41
32. Hota			(do.)	C	4	39	31	31	38	20	20	19	25
33. Cala			(R.C.)	C	4		32	37	35		17	21	27
34. Bumbana	.14		(Wes.)	C	4	58	53	52	55	39	37	42	41
35. Fononondile			(do.)	C	4	64	52	44	48	50	35	33	32
36. Indwana			(do.)	C	4	138	124	137	147	62	74	82	80
37. Lower Cala			(do.)	C	4	63	69	62	71	54	55	42	41
38. Lower Seplan			(do.)	C	4	39	59	64	64	25	38	40	44
39. Maxongo's Ho	ek		(do.)	C	3	52	45	45	46	32	30	35	36
40. Mceula			(do.)	C	4	49	46	53	55	29	32	38	36
41. Mtingwevu			(do.)	C	4	32	26	28	26	13	17	20	17
42. Papassa			(do.)	O	4	54	58	61	56	40	49	45	40
43. Qiba			(do.)	C	3	48	49	48	41	37	37	39	32
44. Seplan			(do.)	C	4	98	95	101	90	21	58	46	61
45. Upper Cala			(do.)	CCC	4	30	42	43	48	21	29	33	32
46. Upper Lufuta			(do.)	C	4	52	85	90	88	29	67	57	55
Total						1622	1698	1783	1869	1076	1227	1303	1327

SUMMARY.

DIVISION,		Schools.	No. Inspected.		SCHOLARS	ON ROLL.		A	VERAGE A	TTENDANC	ε.
		No. of	No. In	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
Aberdeen		13	13	304	346	324	303	256	284	278	234
Albany		50	41	2156	2131	2143	2074	1621	1661	1633	1584
Albert		33	26	835	856	886	837	701	692	754	704
Alexandria		18	13	271	258	281	262	241	216	236	228
Aliwal North		26	19	620	589	696	766	488	470	515	606
Barkly East		'22	17	304	388	400	379	247	340	317	323
Barkly West		21	15	582	641	703	769	431	460	484	573
Bathurst		11	11	382	385	371	365	275	293	275	275
Beaufort West		31	27	443	456	503	515	371	395	409	415
Bedford		37	29	421	536	553	561	338	418	436	428
Bredasdorp		29	26	1038	1045	1023	992	851	763	772	598
Fritstown		20	17	298	406	434	432	262	318	366	346
Caledon		45	41	1875	1836	1871	1706	1411	1261	1306	1205
Calvi ia		21	16	338	358	431	377	266	293	354	291
Cape		119	111	15063	14657	14663	14097	10397	9878	9153	10092
Carnarvon		12	9	389	389	398	388	315	310	266	285
Cathcart		32	27	406	479	482	503	352	408	423	430
Ceres	1.	20	16	574	557	594	631	512	470	508	533
Clanwilliam		22	22	626	730	723	736	485	564	576	581
Colesberg		17	14	465	497	545	493	386	411	439	416
Cradock		34	29	871	912	895	871	717	731	730	722
East London		30	25	1725	1755	1812	1776	1253	1338	1403	1341
Fort Beaufort		28	- 24	1138	1194	1364	1300	876	942	1044	982
Fraserburg		23	19	236	249	306	307	190	203	239	253
George		26	26	1241	1293	1294	1190	942	1010	1020	877
Glen Grey		27	21	1296	1380	1501	1548	969	1029	1155	1081
Graaff-Reinet		35	34	1521	1544	1558	1475	1200	1266	1258	1182
Hanover		14	11	248	230	264	247	217	199	211	208
Hay		7	5	139	161	156	123	122	130	131	107
Herbert		8	6	124	153	189	124	103	128	164	109
Herschel		28	28	1542	1407	1461	1479	1194	1065	1158	1151
Hopetown	1.	15	13	143	153	181	211	118	133	151	179
Humansdorp		41	32	905	997	997	985	702	819	825	768
Jansenville .		35	29	523	503	477	456	- 424	390	411	383
Kenhardt	11	5	3	35	17	46	92	25	11	39	81
Kimberley		33	31	2665	2850	2850	2740	1964	2083	2048	1883
King William's	Tn	125	112	6634	6590	7309	7414	4437	4822	5446	4929
Knysna	111.	31	21	927	906	873	789	656	655	595	478
Tary one		01		021	000	0.0	1.00	000			1

DIVISION.	of Schools.	No. Inspected.		SCHOLARS (ON ROLL.		A	VERAGE A:	TENDANCE	
	No. of	No. Ins	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr,	Srd Qr.	4th Qr
Komgha	9	7	146	162	186	178	130	135	162	140
Ladismith	18	17	827	819	860	818	670	669	700	646
Malmesbury	54	49	2561	2538	2508	2436	2033	1788	1909	1784
Middelburg	27	17	483	475	501	506	422	410	445	424
Iossel Bay	19	18	912	924	945	890	729	706	665	673
Aurraysburg .	14	12	237	228	221	209	209	201	194	178 709
Vamaqualand	21	17	1201	1009	855	978	873	587 1401	547 1555	1420
Oudtshoorn	54 40	49 38	1798 3363	1829 3386	1979 3381	1883 3400	$\frac{1297}{2582}$	2527	2483	256
0.31:	29	27	1418	1374	1480	1421	892	891	1019	83
Philipstown	13	9	167	206	232	255	112	164	185	20
Carnethana	19	18	738	778	771	735	614	583	640	52
ort Elizabeth	28	26	3469	3514	3504	3333	2590	2583	2533	248
rieska	9	7	106	96	131	162	82	81	119	13
Prince Albert	18	18	605	605	585	573	446	453	489	46
Queenstown	53	41	2078	2084	2131	1981	1640	1603	1634	151
Richmend	14	11	272	271	276	302	224	231	233	26
liversdale	42	40	953	964	1035	1035	770	766	840	81
Robertson	36	29	1231	1220	1284	1308	874	876	969	96
omerset East	56	42	1080	1116	1159	1184	859	926	927	98
stellenbosch	27	23	1879	1806	1725	1702	1381	1235	1048	123
teynsburg	9	5	168	148	176	179	128	121	152	16
tockenstrom	20	16	540	554	611	594	379	407	465	43
tutterheim	25	25	777	894	869	856	560	649	671	59
Sutherland	9	4	136	132	170	164	123	117	141	14
swellendam	46	42	1400	1430	1453	1284	1044	1065	1141	95
larka	16	16	424	408	414	398	366	362	360	33
Tulbagh	15	13	792	755	745	734	568	508	545	49
Jitenhage	50	41	1902	1948	2003	1969	1443	1481 474	1546 471	140
Uniondale	24	10	686	664	604	621	524			1000
Van Rhyn's Dorp	7	6	226	171	125	156	141	138 1349	117 1435	133
Victoria East Victoria West	25 28	21 18	1904 427	1810	1874 411	1757 407	1269 363	362	345	31
17:11	45	33	831	434 737	741	636	685	591	617	52
117 1 1	40	22	582	675	758	821	491	541	651	67
Wanashan	27	26	1419	1453	1451	1459	1156	1062	1117	110
	2130	1792				87637	64984	64902	66598	6490
			87041	87441	89711				-	1
Butterworth .	19	17	1144	1132	1286	1267	810	841	1012	90
Elliotdale	2	2	81	72	1000	1000	49	1042	72 1243	10
Engcobo	25	23	1368	1431	1688	1688	925		1	4
Idutywa	14	14	672	661	792	675	428	386	527 450	39
Kentani	14	12 12	608	602 251	618 255	645	188	196	205	1
Mototicle	27	23	865	794	794	811	618	574	584	5
1	5	5	305	322	343	336	253	259	290	2
15 10 .	22	19	733	759	782	795	567	594	656	6
Mount Currie Mount Fletcher	14	13	644	672	707	649	504	522	569	ŏ
Mount Frere	21	17	1116	1065	1230	1278	862	796	973	9
Mqanduli	5	5	324	344	341	307	227	240	260	2
Ngamakwe	40	37	2478	2429	2646	2473	1634	1749	1866	16
Qumbu	20	19	1213	1189	1328	1283	891	898	962	9
St. Mark's	24	23	988	1063	1311	1211	636	739	921	7
ľsolo	20	18	956	1028	1185	1118	664	763	847	7
l'somo	24	24	1198	1270	1412	1395	774	890	1073	9
Umtata	12	9	599	599	567	616	429	449	433	4
Umzimkulu .	23	21	1022	1052	1132	1107	828	834	923	8
Walfish Bay	0	0	80	85	83	94	56	64	67	
Willowvale	0.4	20	1180	1265	1353	1384	875	923	1014	9
Xalanga	10	44	1622	1698	1783	1869	1076	1227	1303	13
Totals for Territories	415	377	19445	19783	21713	21295	13708	14454	16250	148
		1792	87041	87441	89711	87637	64984	64902	66598	649
,, ,, Colony	2130	1104	01041	01111	00111	01001	OTOUR	0.000	00000	0.00
,, ,, Colony .	2100	1192						-		797

ADDENDA.

I .- ERRATA IN STATISTICS OF ENROLMENT AND ATTENDANCE.

The following are corrections on the figures for the 4th Quarter: they are embodied in the

The following are corrections on the figures for the 4th Quarter: they are embodied in the above summary:—
Aliwal North.—19. Dwarsvlei Poor; for 17 (Average) read 27. Total; for 596 read 606.
Beaufort West.—Insert Rooidam P.F.; (Roll) 6, (Average) 6. Total; for 509, 409, read 515, 415.
Bredasdorp.—Insert The Hope P.F.; (Roll) 10, (Average) 9. Total; for 982, 589, read 992, 598.
Ceres.—11. Molen River P.F.; for 3 (Average) read 2. Total; for 534 read 533.
East London.—Insert Brakfontein (Ind.) B.; (Roll) 23, (Average) 22. Total; for 1743, 1319, read 1776, 1341.

II.—DEFAULTING SCHOOLS.

A number of schools which are known to have been in operation during the 4th Quarter failed to send in returns. The names of these schools, and the numbers on Roll and in Average Attendance during the 3rd Quarter, are as follows:—

Division.		Name o	of School.		Class,	Roll.	Av. Att
Aberdeen		Hoek Doorns	A.	R. v. d. Walt	P.F.	6	5
Do		Zeekoegat		J. V. Vosloo	P.F.	9	5
Albert		Oudeklip			A. 3	10	10
Caledon		Upper Hartebeest Ri	ver		Poor	32	17
Cape		Durbanville		(Eng. Ch.)	В	75	31
George		Voorbrug			A. 3	45	30
Do		Commandant's Drift			Poor	22	16
Hay		Klippan		A. Vertue	P.F.	12	10
Hopetown		Kwartelspan			A. 3	15	14
Humansdorp		Patentie			Poor	20	18
Knysna		The Glen			A. 3	13	10
Oudtshoorn		Nels River		J. Snyman	A. 3	25	23
Do		Nooitgedacht			A. 3	46	39
Piquetberg		Rietvlei		J. J. Bosman	Poor	25	20
Port Elizabeth		Port Elizabeth, South	End	(R.C.)	A. 3	106	54
Riversdale	111	Hoogekraal		M. la Grange	P.F.	8	8
Do		Koega		H. Odendaal	P.F.	7	7
Swellendam		Karnemelks River	110		Poor	19	15
Willowmore		Kouka			Poor	18	14
Wodehouse		Steyn's Nek		C. Wagenaar	P.F.	12	12
Engcobo .		Sitoza's		(Eng. Ch.)	C	59	34
St. Mark's		Tafeni	Sec. 1	(do.)	C	35	21
	ANN	Total			1	619	413

If the same figures be taken as applying to the 4th Quarter, the totals for the Colony are 2,296 schools (instead of 2,274), 109,551 scholars on Roll (instead of 108,932), and 80,179 in Average Attendance (instead of 79,766).

III .- RETURNS OF SCHOOLS IN BRITISH BECHUANALAND.

These schools came under the control of the Department on 15th November, 1895, and sent in returns for the Quarter ending 31st December. The returns are not included in the above Summary, but are given here in full as they appeared in *The Government Gazette*:—

			10 -5	ALL PA	N	o. on Ro	011.		ance.	achers	
Description and Pl	and of the Sal	haal		Во	ys.	Gi	rls.	-	ttend	il Te	rders
Description and 11	ace of the Sci	1001.	Order.	White.	Coloured.	White.	Coloured.	Total.	Average Attendance.	No. of Pupil Teachers	No. of Boarders.
GORDONIA.	V in The	700									
1. Kermoes 2. Upington		(D.R.C.) (do.)	B B	0	25 25	0	35 47	60 72	36 47	0	
Total				0	50	0	82	132	83	0	
MAFEKING.		10 517	0							4	4
1. Mafeking			A. 2	47	0	26	0	73	63	0	VIII.
2. Do., Good 8	Shepherd	(Eng. Ch.)	В	2	19	1	19	41	26	0	
3. Do		(Wes.)	В	0	80	0	120	200	160	0	No. 18
Total				49	99	27	139	314	249	0	The second
laungs.					1						
1. Taungs			A. 3	7	0	9	0	16	14	0	-
Total				7	0	9	0	16	14	0	
VRYBURG.											
1. Vryburg			A. 1	48	0	34	0	82	64	0	
2. Doornlaagte 3. Groot Verdriet 4. Hamburg		v. Niekerk v. Niekerk v. Tonder	A. 3 A. 3 A. 3	12 7 9	0 0 0	7 11 13	0 0	19 18 22	17 18	0	
5. Lefton 6. Roodepoort 7. Rustfontein	P	T. Coetzee Pieterse	A. 3 A. 3 A. 3	17 11 6	0 0 0	11 11 11 6	0 0	28 28 22 12	20 23 22 11	0 0 0	100
8. Tigerkloof		D. Jacobs	A. 3	8	0	9	0	17	16	0	
9. Vryburg .	.,		Poor	18	0	16	0	34	19	0	
Total				136	. 0	118	0	254	210	0	1

SUMMARY.

Gordonia Mafeking Taungs Vryburg	::	 :: ::	 	0 49 7 136	50 99 0 0	0 27 9 118	82 139 0 0	132 314 16 254	33 249 14 210	0 C 0 0	0 0 0 11
Total			 	192	149	154	221	716	556	0	11

2. STATISTICS REGARDING INCREASE OF SCHOOLS AND PUPILS DURING 1895.

Note.—The figures given in Addendum II. (above, p. 56c) are included in those given here.

A. Arrangeā in Alphabetical Order of Divisions.

	Numbe	er of Se	hools.	No. of I	Pupils on	Roll.	Averag	e Attend	lance
Division.	1894.	1895.	Increase.	1894.	1895.	Increase.	1894.	1895.	Increase.
Aberdeen	8	13	5	298	318	20	232	244	15
Albany	41	43	2	2048	2074	26	1573	1584	11
Albert	24	25	1	833	847 262	14 20	718 197	714 228	31
Alexandria	15 16	16 19	1 3	566	766	200	435	606	17
Aliwal North	16	17	1	307	379	72	269	323	5
Barkly West	13	19	6	579	769	190	406	573	16
Bathurst	12	. 11	-1	368	365	-3	287	275	-1:
Beaufort West	22	26	4	473	515	42	360	415	5
Bedford	28	28	0	486	561 992	75 72	412 598	428 598	1
Bredasdorp	24 12	27 19	3 7	920 197	432	235	180	346	16
Britstown	43	40	-3	1787	1738	-49	1301	1222	-79
Caledon Calvinia	15	16	1	344	377	33	269	291	2
Cape	111	115	4	13865	14172	307	9979	10123	14
Carnaryon	8	9	1	315	388	73	251	285	3
Catheart	25	30	5	424	503 631	79	374 457	430 533	7
Ceres	16 16	16 21	0 5	535 559	736	177	412	581	16
Clanwilliam	11	16	5	430	493	63	351	416	6
Colesberg	27	28	1	738	871	133	615	722	10
East London	22	28	6	1589	1776	187	1261	1341	8
Fort Beaufort	22	25	3	1083	1300	217	827	982	15
Fraserburg	11	22	11	216	307	91	175	253	7
George	26	23	-3	1200	1257	57 341	912 876	923 1081	20
Glen Grey	22 28	27 32	5 4	1207 1441	1548 1475	34	1104	1182	7
Graaff-Reinet	13	11	-2	278	247	-31	235	208	-2
Hanover	7	6	-1	167	135	-32	149	117	-3
Hay	5	6	1	120	124	4	115	109	
Herschel	27	28	1	1539	1479	-60	1259	1151	-10
Hopetown	6	13	7	156	226	70	125	193	7
Humensdorp	30	38	8	921	1005	84	702	781 383	3
Jansenville	27	24	-3	450 70	456 92	6 22	351	81	3
Kenhardt	31	5 32	1	2478	2740	262	1842	1883	4
Kimberley	111	123	12	6872	7414	542	5009	4929	-8
King William's Town Knysna	26	24	-2	855	802	-53	566	488	-7
Knysna	7	8	1	129	178	49	113	140	2
Ladismith	15	18	3	768	818	50	608	646	5
Malmesbury	44	51	7	2413	2436	23	1762	1784 424	-2
Middelburg	22	22	0 -2	507 886	* 506 890	-1 4	447 654	673	
Mossel Bay	20 10	18	1	229	209	-20	193	175	-1
Murraysburg	20	16	-4	923	978	55	621	702	8
Namaqualand Oudtshoorn	39	51	12	1751	1954	203	1263	1482	21
Paarl	40	36	-4	3301	3400	99	2546	2563	1
Peddie	28	27	-1	1414	1421	7	966	832	-13
Philipstown	12	11	-1	295	255	-40	220 488	209 547	-1
Piquetberg	14	19	5	654	760 3439	106 232	2389	2538	14
Port Elizabeth	26	28	2 7	3207 29	162	133	24	137	1
Prieska	17	18	1	566	573	7	445	467	1
Prince Albert	44	47	3	2035	1981	-54	1594	1514	-8
Richmond	9	14	5	262	302	40	226	261	1
Riversdale	37	40	3	983	1050	67	790	829	
Robertson	29	32	3	1245	1308	63	915	965	1
Somerset East	43	47	4	1081	1184	103	847	984 1239	1:
Stellembosch	23	25	$\begin{bmatrix} 2 \\ 0 \end{bmatrix}$	1814 180	1702 179	-112	1311	160	
Steynsburg									

		Numb	er of Sc	chools.	No. of	Pupils or	Roll.	Avera	ge Atter	idane
Division.		1894.	1895.	Increase.	1894.	1895.	Increase.	1894.	1895.	Inorease.
tutterheim		22	23	1	758	856	98	544	598	ā
Intherland		6	6	0	127	164	37	117	147	36
wellendam		35	41	6	1278	1303	25	955	965	10
arka		14	13	-1	411	398	-13	359	334	-2
'ulbagh		13	15	2	731	734	3	529	499	-3
Jitenhage		37	46	9	1740	1969	229	1313	1405	9
Iniondale		18	19	1	684	621	-63	525	465	-60
an Rhyn's Dorp		7	5	-2	225	156	-69	147	133	
ictoria East		22	24	2	1763	1757	-6	1336	1339	
ictoria West		21	20	-1	400	407	7	337	319	-18
Villowmore		40	32	-8	839	654	-185	690	538	-15
Vodehouse		19	33	14	431	833	402	378	689	31
Vorcester		24	26	2	1446	1459	13	1142	1105	-37
Totals for Colony		1720	1897	177	83023	88162	5139	62596	65259	266
					0.020	00101	0100	02000	30200	
Butterworth	1.0	18	19	1	1281	1267	-14	878	907	29
lliotdale		2	2	0	94	81	-13	51	51	(
Ingeobo	4.	27	25	-2	1640	1747	107	1162	1113	-49
dutywa	900	12	13	1	636	675	39	444	483	39
entani	11/4	12	13	1	597	645	48	419	397	-2:
Inclear		11	10	-1	269	213	-56	222	147	-7:
Iatatiele		24	24	0	866	811	-55	659	588	-71
Iount Ayliff		5	5	0	290	336	46	234	228	- (
Iount Currie		17	21	4	688	795	107	505	620	5.
Iount Fletcher		11	14	3	525	649	124	416	538	12:
Iount Frere		14	21	7	968	1278	310	696	952	250
Iqanduli		4	5	1	235	307	72	162	204	45
qamakwe		35	33	3	2394	2473	79	1690	1651	-39
tumbu		20	18	-2	1233	1283	50	893	917	2-
t. Mark's		13	24	11	628	1246	618	433	781	348
solo		18	20	2	930	1118	188	592	748	150
somo		24	24	0	1398	1395	-3	984	982	-2
mtata		8	12	4	497	616	119	346	470	124
mzimkulu		21	23	2	947	1107	160	727	832	10
Valfish Bay		2	2	0	97	94	-3	69	82	13
Villowvale	1.	19	22	3	1146	1384	238	763	902	139
alanga		41	44	3	1629	1869	240	1206	1327	12
Totals for Territories		358	399	41	18988	21389	2401	13611	14920	1309
", ", Colony		1720	1897	177	83023	88162	5139	62596	65259	266
Totals	- 3	2078	2296	218	102011	109551	7540	76207	80179	3972

B. Arranged according to Inspectors' Circuits.

	Inspector.				hools.	No. of	Pupils on	Roll.	Average Attendance.			
Inspe	CTOR.		1894.	1895.	Increase.	1894.	1895.	Increase.	1894.	1895.	Increase.	
Bartmann			162	173	11	6782	6785	3	4955	4853	-102	
Bennie			130	147	17	5680	7002	1322	4168	4772	604	
Brady (.			111	115	4	13865	14172	307	9979	10123	144	
Brice			127	143	16	5190	5674	484	4049	4292	240	
Clarke	4.4		129	145	16	5867	6135	268	4540	4695	155	
Crawshaw			144	165	21	7273	8381	1108	5341	6148	807	
Ely			161	178	17	9875	10611	736	7236	7102	-134	
Fraser			159	172	13	8091	8670	579	6171	6458	287	
Milne		12	170	193	23	5599	6378	779	4611	5200	589	
Mitchell	4.4		143	152	9	6026	6294	268	4448	4679	231	
Murray			151	158	7	4633	4529	-104	3604	3593	-11	
Voaks			137	145	8	8405	8603	198	6365	6417	52	
Le Roux			109	116	7	4195	4630	435	3109	3515	406	
Theron			96	134	38	2191	2814	623	1796	2272	476	
Voodrooffe			149	160	11	8339	8873	534	5835	6060	225	
Total			2078	2296	218	102011	109551	7540	76207	80179	3972	

3.—STATISTICS REGARDING SCHOOLS CLOSED DURING 1895

A. Arranged in Alphabetical Order of Divisions.

	Division			A. 3.	D.	E.	P.F.	Poor.	В.	C.	Totals.
Aberdeen				•			3				3
Albany				1			7	1	-1		10
Albert				8			ŏ	.:			13
Alexandria				1			2	1			4
Aliwal North				2 3			5 3				7
Barkly East				3			1	1	1		7 5
Barkly West Bathurst .							1	A PERSONAL PROPERTY AND ADDRESS OF THE PARTY A			1
Beaufort West				1			7				8
Bedford				2			9			Hijn	11
Bredasdorp		1					3			-7.	3
Britstown			19	30.00			1			11.00	1
Caledon			F	3	1	1	2				6
Calvinia .	200			2			4			1.	6
Cape .				1			1		2	3.	4
Carnarvon							3				3
Catheart	10.0			1			5				6
Ceres							5		100		5
Clanwilliam							4	1			5
Colesberg								12			0
Cradock .				1	***		8				9
East London				2		1	1				4
Fort Beaufort							_3		1		4
Fraserburg			1.00	.:			4				4
George	* *			- 1			3	1			4
Glen Grey	**			i			3	1			4
Graaff-Reinet			**	1 11/19/11			4		Z		4
Hanover .					i		1		i		3
Hay Herbert				2						• •	2
Herschel	**									1	Linguis W
Hopetown		14.1		i			i	i			3
Humansdorp			W.:	2			2	2	1		6
Jansenville				1		-0.4	13	2			16
Kenhardt		THE PARTY					90.00		1	ATT.	1
Kimberley						1	1		1		3
King William's	Town						1				1
Knysna		0 65		4				2	2		8
Komgha							1	1			1
Ladismith											0
Malmesbury		200					3				3
Middelburg				1			7				8
Mossel Bay							2				2
Murraysburg							3	.:			3
Namaqualand						.:	.:	1	1		2
Oudtshoorn				3		1	1	1			6
Paarl							3		3		6 3
Peddie				2			3				4
Philipstown				1 1 3 3							3
Piquetberg Port Elizabeth				1			3				1
Prieska	100			1			2				3
Prince Albert				2			19.00				2
Queenstown			100	1			8				9
Richmond			100/100			The state of	1				1
Riversdale	with the			2			9				11
Robertson				3			5				8
Somerset East				1		TO THE REAL PROPERTY.	13	3			17
Stellenbosch	775			1			1				2
Steynsburg	1000			1		i	2		i		5
Stockenstrom		Marie S					1				1
Stutterheim							2	1	1		4
Sutherland	44.1.38			2				1		-	3
Swellendam	and a			3			5				8
Tarka				1			3			- 7	4
STATE OF THE PARTY.		CLE TEA	LES CO		San De la	Cant.	2452	4 830	Laid to	- 3	Brook Charle

1	Division			A. 3.	D.	E.	P.F.	Poor.	В.	C.	Total.
Fulbagh											0
Uitenhage	Parent .	to ships a		2			4				. 6
Uniondale	POR INCHES	13, 10 to 17.3.	-40	1	1000	M. S. C.	3	2	LA BULL	1 - 1	6
Van Rhyn's Do	rp			1			1				2
Victoria East				1 52 0	11.19	37.81	16.	1			1
Victoria West				1			10				11
Willowmore				6		1	10	5			22
Wodehouse				2			3	2			7
Worcester							1				1
							-				
Totals				82	1	6	227	29	16		361

Mag	istracy.			A. 3.	D.	Ε.	F. F.	Poor.	В.	C.	Total.
Butterworth											
2111 . 4 3 . 1 .											
7											
3										1	1
Kentani										1	1
Maclear				1			1	1			3
Matatiele							1			2	3
							1				
							1			1	2
		1.00									
								mr.			100
										1	1
				1			1			1	2
			•								
											.:
Somo				1							1
Imtata							1 :				
Jmzimkulu							1				1
Walfish Bay							200				
Villowvale							1			1	2
Kalanga .			1.	1			1	1			3
Total for Ter	itorios			4	***************************************		6	2		8	20
Do. Cole		.,		82	1	6	227	29	16		361
Do. Con	ony				1		-21				
Total			1000	86	1	6	233	31	16	8	381

B. Arranged according to Inspectors' Circuits.

In	spector		A. 3.	A. 3. D.		P.F.	Poor.	В.	C.	Total.
Bartmann Bennie Brady Brice Clarke Crawshaw Ely Fraser Milne Murray Noaks Le Roux			9 5 1 9 2 1 4 7 15 10 11 3 5	i	1 2 1 1 1	20 5 1 20 17 3 3 23 37 6 34 12 17	2 1 2 5 3 11 	1 2 3 1 1 2 3 1	4 	30 14 4 37 21 8 8 8 33 57 22 57 18 26
Theron Woodrooffe		•••	3 1 	··· 		231 4 	1 31	$-\frac{1}{16}$	4 8	35 11 381

4.—STATISTICS REGARDING SCHOOL INSPECTIONS DURING 1895.

A. Teachers' Qualifications.

		ACA	DEMIC.		-		
Professional.	Degree.	Intermediate.	Matriculation.	No Academic Certificate.	Total.	Percentage.	
British Privy Council	22	3	- 6	103	134	3.24	
Other European Governments	0	0	0	19	19	.46	
Cape Second Class	6	10	48	42	106	2.56	
Cape Third Class	2	3	35	1082	1122	27.14	
No Professional Certificate	84	22	74	2573*	2753*	66.6	
Total	114	38	163	3819*	4143*	(100)	
Percentage	2.76	-92	3.94	92.38	(100)		

^{*} Including about 550 pupil teachers.

B. Distribution of Pupils into Standards.

1. Arranged according to Inspectors.

Inspected by	No. of Schools.	Pupils on Roll.	Present at Inspection.	Sub-Standards.	Not below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Unclassified.
Inspector Bartmann													38	55
,, Bennie	149				2722					44	14	5	0	19
" Brady	109		10439					1103				37	38	
" Brice	134				2514							9	0	12
., Clarke	133		4971						1	147		15	16	156
,, Crawshaw	150		6620						161	32		0	6	2
,, Ely	163		73 3									16	10	10
,, Fraser	165		6917							278		14	46	183
" Hagen	28		639 5016				104			12		2	0	0
,, Milne	175		4836				857				82	32	24	4
" Mitchell	134 152		368	1440	2478 2228		794 636		230 308	105		13	9	72
,, Murray	143		6833		4131	1012	982			120	60	12	23	21
" Noaks	113		3593		1857	561	564		658 195	386		35	107	91
,, le Roux	129		2358		1324	357	388			85 88		5	0	0
,, Theron Woodrooffe	157		6298	2840	3402	1 91	1136		264	71	35 17	16	2	0
CI 1 T .	35		386		273	78	64	80	39	10	2	10	10	56
Casual Inspectors	00	4.09	300	110	210	10	04	011	. 59	10	2	0	0	0
Total ,,	2223	101590	85210	37894	46546	13786	13-22	9374	5427	2441	1109	258	329	770

2.—Arranged according to Classes of Schools.

10-7	Sp.	A. 1.	A. 2.	A. 3.	D.	E.	P.F.	Poor	В.	C. 1.	C.	Total.
Number of schools inspected	6	65	98	446	4	17	562	138	536	13	338	2223
Do. pupils on roll	1141	8459	6889	13009	205	620	4456	3518	42420	1481	19392	101590
Do. do. present	855	7869	6310	11623	184	408	4302	3132	33144	1274	16109	85210
Percentage of do	74.93	93.03	91.6	89.35	89.76	65.81	96.54	89.03	78.13	86.02	83.07	83.88
Pupils in sub-standards	87	1189	1312	4187	31	160	1056	1533	19876	108	8362	37894
Do. in standards and above	580	6526	499	7392	153	137			13263		7747	46546
Do. unclassified	188		7		0	111	4			230	0	770
Pupils in Standard I	48	657	840	213;	32	48	830	681	5325	83	3111	13786
Do. do. II	75				41	58	970			140		13822
Do. do. III	115					25		264	2472	212	1485	9374
Do. do. IV	109			910		5				333	400	5427
Do. do. V	118	1050				0		1000		129	36	2141
Do. do. VI	115	595		35	3	1		0		14		1109
Do. do. VII.	. 0	174			0	0		0		2	0	258
Do. Ex-Standard	0	279			0	0	1	0	1		8	329
Perce stage in Sub-Standards	10.18	15.02	20.8	36.03	16.84	39.2	24.57	48.96	59.97	8.48	51.92	41.41
Do. Standard I.	5.61	8.35	13.31	18.33	17:39	11.76	19.29	21.74	16.07	6.51	19.31	16:18
Do. do. II.	8.77	13.43	18.83	20.56	22.29	14.22	22.55	16.76	14.09	10.99	16.8	16.22
Do. do. III.	13.45	16.46	17.34	14.16	13.59	6.13	17.22	8.43	7 46	16.64	9.22	11.
	12.75	18.03	15.07	7.83	17:39	1.23	11-11	3.03		26.13		6.37
	138		8.16	2.4	10.87	0.	4.32	.41	.28	10.13	.22	2.86
	13.45		4.88	.3	1.63	.25	.74	0.	.02	1.1	0.	1.3
Do. do. ViI.	0.	2.21	1.23	0.	0.	0.	.09	0.	0.	.16	0.	•33
Do. Ex-Standard	0.	3.55				0.	.02		0.	1.81	05	.39
Do. unclassified	21.99	2.05	•11	•38	0.	27.21	.09	.61	.01	18.05	0.	.94

C .- Progress.

•	Sp.	A. 1.	A. 2.	A. 3.	D.	E.	P.F.	Poor	В.	C. 1.	C.	Total.
Schools inspected for first		THE MINE			*							-
time	0	2	1	98	1	14	215	45	40	0	28	444
Comparison impossible for other reasons	4	1	0	7	1	1	4	2	15	1	11	4
Schools with record of pre-	1	1	U		1	1	4	2	10	1	11	*
vious inspection	2	62	97	341	2	2	343	91	481	12	299	173
cholars present in these	CC-	70:0	cocc	0.500	162	-0	001-	0000	21011	1110	t tena	-000
schools	007	1002	0200	9539	162	90	2010	22-30	21041	1110	14692	7603
vious inspection	442	4620	3916	5813	85	15	2112	1354	16691	532	8744	4432
assed higher Standard this	205		2000	00.00					0000	400	0000	2220
year assed same Standard this	389	3362	2832	3343	61	2	1218	745	6323	289	3833	2239
year	53	1944	1074	2433	23	13	866	606	10160	935	4770	2147
assed lower Standard this	00	1211	1011	4100			0017	000	10.00	200	11.0	2111
year .:	0	14	10	37	1	0	28	3	208	8	141	45
ercentage of pupils who passed higher	00.11	70.77	79.91	57.51	71.76	12.22	37.07	55:09	20.40	54.99	43.84	50.5
ercentage of pupils who	00.11	12 11	12 01	01 01	11 10	10 00	01 01	00 02	00 40	04 00	40 O4	90.0
passed same	11.99	26.93	27.43	11.85	27.06	86.67	11.	44.76	60.27	44.17	54.55	48.4
ercentage of pupils who												
passed lower	0.	•3	.26	.64	1 18	0.	1.33	.22	1.25	1.5	1.61	1.0

D. - Extra Subjects.

Sur	BJECT.			No. of Schools.	No. of Scholars.	Average Hours per Week.
Agriculture	h 1			4	53	1.31
Basket-making				2	50	3
Blacksmith Work				1	are and 2	51
Book-binding	1000	10. 5.00		1	4	51
Book-keeping				9	133	1.44
Botany		-		8	131	1.25
Chemistry				5	128	2.1
Cookery				1	13	2
Domestic Economy				7	62	1.20
Drawing	1000		-12.9	343	14166	1:39
Oressmaking			1	7	144	3.29
Orill, Physical				320	21390	1.12
Outch Grammar				120	36 9	2·32 2·32
Dynamics	7.			11	95	3.16
English Literature			16.	- 11	93	
Jancy Work (Girls')				1	40	3
French				30	600	1.83
ardening				1	31	2.08
erman	with the	7.19		22	594	2.19
reek		· ·		25	240 72	5.19
Iebrew	The state of the			1 9	29	2.06
listory, Ancient			-		161	19:75
Iouse Work			Salve I	4		
Iygiene				1	13	2
Cafir				6	162	2.53
atin				133	2617	
aundry Work				2	43	10.5
Iason Work			and the	2	17	30.9
Inthematics			-	129	1810	3·52 1·17
Iusic, Theory of				3	59 25	2.5
ainting .				3	225	1.73
hysics				10		
hysiology				28	296	1.48
rinting				1	9	51
ewing				1290	33357	2·52 22·86
hoemaking				7	139	
horthand				3	44	•92
inging from Notes				627	36110	1.38
Vaggon-making				1	10	51
Voodwork				34	1063	9.98
oology				3	13	1.83

E .- Cost of Schools.

~	Total Rate of	Total Rate of	Teach	ers with	Free	Cost to Govern	nment per Puj	pil examme
Class.	Government Grant.	Local Contribution.	Board.	House.	Land.	Highest.	Lowest.	Average.
	£	£				£ s. d.	£ s. d.	£ s. d.
Sp.	2636	2636	. 0	0	0	33 6 8	1 7 7	3 0 2
A. 1	26668	252384	31	17	0	7 4 4	1 19 8	3 7 9
A. 2	159961	149743	8	37	0	7 5 0	0 19 0	2 10 8
A. 3	239801	18831	187	134	2	12 0 0	0 11 0	2 1 3
D	$714\frac{1}{2}$	$770\frac{1}{2}$	1	1	0	6 0 0	0 18 2	3 17 9
E	260	2011	0	0	0	$2 \ 2 \ 10\frac{1}{4}$	0 6 3	0 12 9
Poor	88751	12704	85	15	0	16 0 0	1 0 0	2 16 8
В	248211	149421	97	135	43	12 7 2	0 4 5	0 14 11
C. 1	64511	3771	27	16	0	14 10 0	1 19 9	5 1 3
C	$12100\frac{3}{4}$	45484	118	125	146	16 8 0	0 4 0	0 15 (
	1225043	871831	554	480	191	33 6 8	0 4 0	1 10 3

The grants for P.F. schools are paid on a fixed scale, and are not included in this table.

ANNEXURE IV.

FINANCE.

- 1. STATE EXPENDITURE FOR PUBLIC EDUCATION.
- 2. PUPIL TEACHERS' FUND.
- 3. PENSIONS GRANTED.
- 4. GOOD SERVICE LIST.

1. STATE EXPENDITURE FOR PUBLIC EDUCATION FOR THE FINANCIAL YEAR ENDED 30th JUNE, 1895

	-										
									£	s.	d.
A.—Office									4,520		2
					£	s.	d.				
Staff—Salaries					4,419						
Contingencies					10	1 1	10				
					-						
B Inspectorate							nieli.		12,966	1	5
Regular Staff—Salaries	. The ballio	011			7,045	2 12	0				
Do. Travelling Expe	nses				5,77		5				
Casual					14	7 0	0				
and the second second											
C.—HIGHER EDUCATION									9,093	11	0
University					2,00	0 0	0				
Do. School and College	Bursarie	s			30						
South African College (Specia	al Grant,	Ordin	ance)							
No. 11 of 1837) Colleges					6 20						
Colleges					6,39	3 11	0				
a. Salaries		£4.	718	15	0						
b. Merit Grants			515		6						
c. Apparatus			159	3	6						
		_			= 1						
D.—TRAINING OF TEACH	HERS								4,521	6	9
Educational Museum					8	5 16	0				
Instructors in Drawing						6 10					
Do. Singing						9 11	9				
Instructor of Pupil-Teachers Instructress in Needlework				• •	32						
Do. Physical Exerc	easing			• •	20	$\begin{array}{ccc} 0 & 0 \\ 0 & 0 \end{array}$					
Allowances to Principals on I	passing P	upil-	[eacl	hers							
Vacation Courses of Training					1,48	6 19	2				
D. H. T.			0.1.0		_		_				
a. Petty Expenses b. Books and Materials			£16	16	7						
c. Furniture , .			529 13								
d. Fees to Lecturers			301	-	0						
e. Railway Fares			626	2	11						
Co-ti			-			w 10	0				
Contingencies a. Pupil-Teachers, Mo	nthly Ro	lwov		• •	14	7 19	8				
Fares	···	iiway	2101	9	8						
b. Rent of Rooms				10	0						
F :		-	-								
Examination for Certificates				• •		2 14					
Transport of Departmental I	nstructors			• •		34 9	4				
To Conse						11-7			150 000	1	_
E.—Schools		• •				• •		• •	150,269	4	5
Undenominational Public Sch	nools				54,62						
Church Third-Class Schools Boarding Schools					1,88						
Poor Schools					6.20	06 10	0 0				
Private Farm Schools					8,19	92 (
[G. 2—'96.]					,					K	
										44	

				£	S.	d.		
Native Industrial Institutions				3,666		0		
Minde 0.11.				24,534				
T . 01 1								
				249		0		
Trade Schools for Poor Whites		1		50		0		
Transkei—Schools of all Classes				4,587	3	9		
Tembuland—Schools of all Classes				4,178	2	1		
Griqualand East—Schools of all Classe	8			4,647		3		
Pupil-Teachers				* 9,091	8	4		
Good Service Allowances to Teachers								
				8,344	3		A STATE OF THE PARTY OF	
Maintenance Grants				6,917	1	0		
a. Boarders and Apprentices	£	5,878	10	0				
b. Fees for Indigent Children		38	11	0				
	-							
Rent				855	15	4		
Books, Apparatus, &c			, ,	4.264	3.9	-		
Bursaries for VI. Standard						2		
				240	0	0		
Part Travelling Expenses of Teachers	on A	ppoin	itme		14	4		
Interest				220	0	1		
School Buildings				2,000	0	0 -		-
Total						4	£181,370 14	9
to Bully a							0101,070 11	_

^{*}Including £349 15s. 0d., Inter-st on "Slave Compensation" and "Bible and School Commission" Funds.

2. PUPIL-TEACHERS' FUND.

1894.	1894.
July. To Balance £146 8	0 September Quarter, By Allowances to Pupil-Teachers £76 10 0
Dec. Received from the Master of the Supreme Court 168 2	1 December ,, Do. do 90 15 0
1895.	1895.
June. Do. do do 168 2	
	June " Do. do 86 10 0
	Balance on the 30th June, 1895 132 17 2
£482 12	£482 12 2

The Capital Sums of the "Slave Compensation" and "Bible and School Commission" Funds, are held in trust (Education Act, No. 13, of 1895, Section 11), 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:—

	Amoun	T.	DATE.
Andrew Smith, M.A	£52 10	0	9th August, 1888.
Henry Nixon, B.A	75 0	0	Do.
Francis McIntyre	87 10	0	1st April, 1889.
Elizabeth de Villiers	21 0	0	1st May, 1889.
John T. Eaton	52 10	0	1st July, 1889.
Petrus Beukman	21 0	0	1st January, 1890.
Theophilus Groenewald	24 0	0	1st July, 1891.
Jeanie Wilson	60 0	0	Do.
Annie M. Bradshaw	24 0	0	1st October, 1891.
Nanno Byrnes	21 0	0	Do.
Dr. F. D. Changuion	52 10	0	Do.
Constance E. Kidd	45 0	0	1st July, 1892.
Catherine Buchanan	52 10	0	1st October, 1892.
Sarah A. Calder	21 0	0	1st July, 1893.
Thomas Kyd	52 10	0	Do.
Jacob Hoek	52 10	0	Do
Maria Goulty Bond	52 10	0	1st January, 1894.
David Dwashu	21 0	0	Do.
Cornelia February	24 0	0	1st April, 1894.
George Baker	52 10	0	1st July, 1894.
Sarah J. Schuld	21 0	0	1st January, 1895.
John A. Ntsiko	21 0	0	Do.
Brother Loman	21 0	0	Do.
Richard McCormick	87 10	0	1st July, 1895.

4. GOOD SERVICE LIST.

Names.	Month when Allowance falls due.	Names.	Month when Allowance falls due.
Adams, F.	February.	Crawford, Miss H.	March.
Adamson, Mrs. C.	December.	Cumbela, A. J.	June.
Alberta, Sister.	Do.	Cummings, Miss A. M.	September.
Alexia, Sister M.	Do.	Cummings, Miss E. A.	May.
Aloysius. Sister M. (R.C.,		Cuthbert, J. R.	October.
K. W. Town)	Do.	Daly, Miss M. A.	March.
Aloysius, Sister M. (R.C.,		Daniel, W.	Do.
St. Patrick's, C. Town)	Do.	Daniels, Miss C.	September.
Anderson, Rev. G. B.	September.	Daoma, Anne.	February.
Arends, J.	June.	Davidson, J.	March.
Armstrong, Miss K. Augustine, Sister.	December. March.	Davis, Rev. H. W.	December.
Balie, R.	Do.	Deary, Miss E. J.	Do. March.
Ball, G. H.	June.	De Graaff, M. De Kock, Miss M. J.	December.
Basson, P. A.	Do.	De Labat, B. J.	May.
Bergsteed, Mrs. M. S.	March.	De Leeuw, E. A.	March.
Berning, A. M.	December.	Dennis, C.	December.
Berthold, E.	June.	De Smidt, J. H.	June.
Beswick, F.	July.	De Villiers, Miss A.	March.
Beswick, Miss J. E.	Do.	De Villiers, Miss M.	December.
Bett, W. R.	June.	De Villiers, S. J.	September.
Bissett, Miss J. I.	Do.	Devine, Miss G.	August.
Bland, D.	Do.	De Vos, A. P.	September.
Bliss, Miss A. Bloemkolk, M. P.	December. March.	De Wet, A. P.	August.
Blundell, Mrs. E. J.	December.	De Wet, Miss M. De Wet, P. F.	June.
Bonaker, Mrs. F.	Do.	Dix, R.	Do. June.
Booysen, E. J.	March.	Dodd, Rev. D.	Do.
Bresler, D. M.	Do.	Dowling, Miss E. J.	February.
Brink, C. P.	June.	Dowling, Sister M. Ray-	December.
Brink, P. A.	September.	mond.	
Brink, P. J.	March.	Dreyer, J. C.	March.
Broster, T.	February.	Driver, A.	June.
Brown, Miss E. L.	June.	Dryden, Miss M. H.	December.
Bruce, Rev. W. R.	March.	Dunga, B.	Do.
Burbidge, Rev. G. T. Calderwood, Miss M.	December.	Du Plessis, J. S. Du Toit, A. F.	January.
Campbell, Miss T. M.	August.	Du Toit, C. F.	March.
Carnie, A. T.	September. February.	Du Toit, S. J.	December September.
Cellarius, J. R.	August.	Eaton, L.	June.
Chaney, Miss S.	March	Eaton, Miss S. M.	December.
Chapman, Mrs. C.	June.	Ebeling, Miss A. M.	March.
Cilliers, Miss S.	March.	Eksteen, Miss E. C.	Do.
Clarry, R. W.	May.	Esselen, Miss C. E.	June.
Clement, Sister.	June.	Euvrard, F. C.	September.
Cluver, F.A., B.A.	Do.	Euvrard, J. G.	June.
Cluver, Miss J.	December.	Every, Miss F.	Do.
Coetzer, J. N.	September.	Falati, N.	January.
Cornelissen, Miss A.	Do.	Fanti, E.	June.
Cornwall, Miss M. E.	March.	Featherstone, Miss B.	Do.
Cotter, Sister M. B. Craib, J., M.A.	Do. December.	Ferguson, Miss A.	December.
orato, o., m.n.	December.	Fini, R.	March.

Names.	Month when Allowance falls due.	Names.	Month when Allowance falls due.
Forbes, Miss J. C.	December.	Immelman, P. D.	June.
Fouché, W. C.	March.	Immelman, S. A.	December.
Fourie, J. S.	July.	Inglis, J.; M.A.	Do.
Franken, P. F.	December.	Innes, Miss H. Rose.	September.
Frans, E.	June.	Irving, J. E.	June.
Fransch, Rosa.	July.	Jacks, J.	July.
French, G.	March.	Jackson, W.	December.
Frick, Miss S.	Do.	Jaeger, F. W.	September.
Frylinck, D. E.	September.	Janssen, Miss H.	December.
Frylinck, J. R.	March.	Jonker J.	April.
Gallant, R.	Do.	Jordaan, P. D.	December.
Galvin, Sister Pius.	December. October.	Joseph, Sister M.	June. Do.
Gantz, Miss C. L.		Joubert, Miss D.	December.
Gatt, J. B. Gawe, S.	May. August.	Juffernbruch, C. Kannemeyer, P.	April.
Gericke, J. C.	September.	Kennedy, Miss M.	December.
Geyser, H. J.	June.	Kiddell, Miss L.	July.
Gie, C. J.	May.	Kikillus, Rev. J.	December.
Gilchrist, G.; B.A.	June.	Kilkelly, Miss A.	March.
Giwnu, S.	Do.	Kinna, Miss M.	June.
Glynn-Wright, J.	December.	Kirsten, Miss M. B.	April.
Godden, T. W.	March.	Kleinschmidt, W. G.	September.
Goliath, J.	Do.	Klinek, J. D.	October.
Golightly, T. S.	September.	Kretzen, D.	December.
Gordon, H.	December.	Kretzen, R. D.	June.
Gould, Mrs. J. S.	June.	Krige, D. J.	March.
Greathead, Miss E. B.	January.	Krige, J. D.	December.
Greig, Mrs. A.	September.	Kupferburger, Miss C.	Do.
Griffiths, Mrs. M.	March.	Lamont, J.	April.
Groenewald, M.	May.	Lauwrence, Miss E. S.	January.
Gundwana, J.	February.	Le Cornu, W.; M.A.	Do.
Haas, Miss F.	December.	Leipoldt, Miss M. C.	November.
Häfele, C. J.	September.	Le Roux, Rev. A. G.	September.
Hahn, J. S.	July. December.	Le Roux, J. G.	June. March.
Halcrow, T. S.	March.	Le Roux, P. G. Lethlabika, A.	December.
Hanafey, Miss E. Hanrahan, Miss K.	December.	Linney, Miss S. A.	June.
Harper, Miss A. E.	Do.	Lister, Miss A.	Do.
Harris, Miss A. M.	March.	Lloyd, G. A.	March.
Harris, A. V.	September.	Lloyd, W. H.	September.
Harrison, Miss B.	January.	Long, Miss S. J.	June.
Hartle, Miss A. C.	June.	Longden, Miss A.	June.
Hatch, Miss S. L.	July.	Louis, E.	April.
Heese, Miss F.	October.	Louw, F. B.	June.
Hendrickse, A. J.	March.	Lusaseni, P.	December.
Hendrickse, C. W.	December.	Lutumbu, A.	December.
Hendrickse, J. M.	June.	Lwana, J.	March.
Herbert, Miss M.	December.	Mabandla, Jessie.	June.
Hill, H.; B.A.	June.	MacCrone, R.; M.A.	December.
Hlangwana, I. J.	April.	MacCuaig, A.	Do.
Hockly, Miss L.	September.	Maci, A.	Do.
Hoogenhout, C. P.	Do.	Mackay, N.	March.
Hope, Miss M. W.	July.	MacWilliam, R.; M.A.	August.
Hosking, G. T.; B.A.	June.	Madolwana, T.	September.
Hugo, J. C.	September.	Magdalen, Sister M.	August.
Humberta, Sister.	December.	Magocoba, H.	March. October.
Hurst, W. J.	June.	Magungu, J. Mahali, J.	June.
Hutchinson, G. P.	July.	Makapela, J.	December.
Immelman, C. J.	September.	Takapeta, o.	1 Dooming.

Name.	Month when Allowance, falls due.	Name.	Month when Allowance falls due.
Malherbe, Miss J. E.	May.	Ndunge, C.	December.
Mali, A.	December.	Ndwandwa, N.	April.
Malunga, S.	February.	Nel, L. F.	July.
Mama, W.	December.	Nelson, A. C.	September.
Marais, Miss A. C.	September.	Ngana, S.	December.
Marais F. G.	Do.	·Nicol, M.	August.
Marais, Miss J.	March.	Ngaka, J.	December.
Marelle, Rev. J.	Do.	Nstikana, W.	Do.
Martin, Miss M. A. Martin, Miss S. J.	June.	Ntikinea, H.	September.
Martindale, Miss J. E.	March.	Ntloko, W. R.	December.
Marsh, E.	June. October.	Ntobongwana, J.	June.
Mashiyi, H.	June.	Oliver, O. J. Olthoff, Miss S. A.	Do.
Masiza, Pauline	December.	Orchard, Miss E L.	February. June.
Matchett, R.	June.	Orsmond, Miss E. E.	December.
Matodlana, N.	March.	Page, C. F	June.
Matshoba, J.	December.	Palmer, Miss M. B.	August.
Mayeza, I. J.	Do.	Pamla, G.	June.
Mazwi, B.	April.	Pamla, M.	December.
Mazwi, P.	December.	Parkinson, G. W.	July.
Mbambiza, H.	Do.	Parratt, J. W.	December.
Mbeki, M.	September.	Pauw, D. A.	June.
McKay, Miss A.	June.	Pauw, J. C.	September.
McKenzie, Mrs. Y.	Do.	Peebles, Miss M. A.	December.
McLeod, Miss A. Mdudu, C.	December,	Perring, Miss C.	June.
Melvill, Miss M.	Do. Do.	Peters, Rev. T. H.; M.A.	March.
Meredith, W. C.; B.A.	June,	Pfeiffer, E.	December.
Midelton, Miss E.	September.	Pfeiffer, P. S.	February.
Miller, C. G.	December.	Phillips, D. M. Pienaar, Miss A. S.	December. June.
Mills, Miss E.	February.	Pienaar, (4. F.	September.
Milne, G. A.	September.	Pressly, J. S.; M.A.	May.
Minnaar, Miss L.	Do.	Pride, Miss V.	December.
Mitchell, Miss A.	March.	Proctor, J.	July.
Mitchell, S. H.	June.	Prozesky, Rev. C.	August.
Moir, Rev. W. J.; M.A.	December.	Quail, J.	June.
Mokuena, D. S.	Do.	Radas, Mary A.	May.
Mollett, Rev. P. R.	Do.	Rainier, Rev. A. G.	December.
Moncholomie, H.	Do.	Raphael, Sister M.	Do.
Monyakuane, N. Mooney, J. E.	Do.	Raymond, Sister M.	Do.
Moore, Miss M. L.	March.	Redford, Miss C. E.	September.
Moyle, Mrs. E. J.	September. June.	Redford, Miss E. L.	March.
Moyle, M. P.	October.	Rein, R. Rettie J · M A	December. June.
Mpondo, S.	June.	Rettie, J.; M.A. Reynolds, P.	100
Msikinya, U.	September.	Rhoda, Mrs. R.	April. March.
Msutwana, A.	December.	Roberson, R. B.	February.
Mtombeni, J.	June.	Roberts, Miss E.	December.
Mtondini, J. J.	December.	Rosenow, C. F	March.
Mtshemla, N.	June.	Ross, Miss J.	December.
Muller, F.	April.	Rossouw, Miss E. H.	March.
Muller, Rev. H.	December.	Roux, D. G.	June.
Mullins, Rev. R. J.	August.	Roux, P. E.	January.
Murray, Miss H.	March.	Rowan, J. Z.	June.
Musson, Miss A.	December.	Ruiter, A. J.	December.
Nakin, J.	June.	Schaefer, J. D.	June.
Nason, Miss L.	Do.	Scheublé, Miss F. C.	December.
Naudé, Miss H. Ndubela, S.	May.	Scheublé, Miss M.	March.
Addition, D.	December.	Schmidt, Miss M.	September.

Solilo, A. Solms, Miss U. Sopelo, S. Spijker, Miss A. H. Starkey, E. J.; B.A. Stegmann, Rev. J. F. Stevenson, Miss S. Steyn, Miss S. Steyn, Miss S. Steyn, Miss C. M. Stucki, M. J. Stucki, M. J. Stucki, M. J. Swemmer, J. W. Tas, S. Taylor, W. T. Theron, D. K. Thompson, P. Tobias, Miss J. December. Do. June. Walsh, J. Walters, M. M. Watermeyer, E. Watermeyer, Miss L. Weeber, Miss M. Weich, Rev. A. F. Weich, S. B. Wessel, H. W. Whitton, J. R. Whitton, J. R. Whyte, Miss M. Willebrord, Brother. Wilson, E. G. Wilson, T. W. Wilson, J. Wilson, T. W. Wilson, J. Wilson, T. W. Wilson, J. Wash, J. Waters, M. M. Watermeyer, E. Wasermeyer, Miss L. Weeber, Miss M. Way. September Way. Weich, Rev. A. F. Weich, S. B. Way. Whitton, J. R. Wilson, J. Way. Wilson, E. G. Watermeyer, Miss L. Weeber, Miss M. Way. September Way. Weich, Rev. A. F. Weich, Rev. A. Weich, Rev. A. Weich, Rev. A. Weich, Rev. A. Weich	Name.	Month when Allowance falls due.	Name.	Month when Allowance falls due.
	Schumann, J. H. Scott, A. Scott, W. McD. Searle, Miss F. Sedeman, S. M. Sehlabo, M. Shaw, G. Sheppard, E. B. Shosha, E. Sidziya, F. Siebert, Miss M. J. Smit, A. W. Smith, Miss A. E. Smith, P.; M.A. Solilo, A. Solms, Miss U. Sopelo, S. Spijker, Miss A. H. Starkey, E. J.; B.A. Stegmann, Rev. J. F. Stevenson, Miss S. Steyn, Miss S. D. Stocks, A. R. Stofberg, F. J. Stucki, Miss C. M. Stucki, M. J. Swemmer, J. W. Tas, S. Taylor, W. T. Theron, D. K. Theunissen, P. Thomas, W. Thompson, P. Tobias, Miss J. Tshwete, J. Tunyiswa, T. Tyamzashe, P.	January. December. March. June. December. August. December. February. January. September. June. December. Do. June. December. March. Do. December. March. Do. February. September. June. December. March. Do. December. June. May. March. July. September. August. January. June. December. Do. Do. December.	Van Bonde, G. C. Van Blommestein, D. Van Coppenhagen, G. Van der Horst, E. J. Van der Spuy, M. J. Van Heerde, G. L. Van Heusden, Mrs. Van Niekerk, Miss J. J. Van Niekerk, Miss C. Varnfield, G. Venn, Mrs. C. Wagner, F. H. Wagner, J. H. Waitt, Miss G. C. Walker, Miss M. Wallis, Miss E. Walsh, J. Watermeyer, E. Watermeyer, Miss L. Weeber, Miss M. Weich, Rev. A. F. Weich, S. B. Weisbecker, Miss F. Wessel, H. W. Whiteside, Rev. J. Whitton, J. R. Whyte, Miss M. Wilkinson, A. B. Willebrord, Brother. Wilson, E. G. Wilson, G. W. Wilson, T. W. Wium, J. Woeke, S. V. Xakekile, J. Xavier, Sister. Zeeman, D. W.	January. March. December. March. June. January. March. December. Do. Do. February. December. Do. January. June. September. Do. September. May. September. March. December. June. Do. June. Do. June. Do. June. December. June. Do. June. December. June. Do. June. December. June. Do. June. December. January. December. January. December. January. December. July. March. July. December.

