## CAPE OF GOOD HOPE.

department of public education.
$\qquad$

REPORT
of tile
SUPERINTENDENT-GENERAL
or

## EDUCATION

FOR THE YEAR 1895.


## CAPE TOWN:

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[G. 2-96.]

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# CAPE OF GOOD HOPE. 

## DEPARTMENT OF PUBLIC EDUCATION.

> Report of the Superintendent-General of Education for the Year 1895.
 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 cleven 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 result of inspection, and in the case of every separate schcol the facts rearding rolment and attendance - and lastly the annexure dealing with Finang 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.]
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 eason of increased experience.

The formation of an additional Inspectorate, which has been rendered imperative by growth within the Colony itself and by the aunexation 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 Schools | $\ldots$ | $\ldots$ | $\ldots$ | 0 |
| :--- | :---: | :---: | :---: | ---: |
| 2nd Class Public Schools | $\ldots$ | $\ldots$ | $\ldots$ | 1 |
| 3rd Class Public Schools | $\ldots$ | $\ldots$ | $\ldots$ | 36 |
| Poor Schools | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |
| Farm Schools | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |
| Boarding Schools | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |
| Mission Schools | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |
| Aborigines Schools | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |
| Evening Schools | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |
| Unclassified | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |

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 Schools 2nd Class Public Schools

2nd Class Public Schools
ord Class Public Schools
Poor Schools
Boarding School
hoarding Schools
Aborigines Schools
Aborigines Schools
Evening Schools
Eveming Scho
Unclassified
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 ouly 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 S'chools among the Divisions.-I he 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 Bon | $\begin{aligned} & \text { Admitted } \\ & \text { Auriug the } \\ & \text { Quarter. } \end{aligned}$ | Withdrawn during the Quarter. | $\begin{gathered} \text { Odinary } \\ \text { attenily } \\ \text { attunee. } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Wodehouse. <br> 1. Dordrecht <br> 2. Tennyson <br> 3. Paardenkraal <br> 4. Dordrecht (D.R.C.) |  |  |  |  |  |  |
|  | A | 1 | 127 | 13 | 10 |  |
|  | " | 3 | ${ }_{23}^{25}$ |  | . | ${ }_{21}^{20}$ |
|  | ", | " | ${ }_{42}$ | 7 | 1 | 22 |
| Total |  |  | 217 | 20 | 11 | 177 |

December, 1895.

| Desesiption and Piace of the School. | Order. |  | No. of Fupils on Roll. |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Boys. |  | Girls. |  | 흔 |  |  |  |
|  |  |  | 范 | $\begin{aligned} & \text { U! } \\ & \frac{2}{8} \end{aligned}$ | 皆 | $\begin{aligned} & \text { 현 } \\ & \frac{8}{8} \end{aligned}$ |  |  |  |  |
| Woderiouse (Inspector Milne). |  |  |  |  |  |  |  |  |  |  |
| 1. Dordrecht . ${ }^{\text {a }}$. ${ }^{\text {andsfontein }}$ | A. 13 |  | 15 | 0 | +9 | 0 | 24 | 108 | ${ }_{0}^{0}$ | 0 |
| 3. Lower Ndonga ${ }^{\text {a }}$ - J. W. Gray | A. 3 | 1 | 10 | 0 | 8 | 0 | 18 | 13 | - | 0 |
| 4. Middlecourt . . Robilliard | A. 3 | 2 | 8 | 1 | ${ }_{5}$ | 0 | 14 | 12 | 0 | 2 |
| 5. Oorlogspoort .. .. .. | A. 3 |  | 8 | 0 | 7 | 0 | 15 | 10 | 0 | 2 |
| 6. Paardenkraal | A. 3 | 2 | 16 | 0 | 11 | 0 | 27 | 24 | 0 | $\stackrel{2}{3}$ |
| 7. Snymanskraal | A. 3 | 2 | 13 | ${ }_{0}$ | 8 | 0 | 21 | 16 | ${ }_{0}^{0}$ | 3 |
| 8. Upper Ndonga - T. F. Dreyer | ${ }_{\text {A. }}{ }^{3}$ | 1 | 11 0 | 0 0 | 10 | 0 | ${ }_{7}{ }_{7}$ | 11 | ${ }_{0}^{2}$ | ${ }_{0}^{4}$ |
| 9. Driefontein 10. Erin $^{\text {a }}$ W. W. T. Clark | P.F. | 2 | 4 | 0 |  |  | 7 | . | 0 | 1 |
| 11. Horologium M. W. B. Opperman | P.F. | 2 | 7 | 0 |  |  |  | 11 | 0 | 0 |
| 12. Klipkraal .. B. J. Bekker | P.F. | 1 | 6 | 0 | 6 |  |  |  | 0 | 2 |
| 13. Lemoenkloof ${ }^{\text {a }}$ ( G. H. Pedlar | $\xrightarrow{\text { P.F. }}$ |  | ${ }_{5}^{5}$ | 0 | 6 3 | 0 | 11 | 11 | 0 | 0 |
| 14. Rheedershoek 1o. Smoorfontein | $\xrightarrow{\text { P.F. }}$ P. | $\stackrel{2}{2}$ | 3 2 2 | 0 | 3 | 0 | 5 | 5 | 0 | 0 |
| 16. Sprigg's Rest - W. McKenzie | P.F. |  | 3 | 0 | 2 | 0 | 5 | ${ }_{5}^{5}$ | 0 | 0 |
| 17. Steyn's Nek Mrs. C. Wagenaar | P.F. | 4 | 6 | 0 | 6 | 0 | 12 | 12 | 0 | 0 |
| 18. Vlakfontein C. J. Schoeman | P.F. |  |  | 0 | 8 | 0 | 12 | 11 | 0 | 0 |
| 19. Wasch Bank .. P. J. de Wet | P.F. | 2 | 2 | 0 | 4 | 0 | , | 5 | 0 | 0 |
| 20. Alpha. | Poor |  | 16 | 0 | 15 | 0 | 31 | 26 | 0 | ${ }_{0}$ |
| 21. Bitterplaats | Poor | $\cdots$ | 35 | 0 | 17 | 0 | 52 | 43 | $\bigcirc$ | 1 |
| 23. Hughenden | Poor | 2 | 14 13 | 0 | 14 | 0 | ${ }_{27}^{22}$ | 15 | ${ }_{0}^{0}$ | 8 |
| 24. Jonkertskop | Poor | 2 | 10 | 0 | 14 | 0 | 24 | 20 | 0 | 0 |
| 2j. Leeuwfontein | Puor |  | 19 | 0 | 11 | 0 | 30 | 22 | 0 | 0 |
| 26. Prospect | Poor | $\cdots$ | 13 | 0 | 12 | 0 | 25 | 25 | 0 | 0 |
| 27. Rondavel | Poor | . | 19 | 0 | 5 | 0 | 24 | 20 | 0 | 0 |
| 28. Tennyson | Poor |  | 17 | 0 | 14 | 0 | 31 | 24 | 0 | 0 |
| 29. Touhill | Poor | 2 | 21 | c | 19 | 0 | 40 | 3.5 | 0 | 0 |
| 30. Tyyerklip | Poor | 2 | 17 | 0 | 5 | 0 | ${ }_{16}^{22}$ | 21 | 0 | 0 |
| 31. Welgevonden \% ${ }^{\text {32. Dordreeht }}$. ${ }^{\text {a }}$ (D.R.C.) | Poor B | ${ }_{2}^{2}$ | 7 | 0 40 | 9 0 | 36 | ${ }_{76}^{16}$ | 13 49 | 0 | 0 |
| 33. Rietspruit .. .. (Wes.) | B | 2 | 0 | 29 | 0 | 35 | 64 | 43 | 0 | 0 |
| Tntal |  |  | 392 | 70 | 300 | 71 | 833 | 689 | 2 | 25 |

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 re 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 :-

| King William's Town | $\ldots$ |  |  |  | Additional Schon |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Wodehouse | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 32 |
| Oudtshoorn | $\ldots$ | $\ldots$ | . | $\ldots$ | $\ldots$ | 29 |
| Uitenhage | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 26 |
| Riversdale | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 25 |
| Cape | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 24 |
| Fraserburg | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 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 table :-


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, extendiug from Port Elizabeth to 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
 unalterad during the period in question.
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:


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 Depart ment 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 teacher: 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 difficul 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 | $\ldots$ | $\ldots$ | $\ldots$ | 22 | schools closed. |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Somerset East | $\ldots$ | $\ldots$ | $\ldots$ | 17 | , |
| Jansenville | $\ldots$ | $\ldots$ | $\ldots$ | 16 | , |
| Albert | $\ldots$ | $\ldots$ | $\ldots$ | 13 | , |
| Bedford | $\ldots$ | $\ldots$ | $\ldots$ | 11 | , |
| Riversdale | $\ldots$ | $\ldots$ | $\ldots$ | 11 | , |
| Victoria West | $\ldots$ | $\ldots$ | $\ldots$ | 11 | , |
| Albany | $\ldots$ | $\ldots$ | $\ldots$ | 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.

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


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 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. 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 The noteworthy advance that has been made
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 In crector Milne's, which mainly consists of districts occupied by a white farmector population, but which also includes the Division of Herschel where ning single school for whites is to be found. Well, what are the fis a to this circuit? The circuit as we have seen has a pard matter of short-lived schools, yet on examination 57 closed schools, not one was a mission school and we find that among all its of Herschel was thot one was a mission school, and that the coloured division continuous operation throughout of the circuit that kept all its schools in continuous operation throughout the year.* In this marked contrast there We 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.
(2) 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 operation at the end of the year being 163 . 1 his is almost exactly four

[^0]times the number in existence three years ago. For the three-year period 1892-95 the facts are as follows :-

| Year. |  |  |  |  | Poor Schools <br> in O Perataion. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Dec. 1892 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 41 |
| Dec. 1893 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 69 |
| Dec. 1894 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 126 |
| Dec. 1895 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 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 siguificant 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 with |  |
| :--- | :--- |
| Xalanga | $"$ |
| Prince Albert | , |
| Oudtshoorn | $"$ |
| Riversdale | $"$ |
| Knsyna | $"$ |

12 Schools.
Xalanga
Ondtshoorn
Riversda

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. AL 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 munual. No details were given, but in the Government Gazette of 29 th December in the same year I sketched the lines on which such schools inight be conducted, and stated the amount and character of the aid which might be conducted, and stated the amount and character of the aid which
might be expected from the Department. Two slightly different types were 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 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 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 1891, the stcond 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 detinitely established that the Cape Town school is a marked success, and that its fnrther 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
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:-


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 mueb 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 | $\ldots$ | $\ldots$ | 83,347, |
| :--- | :--- | :--- | ---: |
| On Roll in Dec. Qr., 1895 | $\ldots$ | $\ldots$ | 108,947, |
| Increase in three years | $\ldots$ | $\ldots$ | $\ldots$ |

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 :-

| 1st Quarter | $\ldots$ | $\ldots$ | $\ldots$ | 3,482 of increase. |
| :--- | :--- | :--- | :--- | :---: |
| 2nd | , | $\ldots$ | $\ldots$ | $\ldots$ |
| 3rd | $"$ | $\ldots$ | $\ldots$ | $\ldots$ |
| 4th | $"$ | $\ldots$ | $\ldots$ | $\ldots$ |

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 Quarter |  |  |  |  |  |
| :--- | :--- | :--- | :---: | :---: | :---: |
| 2nd |  |  |  |  | $\ldots$ |
| 3rd | $"$ | $\cdots$ |  |  |  |
| 4th | $"$ | $\cdots$ |  |  |  |

4,629 of increase.
2nd 3 ,
698 "
4,145 ."
.. 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 Quarter | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 78,763 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 2nd | , | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |
| 3rd | , | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |
| 4th | ,$"$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |

where, it will be observed, a fall in the 4th quarter is again manifest. These numbers correspond to 73.87 per cent., $74 \cdot 02$ per cent., $74 \cdot 33$ 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 $73 \cdot 86$, and the corresponding average for 1894 being 73.73 , we see that there is little improvement to speak of.
[G. 2-96.]
*See, however, Annexure III, p. 56c.

Ratio of White to Coloured. - Taking the enrolment for the last quarter of the year we find it partitioned as follows :-
$\left.\begin{array}{c}\text { White }\left\{\begin{array}{lllll}\text { Boys } & \ldots & \ldots & \ldots & 23,842 \\ \text { Girls } & \ldots & \ldots & \ldots & 22,422\end{array}\right\} 46,264, \\ \text { Coloured }\left\{\begin{array}{llll}\text { Boys } & \ldots & \ldots & \ldots\end{array}\right. \\ \text { Girls }\end{array} \ldots 0,047\right\} 62,683$.

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 $51 \cdot 51$ 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 $24 \cdot 6$ 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 Quarter of 1891 the white formed 38 per cent. of the whole;
in December
in December

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 propar the average attendance for the fourth quarter has improved the Colony propar the average attendance for the fourth quarter has improved
most in the circuits of Inspector Milne and Inspector Theron; in the 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 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 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. |  |  | Schools inspected. |  |
| :---: | :---: | :---: | :---: | :---: |
| $1892 \ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 1,376 |
| $1893 \ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 1,742 |
| $1894 \ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 2,102 |
| $1895 \ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $2,223$. |

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 inspections for an

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' Attainménts.

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 ase for the first time last jear 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 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., | $44 \cdot 41$ | per cent. |
| :--- | ---: | :--- | :---: | :---: |
| Standard I. | 13,786 | $"$, | $16 \cdot 18$ | $"$ |
| Standard II. | 13,822 | $"$, | $16 \cdot 22$ | $"$ |
| Standard III. | 9,374 | $"$ | $11 \cdot$ | $"$ |
| Standard IV. | 5,427 | $"$, | $6 \cdot 37$ | $"$ |
| Standard V. | 2,441 | $"$ | $2 \cdot 86$ | $"$ |
| Standard VI. | 1,109 | $"$ | $1 \cdot 3$ | $"$ |
| Standard VII. | 258 | $"$ | .33 | $"$ |
| Unclassified | 1,099 | $"$ | $1 \cdot 33$ | $"$ |

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 however, it wonld 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 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, 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 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 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 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 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 average hundred of children in these schools be taken it is ascertaiued 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 Poor 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 |
| Sta | $"$ |  |  |

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 Sehools. -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 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 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 year before.
of school life.

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

> Pupils present in schools previously examined
> Pupils present at both inspections Percentage ..

| 1894. | 1895. |
| :--- | :--- |
| 70,555 | 76,039 |
| 39,747 | 44,324 | were kept before 1894, it is impossible to sa however this rise forement here indicated is merely spasmodic. Should upward movement we 06 to 58 per cent. be followed next year by a simila a hopeful view regarding the educational of the best grounds possible for taking

Pupils advanced a Standard.-Taking now the 44,324 pupils who ha 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
Kept in same Standar
Put back a Standard
$\begin{array}{ll}\text {... } & 22,397 \\ \text {... } & 21,477\end{array}$

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
Second Class Public Schools
72.77 per cent

Boarding Schools
Private Farm Schools
Third Class Public Schools
Poor Schools
Aborigines Schools
Aborigines Schoo
Mission Schools
$72 \cdot 31$
72.31
71.76
$\qquad$ $71 \cdot 76$
$57 \cdot 67$ 57.67 " 57.51
55.02 55.02
43.84 $43 \cdot 84$
$38 \cdot 48$

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 Publio 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 Coluny proper occupy a lower position than the Aborigines Bchools 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 iutelligent 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, thoroughuess and acceuracy 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 sehool.

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

## VIII. Libraries.

The formation of School Libraries has continued to edvance 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. $\dagger$

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 ist class; the latter is already a model of what the housing of a rural 2 nd 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 matter.

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 10 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.

| Burghersdorp. | Malmesbury, Boys'. |
| :---: | :---: |
| Beaufort West, Girls'. | Girls'. |
| Bedford. Boys. | Mossel Bay, Girls' |
| Cape Town, Normal Boys'. | Paarl (Upper), Boys' |
| " South Grirls'. | Queen's Town. |
| Simö's Town. South African Coll. | Riversdale, Boys'. |
| East London East. | Swellendam, Girs'. |
| Adelaide. | Tarkastad, Boys'. |
| Fort Beaufort. | Uitenhage. |
| Knysna. | ${ }_{\text {D }}^{\text {Dordrecht. }}$ Worcester, Boys'. |

New Building Loan Scheme.-The demand for loans is still very considerable, and cousequently 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 aione four agencies for the supply of American and English school furniture. It is so far fortunate 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 that the demand for expensive dual desks has developed into something
like a fashionable craze ; harm will result, however, if it diverts attention from 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 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 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 preparetions. 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 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 wor renarkably well made, and in view of the likelihood of a still were standard of work being attained next year it is proposed to allow the whe of the specimens to be exhibited in such towns of the Colony as may whole see them, and to help in stimulating an interest in such efforts.

The results* of the examination were as follows :-


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


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 neglect.

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 apportioned into "Standards"; (2)
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:-


This noteworthy advance may be confidently viewed as one of the direct results of the Vacation Cu,urses 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. <br> 1894 <br> 1895 |  | No. of Sohools. |  |  | No. of |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Pupils. |
|  | $\ldots$ | 545 |  |  | 34,477 |
|  | $\ldots$ | 627 |  |  | 36,110 |
|  | Increase | 82 |  |  | 1,633. |

[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 righ 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 bas 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 wherore 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 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 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 concerned, and one of
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 :-


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 :-

|  |  | 1 1st Grade | Cert. 2nd Grade Cert. | Totals |
| :---: | :---: | :---: | :---: | :---: |
| Freehand Outline from | the Flat | 5 | 86 | 91 |
| Outline Model ... | ... ... | 3 | 23 | 26 |
| Geometrical | ... ... | $\ldots$ | 13 | 13 |
| Perspective | $\ldots$... | 2 | 12 | 14 |
| Blackboard | ... .. | 4 | 6 | 10 |
| Totals | ... | 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 Musc and Needlework. Ihe 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. |  | $\begin{aligned} & \text { 1st Grade } \\ & \text { Certificate. } \end{aligned}$ | 2nd Grade Certificate | Total. |
| :---: | :---: | :---: | :---: | :---: |
| Agriculture |  | ... | 5 | 5 |
| Botany | -.. | 2 | 7 | 9 |
| Building Construction | ... |  | 1 | 1 |
| Chemistry ... | ... | 15 | 31 | 46 |
| Domestic Economy ... | $\ldots$ | ... | 2 | 2 |
| Geology | ... |  | I | 1 |
| Physics | $\ldots$ | 1 | 2 | 3 |
| Physiology | $\ldots$ | 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 markelly 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, 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 which simply cannot be taught at all if daily exercises in reation, and conversation be not scrupulously attended to.*
dictal

## 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
Holders of Intermediate Certificate
Holders of Matriculation Certificate
Holders of no Academic Certificate
Total

| 114 |
| ---: |
| 38 |
| 163 |
| 3,819 |
| $4,134$. |

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 Holders of Cape Second Class Certificate Holders of Cape Third Class Certificate Holders of no professional Certificate

Total
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 $2,573 \mathrm{had}$ no certificate of either the one kind or the other. These doubly deficient teachers form 62.2 per cent. of the whole.
. See previnus Reports; also Iospector Brady's remarks (p. 19a), with almost every one of which $I$

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

## With Academic Certificate With Professional Certificate

With either the one or the other

| 1893. | 1894. | 1896. |
| ---: | ---: | ---: |
| $10 \cdot 9$ | $12 \cdot 9$ | $7 \cdot 6$ |
| $26 \cdot 6$ | $27 \cdot 5$ | $33 \cdot 3$ |
| $34 \cdot 2$ | $35 \cdot 3$ | $37 \cdot 8$ |

The last two lines indicate a steady progress which is very gratifying The greatest increase occurs under the head of Cape Third Cliss 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 pupilteacher 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 professinnal training is gradually becoming recognised, and already value of professinnal training is gradually becoming recognised, and already
in some of the better managed first-class schools every member of the staff is in some of the

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.


Roughly speaking we may say, therefore, that of six European pupilteachers 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 Sacond-Class Schools than at the corresponding part of 1894 . In the case of the lower-class Schools, the
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 con siderable extent supplied by the plan of publishing weekly, in the Government siderable 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 a 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 Jecember of 1895 a cemparatively 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 almos 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 baving 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 2896 , the intention and a further extension will if possible be given to it in - 896 , 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 teachers, so that in
Service Allowance.

Pupil-teachers.-The pupil-teacher system, inaugurated two years ago, is now fully developed, and it is consequently possible to form some ide 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 clusively shown that if the system fails it will not be for want of candidates, clusively shown the candidate At the close of the year, indeed, there were more candidates than wer 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 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 trained as teachers. Unfortunately, this superabundant supply is due to the numerous.

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


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 percentag': of failure among the first year's candidates fel rom 45 to 41 , among second year's candidates from 38 to 20 , and among hird year's candidates from $32 \frac{1}{2}$ to 23 . These figures tell a pleasing tale o wakening zeal on the part of the pupil-teachers and of those entrusted with their training

Is has been stated above a coasiderable number of the candidates were not in receipt of Government grants, and it therefore become; interesting to ompare the success of the aided and unaided candidates. The figures for this comparison are as follows :-

First Year Pupil-teachers Second
Third
Total
226
194
94

| 23 |
| :---: |
| 13 |
| 14 |
| 17 |

It is thus seen that the aided candidates were slightly fewer than the unaided, nd 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 Traming 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 worthy advances being at Blythswood and Bensonvale. The change for the
better will be made clearly evident next year, but even 1895 shows a marked 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 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 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 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 Teaferes.

| Managing Church. | Pupils of |  |  | Total. |
| :---: | :---: | :---: | :---: | :---: |
|  | 1st Year. | 2nd Year. | 3rd Year. |  |
| Wesleyan Church .. | 227 | 43 | 13 | 283 |
| Free Church .. | 192 | 53 | 21 | 266 |
| English Ohurch | 68 | 7 | 4 | 78 |
| United Presbyterian Church | 26 | 3 | 2 | 31 |
| Primitive Methodist Church.. | 12 | 8 | 1 | 21 |
| Total | 525 | 114 | 41 | 680 |
|  |  |  | otal in 1895 | 331 |
|  |  |  | Increase | 349 |

We have thus, I think, excellent grounds for hoping that two years heuce 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 Cburch 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 $1: 94$, 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 tewer. "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 Hupe Seminary of Cape Town taking a conspicuous place. There can be little doubt that must 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 thau 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 beld 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 the written exan
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:-

|  | 1st Grade Certificate. | 2nd Grade Certificate. | Total. |
| :---: | :---: | :---: | :---: |
| Plain Needlework | 25 | 28 | 53 |
| 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 1894 | 58 | 64 | 122 |
| Increases | 55 | 39 | 94 |

## Increases

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 thrse 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. $19$ | $\begin{aligned} & \text { Total. } \\ & 130 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Willowmore |  | $\ldots$ | $\ldots$ | 21 | 12 | 33 |
| Lovedale | $\ldots$ | $\ldots$ | $\ldots$ | 129 | 59 | 88 |
| Cape Town | $\ldots$ | $\ldots$ | $\ldots$ | 122 | 42 | 164 |
| Totals |  | $\ldots$ | ... | 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.

Uf the 415 teachers who attended in 1895 certificates were awarded to 169, the details beiug as follows :-

$$
\left.\begin{array}{lllr|r}
\text { Second Class Certificate, 1st Grade } & \ldots & \ldots & 7 \\
\text { Second Class Certificate, 2nd Grade } & \ldots & \ldots & 4 \\
\text { Third Class Certificate, 1st Grade } & \ldots & \ldots & 74 \\
\text { Third Class Certificate, 2nd Grade } & \ldots & \ldots & 84
\end{array}\right\} 158
$$

held back on account of want of experience in those who bad gained them by examination, the object being to make the possession of a certificate a guarantee that the holder really knows how to teach

* Eight Incpectors have now taken part in this work, all of them without exception putting their heart


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 Iuspector has spoken of the bright change for the better exhibited by a school after its teacher had spent his vacation in this way.

## XiII. 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 fuundation 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 <br> 1893. | Students in <br> 1895. | Increase of <br> Students. |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

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 rear had already lapsed, there was only a small class to commence with; but in July a sufficient number of students
*This fall iomainly due to the fact that at Stellenbosch the Junior Matriculation Class is now *This fall io main
differently provided for,
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 undergiound surveying. The South African Mining Schorl, 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 thtal expenditure was $£ 181,37014 \mathrm{~s}$. 9d., and was apportioned as follows :-

| A. Office | $\ldots$ | £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 |
| Total | .. | ¢181,370 | 14 | 9 |

It is thus seen that of the whole expenditure 82.85 per cent. is devoted to schools, $7 \cdot 14$ per cent. to inspection, $5 \cdot 01$ 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 por Pupil.-Deducting the expenditure on so-called Higher Education, we see that the school system of the Colony cost $£ 172,277 \mathrm{3s} .9 \mathrm{~d}$. 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 $£ 24 \mathrm{~s} .6 \mathrm{~d}$. For the sake of comparison, the figures for the preceding year are herewith put alongside of these :-

\[

\]

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 $£ 150,2694 \mathrm{~s} .5 \mathrm{~d}$. If this be divided among the 77,500 children in average attendance, we obtain the average rate of grant per pupil, viz., 18s. 10d.
Making due allowance therefore for increased cost otherwise than by grant, we may taice 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."

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 ar the average rates in the various sinds of schools for 1895 :-

Kind of Scho 1.
Boarding Schools
First Class Public Schools Poor Schools
Private Farm Schools
Second Class Public Schools
Aborigines Schools
Mission Schools
Evening Schools
$\left.\begin{array}{cc}\begin{array}{c}\text { Goverument Grant per pupil } \\ \text { present at Inspection. }\end{array} \\ £ 3 & 17\end{array}\right)$

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 hould therefore be carefully kept in view by sehool managers. If, for xample, the manarers of Second-Class Public School find that their annual rant per pupil exceeds $£ 210$ s. 8 d., 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 scemed some special need to drive a解 . For the present occasion, therein linal system ore, I have selected a typical Australian Colon, wo the main points of have not formerly made reference to, and, tak o , interest to an educationist-and chese are fairy wally and section-headings of the preceding pages-1 have cared each other.
he related leading facts for the two Colonies alongside each a half larger than
Area and Population.-New South Wales is about a half larger than Cape Colony, has a smaller total population, though a much larger wit population, and consequen
people to the square mile.
Supply of Schools.-On the occasion had 2,296, there being a slight and a large inclease in the latter. (he Now South Wales Government recognises t must be noted, "Farm" Schools, the smallest schools no such small schools as the Cape "Farm" Schools, ine stancing an emrolhere ("Provisional" and

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 Attendunce. - In New South Wales the average quarterly enrolment was 181,678 , with $71 \cdot 6$ per cent. in attendance; in Cape Colony it was 108,516 , with a better attendance, viz., $73 \cdot 86$ per cent.

Inspection of Schools.-In New South Wales there were 34 inspectors, hat 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 cent.

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, white in Cape Colony hey have not
cehool Buildings and Furniture.-Here again comparison is impossible the modes of providing School-rooms and equipment being utterly different in the two Colonies.

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 an ance been accentuated: the number of Finans teachers at the Training College, nowever, was greater.

Finance.-Ine 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 :-
A. Office .. $\quad .$.
B. Inspectorate $\quad$.
C. Higher Education $\ddagger$
D. Training of Teachers E. Schools

Totals


It is thus seen that the expenditure on the Maintenance of Schools 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 $\dagger$ 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 riginal plans, but simply faithful, heavy-footed progress towards their further fulfilment. Suffice it to say, that of all the original programme orir two items now remain unattempted, viz. : the framing of a sound ane only

[^1]$\ddagger$ The Higher Education is provided for otherwise.
$\dagger$ See p. xxvii of the Report (1894).
for the higher-class schools, and the carrying oit 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 form the teachers concerned; and to deserve early and serious attention from in of far greater moment, and this, I believe, it will receive. The other is of desire to see future teachers ought to be paramount in the minds Colony itself. Unfortunately it is surof all grades produced within the Colony itself. rounded 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 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 aud irregularity-it bars the way to every thing 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 wonld be constituted whose main duty would be to see that children within a certain be constituted whose were being educated. They would be empowered to act as managers for new schools in neglected places, but they would not determine as managers for new schools in neglected paces, what school a child should attend. Eney would decide quith the help of the nability 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 chificulty 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 cope, 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 hem. 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,

## ANNEXURE I.

## INSPECTORS' REPORTS

SUPERINTENDENT-GENERAL.

Your obedient Servant,
THOS. MUIR,
Superintendent-General of Education.

## 1.-INSPECTOR BARTMANN'S REPORT.

INDEX TO REJORTS

(Cricuit:-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

| Net increase | Riversdale. |  | Swellendam. |  | Bredasdorp. |  | Stellenbosch. |  | Caledon. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Opened. | Closed. | Opened. | Closed. | Opened. | Closed. | Opened. | Closed. | Opened. | Closed. |
|  | 11 | 3 | 11 | 4 | 8 | 2 | 2 | 1 | 4 | 4 |
|  | 8 |  | 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 instance, which had been stationary for two years has added two schools since my for 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 hools, whilst several new ones have been opened.
Two or three schools were closed during the year upon my recommendation, a there were others in the immediate vicinity providing more efficient instruction Several cases were brought to my notice of teachers resigning their situations on farm after only a few months' service, to take up similar situations on other farms. Th could lay hands on, and in some instances thad to close with whatever substitutes they of schools closed would be far less if each teacher on their schools. The percentage were made to sign a guarantee to remain in charge for appointed to a farm schoo could doubtless be done if the terms offered were reasonably liberal. On the thi hand every farmer desiring to have a farm school should guarantee to the othe 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 School intended for coloured children only, and that it was demoralising to the poor whit child to come in contact with a characterless native child. For three years I wave 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 Undenominational Por She se only on
[G. 2--96.]
a good many white children on the roll, and these could all be made to attend the public schal brom Government. Swellendam has two Dutch pubformed 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 inspeation appear in the following tables:-

| Division. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 |  |  | $\cdots$ |
| Swellendam . | 10 | 47 | 1,316 | 1,093 | 493 | 159 | 177 | 116 | 70 | 42 | 23 | 13 | 18 |  |
| Riversdale | 13 | 42 | 1,047 | 919 | 366 | 176 | 126 | 103 | 74 | 22 | 12 | 13 | 18 | 9 |
| Totals | 65 | 207 | 7,011 | 5,640 | 2,608 | - 926 | 815 | 586 | 324 | 154 | 97 | 37 | 55 | 38 |

Leaving Standards.-I have been able to obtain trustworthy statistios 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 :-

| PercentageAverage Age | Ai. Schools. |  |  |  |  |  | VI. | Above |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | B. | I. | II. | III. | IV. | V. |  |  |
|  |  | 5.2 | 12 | 15.5 | $24 \cdot 2$ | $18 \cdot 9$ | $17 \cdot 3$ | 6.9 |
|  | .. | 10 | 11 | $12 \cdot 3$ | $15 \cdot 2$ | 17 | $16 \cdot 3$ | 17 |
| Aif. Schools. |  |  |  |  |  |  |  |  |
|  | B. | I. | II. | 1 II . | IV. | V. | VI. | Above |
| Percentage | . | . | $6 \cdot 4$ | $12 \cdot 2$ | $6 \cdot 3$ | $21 \cdot 9$ | $3 \cdot 2$ | 50 |
| Average Age | . | . | 17 | 15 | 15 | $15 \cdot 5$ | 18 | 14.5 |

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 advance a Standard. It is interesting to note the share each class of school in the different Divisions contributes to this general result :-

| Division. |  |  |  |  |  |  |  |  |  |  |  | \% 年 皆 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | A 1. |  | $A_{\text {ri. }}$ |  | A int. |  | P F. |  | Poor. |  | B. |  |
| Stellenbosch . . Percentage | 165 | 119 | 83 | 56 | 60 | 28 | 32 | 22 |  | . | 592 | 164 |
| $\underset{\text { Percentage }}{\text { Caledon }}$ | 43 | 32 | 25 | 21 | 198 | 102 | 33 | 15 |  | $\ldots$ | 510 | 191 |
|  | . | 74 | . | 84 |  | 51 | , | 45 |  | $\cdots$ |  | ${ }^{37}$ |
| $\underset{\text { Bercentage }}{\text { Bredasdorp }} .$ | . | . | 55 | 37 | 71 | 34 | 37 | 20 | 9 | 7 | 264 | 61 |
|  |  |  |  | 67 |  | 48 |  | 54 | . | 78 |  | 23 |
| Swellendam .. Percentage | 43 | 27 | 81 | 60 | 99 | 82 | 32 | 22 | 61 | 31 | 326 | 96 |
|  |  | 63 | . | 74 |  | 83 |  | 69 | $\ldots$ | 50 |  | 29 |
| $\begin{gathered} \text { Riversdale } \\ \text { Percentage } \end{gathered}$ | 122 | 85 | . | $\ldots$ | 50 | 30 | 105 | 69 | 79 | 47 | 178 | 66 |
|  |  | 69 | $\ldots$ | . |  | 60 |  | +6 | . | 59 |  | 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.

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

Riversdale.-Klein Doorn Rivier, P.F. Novo, P.F. Pienaars River, P.F.
wellendam.-Klaas Kaffirsheuvel, A iII. Stuurman's Kraal, P.F. Brak
fontein, P.F. Wagendrift, A ini. Bruinklip, P.F. Zuurbraak Eng.
Ch. Mission.
Ch. Mission
Caledon.-Villiersdorp, A iiI. Greyton Eng. Church Mission. Papiesvlei,
A III. Hartebeest River, Poor. Stanford, A iII. Palmiet Riveri,
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 seop the and 1 mud or clay floor $\begin{array}{ll}\text {," Bredasdorp } \\ \text { ", Caledon } & 7 \\ \text { ", Swellendam } & 15\end{array}$ Riversdale 14

The School System.
Pricate 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 hav spared no time and trouble to explain to the proprietors the unwritten and moral law endeavouring to make a profit off his school need be reported

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

Concluding Remarks.--Looking back upon the past year's work, I have no hesita tion in saying that there has been a decided onward movement in spite of such formid able resistance as indifference and apathy on the part of parents and incapacity of 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, Engeobo, St. Mark's, Xalanga, Maclear.)
Sir,-I have the honour to submit my annual report for the year 1890.
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 in it.

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

| Division. | A.II. | A.III. | P. F. | Poor. | E. | B. | C.I. | C. | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Barkly East | 1 | 9 | 7 |  | . |  | . |  | 17 |
| Glen Grey | 1 | 2 |  | $\cdots$ | . . | 21 |  | $2^{2}$ | 26 |
| Engcobo.. | . | 1 |  |  | . | . | 1 | 21 | 23 |
| St. Mark's | - | 1 | 3 |  | $\because$ | . | . | 22 | 24 44 |
| Xalanga.. Maclear . | 1 | 7 | 3 <br> 3 | 9 1 | 1. | $\ldots$ | . | 23 3 | 44 11 |
| Naclear . |  |  |  |  |  |  |  |  |  |
| 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 ime, trin schools were closed excluding such as were closed for one or more quarte and re-opened within the year. The classification of schools opened and close
 A. II
net increase is therefore 22 to which Barkly Fast contributes two, Glen Grey Xalanga six, Engcobo three, and St. Mark's five, Maclear shows neither increase six, Xalanga 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 serve a population of about 174,000 , of which 47,000 may be put down as of schoolgoing age. This gives one school to 327 children.

In my last report I touched upon the precarious existence of the country school. f 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, ot included above, grants were authorised but never issued, the teachers leaving a onth 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.


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 Engeobo arises Engcobo to St. Mark, a readjustment boundaries, six schools were transferred from Engeobo to St. Mark's
Results of Inspection.-All the schools in my circuit have been inspected by me Xalanga, which could not those started after my visit to the district, and seven schools in again at the end of the year. Taken last year were inspected near the beginning and 29 of which were first inspections. ment 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 | Enrolled. | Present. | $\begin{array}{c}\text { Below. } \\ 6479\end{array}$ | 5397 | 2684 | I. | II. | III. | 899 | 506 | 197 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | 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:-

| Order and Class. |  |  | B. | 1. | I. | III. | IV. | V. | VI. | VII. | Un. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | $14 \cdot 6$ | $12 \cdot 4$ | $15 \cdot 7$ | 25.9 | 11.2 | $10 \cdot 1$ | $7 \cdot 3$ | $2 \cdot 8$ |  |
|  | . |  | $25 \cdot 1$ | $19 \cdot 2$ | $26 \cdot 6$ | 17.0 | 10.4 | 1.5 | 02 | 28 |  |
|  | . | . | $25 \cdot 6$ | $20 \cdot 0$ | 20.0 | 184 | 104 | $5 \cdot 6$ | . | $\ldots$ | $\cdots$ |
|  | $\ldots$ | $\ldots$ | $44 \cdot 7$ | 21.7 | 19.7 | 10.5 | 2.4 | 1.0 | $\cdots$ | $\ldots$ | $\because$ |
|  | . | .. | $55 \cdot 4$ | 17.3 | $15 \cdot 5$ | $9 \cdot 2$ | 26 | 10 | $\ldots$ | $\ldots$ |  |
|  |  |  |  | $2 \cdot 7$ | 16.0 | $21 \cdot 3$ | 24.0 | 107 | . | $\ldots$ | $\stackrel{35}{25}$ |
|  | . |  | 55.0 | $20 \cdot 0$ | $15 \cdot 6$ | $7 \cdot 1$ | $2 \cdot 2$ | 0.1 |  |  | .. |
| Percentage of totals |  |  | 49.7 | $19 \cdot 1$ | 166 | 94 | $3 \cdot 6$ | $0 \cdot 8$ | $0 \cdot 3$ | $0 \cdot 1$ | $0 \cdot 4$ |

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 The percen
the percentage of pupils leaving in each Standard is-

| White | $26 \cdot 5$ | $21 \cdot 9$ | 21.9 | III. | IV. | V. | Above. |
| :--- | :---: | :---: | :---: | :---: | ---: | :---: | :---: |
| Coloured | $41 \cdot 5$ | $17 \cdot 2$ | $18 \cdot 0$ | $14 \cdot 4$ | $12 \cdot 5$ | $7 \cdot 8$ | . |
|  |  | $5 \cdot 7$ | $0 \cdot 2$ | $3 \cdot 0$ |  |  |  |

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 at $2 \frac{1}{2}$ years foachers Examination. The average duration of school life is returne It is deplorable to ${ }^{2}$ and $3 \frac{1}{4}$ years for coloured pupils-rather an astonishing result. satisfies many parents belonging to the ardicultural 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 figures are -

## White <br> Coloured <br> Total

| Higher. | Same. | Lower. |
| :---: | :---: | :---: |
| 60.3 | 39.7 | $\because .1$ |
| 38.4 | 605 | 0. |
| 42.4 | 567 | 0.4 |

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 $65 \cdot 3$ for all schools, and this affected native more seriously than hite 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
school.

School Buidings and Furniture. - Government loans have been obtained for improvements on the Second Class Public Scheol at Barkly East, and for a new building for the Third Class School at Rhodes, and loans have been applied for for a wailding 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 sohool 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 eld in bed-rooms, in one of which there was hardly space enough for the pupis to sit round a very rickety table

Subjects of Instrution - 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,解 cachers who had been content to follow mechanical and unintelligent methods simply benuse 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 aud 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 tyle 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 his 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 ubject has rarely been appreciated. I had presented in Standard V. in one case sixty lines of a jingling metrical chronicle of the Cape, repcated 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 o hich becomes in consequence of no more profit than a parrot's learning to tall.

Composition is a new subject in Standard IV, and in this Standard it has seldom een even moderately good. This appears to be due to neglect of anything like ystematic instruction in the elements of good composition, to "Capeisms" and othe1
 nsisted more and more on the neessity of English being frely used in the ordinary chool work, if the writing of English and the learning of English grammar are to be anything more than a pretence.

Avithmetic.-It has long been complained that arithmetic was taugit in the average school by mechanical rules, and'that no practice was given to the pupils in think-
ing out simple problems independently. As many of the teachers in elementary ing 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 got out of one groove, nem ways was neither easy or successful. And some, having groove will be practice and proportion, every another. In Standard IV. the sides of the conform to one or the and proportion, every problem of doubtful rule being made to 2 ft . 9 in.; how many steps will he take in 2 miles 7 furlongs 2 ," A man's step i average intelligence bad it stated thus- in man : 33 inches : 2 miles 7 burlon of fai showing at once that he had been tanuht to use a mechanical rule which he did not understand in the very least. Mental arithmetic in the lower Standards has generally been very pour, but I hope that next year will show some in, provement in the subject
In Grammar, G ography, History, and Opjict 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 smail.
Sindrances.-The introduction of the sewing standards is attended with two serions and he a mamely, the fact that in a great many schools there is only one teacher culty that teach unable to teach sewing: and in mission and poor schools, the diffialready too mears have in getting material, unless they pay for it out of their salaries, parents refused already sew well enough to make their own the gi

Teuclus hese, 41 held these, 41 held teaching certificates- 37 the Cape Third Class, 1 the Cape Second Class, remaining 150 , certificate. Two of the emaining 150 were graduates, and 3 undergraduates. 78.5 per cent. had no profesthe one nor the other per cent. no academic certificate, and $75 \cdot 3$ per cent. had neither he 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 and women to take charge of schools is, I mine, embracing remote parts of the country and districts where the in a circuit like whole is poor. This cannot be otherwise until some plan is devised population as a alaries attached to schools sufficiently large to compensate for social isolation and, in many instances, actual discomfort.
this circuit. Where 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. | A verage |
| :---: | :---: | :---: | :---: |
| A. 11. Head Teachers Assistants | £180 | £240 | £220 |
| A. III. Head Teachers | 36 60 | 80 | $65 \frac{3}{5}$ |
| P.F. do. | 40 | 160 | $100 \frac{2}{5}$ |
| Poor do. | 60 | 86 | $68 \frac{1}{10}$ |
| B. do. | 30 | 116 50 | $90^{9} 1^{3}$ |
| Assistants | 10 | 20 | $41 \frac{7}{10}$ |
| C. Head Teachers | 12 | 88 | 20 |
| Assistants . . | 4 | 3 | 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 missinn school teachers
of these schools in my cireuit 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 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 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 the'r 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 sohools 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 agricitare dep fees. In fact they find it cher to on Third Class or Sarm on the hom fees. In fact they find it cheaper to ope
stead 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 philan thropic motives. The utter indifference of many and the actual aversion of som 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, consequen 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 mall-pox. The hange from the routine of the old Standards to the the presalono difficult for iffcult for Native teachers and pupils than for Europeans. Consequently the result

Eleven teachers from my circuit
Eleven teachers from my circuit attended the vacation course for Mission Schoo 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

I have the honour to be,
Sir,
Your obedient Servant,
W. G. BENNIE.

Alice, 27 th 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 qualifieations 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 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, Claremon
St. Philip's English Church Third Class School, Cape Town.*
t. Saviour's English Church Mission School, Claremont
gin
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 grat 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, howere, ogether too small
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 T
Wesleyan Mission School, Sydney Street, 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: 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:-

$$
\begin{aligned}
& 17 \text { per cent. good. } \\
& 60 \\
& 23 \text { ", fair. } \\
& \text { " bad. }
\end{aligned}
$$

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．－Puplls＇Attainments
T＇he 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．

|  | Nu．of Pupils |  | Percentage reaching Standards． |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | $\begin{aligned} & \dot{訁} \\ & \text { 合 } \end{aligned}$ | － | A | E | $=$ | $\checkmark$ | $\stackrel{1}{1}$ | E | 这 |
| Cape Town First Class Schools | 343 | 317 | 12 | 2 | 71 | $15{ }_{4}$ | $21{ }^{3}$ | 19 | 17 | 23 | 21 |
| Other Total ctel | 795 1138 | ${ }^{730} 10$ | 13 | ${ }^{51}$ | 12 | ${ }_{16} 17$ | 18 | $16{ }^{16}$ | $10^{3}$ | 3 | ${ }^{3}$ |
| ${ }_{\text {Cape }}$ Town Second Class S̈chools | 1235 | 1141 | 20 | $11^{42}$ | ${ }_{13}^{4}$ | ${ }^{160_{2}}$ | ${ }_{15}^{19+}$ | 12 | ${ }_{122}^{12}$ | 3 | $3{ }_{3}$ |
| Other Second Class Schools in Division | 343 | 302 | 193 | 123 | 23.4 | 16ㄴ․ | 13. | 10. | －4 |  |  |
| Total | 1578 | 1443 | 20 | 112 | 15 | $15_{4}^{4}$ | $14 \frac{1}{2}$ | $11_{4}^{3}$ | 10 | 4 |  |
| Cape Town Third Class Schools | 792 | 692 | 43 | 17 | 18 | 13 | 7 | 12 |  |  |  |
| Other Third Class Schools in Division ．． | 219 1011 | 163 | 38 | 18 | ${ }^{201}$ | ${ }^{151}$ | 7 | 1 |  |  |  |
| Cape Town M Mission Schools | 4551 | 3312 | 6\％ | 12. | $12{ }^{12}$ | ${ }_{8}{ }_{8}^{4}$ | ${ }_{3}^{7}$ | 11 |  |  |  |
| Other Mission Schools in Division | 4741 | 3461 | ${ }_{5}{ }^{\text {s }}$ | 14 | 154 | ${ }_{8}$ | 31 | $1{ }^{4}$ |  |  |  |
| Total | 9292 | 6773 | $60^{3}$ | $13 \%$ | $13 \frac{1}{2}$ | 8 | 3 | 1 |  |  |  |
| All other Schools in Divisiou | 408 | 321 | 36 | 122 | 19 | $9_{2}^{1}$ | $5{ }_{5}^{1}$ | 4 |  |  | 13 |
| Total of all Schools in Division | 13,427 | 10，439 | 48 | $12{ }^{2}$ | 14 | $10_{2}^{2}$ | ${ }^{+}$ | 4 | 3 | i | ${ }_{4}$ |

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

Table II．－Comparative．

|  | Below． |  | I． |  | II． |  | III． |  | IV． |  | V． |  | VI．and above． |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\dot{\sim}$ | $\stackrel{\otimes \sim}{\infty}$ | $\stackrel{\stackrel{\text { ® }}{\sim}}{\sim}$ | $\stackrel{\dot{10}}{\infty}$ | $\underset{\underset{\sim}{\underset{\infty}{\infty}}}{\substack{\text { an }}}$ | $\stackrel{\curvearrowleft}{\infty}$ | +i | $\begin{aligned} & \stackrel{\circ}{\infty} \\ & \stackrel{\circ}{8} \end{aligned}$ | $\underset{\sim}{\infty}$ | $\begin{aligned} & \stackrel{\infty}{\infty} \\ & \underset{\sim}{1} \end{aligned}$ | $\dot{\underset{\sim}{\infty}}$ | $\begin{aligned} & \text { ® } \\ & \stackrel{\otimes}{7} \end{aligned}$ | $\stackrel{\underset{\sim}{\infty}}{\sim}$ | $\stackrel{\oplus}{\infty}$ |
| First Class Schools | $11 \frac{1}{2}$ | 13 | 8 | $4 \frac{1}{2}$ | 12 | 10 | 1921 | $16^{3}$ | $20 \frac{1}{4}$ | 194 | 19 | 17 | ${ }^{93}$ | 191 |
| Second＂ | 23 | 20 | $133^{3}$ | $11 \frac{1}{2}$ | $23 \frac{1}{4}$ | 15. | 191 | $15_{4}^{4}$ | $12 \frac{1}{2}$ | $14{ }^{\frac{1}{2}}$ | 6 | $11{ }^{3}$ | $1 \frac{1}{4}$ | $10^{3}$ |
| Third ${ }_{\text {Nission Schools }}$ | ${ }_{60}^{48}$ | 42 604 4 | $20 \frac{1}{2}$ | ${ }_{13}^{17}$ | 15 | 18 | ${ }_{7}^{9}$ | 13 ${ }^{1}$ | ${ }^{5 \frac{1}{2}}$ | 71 |  | 1 | $1 \frac{1}{4}$ |  |
| All Schools | 49 | 48 | 14 | 122 | 14 | 14 | $10^{\frac{1}{2}}$ | $10^{1}$ | $7^{2}$ | $7^{4}$ | 4 | 1 | ii | $3^{3}$ |
| Cape Town Missiun | 63 | 63 | $14 \frac{1}{4}$ | 12 | 121 | 12 | 7 | 81 | 3 | 3 | ， | 3 |  |  |

## 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 moderatoly satisfactory state，but that the mission schools，and particularly those in Cape Town，are to a great extent infant sing advance in staw（and more easily graded）standards are now in use，very little，if any that the the mission schools．graded）standards are now in use，very little，if any，advance in Apart from sta
side the power standards passed，a criterion which may be affected by many causes say that there appears to schools undoubtedly are me to have been much improvement in my circuit．Several number are stationary．In many cases the causes are beyond the teachers＇power to mend：utterly unsuitable accommodation and apparatus，the most astonishing un－ punctuality and irreg larity 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 i 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 sulject，and indicated a remedy

Another obstacle to sonnd elementary education is the difficulty in getting some of the teachers to see that，if instruction is to be auything more than parrot－like imitation －mere words and extreise of memory－it must first be given in the language under－ stood by the pupils．There are many low class missious 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 perations is in school a puzzle ；at the shop the child would put on a different mental stop，and the difficulty would not exist．

1II．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 sehools is shown in the accompanying Table ：－

Table III．Success．

| Class of School． | $\begin{gathered} \text { No. } \\ \text { of } \\ \text { Schs. } \end{gathered}$ | Number of Pupils present at Inspection． | Number presented for Standards． | Percentage of Sucess． |
| :---: | :---: | :---: | :---: | :---: |
| First Class Schools ．． | 7 | 1，047 | 891 | $73 \frac{1}{2}$ |
| Second＂＂， | 11 | 1，443 | 1，173 | 86 |
| Third＂ | 12 | 855 | 528 | $711 \frac{1}{4}$ |
| Mission | 68 | 6，773 | 2，897 | $74 \frac{1}{3}$ |
| All other | 11 | 321 | 180 | 74 |
| Total ．． | 109 | 10，439 | 5，669 | $76 \frac{1}{3}$ |

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，
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．

| Clas 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 ．． Seeond＂，＂， Third＂＂ Mission All other＂， | $\begin{array}{r} 1,047 \\ 1,443 \\ 855 \\ 6,773 \\ 321 \end{array}$ | $\begin{array}{r} 542 \\ 911 \\ 375 \\ 3,757 \\ 45 \end{array}$ | $\begin{aligned} & 70 \frac{1}{2} \\ & 79 \frac{3}{4} \\ & 48 \\ & 38 \frac{1}{4} \\ & 55 \frac{1}{2} \end{aligned}$ |
| Total | 10，439 | 5，630 | 49 |

The last column points to a state of things which can only be characterised as most unsatisfactory. It shows that on an average roore 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 cent.
Among the causes beyond the power of the school authorities, which producs this state of affairs, one of the most serious is the short and broken school life. Of the are those of children admitted during the tected by me, 7,357, or nearly 55 per cent., Doubtless many of these admitted during the year previous to the day of my visit. school-life of a child a come from other schools, but the figures show that the average $\overline{5}, 630$ pupils present 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 iufant classes. For the Cape l'own 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 disof the time and energies of at least 40 of the best teachers in these schools was dis-
sipated over 396 pupils for whom, if gathered together, eight properly qualified sipated 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 resulis The Normal Sollege Schools, the Good IIope Seminary, the Rondebosch Girls' School and the First Class Publio School, Simonstown, are deserving of special praise for excellence in this subject. Mental A ritlimetic, 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 satis-
factory; in other work, however, it is far from what it should be in most schools it factory; 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 would almost appear as though the teachers took no pains with it outside its own
special 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 schools sensibly, with the elements of Ply a fo 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 cark. Department to the best of the power of all concerned oury out the requirements of the oncerned. In the higher schools and in thent teach Mission schools (or, in other words, in the schools with educated and intellion 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 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 elementary subjeets, and to the Noordhoek Dutch Churoh Mission Sehool, and to the elementary subjects, and to the Noordhoek Dutch Churoh Mission School, and to the 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 Subjbets.

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 Wooduork has only hately to report good progress. The difficult in most cases to do much beyond the simplest extension movements. I would lifficult in most cases to do mex exerises of the Simon' Town Wesleyan Mission School. To Special Infant Class Subjects a few schools hav 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 Sehools, 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 improvemen in many of the schools. In the upper classes' Schol, and the Simon's Town First Class Gooblic S S in the most marked improvement Publie School, in partohe ohe methods are is in Ladopted. In other subjects also, especially Alyelra and Euclid, the results, though not what they should be are a distinct advance on those of past years. On the othe 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) ; quicloness 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 i 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 producin correctness of observation, deftness of manipulation, and the habit of comparison and inference, is utterly neglected; History and Plysical Geography, beyond the bar requirements of the standards, are viewed with disfavour (they are penatised in the tion, with their resulting training of hand and eye, and cultivation of judgment and tast ather not then all to any useful extent or if they are are taken as it we 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 semior classes to subjects which they cannot teach propeny, and which, even if they could, would be almost if not entirely useless to the pupils. The extra subjects take 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 have learned nothing that can be of use to her in that the mana corch All of them, however, will have devoted much time capacity except needlework. All of them, however, will have devoted mantance 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,

Nitaht Sohoois.
Here 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, 31 st 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 enrol. ment, the number of children present, and the classification in the five districts which I have inspected twice :-

Schools with practically all White Children.


Schools with practically all Coloured Childien.


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

All. Schools, White and Coloured.

| 范 |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 dis'tricts under consideration an increase of 13 "white" schools and 3 colnured, mating a total of 16 , or 29.6 per cent.; and in the enrolment a gain of 21.6 per cent. Tropean parentage, and 316 natives, making a total gecent applications for grants for new schools I have reason to hope that the rate of progress will $l_{n, ~ m a i n t a i n e d ~ d u r i n g ~ t h e ~ c o m i n g ~ y e a r . ~ S t i l l, ~ w h i l e ~ s a t i s f a c t o r y ~ a s ~ a ~ w h o l e, ~} a$ very Hlight 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 offorts to improve them, and I fear many yeurs will elapse before the bulk of the inhabitants can be made to see the necessity of education. Of these two distriets, Hay is
the more backward, and from its great extent ( 6,646 square miles) and sparse population ( 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 sehols drop out soon 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.-

|  | Division. | Area in square miles. | White children of school going age. | Children on rolls of Stateaided schools. 1895. | Childrenuot on rolls of Stateaided schools. 1895. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Kimberley |  | 1764 | 4280 | 12, |  |
| Barkly West |  | 4024 | 841 | 292 | 549 |
| Hay | . | 6646 | 988 | 95 | 893 |
| Herbert |  | 2763 | 646 | 87 | 559 |
| Hope Town | . | 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<br>Hay<br>Herbert<br>Hope Town

2,000 or 47 per cent.
500 or $59 \quad$ "
850 or 86
500 or 76
500 or 76
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 seattered about much as follows :-
In Barkly West
one child to 8 square miles,
In Hay
In Hope Town

```
one ", "8}
one ",
```

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 casns 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 Strydenbung: this done, it is obvious that the children in rural districts are even till more diffialtered than the foregoing figures show, and the Educational problem ore diffint
The figures just touched upon referred only to the white children, but the cas with regard to the coloured children in the Districts of Hay, Herbert and Hope Town in some of the Southern Districts, has left these missionary enterprise, so progressiv Inspection there were in the three Districts named practically uncared for. At the last schools for coloured childreu witi 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 not of this and take steps to remedy this disgraceful state of affairs.

Cost, \& $\&$. - 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.

First Class Public Schools
Second Class Public Schools
Third Class Public Schools
Prird Class Public Schoo Farm Schools
Private Farm
Poor Sehools
Evening School
Mission Schools

The most striking feature in these figures is the anomalous cost of the third clas shool; the class of work done in the second class schools is naturally very superior to hat 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 shools in the Colouy. This anomaly is partly due to the fact that a few A.m 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 "re" than aided "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 every aided school in the Districts of Steynsburg, Middelburg, Hanover, Colesberg, and Philipstown with the fellowing results:-
"White" Schools.

| Division. |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 |  |
| 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


From these figures it is evident that the general attainments of the pupils are ry low, yet I find that on the whole they are not worse than in the Colony at large very low, yet I find that on the whole the 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, managera, 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 neeessarily 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 manager have asked me to recommend a teacher the request has always
one. obviously :- The inadequate supply of schools.
(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.

T'o remedy the evils referred to in $(a),(b)$ and $(c), \mathrm{I}$ 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 ahenation of a few morgen for school purpose 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

(Cricurt :-Cathcart, 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 on's time. Any extra outlay of directly to the improvement of the provision pleasurable when one feels that it leads ment of an increased confidence in and sympathy with the aims of the Desarme Unfortunately, there must still be noted, even in some aims of the Department. expect a more intelligent concention of the necessities of educational development 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 cirouit since the beginning of the year, and 32 new schools opened and 3 re-opened. 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 althongh 9 new schools have been opened, an equal number have ceased to but by the fact that a school having been maintained for a fow of educational effort, the children, or most of them, have receivaintaind for a few years on a farm until the urgent want ceases, or the children are sent to some of the larger sehools in tocion, In the Winterberg District in Fort Beaufort Division, where edicational in towns. been prominent, it is satisfactory to find that three new schools have recently has 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 12 have had a chang them more than once, while in 21 Third Class Schools inspected and qualification of the teachers will be disussed state of things is due to the character ably in several cases much yet remains to be done by the frmer to mate unquestionof the teacher more comfortable and anttractive The armer till make the position Queenstown, Fort Beaufort, and Vietoria East Divisions that are not sufficiently supplied with schools.
[G. 2-'96.]

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


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

To ascertain the proportion of children in each division attending Goviernment ided 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 attered. In Fort Beaufort allowanc of 15 attending Healdtown, and an approximate percentage has been set above the age of 15 attending Healdtown, and an approximate percentage has been set down

| Queenstown | Number attending Government-aided Schools. | Increase or Decrease as compared with corresponding period of 1894. |  | Percentage of total children between ages of 5 and 15 . |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Increase. | Decrease. |  |
| White | 789 | 105 |  |  |
| Coloured | 1342 | 122 | $\ldots$ | $12 \cdot 6$ |
| Stockenstrom |  |  |  |  |
| White | 304 | 62 | $\ldots$ | $64 \cdot 0$ |
| Coloured | 307 | 61 | $\ldots$ | $19 \cdot 1$ |
| Victoria East |  |  |  |  |
| White |  |  | . | 48.7 |
| Coloured . | 1711 | 47 | $\ldots$ | , |
| Catheart |  |  |  |  |
| White | 320 | 45 |  |  |
| Coloured | 150 |  | $\ddot{8}$ | $\begin{aligned} & 020 \\ & 13 \cdot 6 \end{aligned}$ |
| Fort Beaufort |  |  |  |  |
| White | $360$ |  |  |  |
| Coloured | $1004$ | $110$ | . | $25 \cdot \text { (approx.) }$ |

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 fanoy 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 ribe and is and plin $p$ a educational purposes seem to me to improvement.

## Inspection Results

It will probably be interesting to note the comparative results of inspection for the last two years, as shown in the following tables (1) as regards the totals for al schools, and ( 2 ) as regards the figures for the different classes of schools:-

(2) (a) First and Second Class Schools.




Percentage in $1894\{5 \cdot 1$ above Standard IV
Percentage in $1895\left\{\begin{array}{c}7.5 \text { above Standard IV. } \\ 23.7 \text { in and above Standard IV. }\end{array}\right.$


Percentage in $1894\left\{\begin{array}{l}6.9 \text { above Standard IV. } \\ 15.2 \text { in and above Standard IV. }\end{array}\right.$
Percentage in $1895\left\{\begin{array}{l}6.0 \text { above Standard IV }\end{array}\right.$
Percentage in $1895\left\{\begin{array}{c}6.0 \text { above standard IV. } \\ 14.1 \text { in and above Standard IV. }\end{array}\right.$
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 hittle trouble some taachers have taken to make hemselves acquans wass even 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 when they have read them, how little they have understood the meaning of the terms neglect of Missionary Superintendents to take the trouble to instruct the teachers.

## Annual Prjgress 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 single out such a school as Adelaide Public School again as raising almost every pupil single out such a school as Adelaide Pub
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 stiff-necked aversion to all change, the results may be described as fairly satisfactory. Hiaher. 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 bera of a suject or of axam in the ow rard in which culture for its own sake is cenerally 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 father 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 som of the better Public Schools the consideration of some means by which they migh or girl in this country is so laeking in variety that it is an urgent duty to coge bo what remedy is to be found. The consideration of this leads directly to the head.

School Libraries.-There has been on the whole, I regret to say, little to indieate 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 ar 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, \&o.

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 altera tions 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-Hilto Catheart), Toise River, and Spanover deserve to be specially mentioned. The schoo 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 case 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 Cathcart, where it was erhaps 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 an orry to say that as regards Mission Schools generally there has been very little sirn of improvement. The new Standard requirements necessitating the teaching of Writing own to the First Standard involve the neeessity 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 lufant Department of one school I found thirty to forty small children huddled together on the floor in one corner of the room. Ifeel bound to acknowledge the efforts of some Missionary Superintendents to maintain and "School System" to they of their schools, but it will be necessary in connection with th "School system" to advert to the failure of others to exert an effective control ove etter results. Much of the nagant ges look for much selves, as in the case of one who assured me that the abene of 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 wes 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 cirouit taken as a whole. There is still prominent the lack of expression and of distivet articulation, and the faulty pronunciation, that I found it necessary to draw serious attention to lan year. I must repeat that the fault lies very much with the teachers themselves. Many of them, in giving out dictation and ou other occasions, exhibit coustantly 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 systematio 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 sufficient attention has not been given to mental work.

Geograply.-The "Manual" requirements in this subject seem to have been too Geography.- The "Manual" requirements in this subject seem to have been too been intelligent.

Latin.-The teaching of this subject is very far from satisfactory ; in no school is it 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 sehool 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

Sexing.-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.

Handivork. - 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 practioal difficulties I am hopeful that some good will result. The buildings in comse of erection at lovedale for the the native teacher in the future
ne native teacher in the future
Drill and Physical Exercises.-The Vacation Courses seem to have given an impulse解 Healdtown continue to show Sohools one notes the improvement. Queenstown 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 ttract a better type of man and woman to the 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 assed 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 f native teacher being turned out, but to make such improvement of any practical effect there must be a better understanding established between Missionary Superinendents and the Training Institutions. What incentive is offered to the native eacher when he sees a misguided Missionary Superintendent giving the control of a chool 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 xtent now, but there are so requently cases of most promising children in the Station Schools whose parents are unable to pay anything towards their board, that one would ee glad to know whether something could not be done to make Nission funds 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 frequenty difficult to form a board in the country districts that by withdrawing their children on account of some real or fancied grievacce, 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 for others within reach.

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 ar mostly doing satisfactory work, but where the reverse is the case the difference is very marked. I have specially in my mind the case of the Mission schoos around Loveda ne inder the control of two Native Missionaries. One would naturally expect to find that around, and that an understanding would extend beneficially to the station School benefit. Finding last year that such a desirable relationship did not exist, ind that the schools were far from being satisfactory, I appealed to the Presbytery of Kaffrari 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 th 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:-
Average cost to
Public Schools:-
1 st Class
2nd Class
3rd Class
Poor (including Boarding G̈rants)
Native (including Boarding Grants
Do. (excluding Boarding Grants
Government per head.

Schols 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 ${ }^{2}$ 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 Resulls.-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. 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 sluuld have inspected. ane European school was closed just when the inspection sluuld hav
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.


|  | NATIVE |  | $\dot{\square}$ | $\pm \dot{2}$ |  | Tea | ers． | $\xrightarrow{\mathrm{Pu}}$ | il |  |  | $\dot{x}$ |  |  |  |  | andar |  |  |  | 范 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { 吕 } \\ & \text { z } \end{aligned}$ | Division． |  |  | $\begin{aligned} & \text { 気 } \\ & 0 \end{aligned}$ | $\frac{0}{3}$ | M． | F． | M． | F． | － |  | $\begin{aligned} & \text { 2 } \\ & \stackrel{\rightharpoonup}{=} \\ & \dot{0} \end{aligned}$ | $\begin{aligned} & \text { t } \\ & \text { in } \end{aligned}$ | I． | II． | III． | IV． | V． | VI． | VII． | $\begin{gathered} \stackrel{\rightharpoonup}{\omega} \\ \text { 离 } \end{gathered}$ | $\begin{aligned} & \text { ⿷匚 } \\ & \text { \#̈ } \end{aligned}$ |
| 1 | Elliotdale | 1895 | 21984 | 6166 | 1 | 1 | 1 | ．． | ． | 56 | 45 | 19 | 26 | 13 | 5 | 8 |  |  |  |  |  |  |
|  |  | 1894 |  |  | 2 | 2 | 1 | $\ldots$ | $\ldots$ | 87 | 64 | 32 | 32 | 16 | 7 | 9 |  |  |  |  |  | $\cdots$ |
| 2 | Matatiele | 189.9 | 17765 | 3402 | 17 | 19 | 5 | ． | － | 655 | 592 | 31 | 283 | 104 | 120 | 50 | 9 |  |  |  |  | $\cdots$ |
|  |  | 18：4 |  |  | 17 | 19 | 6 | ． | ．． | 693 | 628 | 247 | 381 | 159 | 153 | 54 | 15 |  |  | $\ldots$ | $\cdots$ | $\cdots$ |
| 3 | Mount Ayliff | 1895 | 11815 | 3488 | i） | 3 | 5 | ． | $\cdots$ | 320 | 289 | 162 | 127 | 59 | 42 | 23 | 3 |  |  | $\ldots$ | $\ldots$ | $\cdots$ |
|  |  | 1894 |  |  | 5 | 3 | 5 |  | $\cdots$ | 314 | 278 | 181 | 97 | 39 | 42 | 15 | 1 |  | ． |  |  | ． |
| 4 | Mount Currie | 1895 | 6153 | 1695 | 10 | 9 | 4 | 2 | ． | 485 | 450 | 222 | 228 | 98 | 71 | 39 | 15 |  | ．． |  | 5 | $\ldots$ |
|  |  | 1894 |  |  | 9 | 8 | 3 |  | ． | 504 | 460 | 244 | 216 | 90 | 87 | 32 | 7 |  | $\cdots$ | $\cdots$ | 5 | $\cdots$ |
| 5 | Mount Fletcher | 1895 | 13776 | 4314 | 13 | 14 | 4 | ． | ． | 618 | 572 | 310 | 262 | 110 | 84 | 65 | 3 |  |  | ． | ． | $\ldots$ |
|  |  | 1894 |  |  | 11 | 14 | 7 | ． | ． | 521 | 467 | 210 | 257 | 108 | 83 | 55 | 11 |  | ． | $\cdots$ |  | $\ldots$ |
| 6 | Mount Frere | 1895 | 22793 | 7189 | 15 | 16 | 9 | ． | ． | 1017 | 871 | 458 | 413 | 163 | 163 | 65 | 22 |  |  | $\cdots$ |  | $\cdots$ |
|  |  | 1894 |  |  | 15 | 16 | 9 | $\ldots$ | ． | 953 | 811 | 429 | 382 | 177 | 143 | 51 | 11 |  | $\cdots$ | $\cdots$ | ． | $\cdots$ |
| 7 | Mqanduli | 1845 | 28825 | 8336 | 5 | 6 | 2 | $\ldots$ | $\ldots$ | 322 | 275 | 178 | 97 | 37 | 34 | 26 | ． |  |  |  | $\cdots$ | $\cdots$ |
| 8 |  | 1894 |  |  | 3 | 3 | 8 | $\cdots$ | ． | 238 | 196 | 98 | 98 | 37 | 45 | 16 |  |  |  |  |  | $\cdots$ |
|  | Qumbu | 1895 | 23240 | 6765 | 18 | $1 \epsilon$ | 16 | ． | 12 | 1080 | 950 | 48.3 | 467 | 183 | 161 | 95 | 22 | 6 |  |  |  | $\cdots$ |
| 9 |  | 1894 |  |  | 19 | 16 | 14 |  |  | 1065 | 961 | 453 | 508 | 209 | 183 | 84 | 29 | 2 | ． | $\cdots$ | 1 | $\cdots$ |
|  | Tsolo ．．．．．．．．．． | 1895 | 24043 | 6943 | 17 | 16 | 10 |  |  | 883 | 771 | 492 | 279 | 122 | 102 | 54 | 1 |  |  | ． | ． |  |
|  |  | $189+$ |  |  | 16 | 12 | 12 |  | 1 |  | 727 | $41 \theta$ | 317 | 136 | 120 | 55 | 6 |  |  |  |  |  |
| 10 | Umtata | 1895 | 33989 | 11387 | 8 | 10 | ${ }_{6}$ | 5 |  | 416 | 348 | 138 | 215 | 85 | 56 | 45 | 22 | 8 |  |  |  |  |
|  |  | 1894 |  |  | 8 | 8 | 5 | ． | 1 | 404 | 370 | 146 | 224 | 82 | 61 | 51 | 23 | 4 |  | $\cdots$ | 3 |  |
| 11 | Umzimkulu | 1895 | 26074 | $88: 2$ | 17 | 13 | 15 | $\cdots$ | ． | 988 | 915 | 568 | 347 | 182 | 125 | 32 | 8 |  |  |  |  |  |
|  |  | 1894 |  |  | 13 | 10 | 13 |  | $\ldots$ | 762 | 706 | 409 | 297 | 147 | 90 | 55 | 11 |  |  |  |  |  |
|  | Totals ．．．．． <br> Percentages | 1895 | 230457 | 70497 | 125 | 123 | 77 | 7 | 13 | $\begin{aligned} & 6848 \\ & 6424 \end{aligned}$ | 6078 | 3334 | 2744 | 1156 | 962 | 502 | 105 | 14 |  |  | 5 | ． |
|  |  | 1894 |  |  | 115 | 111 | 78 |  |  |  | 5668 | 2859 | 2809 | 1194 | 1014 | 477 | 114 | 6 |  |  | 4 |  |
|  |  | 1895 1894 |  |  |  | $\cdots$ | ． |  | $\cdots$ | 100 100 | 89 88 | 55 51 | 45 49 | 19 21 | 16 | 8 | 2 2 |  |  |  |  |  |

Percentage at Schoul.-In the whole district 55 per cent. of the European children (taking the uumbers given in the Census of 1891) are on the roll of Government (taking the uumbers givell in the Census of 1891) are on the roll of Government
aided schools, aud a cousiderable 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.

Sclicol 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 floors.

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, 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.

Firance.-The number of schools of each order, with details as to the number of cholars, the amount of Government grant and cost per scholar, is shown iu the following table:-

European.


[^2]| Order. | Number. | Scholars present at Inspection. | Grant. £ | Cost per Scholar. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Highest. | Lowest. | Average. |
| C. I $\dagger$ | 2 | 170 | 537 | $\begin{array}{llll}8 \\ 4 & 11 & 8 \\ 8\end{array}$ |  |  |
| C. | 123 | 6078 | 3790 | $166{ }^{*}$ | $6 \quad 5$ | $12 \quad 5 \frac{1}{3}$ |
| Totals | 125 | 6248 | 4327 | - | - | 1310 |

+ That is Training Schools for Teachers.
One school has a higher average grant, $£ 1$ 18s. 1d., but this includes 2 trade teachers.
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 a few of the European) do their work. A few only of the better Thate Teachers (and a few of the European) do their work. A few only of the better Teachers picked out tabular form and posted them up by the side of the time-table wrote them out in a 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 her 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 Triqualand East there is not a single school to train Native young men to be teachers. bury adds very seriously to 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 the more necessary as the Native Teachers in school. Such a Training school is 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 spccial 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.

Next Year.-During 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.

1 have the honour to be

## \%. INSPECTOR ELY'S REPORT.

## (Chncurt :-King William's Town, East London, and Peddie)

Sir,-I have the honour to submit to you my annual report on the state of Educa tion 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 Nission 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 1 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 iu my district, we have still to provide for 1,042 , about 300 less than last year

Leaviny Standard.-It is extremely difficult to arrive at any satisfactory conelusion 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 Only a few weeks ago I heard a report read in which it was stated that elean schoons. 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. |  |  |  |  |  |  |  |  |  |  | 80 80 80 00 0 0 4 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A. 1 | 136 | 5 | 3 | 16 | 23 | 41 | 27 | 16 |  | 5 | $13 \frac{1}{8}$ |
| A. 11 | 8 |  |  | , | \% |  |  | 1 | 1 | 2 | 12 |
| A. 111 | 492 | 120 | 90 | ह) | 61 | 67 | 43 | 3 |  | 18 | $11 \frac{1}{3}$ |
| P. F'. | 12 | 1 | 3 | 4 | 1 |  | 1 |  | 1 |  | $15^{\frac{2}{3}}$ |
| Native Institutions | 74 | 11 | 12 | 1 1 | 11 | 15 | 2 |  |  | 8 | 16 |
| Mission | 1649 | 801 | 293 | $22:$ | 184 | 139 | 7 | $\ldots$ |  |  | $12 \frac{1}{3}$ |

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:-

|  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} 9155 \\ \text { Percentage } \end{gathered}$ | 7313 100 | 3386 $46 \cdot 3$ | $\begin{gathered} 128 \% \\ 17 \cdot 5 \end{gathered}$ | 1339 18.3 | 735 100 | 366 50 | 126 1.7 | 44 $\cdot 6$ | 15 -2 | 20 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 were not inspected.

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.
during the year has not been 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 SubStandard 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 connection 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 shop has been enlarged to meet the new requirements of the Education Department, room. The Free Church of Scotland has set an admirable example to other religious room. The Free Church of sustantial stone buildings for mission sohool 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 alvanized iron lined with jine 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 Trachers.-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 main tained, 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.
notes have been learnt by heart and are repeated 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 tary teachers. From 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 emphasiz 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 pronunciation.
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 i was found necessary to enforce a similar rule in Indian Native schools, as without such rule it was extremely difficult to give the scholars a practical knowledge of English. ey will carry out my suggestions and begin the terohing of English in the that lasses. carry out my suggestions and lasses.

Geography.-Considerable difficulty has been experienced in teaching this subject in the third Standard, as only a few divisional maps have been procurable. Some eachers 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 ppears in the improved style of composition ; but in Native schools it is still too much mere memory exercise.

Arithmetic.-The new arithmetic cards have proved a very severe test and have produced disappointing results; but the practical character of the questions set will, I The failures in a great improvement in the style of work in this subject.

The failures in Arithmetic in most sehools 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 encouragemont in the fact that mental arithmetic is distinctly improving in European schools. In Native, schools it is still 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 chance, he then puts down a threepenny piece and asks for twopence worth of sug:ar 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 thonght, 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.
fficulty is experienced with the 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 Dravina.-Map drawing in the
Dracina.-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 neet the require-Drill.-Some very courses.
Dril.- 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 Woodzork. --I
o say that Dale College is still the only public school in
F. HOWE ELY,

Deputy Inspector of Sehools.
Rondebosch, 31st December, 1895

## 8.-INSPECTOR FRASER'S REPORT.

(Circtit:-Albany, Alexandria, Bathurst, Bedford, Port Elizabeth and Uitenhage.)
Sir,-I I have the honour to submit my general report on the progress and condition f education in my circuit, for the year ending September, $1 \varepsilon 95$

During the twelve months 167 shools have bember, 18 ;
by casual inspectors. Every school in my circuit has been visited by myself and two e

## 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 graduall brought into contact with our educational system. In all, 31 new schools have bee pened 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 schoo I have nevered 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 on four occasions, I have never another school which has been under my Inspection school at present, came since last Inspection, and is Teacher twice. The Teacher in the Who is to blame for these changes? Committees impracticable?

1 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 amere 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 :-

| Albany. | On Roll. | Average attendance. |
| :---: | :---: | :---: |$\quad$ Percentage.

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 increzsed in attendance has inereased 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 Superintendents, and, as occasion offered, upon parents of children attending these schools, the necessity of vigorous effort to obtain increased regularity of attendance.

> Pupil.s' 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:-

| Sub-Standard | 2803 | or | 40.63 per cent. |  |
| :---: | :---: | :---: | :---: | :---: |
| Standard I | 1059 | " | 15.35 |  |
| Standard II | 1096 | " | 15.89 |  |
| Standard III | 838 | " | $12 \cdot 15$ | " |
| Standard IV | 504 | " | $7 \cdot 31$ | , |
| Standard V | 274 | " | $4 \cdot 00$ | " |
| Standard VI | 83 | ", | $1 \cdot 20$ | ", |
| Standard VII | 10 | ", | $\cdot 14$ | " |
| Ex-Standard | 46 | ", | $\cdot 66$ |  |
| Unclassified | 185 |  | $2 \cdot 67$ |  |

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 Staidard TII, 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
children below Standard are assigned.

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

Standard I
Standard II
Standard III
Standard IV
Standard VI
Standard VII
Ex-Standard

Sub-Standard
Standard I
Standard II
Standard III
Standard IV
Standard V
Standard VI

## Sub-Standard

 Standard Istandard II
Standard III Standard IV Standard
A.i. Schools.
Percentage
1
8
14
26
17
25
6
3
erage age.
13 years.
12
12
$13 \frac{1}{2}$
16
16
$16 \frac{1}{2}$
19
$16 \frac{1}{2}$

$$
\begin{array}{ll}
12 \frac{3}{4} & " \\
\frac{14}{} & , \\
14 \frac{1}{4} & " \\
14 \frac{1}{4} & " \\
15 & " \\
17 & ",
\end{array}
$$

A.iII. Schools.
15
10
17
27
23
8

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

## Anvial Progress of Puples.

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 th standard passed this year with that passed last year, is given for each class of school.

|  | Schools. | Number present at both Inspections. | Passed Higher Strndard. | Passed same | Passed Lower Standard. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| A. I | . | 413 | 319 | 94 | . . |
| A. II | . | 431 | 302 | 12.9 |  |
| A. III | . | 875 | 512 | 358 | 5 |
| B. | . | 1664 | 591 | 1042 | 31 |
| C. |  | 21 | 7 | 11 | 3 |
| P. F. | $\cdots$ | 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 cinanges introduced this year. A number of them, though willing and earnest, work in remote localities where riendly guidance and advice, though very needful, cannot be got. Let us hope that visit and advioe in 1895

Schoor, Curricula
Elementary School Standards.-To avoid repetition of much that was said last year, it may be best to deal here ouly 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 pu
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 h 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 pass inspector, an 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 committee require to be educated up to the full appreciation of what is implied by a good and require to be educated up to the full appreciation of what is implied by a good and 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

Furmiture.-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
 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 tiey 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 $8 \cdot 8$, and not $8 \cdot 7$
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; Clas III, 6 boys, 6 girls ; Class IV, 6 boys, 6 girls; Class V, 6 boys, 6 girls. When told hat an average of 30 boys and 29 girls in a school of 13 pupils was an impossibility the teacher thought the 1nspector 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 day
of the week as the attendances of five separate classes. It was no surprise to find of the week as the attendances of five separate classes. It was no surprise to find 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 Teaciers,

Since my last report I have inspected 97 pupil teachers or candidates for the eachers' 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 re 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 candidate I was asked by the teacher what these marks meant. On explaining that they shewe 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 he lessons reflect not the thoughts of the teacher but the teachings of the text book n several instauces I have found that the pupil teacher's notes have not been properly
 teacher displays but one anxiety, viz, to get through what she has in her notes quickly as possible. The notes may have a heading, "Object of the Lesson," and this quickly as possible. The notes may have a heading, "Object of the Lesson," and this nterest in well-known natural objects, and to exercise them in giving expression to heir 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 hould have opportunities for (1) practice, (2) observation. Practice, pupil teacher et, 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 eeing 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 is are more thoroughly understood, and the inspector and guide local effort, instead of bein 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.

## (Circurt:-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 increas in schools inspected in my circuit-a aircuit slightly different from that of last yearnot to the total increase of schools during 189

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 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 teache 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 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 beginnersvery far, but still in some the work accomplished is far from satisfactory and not what The attendance is very irregular hover, have very great difficulties to contend against. ment to such an extent that 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 mere fact of the schools having been started, combined with the exertions of the Due the should gradually educate the parents to see the necessity of supporting the schools in the right way

Not only has the number of schools increased in my circuit wat
increase in the number of pupils. For the whole circuit the number on is a large increased from 5,394 to 6,216 , and the average attendancefrom 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.

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 :-


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, indieating that fewer pupils have failed to pass their standards and that new pupils have entered better prepared than formerly. In Standard IV
there is a large increase for 1895, showing real progress in these schools. The numbers in Standard IV and upwards are $29 \cdot 8$ per cent. of the whe 28 per cent. inspected. For 1894 the numbers were 507 , and for 1895,651 , an increase of 28 per cent be is that of the pupils present at the inspection of 1894 , only 66.6 per cent. were present is that of the pupils present at the inspection of 1894 , only 66.6 per cent. were
For the new schools for white children that were not inspected last year the numbers are: $\underset{\mathrm{On}}{\text { Roll }}$

At Inspect
700
675
245
172
151
82
22
2
1
The work done in the new schools, as shown by this table, is not of such a high haracier as in the older schools. This one would expect as the new schools inolude everal Poor Schools in which practically every pupil was a beginner. In the second table the pupils in Standard IV aud upwards are
while in the former table they are $29 \cdot 8$ per cent. Including all the schools for in the different standards are:


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

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


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 highe standards but this is largely due to two traiming institutions, so that apart from thes

In schools for coloured children inspected for the first time


Including all the schools for coloured children there were 51.8 per cent. below Standard and $15 \cdot 7$ per cent. above Standard II. In 1894, there were $49 \cdot 5$ per cent. below Standard and 16 per cent. above Standard II
f Mision Smothly except in a few of the required. It might be well, perhaps, in these purely mission schools in Native ecular 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 introduced.

Subjects of Instruction.-Three First Class Schools have excellent Kindergarten Departments and two others are introducing the Kindergarten system in a thorourh 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 at expressiol 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 inlerest 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. Iu several, the writing in the copy books has been attended to, but examinatiou 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 exceptions are Burghersdorp Academy and Rocklands Seminary, Cradock, where very rater are 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 classe 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 eaching. There are schools of course where the teaching of this subject is hopelessly bad. An increased amount of attention has been given to Mental Arithmitic, but ha ed 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 suit able to the stage of advancement of the pupils must be selected berore the class meets The principal oject is to make the pupils quick and ready, bu the teache 11 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.

Seuing, now that it is being done with method, is much improved. In some cases
he 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
 their work, the numbers of certificated teachers is increasing.

Last year, taking all the schools into account, 67 per cent. of the teachers wer位 are 59 are ther 55 per cent

A few of the Poor Schools and some of the Farm Schools are little likely to mprove under their present teachers.

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. O hese 4 had Intermediate or Matriculation Certificates.
In the Third Class
hese 2 had Matriculated.
In Private Firm 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.
Pupii 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 upil 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 n improvement on former years, and that the great majority of the teachers ar onestly 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.
$O$ wing 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 number of schools in each Division for the September quarter of 1894 and 189
respectively was as follows:-

| No. of Schools |  |  |  |
| :---: | :---: | :--- | :--- |
| Sep. Quarter 1894. |  |  |  |
| $\ldots$ | 27 | George | $\ldots$ |
| $\ldots$ | 27 | Knysna | $\ldots$ |
| $\ldots$ | 14 |  | Ladismith |$..$

No. of Schools
Sep. Quarter 1895

| George |  |
| :--- | :--- |
| Knysna | . |
| Ladismith | $\ldots$ |
| Mossel Bay |  |
| Oudtshoorn |  |
| Prince Albert |  |


#### Abstract

Knysna Mossel Bay . Prince Albert


 - 23
$\overline{149}$
Nineteen new schools were actually started during the year, and are distributed a follows:-

| George | . | . | 0 | Ladismith |
| :--- | :--- | :--- | :--- | :--- |
| Knysna | $\ldots$ | . | 4 | Prince Albert |
| Oudtsheorn | . | . | 8 | Mossel Bay |

3
3
1
Of these, five are A. 3 Schools, five P. F. Schools, and nine Poor Schools. Had an the sohools in existence at the end of the September term of 1894 remained peration, there would have been encouragement in the knowledge that material a made. A gain of tro is, however, the result, and this is disappointing

It is therefore apparent that no one division is adequately supplied, and this is The Divisions in which the greates activity is shown are Oudtshoorn and Knysna, in spite of the fact that no less than of 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 a find out when a school is needed, but in arousin hat measure of co-operation and sympathy, and that sense of responsibility which wil and choolroom for the children and a comfortable home for the
 to undertake the work.

Financial defieiency has closed a few, resignation of teachers, removal of farmer 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 6,53 hildren on the books of schools in my circuit; the corresponding number for the sam quarter of 1894 was 6,222 . There has thus been an increase of 314 , or rather more han 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 ghourhood there are not children of school-going age, who, for various reasons, main outside. While the steadily growing interest in matters educational will do列 hat will furnish the real ramedy.
[G. 2-'96.]

In the near vicinity of three country schools in the populaus 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 $\overline{5}, 024$ 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 at which, out of a total enrolment of 176 , the average attendance for the September quarter was 165 , or an average of $93 . \tau$ 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 $31 \cdot 6$ 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.

Puplls' Attainments.
Pupils' Stand wrds 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 :-


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

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

Sub-Standard
Sub-Standard
In Standard I
In Standard II
In Standard IV

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


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 trelve 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 statistios is as follows :-

| Sub-Standard | . |  |  | cent |
| :---: | :---: | :---: | :---: | :---: |
| Standard I | $\ldots$ |  | 14.3 |  |
| Standard II |  |  | 16.3 |  |
| Standard III |  |  | $15 \cdot 9$ |  |
| Standard IV |  |  | $10 \cdot 4$ |  |
| Standard V |  |  | $7 \cdot 6$ |  |
| 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 $86 . \%$ per cent. left before reaching the third Standard.
The average age is 12 years.
From A. The average duration of school life is 6 years

From A. 2 Schools $71 \cdot 2$ per cent. left before Standard V . The average duration of school life is 4 years.

From A. 3 Schools $97 \cdot 6$ per cent. left before Standard V. The average duration of school life is $2 \frac{1}{2}$ years. From Poor Schools $95 \cdot 6$ 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 $64 \cdot 13$ 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 were presented in the same standard as that passed ents of new standards, many pupils a considerable number of schools had not had a full yerr standards. Moreover, of children present at the inspection to devote to the new 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
 poorer class of white children, have been erected. The premises of the Boys' Schoo 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 aking a practical interest in the educational condition of young people in thei service. Thanks to the energy and interest of the Manager of the Oudtshoorn Cango
Tobacco Factory, a much needed provision has been made.

In Mossel Bay, au energetic Management has added a most suitable Trade Class Room to the Boys' Sohool, and a very convenient Junior Department to the Girls A. 2 Schools in this Circuit.

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

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

The Managers of the A. 2 School at Wittedrift, Division of Knysua, 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 Prince Albert

I have noted with great pleasure the earrying 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 sehools is the absence of a playground sufficiently large to be of much use for purposes of reereation. 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 sehools 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 proeured 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 piotures, ©ic

In only one school did I find a correctly drawn, nieely 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 $b_{j}$ no means a general one.

Libraries and Museums.-Three First Class Sehools, the A. 1 Boys' Schools of Mossel Cay, 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 sehools to interest themselves in this direction.

Workshopss.-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 schoois in wy cireuit following this lead.

Teachers.
Qualifications.-In the 135 schools inspected by me during the year, there were Quahtications.- In the 135 sehools inspected by me these were divided according employed 193 Teachers. The tollowing to Certificates, academic and professional :-
I.

|  | ${ }_{\text {Schoils. }}^{\text {Al }}$ | ${ }_{\text {Schorols. }}^{\text {a }}$ | Scious |  | Sp. |  | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Holders of University Degrees | 6 |  | $\cdots$ |  | .. | . |  |
| " Matriculation Certificate ${ }^{\text {a }}$ - ${ }^{\text {a }}$ | 6 | 5 | 1 | 1 | - | $\because$ | 17 |
| School Higher Cortificate . ${ }^{\text {a }}$ | 1 | .. | 5 | 1 | 1 | $\cdots$ | 8 |
| ", School Elementary Certiticate | 16 | 6 | $\ddot{60}$ | 20 | ${ }_{10}^{2}$ | 46 | 158 |

II.

Holders of British Govt. Certificate
". other European Govt. Certificate Cape 2nd Class Certificate Cape 3rd Class Certificate
No Professional Certif

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

102 or $52 \cdot 8$ per cent. had no certificate, either academic or professional
Suplly.-The number of Pupil Teachers has quadrupled itself, and, with verv 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.
were females. 193 Teachers 88 were males and 105 females: i.e., 5444 per cent
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 old to comm cortain pieces to memory, and to con over the meanimgs of words as given in the list at the end or beginning of the lesson. The absence of care in the Wieces 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 cop books, have improved the quality of the writing in several schools. In many schools, opy books give
ins 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 cuols ond methods that are not to be recommended are found in chools 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 iten fairly well known, but nearly always a want of thorough knowledge of internal may be observed.
parently little known. proper means to be employed in teaching Composition are ltle known
Drawing.-In a few First and Second Class Schools, elementary freehand ghe greater number of schools than at las inection 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 it sight is,

Boys' Hand alone.
Boys' Handivork.-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 Mosst Bay Boys' School, no forward movement with the teaching of woodwork has been

Firls' Handiurork.-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 fo 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 chools, and the influence of this systematic training is apparent. Orderly and exact movements of classes when changing from one position to another, \&c, are stil, 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 Cotlege 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
them.

Supply of Schools, \&.c.-Taking the six districts which have been visited by me in iwo 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 :-
No. of Scho
$\begin{array}{ll}\text { Schools. } & \text { Nopt., } 1894 . \\ & \text { No Roll. }\end{array}$
Quarter ending Sept., 1895.
169 4,688

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 it was not to be expected from the sparseness of population special report on Aberdeen, lead to the opening of a large number of schools. In Willowmore a rather number of schools have closed. In some cases the canses 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.
of schools. In 1894 the a slight increase in the regularity of attendance at all classes this year it was 81 per 77 per cent. of the number enrolled, Lhis year it was 81 per cent.
Leaving Standard and
report had to be handed in by Dress of Pupils.-Owing to the fact that the annual returns for the year by circular from the teachers as to the number this to get my usual left in each standard. Yet the following tables will show that there has been a had increase in the number of pupils who pass in Standard IV. and above. $1894 \begin{array}{ccccccc}\text { No. of Schools. Roll. Pres. Below. I. II. III. IV. V. VI. AboveSt } \\ 213\end{array}$ $\begin{array}{llllllllllll}1895 & 156 & 5,393 & 4,617 & 1,886 & 782 & 831 & 641 & 293 & 117 & 35 & 32 \\ & 4,219 & 3,754 & 1,442 & 620 & 652 & 492 & 308 & 122 & 85 & 23\end{array}$
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 schoolnoticeable this year that a groodly num. In the division of Willowmore it was especially or a higher Standard, many of the sehools oring in and the attendance regular.
By thool Buildings and Furniture.-Under this heading there is little to be said. By the committees of three of the A. II. schocls in my circuit arrangements be said. 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.]

Suljects 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 teashers is aroused, raising their estimate the lat pertains to to teaching as a profession. An examination even upon the work of three weeks will certificate is granted experience has to some exteut taken the place of actual training as a teacher.

Railuay 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 noter and teaching for a few years turn to something young and inexperienced teachers, who after teaching for a few yearsturn tair salary as else, something must be done to insure continuous employment and a
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, 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 Peoor Schools, and 3 Mission Schools, whilst 19 have been closed, varm Schools, 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

Enrolment and Altendance. -The antagu, and Mr. M. M. Walters of Moorreesburg. quarters ending the 30th September, 1895, and also, for comparison, those for the four previous quarters, are given in the snbjoined Table.

|  |  | 1895. |  | 1894. |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Eurolment. | Attendance. | Firolment | Attendance. |
| Malmesbury <br> Paarl <br> Woreester <br> Robertson |  |  | 1,87:3 | 2,384 ${ }^{\frac{1}{4}}$ | 1,789 |
|  |  | 3,357 ${ }^{\frac{1}{4}}$ | 2,534 $\frac{1}{3}$ | 3,214 ${ }^{\text {\% }}$ | 2,4911 |
|  |  | 1,449 ${ }^{\text {a }}$ | 1,1191 | 1,441 | 1,114 $\frac{1}{4}$ |
|  |  | 1,245 | $908 \frac{1}{\frac{1}{3}}$ | 1,232 | , $907 \frac{1}{2}$ |
|  | Totals | 8,557 | 6,435 ${ }^{\frac{1}{2}}$ | 8,272 ${ }^{\frac{1}{4}}$ | 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.

| Malmesbury |  |  |  | Percentage of Attendance to Enrolment. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | 1895. | 1894. | 1893. |
|  | $\cdots$ | . . | . | 76 | 75 | 75 |
| Paarl | $\cdots$ | . . | . | 75 | 77 | 76 |
| Worcester . . | . | . | . | 77 | 78 | 75 |
| Robertson. . | . | $\ldots$ | . | 73 | 74 | 72 |

$$
[G=2-96 .]
$$

M

Distribution of Puri/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. |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Malmesbury | 1,400 | 1,283 | 529 | 192 | 199 | 120 | 129 | 63 | 30 | 2 | 19 |
| Paarl . | 3,295 | 2,724 | 1,011 | 346 | 330 | 304 | 294 | 190 | 88 | 10 | 151 |
| Worcester. . | 1,197 | 1,054 | 358 | 187 | 169 | 147 | 933 | 49 | 20 | $\because$ | 31 |
| Robertson. . | 2,434 | 1,782 | 716 | 296 | 280 | 212 | 137 | 82 | 36 | 23 | . . |
| Totals | 8,326 | 6,843 | 2,614 | 1,021 | 978 | 783 | 658 | 384 | 174 | 35 | 201 |

Percentage of Pupils in various
Standards.


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 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 | 860 | $14 \cdot 0$ |  | 100 |
| A. 2 | 17 | 79.0 | 21.0 |  | 100 |
| A. 3 | 34 | 65.7 | $32 \cdot 9$ | $1 \cdot 4$ | 100 |
| Private Farm | 23 | 55.4 | 41.6 | $3 \cdot 0$ | 100 |
| Poor | 4 | 81.0 | 19.0 |  | 100 |
| Mission. . | 32 | 45.5 | 525 | $2 \cdot 0$ | 100 |
| General Average | . . | $67 \cdot 4$ | 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 and 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 Puples in Higher Classes.

Kind of School

|  |  | Yrs. Mths. | Yrs. Mths. | Yrs. | Mths. | Yrs. | Mths. | Yrs. Mths |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A. 1 | 8 | 171 | 160 | 15 | 1 | 13 | 9 | Yrs. Mens. |
| A. 2 | 10 | 162 | 156 | 15 | 8 | 14 | 4 |  |
| A. 3 | 26 | . . |  | 15 | 1 | 14 | 4 | $13{ }^{*} 7$ |
| Private Farm | 19 |  | . | 15 | 6 | 14 | 6 | 131 |
| Poor.. | 3 |  |  |  |  | 13 | 6 | 136 |
| Mission | 16 |  | $\cdots$ |  | . | 14 | 6 | 13 8 |

From this Table it appears that the average age of pupils passing in Standards
III., IV., and $V$ is III., IV., and V. is approximately $13 \frac{1}{2}, 14 \frac{1}{2}, 15 \frac{1}{3}$. 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 bo no difficulty in passing Standard I. at seven

The Nero 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 deoidedly beneficial. hap 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 one occasion to warn teachers against weell to mention that I have had on more than passage containing the minimum number of lines prescribed. Let year round at a set 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 trainiug 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. view of the whole visible horizon.

To mental arithmetic more time is being given, and often with encouraging suc ess. It deserves also to be recorde 1 that, outside of infant classes, the practice of using the fingers as counters in performing simple addition has been largely eradicated. some of the better Public Schools, where a slovenly style of and in the higher classes of been too long tolerated, I have been pleased to notice indications of a change for better
defintere Curricula.-In Public Schools of the second class there is need of increased dere 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 begiuning in Latin, Algebra, and

Euclid (not to mention English literature) two years before the date of the examination, 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.
Subject

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 Schoolthe present year in as an example of a thoroughly satisfactory advance made during, Public School at Worcester equipment and the character of the work. At the tirls 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 curriculum they 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 monctony 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 what can be done in spite of adverse circumstane by a towards the humanising of his school through attention to external details

As regards Handiwork (for Boys) with the one exception of the Boys'
at Wellington-in which en the condition of my circuit is far from satisfactory At Alanwyallei, 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 from the publication excellent Manual the same great improvement as has resulter Teachers' Qualifications.-At the last
charge of schools in this circuit were awarded 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 course on the lines laid down for the annual examinations.

I have the honour to be,
Sir,
Your obedient Servant,
Stellenbosch, 31st December, 1895.

## 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 yoar, 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:-

|  | Schools | Pupils | Papils |
| :---: | :---: | :---: | :---: |
|  | Inspected. | Registered. | Present |
| 1895 | 114 | 4,168 | 3,613 |
| 1894 | 99 | 3,861 | 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.

| Divisos | Pupis. |  |  |  | Increase on 1894 |  | Schoors. |  |  |  |  |  |  | Teachers. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Present. |  |  |  | ~ٌ | di | $\dot{4}$ |  | $\begin{aligned} & \frac{.5}{\square g} \\ & \text { 亲 } \end{aligned}$ | $\begin{gathered} \stackrel{\Delta}{\circ} \\ \text { a } \end{gathered}$ |  |  |  |  |  |
|  |  | $\begin{gathered} \stackrel{\text { İ }}{\mathrm{E}} \end{gathered}$ | $\frac{\dot{y y}}{\frac{y}{n}}$ | $\ddot{\tilde{\circ}}$ |  |  |  |  |  |  |  |  |  |  |  | 帚 |
| Ceres | 567 | 51.3 | 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 | 756 | 678 | 364 | 314 | 53 | 78 | 2 | 3 | 0 | 5 | 8 | 18 | 2 | 7 | 20 | 27 |
| Clanwilliam | 722 | 627 | 264 | 83 | 179 | 189 | 1 | 5 | 9 | 5 | 2 | 22 | 5 | 5 | 24 | 29 |
| Sutherland | 109 | 95 | 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 | 0 | 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) (c) (d) (e) (e)
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 ice, and could not be overtaken, while two others (a Mission and an A. 3 sehool)
[G. 2-'96.]
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 have been placed on my list since my visit to the respective districts in which they are, viz. :-

$$
\begin{array}{ccc}
\text { A. 3. } & \text { P. F. } & \text { Mission. } \\
2 & 2
\end{array}
$$

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

$$
\begin{array}{cccc}
\text { Inspented. } & \text { Not Inspected. } & \text { Placed on List alterwards. } & \text { Total. } \\
114
\end{array}
$$

which is an increase of 30 schools.
If the pupils be distributed into the various standards which they passed they stand thus:-

$$
\begin{array}{ccccccccc}
\text { Below Standard. } & \text { I. } & \text { II. } & \text { III. } & \text { IV. } & \text { V. } & \text { VI. } & \text { VII. } & \text { Total. } \\
& 1,748 & 565 & 566 & 418 & 195 & 85 & 31 & 5 \\
\text { or } & 48 \cdot 3 & 15.6 & 15.6 & 11.5 & 5.3 & 2.3 & 85 & .13 \\
\hline
\end{array}
$$

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.

1 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, whie 638 or $51 \cdot 2$ made no advance.

Distributed among the different sohools they appear thus :-

| Public Schools | Present at last Inspection. 695 | Advanced. <br> 487 | No advance. 208 | Advance p. c. |
| :---: | :---: | :---: | :---: | :---: |
| P. F. " | 91 | 37 | 54 | 40. |
| Poor ", | 80 | 43 | 37 | 53 |
| Mission | 684 | 345 | 339 | 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. Sehool the number has dropped from 48 per cent. to 40 per cent.

Lrom A. 2 schools there left
Frome collected give me the following results :-
ron A. 2 schools there left
$\begin{array}{lcccccccc}\text { Below Standard. } & \text { I. } & \text { II. } & \text { I1I. } & \text { IV. } & \text { V. } & \text { VI. } & \text { VII. } & \text { Total. } \\ 18 & 14 & 25 & 28 & 19 & 16 & 6 & 0 & 126\end{array}$ $\begin{array}{ccccccccr}18 & 14 & 25 & 28 & 19 & 16 & 6 & 0 & 126 \\ \text { or } 14 \cdot 2 & 11 \cdot 1 & 19 \cdot 8 & 22 \cdot 2 & 15 \cdot 1 & 12 \cdot 6 & 4 \cdot 7 & \ldots & \text { per cent. }\end{array}$ or 82.5 per cent. below Standard V., and 17.5 per cent. in and above Standard V

$$
\begin{array}{cccccc}
\text { or } 30 & 14 \cdot 5 & 16 & 3 & 14 \cdot 5 & 15 \cdot 4 \\
\text { or } 75 \cdot 4 & 6 \cdot 3 & 2 \cdot 7 \\
\text { obelow Standard IV., and } \\
24 \cdot 6 \text { in and above Standard IV. }
\end{array}
$$

From Mission Schools there left

| Below Standard. I. II. III. IV. V. VI. VII. Total. |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 228 | 87 | 64 | 66 | 7 |  |  | $\begin{array}{lllllll}\text { or } 50 \cdot 4 \\ \text { or } 83.8 & 19 \cdot 2 & 14 \cdot 1 & 14 \cdot 6 & 1.5 & \because & . \\ \text { below Standard III., and } 16.2 & \text { in Standard III. and IV. }\end{array}$ or 83.8 below Standard III., and $16 \cdot 2$ in Standard III. and İIV.

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 pupils for Con.firmation, and as long as parents are satisfied, if not eager, that their pupils for Col.firmation, and as long as parents are satisfied, if not eager, that their for Confirmation, those who cau 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 respeot the lower class of P. F. school utterly fails. away pupils from their books and from the school to Irregularity of attendance, calling teachers and parents of the regulations of the Education farm work, disregard by cheerless, dirty school-rooms are some of the features of a Dood 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 Pubtic School. I look forward to the time when the supply of good technical skill and force of character. equal to the demand-tead technical skill and foree of character.

> Sbhool Bulldings, 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 deserved to 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 fuur. There is still much in the condition of many school premises which is far from perfect, but it is a hopeful sign that Mauagers have shown themselves more ready to earry out recommendations and suggestions. Of course there are districts whose schools cannut be brought up to the standard of modern require-ments-they have become too impoverished through drought.

Furniture.-The American dual desk has been introduced into most of the Public Schools in my circnit, and Malling and ready to carry out suggested improvements in the matter of equipment and
sanitary arrangements.

## Subjects of Lnstruction.

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
to translation. to translation.

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. 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 new Standards. In very few schools did I find a map of the division in which the school is situated.

Composition.-This is badly taught. Pupils do not learn to think about a subject. Letter-rriting 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.
Handoriting has had better supervision in most schools, but little use is made of
the blackboard in teaching this subject. the blackboard in teaching this subject.
lines indicated by the new Standards with very fair results. lines indicated by the new Standards with very fair results.

Concluding Remarks.
School Management.-Managers have, on the whole, shown increased interest in heir 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 ha markedly increased, and where the Managers have given the Teachers the support they
$\qquad$
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 negloct 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 satisfactorv. In Tulbagh, f.q., all the children of school-going age attend the fairly satisfactnrv. In Tulbagh, $\epsilon .9$, all the children of school-going age attend the
Public Schonl. 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 Poo Schonls-Weglooper Heuvel, Brakkuil, and Rooiverloren Vlei, Piquetberg-th attendance has fallen off, so that the grant is in danger of being reduced, and yet at ean or those centres there are respectively about 10,12 , and 20 children of school Teldrift, sehonl. The A. 3 school at Kookfontein, Clanwilliam, might become a flourishing schoo if the parents would only co-operate. Indifference and want of eo operation, more than pocerty, keep most country schools empty
(The Biedouw Ward, Clanwilliam, known as the Cedar Mountains, is unprovided for. There are a few Private Schools, but it is very lesirable that something more should be done. The farm Driehoek, proprietor J. di 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 it 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解 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

| Name of Division, |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Beaufort West | 28 | 459 | 444 | 144 | 80 | 73 | 56 | 47 | 32 | 7 | 5 |
| Britstown | 17 | 381 | 357 | 173 | 51. | 57 |  | 18 |  | 11 | 2 |
| Carnarvon |  | 384 | 360 | 224 | 55 | 43 |  | 10 |  | 3 |  |
| Fraserburg | 19 | 256 | 235 | 111 | 43 | 40 |  | 12 | 5 | 3 |  |
| Kenhardt. |  | 49 | 43 | ${ }^{35}$ | 4 | 10 |  | 17 | 8 | 7 | 3 |
| Murraysburg | 13 | 215 | 193 | 66 | 15 | 51 |  | 17 | 19 | ${ }_{7}$ | 4 |
| Richmond | 11 | 259 | 244 | 73 | ${ }_{23}$ | 45 |  |  | 19 | 7 | 4 |
| Prieska | 7 | 128 | 119 | $\begin{array}{r}56 \\ 144 \\ \hline\end{array}$ | 23 40 | 19 49 | ${ }_{69}^{12}$ | ${ }_{33}^{9}$ | 13 | .. | 4 |
| Vietoria West | 21 | 396 | 357 | 149 | 40 | 49 | 69 | 3 | 13 | $\cdots$ | 4 |
| Total. . | 123 | 2,527 | 2,358 | 1,031 | 354 | 387 | 277 | 168 | 88 | 5 | 18 |

The following percentages are derived from this Table:-


Annual Progress of Pupils.-Leaving out of account those schools that were inspected for the first time this year, I find that $57 \cdot 6$ 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 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 schoo 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 reasunable regularity.

Leaving Standard.-Although the facts and figures collected on this point cannot o 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 arve 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:-

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 $44 \cdot 2$ respectively.
2. Five Second Class Schools:-
$\begin{array}{cccccccc}\text { B. } & \text { I. } & \text { II. } & \text { Left when in Standard } & \text { III, } & \text { IV. } & \text { V. } & \text { VI. } \\ 10 & 5 & 5 & 7 & 11 & 7 & 3 & 1\end{array}$
i.e., $77 \cdot 6$ per cent. left below Standard $V$. and $22 \cdot 4$ per cent. left in or above Standard $V$
3. Twelve Third Class Schools :-
B. I. II. Left when in Standard II. IV. V. VI. VII
i.e., $72 \cdot 3$ per cent. left below Standard IV. and $27 \cdot 7^{3}$ per cent. left in or above Standard IV.

The percentages for 1894 were $79 \cdot 6$ and $20 \cdot 4$ respectively.
4. Twenty-seven Private Farm Schools :-
$\begin{array}{cccccccc}\text { B. } & \text { I. } & \text { II. } & \text { Left when in Standard } & \text { III. } & \text { IV. } & \text { V. } & \text { VI. } \\ 12 & 10 & 3 & 12 & 8 & 4 & \ldots & \ldots\end{array}$
i.e., $75 \cdot 6$ per cent. left below Standard IV. and $24 \cdot 4$ per cent. left in or above Standard IV.

The percentages for 1894 were $87 \cdot 8$ and $12 \cdot 2$ respectively.
5. Five Mission Schools :-
$\begin{array}{cccccccc} & & \text { Left when in Standard } \\ \text { B. } & \text { I. } & \text { II. } & \text { III. } & \text { IV. } & \text { V. } & \text { VI. } & \text { VII. } \\ 50 & 9 & 11 & 3 & 3 & \cdots & \cdots & \cdots\end{array}$
i.e., 96 per cent. left below Standard IV. and 4 per cent. left in Standard IV.

The percentages for 1894 were $93 \cdot 9$ and $6 \cdot 1$ respectively.
School Buildinys.--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 it in a credit on its rustic archi

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 eountry 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
most useful article wanting in a scfools on a second visit.
()ne of the most serious defects common to every chool is the entire absence of anything that can make the schoolroom produce a pleasing effect upon ohildren. 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 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.

Arthmetic.-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 iu 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 systemati-
cally taught in all classes. $y$ taught in all classes.
Dictution.-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 uselessuess of grammutical rules committed to memory. But I regret to say this class of teacher is seldom met with in lower grade schouls, where the text book, unaccompanied by intelligent teaching, still reigns suprem

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 is generally put down to the want of a map of the division. This excuse does not appear prescribed for Standard III. without a map. In regard to the work of the
the work higher standards I cannot report more satisfactory results than I did last year. Excepting in a few of the more efficient schouls 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 aud translation of easy text passages outside of the prescribed examination work is beginning to receive more
,
Sexing.-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 in only three schools. In these cases I found that the girls took commendable pride in taer handiwork. At country schools the sewing is generally done without the slightest attempt at method or system, and che grading of the work according to the
Standards is entirely disregarded.

Singing. - Last year I reported that Singing from notes was taught in two Eirst Class Schools; this year only two others can ive added to the number. In one Second Class Girls' School with a pupil teachers' class no Singing was taught; consequently 1his important part of the traiving 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.

| Trincipals. A. I. | Assistants. A. I. | Principals. <br> A. 11 . | Assistants <br> A. II. | Teachers. A III. | Teachers. P. F. | Teachers. Missiou Schoolis. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} £ 236 \\ +H 1 H \text { ouse } \\ \text { All wance. } \end{gathered}$ | $£ 100$ 10s. | £160 + House Allowance. | むち4 10s. | $£ 553 \mathrm{~s}$. <br> + Board <br> and <br> Lodging. | $£ 4411 \mathrm{~s} .9 \mathrm{~d}$. <br> + 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 residenoe or house allowanoe. earned by the male principals is $£ 265$ per annum with free rosidenote 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 $£ 2616 \mathrm{~s}$. $10 \frac{1}{2} \mathrm{~d}$. 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 salaries could command in Carnarvon or Fraserburg for instance, on account phe the on farms
of the repugnance shown by teachers to the hardships and discomforts of life on situated at great distances from centres of civilization.

I have the honour to be,

## Sir,

Your obedient Servant,

## G. P. THERON,

Deputy Inspector of School6.

Cape Town, 7th January, 1896.

## 15. INSPECTOR WOODR00FFE'S REPORT.

(Circuir : Komgha, Stutterheim, Butterworth, Idutywa, Kentani, Nqamakwe, Tsome, 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. Thei children are being cared for, but for the children of the poorer class the provision send their children. Perhaps in such cases a little compulsion would prove a whole
 pening of an A. III or of a Poor School, and, if teachers can be obtained, there wil 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. Whateve 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.

> [I. 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 recistered is 9,217 , the average attendance heing $6,7 \% 0$, gainst 8,313 and 6,060 respectively in 1894 . Roughly speaking, there is a genera 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 of European extraction have been going back The enrolment of the latter shows extent of a little more than two per cent. The probable reason for this will be tonche 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. Insprction 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 scholar 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 chools. Twelve Office Oth visit Standards had been found in foree Their object was the adoption and explanatiou 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 epidemies : measles, whooping-cough, small pox, \&c.
[G. 2-, 96.]

|  |  | $\begin{aligned} & \text { 品 } \\ & \text { ず } \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 11 | A． | 324 | 287 | 47 | 47 | 63 |  |  |  |  | 10 | 1 |
|  | 20 | P．F． | 141 | 132 | 20 | 18 | 42 | 24 | 20 | 6 | 1 | ． | 1 |
|  | 1 <br> 8 | Poor | 20 415 | 15 324 |  | 10 |  |  | 2 | $\cdots$ | $\cdots$ | $\cdots$ | ． |
|  | 120 | O． | 7，020 | 5，541 | 2,564 | 1，072 | 977 | 600 | 218 | 41 | $\because$ | $\because$ | $\ddot{64}$ |
| Total | 160 | ． | 7，920 | 6，299 | 2，840 | 1，191 | $\overline{1,137}$ | 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 |  |  |  | $r$ cent． | ＋ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Standard I． |  |  | 18.91 |  |  |  |
| Standard II． |  |  | 18.05 | ＂， | ＋ |  |
| Standard III． |  |  | $11 \cdot 16$ |  |  | $1 \cdot 37$ |
| Standard IV． |  |  | $4 \cdot 19$ |  |  | $\cdot 15$. |
| Standard V． |  |  | $1 \cdot 12$ |  |  | 91 |
| Standard VI． |  |  | $\cdot 27$ |  |  |  |
| Standard VII． |  |  | $\cdot 16$ |  | ＋ |  |
| Ex－Standard |  |  | 1.05 | ＂， | $+$ |  |

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 suffieient intoward state of things．If the Eue considered to be exempt from blame for this and the results of inspection tabulated，the following percentages be taken separately，

European Schools．


Now what is the cause of this huge percentage of 47.2 of pupils in the Subs Standard？That it is due to irregularity of attendance is correct，pupils in the sube
It points also to another conclusially 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
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 Orden A．，35．82 per cent．of the cholars 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 inorease or decrease on those of last year：－


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 ieft 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 $2 \cdot 12$ years as against $2 \cdot 32$ 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 the－that this falling off is to $b$ attrisuted small heasons．My cince and contarmers，whe 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 failer．Men wh 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 th 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 pros－ perity．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

In the Aborigines＇schools，Orders B and C，of the pupils present at inspection in $189423 \cdot 15$ 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 leavius exactly 1 per


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 numbers of those who lest without passing any Standard

## 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 189
The number number that passed Higher The number that passed Lower
Those who passed in a lower Standard belonged without exception to sohools in Orders B and C. A comparison with the results of last year's inspection shows a dechue of 4 per cent. in the number of those who passed a higher Standard in European 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

Eiementary. School Standarls. - 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. Schiol Buildings, Furniture, \&e.

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 arrauged to the best advantage. Even such a plain rule as furmiture is not always arrauged to the best advantage. Even sush a plain rule as 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.

Readiny and ciecital on.-Reading appears to me to have improved. Two faults however still force themselves upon one's notice-want of clearness in pronunciation, aud 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 takea to this subject.

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 sehool.

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 working of sums.

Latin and Greek.-Very little indeed of either language is taught in my circuit Singeng. - In only two tursing is as a rule accurate; the analysis not so good. thoroughly. At Bolo (A. 2) the staff notation is taught successfully both in the theory and in the practice of singing, and the pupils leann also to sing on the Tonic Nol-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. Drauing.- This subject is omitted in so many schools, that there is nothing to

Girls' Handicork.-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俍 Boys' Handivorl. -Unfortunately a regular Standard subject.
Boys' Handixork.-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 thei o be desired that the qualifications of teachers were puph. On the wis

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 regulatious. Con idering that a foreign language has to be learned by the pupils who are being prepare for examination, it is evident that no slight labour is requisite both on their part and 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 There will always be some back from examination candidates who are sure to fail rogress then becomes indefinitely slow who do pretty well up to a certain point, thei e allowed another year in which to overcome it. If then they are hopeless, mit 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 eason why this should be an exception. It is however my duty to protest against the ssue 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 sohools, and public money will be misapplied.

I have the honour to be,
Sir,
Your obedient Servant,
HENRY R. WOODROOFFE,
Deputy Inspector of Schools.

ANNEXURE I.

## REPORTS

OF THE

EDUCATIONAL SURVEY OFFICERS

To THE

SUPERINTENDENT-GENERAL OF EDUCATION.

## 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 ;
$(b)$
$(c)$
$(d)$
(d) " not at school but of school-going age;
I. (a) Particular localities in which schools are required; (b) Kind of sehool suitable for each locality;
(c) 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 accomvarnment are ;
III. Any special causes interfering with due provision for education, \&c., \&e.

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),
N
Number of children of school-going age. . these attending public schools
private schools
children" being tenght in at home . . . 257
children being taught in any way
not under instruction
501
It appears from the above that $52 \cdot 6$ 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. forming about 13.4 and 27 per attending private schools and of those taught at home, forming about 1.34 and 27 per cent. respectively of the number of children of schoolmetic no pretence whatever is made of trite indifferently, and with regard to arithor two private schools ; so we may say that about 93 per cect except in the case of one age are not being educated in the true sense of the word Poverty. - The children with regard to the word. separated as follows :-

Number of children of school-going age. .
these able to pay full
the latter attending school
children unable to pay full fees the latter attending school

952
629
154
323
40
The above figures show that, whilst 66 per cent. of the children are able to pay for their education, $17 \cdot 2$ per cent. are actually attending school. This heavy percentage of children, viz., 48.8 per cent., not attending school though able to pay 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 seattered 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 tive 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 famili of f the young me 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" nder the head "Local Provision" Barde, and the letter C that it is of clay; and under the head "Local Provision" B. and L. denotes Board and Lodging :-

| Centre. | Class. | Accommodntion. |  |  | Local Provision. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Prieska <br> 2. Middelwater <br> 3. Klipdrift |  |  | 39 11 6 | 89 16 8 |  | ¢6670 |
| 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 ow
that two others were opened during the quarter.

Proposed Schools.-The number of sohools 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, 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 sohools 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 classes mostly 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 have a school on his farm is able to have a room built at no have a sohool on his farm is able to have a room built at no great expense, and need annual Government expenditure is now well-nigh a thing of the past. The total $£ 10910$ s. 0 d., and should without difficulty be increased to $£ 1,03910 \mathrm{~s}$. 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 fo 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 al 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.

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 ciroular symbol is used for the schuols herein proposed Causes of Educational Destitution. - The causes of the unsatisfactory educationa Inspector Murray in hare similar, with hardly any exception, to those assigned by which in the main, in my opinion, hold good for almost every district in the Colony.

1. Causes affecting all classes.
(a) Insufficient sense of the need of education.
(b) Apathy.
(c) Scarcity of teachers.
(d) Tenant farmers
(f) Lack of accommodation.
2. 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.
Causes affecting the lower classes.
(a) Poverty.

From what 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 i reason to believe that many of the farmers-landed proprietors-intelligent men fron 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 or to more about as little as possible sometimes sojourning in one place for two or three years, are beginning to realise tha
 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 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 les well-to-do countrymen, and their influence, opinion, and example tend in no smal 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, whos 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 heritag. of their children-are being filled up by strangers, that these facts will dawn on thei minds and enable them to realise that the word education is not the empty meaningles have thered it
Thave 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解 a serious objection to State aid, on the grounds that suitable accommodation is necessary-which they say they are unable to afford-that reliopiou 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 or say 272 per annum and board and lodging. It is unnecessary a add that they were considerably enlightened on the advantages of being in receip of State aid, finding that, with the aid of the Government grant, they might have hat a more efficient teacher at half the cost, that religious instruetion 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 scarcity 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 pinion has been formed, and, I may add, undeservedly, owing to the distance and gnorance of the condition of the country. The farmers here-of course there ar ivilised parts, both with regard to intelligence and living, while life bere for a in more would be no worse than in any midland district. As a rule, a journey by cart of thre 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 spaciousare being built, and life here for a teacher would, at all events, be as pleasant and the neighbouring divisions, south and east
(d) At several of the centres fixed upon, farms are leased by the better class of rek-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. The event of Gaverly farms, such as the aber 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 seume a such schools, which fortunately 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 of education. A. more likely to meet the wants, not only of proprietors and their retainers, 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 uvery 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 Lakge Propoktion of the Landen Propraktors.

The preliminary outlay, necessary in securing farms and settling on the same nas in many, I may say most, instances been very great, Prieska beng a ner istrict, having practically been settled during the last eight years, and many part mof of water is obtained, pounds are often ineftually spent, before a sufficient pupply Large sums, which many invariably a pause follows before the house is Government land-the rate of interest on these sums being 4 per cent.-so that nder the circumstancas, we have not far to go for a cause - in my opinion, erious 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 tife Lower Classe
(u) Proverty, in the true sense of the word, cau hardly be said to exist in he division, except in the case of 15 or 20 families, and moreover would not ge the great drawback that it is to education, were it not so intimately
associated with the system of "trekhing," which, in many cases, also affects the better
class of people who possess no landed property. If the poorer class of trek-boer could be induced to lead a less roving life, which in very many cases would be no diffioult 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 rarea very profitable occupation in these parts, when the shepherd is energetic and economical, and the proprietor a man or means. in a district such as Prieske, 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 Remedies -I fully
bring about a better state in the educational condition of Jansenville which are as follows :-
(a) Personal intercourse with the people
(b) Increased pay for teachers
(c) Organization.
(d) Compulsory education
(e) Industrial education
parish minister in the country districts is a powerful lever in taking up officers are able to work together with such 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 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. 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 Nachtmeal, and explaining the objeet 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 surroundbeing able to give instruction in music, singing, or sewing. Great expense invariably 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 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 -1 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 Soab 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. collected and driven up in batches by mounted police to the schools, and taught 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, 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 removed.

Industrial Education.-On every possible occasion I have placed before thie 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 bo 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 r 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.
the number 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, 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 besides possessing in many -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
Number of these attending school
which shows that 99.5 per cent are absolutely negleeted
The schools, with details, which might be opened are as follows :-


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 obed
> dient Servant, W. J. HUGH WILSON, Educational Survey Officer.

## Posticript,

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, axcept in the case of 15 or 20 families. I have also stated that two-thirds of the 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, suoh 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 ideness, 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 atilizing the water from the river, but the plastrial School, these farms, under proper onsideration of Government. Besides an Industrial school, these farms, under proper management and superintendence, will give employment, comp 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 Morever, in the event of anything happening to the poorer classes, these farms may prove nore 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 selfsupporting.
Drink.-The division of Prieska may cousider itself fortunate in having only triee people have nothing to gain by these places, and would be infinitely better off without them.
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 hepherd, were it not for his mistaken notions of pride. Many a coloured man with a amily, after herding sheep for 8 or years, has managed to a ind or 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.

And Borm Louis Draai, with 18 children, and Poor Schools at Wyngaard's Stop and the Asbestos Mines respectively, pposite 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 minerai 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, Mareh, 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 means to promete tho 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.


This shows that of the children of school-going age $72 \cdot 6$ 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 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 | . $\quad$. | 521 |
| the latter attending school |  | 127 |

From these figures it appears that, while $69 \cdot 3$ 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 sentres 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.]

| Centre. | Class. | No. at School | Additional within reach. | Local <br> Provision. | $\begin{aligned} & \text { Govt. } \\ & \text { Grant } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Dordrecht .. | A. 1. | 120 | 28 |  | £341 |
| 2. Middlecourt . . . | A. 3 . | 13 | 0 | $\pm 30$ | £30 |
| 3. Paardekraal .. . | , | 31 15 | 6 | $£ 60$ | $£ 60$ |
| 5. Snymanskraal |  | 15 26 | 10 8 | £50 | £45 |
| 6. Kleinvlei .. .. | Poor ${ }_{\text {Scheol }}$ | 30 | 8 | B. \& L | £60 |
| 7. Tygerklip .. .. | Poor Nchoo. | $\stackrel{35}{25}$ | 4 | B. \& L. | £60 |
| 8. Welgevonden | ", | 16 | 5 | ", | ${ }_{\text {£ } 36}$ |
| 9. Koren Hook .. .. | \% | 20 | 6 | £ 30 " | £48 |
| 10. Driefontein .. | P. F. S. | 5 | 0 | £50 | £12 |
| 11. Horologium . ${ }^{\text {12 }}$. | ", | 14 | 4 | $£ 20$ B. \& L. | £30 |
| 13. Nooitgedacht(Erin) | " | ${ }_{1}^{6}$ | 0 | £30 | £13 |
| 14. Klipkraal .. | " | 11 | 14 | £20 | £24 |
| 15. Spioenkop ... .. | ", | 8 | 0 4 | £30 | £14 |
| 16. Vaalbank .. | "," | 11 | 5 | £20 | ${ }_{\text {¢ }}$ |
| 17. Waschbank | ", |  | 8 | £50 | £13 |
| 18. Oorlogspoort.. | ", | 7 | 11 | $£ 50$ | £15 |
| 19. Sprigg's Rest | " | 5 | 5 | £40 ", | £11 |
| Total | . | 375 | 112 | $£ 540$ | £902 |

For a district containing no fewer than 1,656 children of school-going age, this
ist gives a poor return indeed. Not only is the total number of children attending 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 public schools small, but no less than 10 of the 19 existing schools are private farm
schools which, in the majority of cases, ouly provide for individual families, and 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, The small list, who do not avail themselves of the education offered therein. into consideration that or striking, if it is taken the establishment of such schools is far cosion that farming population throughout the Colony.

Proposed $\boldsymbol{S}$ chools.-From what has be resent in existence are insufficient, by been said it is evident that the schools at that there are not wanting localities that readily suggest themselves as suitable and new schools. After enquiry and consultation with those themselves as suitable for have fixed upon 31 additional centres at which schools ought to in the matter, I解 particulars in each case :-

Proposed Sohools.

| Centre. | Class. | Accommodation. |  |  | Local Provision. | Govt. Grant. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Bamboeshoek .... | A. 3 . | None at present. | 47 | 35 | £30; B. \& L. | £50 |
| 2. Waaihoek ........ |  |  | 26 | 20 | £30 | £40 |
| 3. Prospect.......... | ", |  | 43 | 35 | £25 | £50 |
| 4. Joubertskop ...... | ," | C; $20 \times 12 \times 10 \mathrm{ft}$. | 25 | 20 | £20 | £40 |
| 5. Elandsfontein .... | " | None at present. | 20 | 18 | £20 | £40 |
| 6. Wolvekloof ...... | ", | " | 15 | 18 | £20 | £40 |
| 8. Mooihoek . | "," | ", | 20 | 15 | £20 ", | £40 |
| 9. Roodehoogte...... | ", | ", | 22 | 18 | £20 | £40 |
| 10. Lemoenfontein .... | " |  | 20 | 15 | £20 | £30 |
| 11. Carnarvon Farm .. | " | B; $24 \times 12 \times 10 \mathrm{ft}$. | 24 | 20 | £50 | £50 |
| 12. Schilderkrans <br> (Ward Grootvlei).. | " | None at present. | 20 | 15 | $£ 20$; B. \& L. | £40 |
| 13. Alpha............ | '", | , | 27 | 20 | £20 | £40 |
| 14. Bitterplaat ........ | Poor school | C; $30 \times 14 \times 10 \mathrm{ft}$. | 65 | 55 | B. \& L. | £80 |
| 15. Tan Hill.......... | ", | C; $36 \times 16 \times 12 \mathrm{ft}$. | 45 | 40 | " | £80 |
| 16. Leeuwkrans ...... | ," | C; $20 \times 16 \times 10 \mathrm{ft}$. | 26 | 26 20 | ", | £60 |
| 17. Driefontein | ", | None at present. | 30 | 16 | ", | £60 |
| 18. Leeuwenfontein.... | " | ", | 20 28 | 16 20 | ", | £48 |
| 19. Blauwkrans ...... | , | " | 28 36 | 20 30 | "," | £60 |
| 20. Moordenaarspoort 21. Smoorfontein..... | P.ङ̈.S. | C; $16 \times 12 \times 10 \mathrm{ft}$. | 36 14 | 30 10 | £30; B. \& L. | £23 |
| 22. Rietpoort. ........ | 1.F.s. | None at present. | 15 | 10 | £30 | £20 |
| 23. Gowrie .... |  | C; $12 \times 10 \times 10 \mathrm{ft}$. | 6 | 6 | £40 | £20 |
| 24. Drupfontein |  | None at present. | 12 | 10 | £30 | £30 |
| 25. Wintershoek...... |  | ," | 15 | 10 | £30 | £23 |
| 26. Allemanspoort..... |  | , | 14 | 12 | £25 | $\pm$ |
| 27. Bloemtuin . |  | " | 10 | 10 | £30 | £23 |
| 28. Franschhoek ....... | , |  | 18 | 10 | ${ }_{\text {£ } 30}^{\text {30 ', }}$ | £23 |
| 29. Brakleegte ....... | , | " | 10 | 10 |  | £30 |
| 30. Birdsrivier......... | "," | "," | 10 | + 8 | $\begin{array}{ll} £ 30 \\ £ 30 \end{array}$ | £18 |
|  |  |  |  |  |  |  |
| Total. |  | . | 725 | 579 | £650 | $£ 1236$ |

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 schoolgoing 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 sohools 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 providing for the teachers' board and lodging, and for meeting the ordinary necessar wh ean at all afford to contribute, while many of the parents are so poor that they will can at all afford to contribute, while many of the parents 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 gratifying success marity of these people belong, to have new schools started. Already following have been started since the time of my visit to those parts:- Joubertsto A 3, with $\% 0$ 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 ts 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 Scher reason to expect that these schols, 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 Thade. I have had to reekon with this fact in suygesting centres for new sohools. 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 sceools proposed.

## BARKLY EAST

The following are the results of statistical returns made by $m_{\theta}$ in the district of Barkly East:-
School Attendance.

Number of children of school-going age
Number of these attending public schools
Number of these attending private schools, or being ................. 30 umber of children being taught in any way
Number of children not under instruction ceiving instruction, and only 24.5 per cent. are attending age 66.5 per cent. are not

Poverty.-As regards the ability to pay school-fees the children may be classified follows:-

Number of children of school-going age . . . . . . . . . . . . . . . . . . . . . . . . . . 1,235
Number of these able to pay full fees.
Number of the latter attending school
Number of children unable to pay full fees
Number of the latter attending school
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 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 abundant offspring, are congregated on one farm and blest or otherwise with an number of Poor Schools existing and proposed in Barkly East, as 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

Existing Schools.

| Centre. | Class. | No. at School. | Additional within reach. | Local Provision. | Govt. Grant |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Barkly East | A. 2 . | 110 | 43 |  | $£ 186$ |
| 2. Rhodes (Tintern) | A. 3. | 37 | 30 | £84 | £114 |
| 3. War Trail .. .. | ", | 28 |  | £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 ${ }^{\text {a }}$. | P. F. S. | 5 | 4 | £30; B. \& L. | $\pm 12$ |
| 10. Smiling Vale . 11. | ", | 6 | 0 | £40; | $\pm 14$ |
| 11. Donny Brook .. | ", | 6 | 0 | £50; ," | $£ 14$ |
| 12. Glen Almond . | ", | 6 | 3 | £50; , | $£ 14$ |
| 13. Mount Mourne .. 14. Hollywood.. | " | 5 | 5 | £40; ", | $£ 12$ |
| 14. Hollywood.. | " | 6 | 4 | £20; , | $£ 14$ |
| 15. Kenmure . | ", | 8 | 0 | £30; ," | £18 |
| 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 de popa makes the for 20 or more children, centres being easily found which are within walking distance or 20 or more children.

Thave enquired into the cases where schools, which had been in progress for some ime, 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 eachers 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. |  | Class. | Accommodation. |  |  |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

C denotes clay floor, and B boarded floor.

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 sehools 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 chools are at present in existence which, I hope, will before long make room for public schools. At Rhodes the attendance in the public sohool has during the last fer 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 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 grea majority of the farmers belong to the Ditch-speaking section of the population, and the hearty co-operation of their ministers is absolutely necessary, under present circum stances, if the cause of educatiou 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, length the experiences of the Rev. Mr. Botha, of Dordrecht, in the establishment of the schcols 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 population is taken into account. The bare fact certainly appol school-going age are at present not receiving any instruction centres for schools can ecasily as, owing to the density of the population, convenien 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 uneduoated 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. There sustenance, and they are apparentlv 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, nd 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 debts incurred at the neighbouring canteen or so-called hotel.

Another cause of poverty is to be found in the improvident marriages that are ontracted. 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 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 ing his courage and good sense, and the 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 discourag the employment of such teachers, and have tried to convince people of the folly of pay ing them in some cases as much as $£ 100$ per year, whereas a Government senool wases I a qualified teacher would not cost them more than $£ 40$ per year.
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 sohools which have already been established is having a wholesome influence. Both districts are fortunate in having some excellen teachers, who, by the good work done in school and the tact shown in their intercours with and management of parents as well as children, are doing much towards dispelling the existing prejudices against Government schools and towards solving the languag difficulty. Suitable teachers with tact and common sense, in addition the ordinar 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 within reach of all, there are still many cases of parents who are unwiling to avai themselves of the privileges brought within their reach. Ready excuses are offere 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 sehool has been established in the country there are found to be every case where a 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 unwillingnes 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 thei duty, is a question that will ere long force itself upon the attention of our legislators.

I have the honour to be,
Sir,
Your obedient Servant,
J. H. HOFMEYR, N. SON,

April 30th, 1895.
DIVISIONAL MAP OF
WODEHOUSE.
SHEWINGITS EDUCATIONAL CONDITIONS AND REQUIREMENT/


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## 3.-REPORT ON THE DIVISION OF HOPE TOWN.

$\mathrm{S}_{\text {Ir }}$,-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 inte:est 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;
(b) The number of children at school,
(c) 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;
(c) 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
( $f$ ) Government Grant required in each case.
III. Any special causes interfering with due provision for education, \&e., \&e.

School Attendance.-The following are the ascertained facts under the headings I. (a), (b), (c) :-

> Number of children of school-going age
> Number of those attending public schools
> Number of those attending private schools or being taught at home
> Number of children being taught 465

Number of children not under instruction $\ldots \ldots \ldots \ldots \ldots \ldots \ldots$
above figures show that 52.13 per cent. of the children of school-going age The above figures show that $52 \cdot 13$ per cent. of the children of school-going age
not receiving instruction, and that only $13 \cdot 34$ per cent. are attending public are not receiving instruction, and that only $13 \cdot 34$ per cent. are attending puble
schools. I cannot help remarking here, as in my Report on Prieska, that very few of schools. I cannot help remaildren attending private schools and those taught at home are receiving the children attendin but the most imperfect education. Few private schools do good work, and any but the most imperfect education. 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 formed.

Number of children able to pay full
592
Number of those not attending sohool 163
Thber.................... 429
Number of children unable to pay full fees $\begin{array}{r}592 \\ 300 \\ \hline\end{array}$
Number of those attending schoo $\qquad$
Number of those not attending schoo 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 letter B denotes the following table, where, under the heading "accommodation," under the head, "Local Provision," B. and L. denotes Board and I.odging:-

| Centre. | Class. | Accommodation. | No. at School. |  | Local Provision. | Government Grant. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Hope Town | A. 2. | 3 Class Rooms- <br> (1) B. $54 \times 22 \times 13 \mathrm{ft}$. <br> (2) B. $54 \times 13 \times 13$,, <br> (3) B. $33 \times 16 \times 9$,", | 75 | 25 | $£ 190$ | $£ 150$ |
| 2. Welgevonden | A. 3 . | C. $24 \times 9 \times 8 \frac{1}{2}$ ", | 11 | 10 | B. \& L. \& £ 35 | £35 |
| *. Kwartelspan | " | C. $15 \times 12 \times 8 \frac{1}{2}$, | 15 | 5 | B. \& L. \& £45 | £45 |
| *4. Syrtdenburg | " | B. $34 \times 15 \times 12$, | 25 | 30 | Free resi- | $£ 110$ (includ- |
|  |  |  |  |  |  | Bdg. Dept.) |
| \%5. Quagga Pan 6. Goede Hoop |  | B. $15 \times 12 \times 8 \frac{1}{2}$, , | 10 | 5 | - $£ 60$ |  |
| 6. Goede Hoop | P.F. | B. $10 \times 10 \times 10$,, | 5 | - | B. ${ }_{\text {\& } 27 \frac{1}{2}}$ L. \& | £1212 |
| 7. Witpan .. | " | C. $15 \times 9 \times 9$, | 7 | 4 | B. \& L. \& $£ 30$ | £171 |
| Total .. .. | . | . | 148 | 79 | £447 $\frac{1}{2}$ | £450 |

y a moor will in most cases only tend to hinder the cause of education, there bein 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 ucky 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-wori 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 peregrinations elsewhere in search of another place, onca more affording parents an opportunity of flattering themselves that they are doing duty by their children in engaging the service of some parents are on this point, the presence of such a teacher on the farm being regarded a sufficient guarantee ore the 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 Existing Schools, and the probable attendance in the case of Proposed Schools

Proposed Schools in Hope Town.

| Centre. | Class. | Accommodation. |  |  | Local Provision. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Blaauwfontcin | A. 3 . | C; $18 \times 10 \times 7 \frac{1}{2} \mathrm{ft}$. | 15 | 12 | B. \& L. £40 | £30 |
| * 2. Cloetespan .. .. | P. F. | U; $14 \times 10 \times 8 \mathrm{ft}$. | 10 | 7 | , $£ 22 \frac{1}{2}$ | $\pm 17 \frac{1}{2}$ |
| * 3. Jackals Post .. .. |  | None. | 9 | 7 | £22 $\frac{1}{2}$ | £171 |
| * 4. Pienaars Pan . .. | , | None. | 7 | 5 | £271 | £12 ${ }^{\frac{1}{2}}$ |
| * 5. Klein Winterhoek . | ", | B; $18 \times 12 \times 10 \mathrm{ft}$. | 9 | 5 | " $£ 27 \frac{1}{1}$ | ${ }_{\text {£ } 12 \frac{1}{2}}$ |
| * 6. Roode Dam .. .. |  | B; $14 \times 13 \times 10$, | 8 | 5 | ", £2712 | ${ }_{\text {¢ } 12 \frac{1}{2}}$ |
| 7. Blaauwboschdarn .. |  | $\text { C; } 15 \times 15 \times 8$ | $\begin{aligned} & 5 \\ & 5 \end{aligned}$ | 5 |  | ${ }_{\text {£ 12 }}^{12}$ |
| 8. Limietskop .. . | " | None. <br> C. $12 \times 12 \times 8$ | $\begin{aligned} & 5 \\ & 8 \end{aligned}$ | $5$ | " $£ 27 \frac{1}{2}$ | ${ }_{£ 122}$ |
| 9. Ganna Hoek <br> 10. Karreedam | ", | C; $12 \times 12 \times 8$ ", None. | 88 | 5 |  | £122 |
| *11. Jantjes Fontein | ", | C; $15 \times 12 \times 9$ | 10 | 6 | £25 | £15 |
| *12. Zwingelspan .. | ", | None. | 10 | 7 | £221 | £172 |
| *13. Zandvliet.. | ," | C; $25 \times 20 \times 8$, | 10 | 5 | £271 | £12 ${ }^{1}$ |
| *14. Blinde Pan . | " | None. | 8 | 5 | £271 | £121 |
| 15. Geluks Poort .. | ," | C; $14 \times 12 \times 9$ " | 7 | 6 | £25 | $£ 15$ |
| 16. Verlaten Dam | ," | B; $18 \times 12 \times 10$,, | 12 | 5 | £2712 | £12 |
| *17. Vlak Pan.. | " | C; $12 \times 8 \times 9$ " | 12 | ${ }_{5}$ | £25 | $\pm 15$ |
| 18. Brakkies ... . | " | C; $20 \times 10 \times 9$ " | 6 9 | 5 |  | ${ }_{\text {£ } 12}$ |
| *19. Brakfontein .. . . | ", | None. $\text { B; } 14 \times 14 \times 9$ | ${ }_{7}^{9}$ | $6$ | " $\begin{aligned} & \text { ¢ } \\ & \text { £25 } \\ & \text { £25 }\end{aligned}$ | ${ }_{\text {¢15 }}$ |
| 20. Marks Drift <br> 21. Brak Vlei | ", | $\begin{aligned} & \mathrm{B} ; 14 \times 14 \times 9, \\ & \mathrm{C} ; 15 \times 14 \times 9, \end{aligned}$ | $\begin{aligned} & 7 \\ & 8 \end{aligned}$ | ${ }_{5}^{6}$ | £2712 | £121 |
| 22. Zoutpans Put.. .. | ", | B; $14 \times 10 \times 12$," | 10 | 7 | £22 $\frac{1}{2}$ | £173 |
| 23. Abbot's Dam .. | ", | C; $15 \times 10 \times 11$, | 7 | 5 | ", £2712 | £12 |
| 24. Orange River Station | ", | B; $12 \times 10 \times 10$, | 8 | 6 | ", £25 | £15 |
| 25. Bakoven Pan .. .- | " | None. | 8 | 5 | ", £272 | ${ }_{\text {£ } 122}$ |
| 26. Krankuil.... | ", | C; $14 \times 12 \times 8$, | 10 | 7 | " £22 | £172 |
| 27. Aasvogel Pan.. | ", | None. | 6 | 5 | " £272 | £121 |
| 28. Uitvlught Pan |  | None. | 9 | 6 | $\pm 25$ | £15 |
| 29. Holpan .. .. | ex.aid- | C; $12 \times 11 \times 10$, | 9 | 5 | £16 | £20 |
| *30. Nieuwekraal | ,, ed |  | 9 | 6 | $\begin{aligned} & £ 20 \\ & £ 20 \end{aligned}$ | ¢20 |
| 31. Elands Berg, No. 2 | " | C; $16 \times 12 \times 8 \frac{1}{2}$, | 8 | 5 | " £20 | £20 |
| *32. Karreekloof . . | " | Accommodation. | 111 | 10 | " £10 | £25 |
| *33. Elands Nek .. .. | ", | $\begin{aligned} & \text { C; } 15 \times 12 \times 11, \\ & \mathrm{C}: 15 \times 12 \times 8, \end{aligned}$ | 10 | 8 | ", £15 | £25 |
| 34. Kameel Dam .. <br> *35. Boks Put | "," | $\begin{aligned} & \mathrm{C} ; 15 \times 12 \times 8, ", \\ & \mathrm{C} ; 12 \times 15 \times 10, \end{aligned}$ | 13 | 7 8 | "¢ <br> 15 <br> ¢15 | £25 |
| *36. Zoutpans Fontein . | ", | C; $13 \times 12 \times 10$ ", | 15 | 10 | £10 | £30 |
| *37. Kaffirs Pan | ", | C; $16 \times 10 \times 10$ ", | 16 | 10 | £15 | £30 |
| *38. Zaaidam.. .. .. |  | None. | 6 | 6 | ,, £10 | £20 |
| *39. Vrouw Pan .. .. | ", | None. | 6 | 5 | " $£ 10$ | £20 |
| 40. Sakse Drift .. .. | " | None. | 8 | 5 | " ${ }^{\text {¢16 }}$ | f20 |
| 41. Vals Pan .. .. .. | ", | None. | 15 | 10 | £15 | £30 |
| 42. Riets Drift |  | C; $15 \times 10 \times 7$, | 7 | 5 | " £16 | £20 |
| 43. Blaauwkop ... .. | " | None. | 15 | 12 | ,, £10 | £35 |
| 44. Paarde Kloof .. .. | , | C; $25 \times 12 \times 8$, | 16 | 10 | , 210 | £30 |
| 45. Zuurgat .. .. | ", | None. | 7 |  | " $£ 10$ | £20 |
| 46. Josenberg .. | ", |  | 15 | 10 | ${ }_{¢} 15$ | £30 |
| 47. Honig Bosch ... ${ }_{\text {4 }} \ddot{\mathrm{R}}$. | " | None | 8 | $5$ | $\pm 10$ | £20 |
| 49. Van Wyngard's Pan |  | B; $15 \times 12 \times 10$, | 8 | 6 | £15 | £20 |
| 50. Hope Town .. .. | Poor. | B; $33 \times 16 \times 9$ | - | 35 | B. \& L. | $£ 60$ |
| Total . . |  |  | 453 | 354 | B. \& L. £1029 | £980 |

[^3]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 ar ar and have to be resorted to in order to make them recognize this duty.
resorted to in order to make them Children.-Notwithstanding careful enquiry, I have reason to believe
Coloured 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 an his
efforts for the last four years, the result has been most unsatisfactory efforts for the last four years, the result has been most unsatisfactory
and discouracing. The average attendance was supposed to be 20,8 of these and discouraging. The average attendance tas supposem mor 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 grouuds, that Stateaid entailed certain requirements in the Standards, which wete 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 Sohool going age in the town, as ascertained by me, with the retion 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. people, I am of opinion thave 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 :-
Number of children of school-going age
Number of children attending school
567
72
Number of children attending school
72
Existing School.

| Centre. | Class. | Accommodation. | No. at <br> School. | Local <br> Provision. | Government <br> Grant. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hope Town.. <br> Eng. Ch. | B. | $0 ; 52 \times 18 \times 12 \mathrm{ft}$. | 35 | $£ 20$ | $£ 30$ |


| Proposed School. |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Centre. | Class. | Accommodation. | No. in <br> Vicinity. | Local <br> Provision. | Government <br> Grant. |
| Strydenburg. <br> Dutch Ch. | B. | None. | 48 | $£ 20$ | $£ 30$ |

I have the honour to be,
Your obedient Servant,
W. J. HUGH WILSON, Educational Survey Ófficer.


## 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 of the outlying parts of Williston, in the division of Fraserburg, ind in revisititing of the outlying parts of Wiliston, in the division of Fraserburg, and in revisiting 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
",
private schools or being taught a
Number of children being taught
" ", not receiving instruction
Hence it appears that of the children of school-going age 59.5 per cent. are not re ing instruction, and 28.5 per cent. are attending Government schools. In connection with these hares 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 $69 \% 4$ 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
", children unable to pay full fees
" children unable to pay
", these attending school
These figures" show that not attending school i. 79.2 per cent. of the children are able to pay full fees, and 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:-

| Contre. | Class. | Accommodation. | No. at School. |  | Local Provision. | Govt. Grant |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Carnarvon | A. 2 . |  | 125 | 20 | $£ 190$ | £181 |
| 2. Zoetfontein (Scorpioendrift) | A. 3 . | B; $16 \times 12 \times 10 \mathrm{ft}$. | 12 | 6 | $£ 30$; B. \& L. | £36 |
| 3. Van Wyk's Vlei | A. 3. | C; $45 \times 15 \times 12$, | 18 | 30 | $£ 60$; B. \& L. | £60 |
| 4. Ganna Pan <br> (Thomas Pan) | P. F. | C; $20 \times 20 \times 10$,, | 10 | 0 | $£ 30$; B. \& L. | £30 |
| 5. Boterleegte . | P. F. | C; $18 \times 14 \times 10$," | 6 | 10 | £40; B. \& L. | £15 |
| 6. Stofkraal .. . | P. F. | C; $14 \times 1 \dot{2} \times 9$, | 8 | 4 | £40; B. \& L. | £18 |
| 7. Uitspankolk .. |  | C; $12 \times 10 \times 9$, | 6 | 3 | £30; B. \& L. | £14 |
| Total.. |  | . | 185 | 73 | £420 | £354 |

[^4]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. |  | Local Provision. | Govt. Grant. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Celeryfontein | A. 3. | C; $18 \times 12 \times 10 \mathrm{ft}$. | 12 | $£ 20$; B. \& L. | £30 |
| 2. Brakgat (Spoorkolk) |  | None at present. | 15 | £30; | $\pm 35$ |
| 3. Kareeboschfontein | ", | O; $16 \times 12 \times 10 \mathrm{ft}$. | 12 | £20; | £30 |
| 4. Verkeerde Vlakte. . | , ${ }^{\text {r }}$ | C; $15 \times 15 \times 10$, | 12 | £20; ", | £30 |
| 5. Springbok Oog .. |  | C; $18 \times 12 \times 10$ ", | 12 | £30; ", | £30 |
| 6. Kleederfontein . . | P. F. | C; $14 \times 12 \times 9$ ", | 8 | £18; | £30 |
| 7. Nieuwe Uitvlucht.. |  | B; $16 \times 12 \times 10$ ", | 8 | £35; ", | $\pm 26$ |
| 8. Van Aswegesfontein | ," | C; $12 \times 12 \times 10$ ", | 6 | £30; ", | £20 |
| 9. Roodekop .. .- | ", | None at present. | 5 | £33; | £15 |
| 10. Aasvogelvlei .. .. | ," | C; $12 \times 10 \times 10 \mathrm{ft}$. | 6 | £30; ", | £20 |
| 11. Prinshof | ,. | C; $14 \times 12 \times 9$, | 3 | £30; ", | £18 |
| 12. Riet Aar | " | B; $14 \times 12 \times 10$,, | 8 | £35; | £25 |
| 13. Grootkuil | ," | None at present. | 7 | £30; | £20 |
| 14. Hondeblaf .. . | " | ${ }_{\text {C }}^{\text {C }}$; $16 \times 10 \times 9 \mathrm{ft}$. . | 10 | £30; | £27 |
| 16. Brak .. .. .. |  | None at present. | 10 10 | ${ }_{\text {£ 3 }}$ ¢ $30 ;$ | £30 |
| 17. Zeekoegat .. |  | C, $15 \times 10 \times 10$, , | 10 | £30; | ${ }_{\text {£18 }}$ |
| 18. Kareeboschfontein (beyond Zeekoegat) | ," | None at present" | 6 | £30; | £20 |
| 19. Nauwte Put .. .. |  | C; $12 \times 12 \times 9 \mathrm{ft}$. | 6 | £30; | £12 |
| 20. Markt . . |  | C; $14 \times 12 \times 9$, | 7 | £32; ", | £16 |
| 21. Krom Vlei |  | O; $16 \times 12 \times 10$,", | 8 | £30; ", | £18 |
| 22. Blauw Poort.. |  | None at present. | 9 | ¢30; | £20 |
| 23. Izaaks Kolk.. |  | None at present. | 8 | c3e; | £24 |
| 24. Blinkklip | " | C; $12 \times 10 \times 9 \mathrm{ft}$. | 9 | £30; | £30 |
| Total . . |  |  | 209 | £679 | £574 |

From this list of possible sites for schools, and from the statistios 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 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 sohools, 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 I found that boarders could easily be got where sehools are started Many all I found that boarders could easily be got where schools are started. Many a farmer 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 practicall 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 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, hewever, as are the diffioulties 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 tanght 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, \&o. ("aardkunde en die wereld zijn draai en die soort goed," as he put are still met with of people who are opposed to Government schools, though, happily, 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 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 wised by Government for the purpose of the Peass school is carried on in the building 15 out of the 46 children. As far as I could Periodical Court, and is attended by only 4 families, would be too poor to pay for their gather, 10 of the children, belonging to 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 shool. 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 sehool. For a good many, however, the distance is too great, especially in winter. Besides, as the parents are engaged in agrioultural 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 expense of the rest. They were nanimous in expressing their 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 blooks 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 schools in my previous report on the division, schools have since been started proposed are De Dam, Rietpoort, Walkraal, and Zandputs. The last is not a Gevernent 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 the most suitable sites for a third class school in the division, and, what is 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 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 expeet will 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,
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 this report.

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 nhabitants of towns
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 pe 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 oe noticed that of ohildren 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 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 mor 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 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 $20 \frac{1}{2}$ per cent. of all the children of school going age receiving instruction of some sort, only 9 per cent. being at Governmen schools. I do not think there is another district in the Colony for which correspond ing figures would be as low.
The following may be interesting:-Of 256 children, 110 learn Dutch culy, 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 beld out. Private teachers at present receive from $£ 48$ to $£ 84$ per annum with or without free board and lodging. [The ab
Table II. are the same as in the preceding reports].
Table IV. presents a state which could not be much improved by the introduction
[G. 2-'96.]
of compulsory education, but it must not be forgotten that only part of a quarter i 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, ther must be upwards of 1,000 children of school-going age, of these only 47 , i.e., less than sehool of 15 pupils at Griquato. Besides the Government-aided school there is another Practically, the former is attended which, however, no longer receives Government aid. 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 pro perty, 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 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 educa tional. 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 mmediate 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 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:-

1 st. Every child between the 14th and 16 th year not able to read and write either Dutch or English, and to do the elementary rules of arithmetic shall be sent to sehoo for a period nut 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 suitan
rd. 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. 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

Educational Survey Officer
'The Educational Condition of Hay.

| 1. No. of families with children of schoolgoing age | The whole District. |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Class A* |  | Class B* |  | Total. |  |
|  | No. | Per Cent. | No. | Per Cent. | No. | Per Cent. |
|  | 263 | - | 198 | - | 461 | -- |
| 2. No. of children of school-going age in these families | 715 |  | 637 | c. | 1352 | c. |
| 3. No. of these children receiving instruction.. | 212 | $29 \cdot 65$ | 65 | $10 \cdot 2$ | 277 | $20 \cdot 49$ |
| a. At Government-aided Schools .... | 81 | $11 \cdot 33$ | 41 | 6.44 | 122 | $9 \cdot 02$ |
| b. At Private Schools .............. | 89 | 1245 | 13 | 2.04 | 102 | 7.54 3.92 |
| c. At Home . . . . . . . . . . . . . . . . . . . | 42 | 5.87 | 11 | 1.73 | 53 | $3 \cdot 92$ |
| No. of these children receiving no instruction whatever | 503 | $70 \cdot 35$ | 572 | 89.8 | 1075 | $79 \cdot 51$ |

* Class A-families or children able to pay full school fees : Class B-families or children unable
to pay full fees.

TABLE II.
Existing Governmpnt.amed Schools.

| Centre. | Class. | Accommodation. |  |  | $\begin{aligned} & \text { Local } \\ & \text { Provision for } \\ & \text { Teacher. } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Postmasburg | A II | C; $45 \times 35 \times 11$ | 38 | 16 | £75 \& house | £75 |
| 2. Rietfontein ...... | D. | C; $22 \times 15 \times 10$ | 22 | 11 | £95 \& B. \& L. . . | £132 |
| 3. Griquatown...... | A III | B; $30 \times 18 \frac{1}{2} \times 10 \frac{1}{2}$ | 30 | 27 | ¢50 \& rooms | £62 |
| 4. Klippan $\cdot \ldots . .$. | P. F. | C; $15 \times 10 \times 9$ | 11 | 7 | $£^{〔} 19$ \& B. \& L... | £21 |
| 5. Nooitgedacht .... |  | C; $18 \times 12 \times 9$ | 7 | 7 | £27 10s.\&B.\&L. | £22 10s. |
| 6. Waterstroomvallei | " | $\begin{gathered} \text { C; } 13 \times 12 \times 11 \\ \text { (new school-house } \\ \text { being built) } \end{gathered}$ | 16 | 10 | £32 \& B. \& L. . . | £23 10s. |
| Total........ | $\ldots$ | .. .- | 124 | 78 | £293 10s. | $£ 336$ |



TABLE $V$.
Government-aided Schools for Coloured Children

|  | $\begin{aligned} & \text { No. } \\ & \text { at ©chool. } \end{aligned}$ | Total No in vicinity | $\underset{\substack{\text { Local } \\ \text { Provision. }}}{ }$ | Government Aid. |
| :---: | :---: | :---: | :---: | :---: |
| 1. Independent Mission, Griquatown...... Accommodation C; $40 \times 20 \times 12$ ). | 32 | 107 | £20 | £20 |
| B. Proposed <br> 1. Dieprivier <br> Brakfontein) |  | 65 | ${ }_{\text {L20 }}$ | ${ }_{\text {¢ }} 30$ |
| 2. Kameelput .......... | .. | 25 | ? | £15 |
| 3. Koegas (or adjoining farm Westerberg, Prieska) | $\because$ | 100 | £40 | £40 |
| Scheinfontein |  | 120 | ? | E40 |
| 5. Farm A 19 |  | 35 | ? |  |
| 6. Tsebe (or adjoining farm Brandboom).. |  | 30 | ! | $\pm 15$ |
| 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.
Number of these attending public schools 106

Number of children being taught $\begin{array}{r}73 \\ 179 \\ \hline\end{array}$
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 sohools, which fact naturally reduces the percent age of children in the division attending public sohools, 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.

Number of children able to pay full fees
Number of these attending school
Number of these attending school.
$\qquad$
Number of these not attending school
full fees
Number of children unable to pay
Number of these attending school
Number of these attending school
Number of these not attending school ....................................... 171
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 isting 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 B. and I, and the letter C. that it is of

| Centre. | Class. | Accommodation. |  |  | Local Provision. | 茄 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Belmont | A. 3. | B ; $40 \times 18 \times 12 \mathrm{ft}$. | 36 | 17 | £60 \& Free House. | £122 |
| 2. Wiltshire (Saltpan). | A. 3. | C ; $20 \times 20 \times 10$,, | 27 | 15 | £60 " | $\pm 103$ |
| 3. Witkopslaagte ..... | A. 3. | B ; $27 \times 18 \times 12$, | 23 | 6 | £60 | $\pm 60$ |
| 4. Tweefontein ....... | A. 3. | C; $14 \times 10 \times 9$ " | 27 | 6 | £30 | £ 30 |
| 5. Nooitgedacht $\ldots$... | P.F. | C ; $14 \times 10 \times 10$, |  | 0 | $£ 30$ and B. and L. | £ 14 |
| 6. Koedoesbergdrift... | P.F. | C; $16 \times 10 \times 9$ " | 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 the children in the division attending public schools, is accounted for children above 16 attend these schools as well as some children from other some children above divisions. These were not included in the previous caleulation.
[G. 2-'96.]

Proposed Sehools.-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 indieated. It is not expected that schools will be started at all these centres in the near future, while in gested, but on quite possible that sehools may be started, not more favourable for the establishment of schools.

Proposed Schoots.


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 sehool shouid 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 moment seem specially to favour the estabishment of a school, and there is every
prospect of soon seeing Campbell provided with a flourishing school, which will supply 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 sehool, however, is urgently needed at this centre, and will be sure to draw children from neighbouring farms, whioh are at present not within reach of auy sehools. Should the Government irrigation soheme, the works in connection with which are nearing completion, prove a suceess, it is very probable that one result will be a large influx of an agricultural population with no lack of material for a thriving school.

At Withuis I found a private school with 5 children in existence, while some 12 ehildren, 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. 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 uhild. In most cases 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 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 eduoation
that would barely qualify the children for Churoh membership. On the other hand a large section of the inhabitants of the division lives in great poverty, earning a pre oarious livelihood. The proportion of occupiers of farms, who own no fixed poert 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 the exclusion of all else A the exclusion of all else. A permanent gold-mining industry in the neighbourhood their condition, and will soon entirely change the condition and character of the whe 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 these schools are all supported by the mining communities located for by the fact that diggings. The most populous centres of these are Klipdam and Windsarions river two schools are in existence. These two centres I have not been Whle to visit where have consequently to omit them in the calculations which follow :-

School Attendance.
Number of children of school-going age.
Number of these attending public scho
Number of these attending private schools or being taught at ...
Number of children being taught
These figures show that of the children of $\quad . \quad . \quad . \quad . \quad 501$别, and 21.8 per cent, or little more public schools. Klipam and Wind As stated above, Ko ascertain the totalsor are not insluded in this calculation, as entres. There are two schools at these centres, pupils, that is, 128 in all.

Poverty.
Number of children able to pay full fees.
Number of these attending school
Number of these not attending school
Number of children unable to pay full fees
Number of these attending school
Number of these not attending school
Hence it an 6.8 .. .. .. .. .. .. 204 nl 27.2 per cent. of the children are able to pay full fees, while
 ees, are attending any school.

Existing Schools.-The following is a list of the existing public schools in the ivision, indicating their character and the amount of support received locally and from Government:-

Existing Schools.

| Centre. | Class. | Accommodation. |  |  | $\underset{\text { Provision. }}{\text { Local }}$ | Govt. <br> Grant. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Barkly West <br> 2. Waldek's Plant <br> 3. Longlands <br> 4. Windsorton <br> 5. Klipdam <br> 6. Koopmansfontein <br> 7. Deniels Kuil | $\begin{gathered} \text { A. } 2 . \\ \text { A. } 3 . \\ " \\ " \\ " \\ " \\ " \end{gathered}$ | $\begin{aligned} & \mathrm{B} ; 34 \times 20 \times 14 \mathrm{ft} . \\ & \mathrm{B} ; 24 \times 16 \times 10, \\ & \mathrm{~B} ; 24 \times 12 \times 10, \end{aligned}$ <br> C; $30 \times 24 \times 10$, <br> D. R. Church used at present. | $\begin{aligned} & 24 \\ & 29 \\ & 24 \\ & 50 \\ & 78 \\ & 28 \\ & 36 \end{aligned}$ | $\begin{gathered} 14 \\ 12 \\ 10 \\ ? \\ ? \\ 9 \\ 16 \end{gathered}$ | $£ 127 \frac{1}{2}$ $£ 50$ $£ 60$ $£ 48$ $£ 75$ $£ 60$ \& B. \& L. $£ 60$ |  |
| Total ........ |  | . | 269 | 61 | £480 ${ }^{\frac{1}{3}}$ | £525 $\frac{1}{2}$ |

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 Kuilarethe 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 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 a compars the house been living for more than a present occupied by them, and up till very recently it would have been impossible to find the necessary acoimmodation 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
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. |  | Local Provision. | Govt. Grant. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1. 9 kl . (Klein Kameel- <br> fontein) | A. 3 . | None at present. | 15 | £ 30; \& B. \& L. | £30 |
| 2. 15 (Kareepan) ..... | A. | Nuno at prosod. | 16 | £30; ", | £30 |
| 3. Klein Boetsap | ", | C; $22 \times 20 \times 10 \mathrm{ft}$. | 25 | £40. | £40 |
| 4. Spitskop (Spalding).... | ,, | None at present. | 15 | £ 30 ; \& B. \& L. | £30 |
| 5. N.W. 9 (Vervanheir) .- |  |  | 24 | £30; | £40 |
| 6. Delportshope . ........ | Poor. | C; $50 \times 20 \times 20 \mathrm{ft}$. | 32 | B. \& L. | $£ 60$ |
| 7. H.V. 53 (Van Niekerk) |  | None at present. | 14 |  | £48 |
| 8. 12 mn . (Witpan) ...... | P.F. |  | 12 | £30; \& B. \& L. | £24 |
| 9. Panhill .............. | " | C; $14 \times 10 \times 10 \mathrm{ft}$. | 11 | £30; " | £22 |
| 10. Springbokfontein ..... | " | None at present. | 10 8 | £30; ", | £20 |
| 11. H.V. 72 (Marais)...... | ", | ", ", | 8 9 | £34; | £16 |
| 18. Groot Boetsap ........ | "," |  | 10 | £30; | £20 |
| 14. Klipfontein (Collins) .. | , | C; $16 \times 10 \times 9 \mathrm{ft}$. | 10 | £30; | £20 |
| 15. A. 67 (Malan) ...... | ", | None at present. | 9 | $£ 30$; | £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. Aiready 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 prejudiced acainst the Free State, and it struck me that these as a rule seem to b complaints that the Colonial of education in the Cape Colony. They are loud in thei schools than the Government of the neighbouring Republic. in its support of country

I have the honour to be,
Sir,
Your obedient Servant,
J. H. HOFMEYR, N. Son,

Rondebosch, October 12th, 1895.


## DIVISIONS OF

 HERBERT AND BARKLY WEST

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## 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 mor again. I consider this particular part of the survey an important one in its bearing upon the questions of Schools-boards, Compulsory Education and the present financin of schools. The difficulty of startiug schools owing to the sparseness of population less prominert in this Division. Want

The statistical matter to be dealt with is as follows:-
I. (a) Number of children of schooi-going age;

(d) The" amount and nature of school accommodation already provided (e) Amount paid for Education locally ;
(f) " $" \quad$ by Governmen
II. (a) Particular localities in which schools are required;
(b) Kind of school suitable for each locality
(c) Number of children who should attend each proposed school;
(c) 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 remedies.
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 school private ", $\quad .$. any school 591 ", not attending any school
It thus appears that of the children of school-going age $52 \cdot 4$ per cent. are not
net. receiving instruction, and $37 \cdot 7$ per cent. are at pub.
per cent. are taught in private schools or at home.
porerty.-Any classification of children in accordance with the ability of their
Pore
Poverty.-Any classification of children in accordance with the ability of their
arents to pay school fees, must from the nature of the case bo rough and ready. But parents to pay school fees, must from the nature of the case bo rough and ready. But for all practical purposes one is generally able to conclude whether a poor school grant解 the facts may be given as follows:-

Number of children able to pay full fees

|  | these attending school |  | . | . |
| :---: | :---: | :---: | :---: | :---: |
| " | ,, not attending school |  |  | . |
| " | children unable to pay ful |  |  |  |
|  | these attending school |  |  |  |

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 seiools are given in the following tables, in which, under the heading "Accommodation," the letter B. denotes that the floor
[G. 2-'96.]
loarded, 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. value teing estimated at $£ 24$ per annum. This is dong in eash in the totals, the actually spent locally may be made clear, so that in any scheme for providing eduoation 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 ehildren attend sohool 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. |  |  | Local Provision. | 范 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Humansdorp | A. 2. | B; $66 \times 27 \times 16 \mathrm{ft}$. | 58 |  | £150 | £120 |
| 2. Andrieskraal | A. 3 . | C; $16 \times 12 \times 10$,, | 12 | 5 | £15 B. \& L | £30 |
| 3. Cambria... |  | C) $22 \times 12 \times 9$," | 21 | 11 | £45 \& H. | $£ 50$ |
| 4. Essenbosch | ", | C; $40 \times 16 \times 12$ ", | 13 | , | £24 B. \& L. | $\pm 30$ |
| 5. Hankey |  | B; $36 \times 20 \times 14$,, | 23 |  | $£ 40 \mathrm{~B} . \& \mathrm{~L}$. | £50 |
| 7. Mistkraal | ", | ${ }_{\text {B }}{ }^{\text {C }} 25 \times 10 \times 1{ }^{2} \times 12 \times 10$ | 15 | 0 | £30 | £30 |
| 8. Patentie (West) | ", | C; ${ }^{\text {C }} 24 \times 12 \times 10 \times 18 \times 12$, | 13 | 4 | £45 \& H. | ${ }_{£}^{\text {£ } 60}$ |
| 9. Quagga ....... | ", | C; $22 \times 12 \times 9$ ", | 30 | 3 | £30 \& H | £60 |
| 10. Storms River | , | B; $36 \times 20 \times 12$,, | 12 | 1 | $\pm \begin{aligned} & \text { B. \& L. }\end{aligned}$ | £36 |
| 11. Tweefontein | , | B; $18 \times 16 \times 8$, | 20 | 0 | £45 | £45 |
| 12. Uitvlucht. | ", | B; $18 \times 14 \times 10$, | 23 12 | 1 | $£_{\text {£60 }}$ | £60 |
| 14. Boschkraal | P.'F. | B; $14 \times 12 \times 8$,", | 12 | 1 | £24 \& H. | £30 |
| 15. Diep Rivier | . | B; $12 \times 10 \times 9$ ", | 1 | 0 | $£ 22 \mathrm{~B} .8 \mathrm{~L}$. | £14 |
| 16. Dwarsfontein | ," | B; $18 \times 10 \times 10$,", | 7 | 0 | $\pm 22 \mathrm{~B}, \& \mathrm{~L}$. | £14 |
| 17. Geelhoutboom | ," | B; $18 \times 15 \times 10$ ", | 6 | 0 | $£ 24 \mathrm{~B} . \& \mathrm{~L}$. | £12 |
| 18. Kleinplaats. | , | C; $18 \times 18 \times 11$,, | 5 | 0 | $£ 20 \mathrm{~B} . \& \mathrm{~L}$. | £10 |
| 19. Kruisfontein | ," | C; $12 \times 8 \times 8$, | 9 | 0 | $£ 12$ | £18 |
| 20. Mondplaats | ," | C; $15 \times 12 \times 10$,, | 5 | 8 | $\pm 6 \mathrm{~B}$ \& L. | £10 |
| 21. Rietfontein |  | B; $18 \times 10 \times 8$,, | 7 | 0 | £16 B. \& L. | $£ 14$ |
| 22. Fynboschhoek. | Poor. | C; $30 \times 16 \times 10$,, | 27 | 4 | B. \& L. | $£ 60$ |
| 23. Goede Hoop | ," | C; $30 \times 14 \times 10$,", | 34 | 6 | £30 \& H. | £80 |
| 24. Melkhoutkraal | , | B; $18 \times 16 \times 9$, | 27 | 2 | B. \& L. | $£ 60$ |
| 25. Patentie East <br> 26. Rietfontein | ", | B; $30 \times 24 \times 12$, C; $24 \times 9 \times 10$ | 20 12 | 5 3 | ${ }_{\text {£18 }} 6$ | $£ 60$ |
|  | " | C; $24 \times 9 \times 10$, | 12 | 3 | £6 \& H. | £36 |
| Total. |  |  | 453 | 65 | £723+£408 | £1049 |

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 Humansdorn that the facilities offer 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 country who might 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 village 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 eeders to the town schools, though I frankly admit that I wish they would do this to 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 a large number of peasant proprietors, holding much the same position as the Scotch 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 Tzitzikamma and Swiss peasantry. There are in the wards of Kromme River and Tzitzikamma a goodly number of hard-working small farmers, but owing chiefly to the poverty of
the soil and the scaroity 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 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 mus 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 act 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 ehildren of neighthe proprietor has no childre 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 In other cases are not forthcoming, the teacher's position becomes an unpleasant one being able to offer any definite payment be more comfortable in another house, but comfort continue, he leaves to the detriment of the school. This has happened during the past year "to a school twelvemonths 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 Churoh 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 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 ${ }^{18}$ far less expensive than sending their children away from home, or getting a teacher But whether one is successful depends same time is an action for the common weal. 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.

Propesed 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 sohools at other centres. However I am not without hope that the work is bearing some fruit.

Proposkd Sorools.

| Centre. | Class. | Accommodation. | $\begin{aligned} & \text { \# } \\ & \text { 宫 } \end{aligned}$ | Local Provision. | Govt. <br> Grant |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Geelhoutboom | A. 3. | C; $15 \times \mathrm{i} 2 \times 9 \mathrm{ft}$. | 12 | £18 \& Board. | £30 |
| 2. Hartebeeitfontein |  | None. | 15 | £12 | £30 |
| 3. Honigkloof . |  | B; $18 \times 16 \times 12$,, | 15 | £30 \& House. | £36 |
| 4. Klein River | ," | C; $20 \times 12 \times 10$, | 10 | $\pm 10$ \& Board. | £30 |
| 5. Kruis Rivier | ," | C; $16 \times 15 \times 10$,, | 12 |  | $\mathfrak{¢} 30$ |
| 6. Riet Rivier | P" ${ }^{\prime \prime}$ | C; $15 \times 14 \times 7$, | 16 | ${ }_{418}$ | £30 |
| 7. Draaiklip | P.E. | None. ${ }_{\text {B }} 16 \times 14 \times 9$, | ${ }_{5}^{9}$ | $\stackrel{1}{1} 3$ | ${ }_{¢ 18} 18$ |
| 9. Goedgeloof | " | None. | 9 | £22 | ${ }_{\text {¢ } 18}$ |
| 10. Kabeljauws River | ,, |  | 12 | ¢16 | £24 |
| 11. Klipdrift (Meyer's) | , | C; $18 \times 14 \times 10$, | 7 | £26 " | £14 |
| 12. Klipdrift (Olivier's) | ", | C; $16 \times 14 \times 10$, | 10 | ${ }_{620}$ | £20 |
| 14. Keurkloof ... .. | ", | C: $: 20 \times 12 \times 9$, None. | 10 | ${ }_{2}$ | $\stackrel{+10}{ }$ |
| 15. Langefontein | ," |  | 13 | £10 | $\stackrel{1}{26}$ |
| 16. Lottering | ", | B; $16 \times 12 \times 9$, | 6 | £18 | $\underline{1}$ |
| 17. Middelburg | ," | C; $17 \times 15 \times 9$,, | 5 | $\pm 20$ | $\stackrel{10}{ }$ |
| 18. Misgund (Hesselman | ," | Noue. | 10 | $\pm 20$ | $\pm 20$ |
| 9. Misgund (du Plessis) | " | C; $18 \times 14 \times 9$, | 6 | ¢ 30 | $\pm 12$ |
| 20. Ongegunde Vrijheid | ,, | None. ${ }_{\text {C }}$ | 8 | ¢14 | $¢_{1} 16$ |
| 21. Rietvlei | ," | C; $12 \times 9 \times 8$, | 5 | £30 | $£ 10$ |
| 22. Sevenfontein |  | None. | 5 | £20 | $£ 10$ |
| 23. Uitvlucht (Roodman's) |  |  | 6 | £24 | $\pm 12$ |
| 24. Eerste Rivier | Poor. | B; $40 \times 20 \times 15$, | 24 |  | $\mathfrak{L 6 0}$ |
| 25. Hendrikskraal |  | None. | 18 |  | £48 |
| 26. Hofmansbosch | , | C: $20 \times 10 \times 9$, | 12 |  | £36 |
| 27. Jagersbosch | ", | None. | 13 |  | $\pm 48$ |
| 28. Kastanjeskraal |  |  | 18 | , | £48 |
| 29. Kromme Rivier | " | C; $18 \times 10 \times 9$, | 12 |  | £36 |
| 30. Nooitgedacht | " | None. | 24 |  | $£ 60$ |
| 31. Witte Elsbosch | ," | ," | 25 | , | £60 |
| Total |  |  | 357 | £456 $+ \pm 726$ | $£ 844$ |

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 1 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 inst, say from the ages of 7 to 11 or 7 to 12 . My conversation on the subject has not beeu with those parents
who are indifferent to the education of their children and who would feel the working who are indifferent to the education of their children and who would feel the working
of au 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 distriots the children are at certain seasons more generally made use of. There it would be necessary to arrange In illustration of this difficulty the following extreame cas
farm in the Division of Humansdorp there were nine Eure may be given. On one farm in the Division of Humansdorp, there were mine European families cultivating
the soil. At the time of my visit the mealie liarvest was at hand, and there was only ons oolourad labourer to the nine families. There were special causes for this state of
ffairs, into which I cannot enter now ; but the mealie harvest and the holidays not having been made coincident, it is not to be wont hildren 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解 there are 40 children in the neighbourhood of a stairs exists. At 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 al a few centres, it would not lead to this consideration, many more schools for them in my circuit. But quite apart from this consideration, can only reiterate what I said last year, that the country will be better served years children of the labouring class receive their educationtere 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 super in

I have the honour to be,
Sir,
Your obedient Servant,
A. HALDANE MURRAY.

Wellington, 31st December, 1895.



## 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 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 starting a new school. I also found it a great drawback that suggestion or plan for 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.
Number of children of school-going age of these attending public $\begin{aligned} & \text { of these attending public schools } \\ & \text { of these attending private schools, }\end{aligned} \quad \because$
$\cdots$
$\begin{array}{llll}\text { these attending private schools, or being taught } \\ \text { at home } & \text {.. } & \text {.. } & \text {.. }\end{array}$
340
1332
of children being taught in any way of children not under instruction

367
965
These figures show that of the total number of children of school-going age $72 \cdot 4$ 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 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. fees, will be unable to pay anv additional expenses for able to pay the ordinary school population so scattered as is the case in Calvinia there seems to be no prospect of these 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 | $\ldots$ | $\ldots$ | 1110 |
| :---: | :---: | :---: | ---: |
| " of these attending school . . | $\ldots$ | $\ldots$ | 317 |
| ", of children unable to pay fuil fees | $\ldots$ | $\ldots$ | 222 |
| ", of these attending school ... | $\ldots$ | $\ldots$ | 50 |
| " of these not attending school | $\ldots$ | .. | 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. and " C "" 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． |  |  | Local Provision． | H |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1．Calvinia | A． 2 |  | 80 | 7 | $£ 150$ | $£ 234$ |
| 1．Brandvlei | A． 3 | C． $60 \times 20 \times 20 \mathrm{ft}$ ． | 26 | 10 | $£ 50$ |  |
| 3．Grootevlakte（Groot |  | C． $16 \times 16 \times 10 \mathrm{ft}$ ． | 16 |  | £30 | £30 |
| 4．Rietrlei．．．．．．． | ＂， | C． $24 \times 16 \times 10$ ， | 28 | 4 | £50 \＆Hou |  |
| 5．Kopjeskraal（Leeuw－ enkuil） |  | C $25 \times 15 \times 10$ | 20 | 9 | ${ }_{¢ 60}^{5} 5 \mathrm{~B} . \mathrm{d}$ L． | $£ 60$ $£ 96$ |
| 6．Tontelboschkolik ．．．．．． | ＂， | C． $22 \times 14 \times 10$ ， | 26 | 5 |  | ${ }_{\text {¢ }}$ ¢46 |
| 7．Zoetwater ．．．．．．．．．．． | ＂， | C． $24 \times 16 \times 10$ ， | 20 11 | 4 | £20 \＆House． | £40 |
| 8．Spitskop（Wagendrift） | ＂ | B． $20 \times 20 \times 12$, | 110 | ${ }_{0}$ | £20 B．\＆L． | £52 |
| 10．Tyg Horhoek．．．．．．．．．． | P．＇1． | C． $24 \times 16 \times 10$ ，＂， | 10 | 4 | $\pm 36$ | £2 |
| 11．Bushmanland（Klein | Poor | Tent． | 19 | 30 |  | £60 |
| 12．Nelskop ．．．．．．．．．．．．． | P．F． | Build＇g being erected． | 13 | 20 |  | £26 |
| 13．Houwhoek（ ${ }^{\text {a }}$ ．${ }^{\text {a }}$ ．${ }^{\text {a }}$ | ，， | B． $16 \times 12 \times 12 \mathrm{ft}$ ． | 14 | $\begin{aligned} & 0 \\ & 5 \end{aligned}$ | ${ }_{£ 20}^{\text {£34 }}$ ， | 230 |
| 14．Lokenburg（Uienvlei） | ＂ | C． $20 \times 12 \times 10$ |  |  |  |  |
| 15．Majesfontein（Bok－ |  | C． $16 \times 16 \times 12$ | 8 | 9 | £32 》 | ${ }_{-1818}^{4}$ |
| 16．Tygervallei ． | ＂， | C． $20 \times 16 \times 9$ ，＂ | 7 | 4 | B．\＆ | ¢ 18 |
| 17．Klipbak．．．．．．．．．．． | ＂， | C． $18 \times 14 \times 9$ ， | 8 |  | $\pm 20 \mathrm{~B} . \mathbb{L} \mathrm{L}$ ． | 218 |
| Total |  |  | 321 | 118 | $£ 628$ | £7 |

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 satis－ factory．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 Instan ought to be established without any fools are delay．In the following list and on the accompanying map centres as the most favourable．

Proposed Schools．

| Centre． | Class． | Accommodation． |  | Local Provision． | 莡 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1．Enkele Wilgeboom （Rivierplaats）．．．． | A． 3 ． | C． $24 \times 16 \times 12 \mathrm{ft}$ ． |  |  |  |
| 2 Brandwacht ．．．．．．．． | A． | C． $20 \times 16 \times 10$, ， | 18 | ${ }_{£ 20}^{\text {2 }}$ ， | £40 |
| 3．Kriegaboschfonte in （Vaalfontein） | ＂， | None at present． | 24 | £20＂ | $\pm 40$ |
| 4．Matjesfontein（Voor Hantam） | ＂ | C． $20 \times 14 \times 10$ | 14 | 20＂ | L40 |
| 5．Doornrivier（Zwart－ | ＂ | C． $20 \times 14 \times 10$ ，， | 14 | $£ 30$ | £30 |
| klip）$\ldots \ldots \ldots \ldots$ | ＂ | None at present． | 20 | $£ 30$ | $£ 30$ |
| 6．Groenrivier ．．．．．．． | ＂， | ， | 50 | £60 | $\pm 90$ |
| 7．Klandskraal | ＂ | ，＂ | 20 | £20 | $\pm 40$ |
| 9．Rietfontein ．．．．．．．．． | ＂， | C． $24 \times 20 \times 10 \mathrm{ft}$ | 15 16 | $£ 30$ $£ 30$ | $£ 30$ |
| 10．Klipfontein ．．．．．．． | Poor． | None at present． | 21 | $\stackrel{\text { B．and }}{ } \mathrm{l}$ ．＇． | $\pm{ }_{\text {¢ }}$ |
| 11．Driekuilen ．．．．．．． |  |  | 20 |  | $\pm 60$ |
| 12．Matjesfontein（Achter Hantam） |  |  |  |  | $\pm 60$ |
| 13．Camdani ．．．．．．．．． |  | None at present． | 25 |  | ${ }^{2} 60$ |
| 14．Reeboksfontein ．．．． | P．F． |  | 8 | $£ 30$ B．and L． | $\pm 18$ |
| 15．Matjeskloof ．．．．．．．．． | ＂ | C． $16 \times 16 \times 9$ ，＂ | 10 | $\stackrel{4}{4} 40$ | $巳 22$ |
| 17．Leeuwendrift | ＂ | None at present． | 12 |  | $\pm$ |
| 18．Rondheuvel（Bosch－ | ＂ |  |  | 234 | 226 |
| 19．kloof）．．．．．．．．．． | ＂ | C． $16 \times 12 \times 10$ ， | 10 | $£ 30$ | $£ 30$ |
| 19．Zwelling Grebel ．．．． | ＂ | None at present． | 9 | £30 | £20 |
| 20．Zoutputs | ＂ |  | 13 | £30 | £26 |
| kolk）． | ＂ | C． $16 \times 14 \times 10$ ， | 8 | £32 | む18 |
| Total． |  |  | 350 | $£ 530$ | £782 |

At present，it will be seen， 321 children in the Division are being educated at a cost of $£ 986$ ，or $£ 3 \cdot 07$ per head，to the State．An additional expenditure of $£ 782$ by Government，or approximately $£ 24 \mathrm{~s}$ ．per head，will be required to provide for the education of 350 additional children．As，however，in most cases，the full number of children at of the children in these schools will be proter cost per head of the children in these schools will be greater than the sum above
mentioned． 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（Kopjes－ built and well furn to be present at the opening of a new schoolroom，substantially necessity of furnished，which afforded an encouraging proof of the fact that the satisfied with the work done by itinerant schoolmasters．In several other instances，I found the schoolroom done by itinerant schoolmasters．In several other instances，I ble as the cost of buildins and of a very fair condition，which is the more notice－ able as the cost of building and of transport of building material throughout the district is very great．At Grootvlaakte，Nelskop，and Rietviei better accommodation is urgently needed，and the circumstances，I thiak，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 srarted at he commencement of next quarter，if a teacher can be secured in time

The wards，Bokkeveld and Roggeveld，are particularly def
ters educaticnal，which is the more to be deplored seeing that nore 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 tanding cause of education in this ward has thus far been sadly neglected. Notwithhould all the difficulties in the way there is no reason why this state of matters year, during the any longer. One of the chief difficulties mentioned is that twice a cannot attend school and reaping seasons, the boys are required on the farms and 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 farents are of having them taught children are taught barely to embers of the Church more than is deemed sumo could best afford to have the 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 o amilies 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, 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 settle 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 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

On the whole it must 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 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

## 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, a Government schonls then in existence appear in the list of existing schools,

TABLE I.
The State of Education in Riversdale (Whites).

|  |  | (tale $\begin{gathered}\text { Able to pay } \\ \text { full fees. }\end{gathered}$ |  | Unable to pay full fees. |  | Both Classes. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| , |  | No. | p.c. | No. | p.c. | No. | p.e. |
| 1. Children of sehool-going age. |  | 151 | ${ }^{\text {c. }}$ | 102 | c. | 253 | c. |
| 2. Of these receiving instruction |  | 144 | $95 \cdot 36$ | 68 | 66.6 | 212 | 83.8 |
| a. At Government Aided Schools |  | 133 | 88.08 | 64 | $62 \cdot 74$ | 197 | 77.87 |
| b. Elsewhere | . | 11 | $7 \cdot 28$ | 4 | $3 \cdot 92$ | 15 | 5.93 |
| Of these not receiving instruction | .. | 7 | $4 \cdot 64$ | 34 | $33 \cdot 3$ | 41 | 16.2 |
| B. Rural Area. |  |  |  |  |  |  |  |
| 1. Children of school-going age.. |  | 700 | c. | 1,087 | c. | 1,787 | c. |
| 2. Of these receiving instruction |  | 303 | 43.29 | 218 | $20 \cdot 06$ | 521 | 29•16 |
| a. At Government Aided Schools |  | 229 | 32.71 | 190 | $17 \cdot 48$ | 419 | $23 \cdot 45$ |
| b. Elsewhere .. |  | 74 | 10.57 | 28 | $2 \cdot 58$ | 102 | 5.71 |
| 3. Of these not receiving instruction | .. | 397 | 56.71 | 869 | 79.94 | 1,266 | 70.84 |
| C. The whole District. |  |  |  |  |  |  |  |
| 1. Children of school-going age.. | . | 851 | c. | 1,189 | c. | 2,040 | c. |
| 2. Of these receiving instruction |  | 447 | $52 \cdot 53$ | 286 | 24.05 | 733 | $35 \cdot 93$ |
| a. At Government Aided Schools |  | 362 | $42 \cdot 54$ | 254 | $21 \cdot 36$ | 616 | $30 \cdot 2$ |
| b. Elsewhere $\quad \stackrel{\text { Of }}{ }$ |  | 85 | 9.99 47.47 | 32 | $\stackrel{2}{2 \cdot 69}$ | 117 | $5 \cdot 74$ 64.07 |
| 3. Of these not receiving instruction |  | 404 | $47 \cdot 47$ | 903 | $75 \cdot 95$ | 1,307 | 64.07 |

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 avy burden and pass their days in idle despair.

In spite of these hard times, in regard to educational matters, Riversdale compares ery 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 reas in the Colony. I have still found a large number of people who in spite of th there is a considerable number of people who undervalue education; 30 per cent. of ll 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.]


TABLE II.
Existing Government-Atded Sehools.


The Private Farm Sclivols, 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 Ani. 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 uumber
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 Hloors.

A glance at Table II. reveals the fact that there are no Public Schools in the distriet, 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 proportion of the teachers in the Poor Schools, too, are of little account, but it is difficult proportion of the teachers in the Poor Schools, too, are of little account, but it is difficult modified form of compulsory education would improve matters in this respect.

TABLE III.
Proposed New Government Schools.

| Centre. | Kind of |  |  |  |  | Prubable Local Contribution. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Elberts Kraal | AIII | sq. ft. | 22 | 12 |  |  |
| 2. Klipfontein (near G̈ouritz Rïvier) | Alif |  | 16 | 12 | £ 30 | £9, B. \& L. 6, do. |
| 3. Zwartheuvel (annex Watergat) | do. | 230 | 18 | 13 | 30 | 12, do. |
| 4. Botteliersfontein .. .. | Poor |  | 32 | 18 | 60 | B. \& L. |
| 5. Brakfontein | do. | 250 | 35 | 17 | 48 | do. |
| 6. Brand Rivier | 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 |  |
| 11. Muizekraal .. $\quad$. | do. | 480 | 54 | 30 | 80 | $£ 10$, \&Res'ce |
| 12. Rijksdaaldersplaats-Buffelsfontein | do. |  | 26 | 12 | 48 | B \& L. |
| 13. Vermaaklijkheid . 14. | do. | 900 | 44 | 24 | 60 | £12 \& Res'ce |
| 15. Wagenbooms Rivier | do. | $\cdots$ | 26 | 17 | 48 | B. \& L. |
| 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 |  |  | 17 | 9 | 18 |  |
| 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 8, do. |
| 24. De Hoek-Vergenoegd | do. | 190 | 17 | 10 | 20 |  |
| 25. Groot Fontein | do. |  |  | 5 | 10 | 2 , do. |
| 26. Hectors Kraal | do. | 140 240 | 14 | 8 | 16 14 | 4, do. |
| 28. Klipfontein (on Kafferkuils $\ddot{\text { Rivier }}$ ) . . | do. | 240 | 12 | 7 | 14 | 10, 2, do |
| 29. Kortfontein .. . . | do. | 180 | 18 | 8 | 16 | 2, do. |
| 30. Krombeks Rivier-Karnemelks Rivier | do. |  | 6 | 6 | 12 | 12, do. |
| 32. Melkhoutfontein (ö Gouritz Rivier) ${ }^{\circ}$. ${ }^{\text {a }}$ | do. | 200 | 12 | 11 | 30 | ${ }^{6,}$ do. |
| 33.. Mordervlei .. .. . | do. |  | 18 | 10 | 18 | B4, B. \& L. |
| 34. Onverwacht | do. | 165 | 7 | 8 | 16 | 8, do. |
| 35. Outeniqua Drift | do. | 250 | 11 | 7 | 14 | 4, do. |
| 36. Reibosch.. | do. | 200 | 11 | 9 | 18 | 6 , do. |
| 37. Rietgrove .. | do. |  | 10 | 6 | 12 | 3, do. |
| 38. Rietvlei (in de Duinen) .: | do. |  | 15 | 5 | 10 | B. \& L. |
| 39. Rietvlei (uear Mouth of Gouritz Rivier) | do. |  | 12 | 6 | 12 | $£ 6, \mathrm{~B}$. \& L |
| 40. Snipfontein <br> 41. Twee Kuilen | do. |  | 11 | 6 | 12 | 3, do. |
| 42. Welgevonden (near Gouritz $\ddot{\text { Rivier }}$ | do. | 110 | 9 | , | 14 |  |
| 43. Zandfontein .. .. | $\begin{aligned} & \text { do. } \\ & \text { do. } \end{aligned}$ |  | 15 | 11 | 122 |  |
|  |  |  | 830 | 490 | $£ 1,302$ |  |

Schools are now established at oentres 5 and 27
At centres $8,30,33,34$ and 43 there are private Sohools 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 fiovernment 43 new schools may be established. A mong them, however, are a considerable number others for which it will be difficult to obtain teachers. centres, there are a few places where there are more than five Besides the 43 proposed 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 just beyond the boundaries of the division), -that therough Government schools provides for them; and from Table III we learn that Governmornment actually brought to the doors of 830 more children. Wehols might be the education of about 1,800 more children 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 diffioulty to be reckoned with lies in the fact that there are poor people living in proximity to existing to supply their children with what they consider decent clothing. to supply their children with what they consider decent clothing.
have occupied a considerable additional amount of time. There are in all about 900 between 5 and 14 years of age, and of these aboat 290 , i.e., 32 per cent., recive instruction For the village the figures are as follows :-

1. No. of coloured children between 5 and $14 \quad$. . 261
2. Of these under instruction .. .. .. 201 , or 77 p. c.

There are five schools:-


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


1. ENROLMENT AND ATTENDANCE.
2. INCREASE OF SCHOOLS AND PUPILS.
3. SCHOOLS CLOSED.
4. INSPECTION STATISTICS.




| Dessription and Place of the Echool. | Order. |  | Scholars on Roll. |  |  |  |  | Averge Attendance. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { 13. Wynberg, Girls' } \\ & \text { Doo., } \\ & \text { do., Prep. } \end{aligned}$ | A. 1 |  |  | ${ }^{151}$ | $\begin{gathered} 150 \\ 84 \end{gathered}$ | ${ }_{\substack{158 \\ 58}}$ | 232 | $\begin{gathered} 139 \\ 79 \end{gathered}$ | ${ }_{66}^{128}$ | $\begin{array}{r} 131 \\ 41 \end{array}$ | 198 |
| 14. Capetown, St. Mrartin's | ${ }^{\text {A. }} 2$ |  |  | 299 | ${ }_{207}^{307}$ | ${ }_{203}^{288}$ | ${ }_{91}^{297}$ | ${ }_{175}^{243}$ | ${ }_{191}^{239}$ | ${ }_{1}^{221}$ | ${ }_{168}^{237}$ |
| 16. Do., West End ${ }^{\text {16, }}$ William Frederick | A. 2 |  |  |  | $\begin{gathered} 235 \\ 62 \\ 62 \end{gathered}$ | $\begin{gathered} 203 \\ 56 \\ 56 \end{gathered}$ | ${ }_{\substack{211 \\ 56}}$ | $\begin{aligned} & 175 \\ & \hline 9 \\ & \hline 9 \end{aligned}$ | $\begin{gathered} 191 \\ 50 \\ 50 \end{gathered}$ |  | 1688 |
| 17. Claremont, Boys' | ${ }_{\text {A. }}{ }^{2}$ |  |  | ${ }_{85}^{51}$ | $\begin{aligned} & 19 \\ & 87 \\ & 87 \end{aligned}$ | ${ }^{57}$ | -60 | ${ }_{7}^{38}$ | ${ }_{36}^{34}$ | ${ }_{6}^{38}$ | ${ }_{74}^{44}$ |
| 19. Mowbray | A. ${ }^{\text {A }}$ |  |  | $\begin{aligned} & 85 \\ & 63 \end{aligned}$ | $\begin{array}{\|l\|} 87 \\ 67 \end{array}$ | ${ }_{60}^{87}$ | ${ }_{59}^{91}$ | $\begin{aligned} & 71 \\ & 51 \end{aligned}$ | $\begin{aligned} & 76 \\ & 37 \end{aligned}$ | $\begin{aligned} & 67 \\ & 48 \end{aligned}$ | 74 42 |
| 20. Whiladelptphia | A. ${ }_{\text {A. }} 2$ |  |  |  |  |  |  | ${ }_{74}^{45}$ | ${ }_{85}^{38}$ | ${ }_{6}^{47}$ | ${ }_{72}$ |
| 22. Brakfontein | A. 3 |  |  |  |  |  |  |  |  |  |  |
| ${ }_{\text {24. }}^{\text {23. Capetown, Harbur Works }}$ ( ${ }^{\text {Do. }}$ | ${ }^{\text {A. }} 3$ |  |  |  |  | ${ }^{186}$ | 191 | ${ }^{110}$ | 90 | 117 |  |
|  | A. ${ }^{\text {A. }}$ A | ${ }_{4}^{4}$ |  |  | $\begin{array}{\|l\|} \hline 67 \\ 67 \end{array}$ | ${ }_{67}^{67}$ | ${ }_{73}^{74}$ | $\begin{gathered} 56 \\ 50 \\ 50 \end{gathered}$ | $\begin{aligned} & 45 \\ & 57 \end{aligned}$ | -63 <br> 58 | ${ }_{61}^{63}$ |
|  | ${ }_{\text {A. }}{ }^{\text {A }}$ 3 | 3 |  |  | $\xrightarrow{343}$ | ${ }_{\substack{351 \\ 195}}$ | ${ }^{33 \mathrm{C}}$ | ${ }^{295}$ | ${ }_{164}^{269}$ | ${ }^{260}$ | ${ }^{262}$ |
| ${ }_{29}^{28 .}$ Do., St. Philip's (ato.) | A. 3 | 4 |  |  |  |  |  | ${ }_{23}$ |  |  | ${ }_{53}$ |
|  | A. ${ }_{\text {A. }}^{3}$ | 1 |  | ${ }_{68}^{254}$ | ${ }_{62}^{257}$ | ${ }_{68}^{281}$ | ${ }_{71}^{247}$ | 189 <br> 45 <br> 5 | 179 <br> 44 | ${ }_{1}^{184} 4$ | 199 49 |
| 31. Klipheuvel | ${ }^{\text {A }}$ | 2 |  |  | ${ }_{29} 2$ | 31 | 21 | ${ }_{27}$ | 18 | ${ }_{20}$ | 20 |
| 32. Observatory R | ${ }^{\text {A }}$ | 3 |  | 53 |  |  |  | 46 | 40 | ${ }^{43}$ | ${ }_{4}$ |
| 34. Robbeen Island | ${ }_{\text {A. }}^{\text {A. }}$ 3 | ${ }_{1}$ |  |  | ${ }_{81}^{10}$ | ${ }_{78}^{12}$ | ${ }_{36}^{11}$ |  | \%88 | ${ }_{58}^{11}$ | 24 |
| 35. Tokai ${ }_{\text {36. Wyiberg }}$ | A. ${ }_{\text {A. }}^{4}$ | $\stackrel{3}{2}$ |  |  |  |  | ${ }_{54}^{\text {c }}$ | ${ }_{39}^{16}$ | ${ }_{2}$ | c | ${ }_{41}^{\text {c }}$ |
| ${ }^{37}$. Zonnelloem | D |  |  | 88 | 91 | 105 | 98 | 78 | 84 | 79 | 89 |
| 38. Capetown, Barrack Street (Ind |  | 2 |  |  |  |  |  |  |  |  |  |
| ${ }^{39}$ Do., Hanover Street (D.R.C) |  |  |  |  |  |  |  | 13 |  |  | + |
|  | $\stackrel{\mathrm{E}}{\mathrm{E}}$ |  |  |  | $\begin{aligned} & 49 \\ & 98 \end{aligned}$ | ${ }_{78}^{31}$ |  |  | ${ }_{34}^{24}$ | ${ }_{27}^{22}$ |  |
|  | $\frac{\mathrm{E}}{\mathrm{E}}$ | ${ }_{2}^{4}$ |  | 23 | ${ }_{23}^{29}$ | ${ }_{19}^{21}$ | ${ }_{17}^{26}$ | 19 | ${ }_{16}^{23}$ | 15 13 | $\stackrel{20}{5}$ |
|  | P.F. | 2 |  |  |  |  |  |  |  |  |  |
| 45. Welgemoed F. J. v. H. Duminy | P.F. | 2 |  | 15 | 15 | 15 | 14 | 13 | 13 |  | 11 |
| 46. Capetown, Industrial Home | Poor | 3 |  | 31 | 31 | 29 | 29 | 30 | 29 | 28 | 28 |
| 47. Wyuberg .. .. (Bap.) | B |  | 155 | 15 | 149 | 148 | 141 | 101 | 82 | 82 | 95 |
| 48. Cape Downs (Philipip) .. (D.R. |  |  |  |  |  |  |  |  |  |  |  |
|  | ${ }_{\text {B }}^{\text {B }}$ | $\begin{aligned} & 2 \\ & 2 \\ & 2 \end{aligned}$ |  |  | ${ }_{94}^{227}$ |  | ${ }_{\text {c }}^{223}$ | $\begin{array}{\|c\|c\|} 1585 \\ 50 \end{array}$ | ${ }_{\substack{130 \\ 52}}$ | ${ }_{1}^{136}$ | ${ }_{c}^{179}$ |
| 51. Do., Hanover Street (do.) | ${ }_{8}^{\text {B }}$ | 3 | 256 | 56 | 246 | 251 | 253 | 117 | 139 | $1+1$ | 143 |
|  | ${ }_{\text {B }}^{\text {B }}$ | ${ }_{3}^{2}$ | 31 160 | 31 150 | ${ }_{134}^{33}$ | 30 <br> 135 | ${ }_{132}^{33}$ | ${ }_{99}^{31}$ | ${ }_{85}^{32}$ | ${ }_{72}^{26}$ | $\xrightarrow[94]{31}$ |
| 54. Do., st. Stephen's .. (do.) | B | 3 | ${ }^{233}$ | 33 | ${ }_{253}$ | $2+6$ | 278 | 179 | 170 | 158 | 206 |
|  | ${ }_{\text {B }}$ | $\stackrel{4}{4}$ | ${ }_{32}^{184}$ |  | ${ }_{c}^{206}$ | ${ }_{\text {c }}^{182}$ | ${ }_{c}^{203}$ | 118 | ${ }_{c}^{102}$ | ${ }_{C}^{90}$ | $\stackrel{124}{\text { c }}$ |
| 57. Noordhoek .. .. (do.) | ${ }^{\text {B }}$ | 2 | 33 |  | 31 |  | ${ }_{34}$ | 24 | 20 | 19 |  |
|  | ${ }^{\text {B }}$ | 2 |  |  | ${ }_{2+}^{103}$ | ${ }_{19}^{101}$ | ${ }_{17}^{95}$ |  | ${ }_{15}$ | ${ }_{19}^{65}$ | ${ }_{13}^{66}$ |
|  | B | 2 |  |  |  |  |  | 162 | 142 | 101 | ${ }_{37}^{13}$ |
| 61. Wyrberg, Battswood .. (do.) | в | 4 |  |  |  | 235 | 172 | 141 | 112 | 91 | 130 |
| Belville |  |  |  |  |  |  |  |  |  |  |  |
| Capetown, Roeland Street |  |  |  |  |  | 237 |  | 164 |  | 127 | ${ }^{180}$ |
|  | B | 3 | 128 |  | 118 | 119 | 123 |  | 90 |  | 74 86 86 |
| 66. Do., St. John's (do.) |  | 2 | 194 |  |  | 170 | 172 | 130 | 120 | ${ }_{96}$ | 125 |
| $\begin{array}{llll}\text { 67. } \\ \text { 6\%. } & \text { Do., } \\ \text { Do., } & \text { St. Mark's } \\ \text { St. Paul's } & \text { (do.) } \\ \text { (do.) }\end{array}$ | ${ }^{\text {B }}$ | ${ }_{3}$ | ${ }_{321}^{343}$ |  |  | ${ }_{292}^{312}$ | ${ }_{253}^{266}$ | ${ }_{208}^{204}$ | ${ }_{173}^{184}$ | 118 | ${ }_{182}^{148}$ |
| 69. Do., St. Phillip's (do.) | ${ }^{\text {B }}$ | 2 | 618 |  | 512 | 559 | 572 | 357 | 326 | $3{ }^{1} 2$ | 355 |
|  |  | 3 | 233 |  | 254 | 289 | 274 | 138 | 157 | 154 | 167 |
|  | ${ }_{8}$ | 4 | ${ }_{180}^{44}$ |  | ${ }_{180}^{41}$ | ${ }_{156}^{42}$ | ${ }_{157}^{41}$ | ${ }_{123}^{36}$ | - ${ }^{33}$ | - | 112 |
| St. Saviour's (do.) | в | 4 | 187 |  | 205 | 211 | 219 | 108 | 109 | 113 | 136 |
| F4. Constantia .. .. (do.) | в |  | 114 |  | 99 | 92 | 107 | ${ }_{55}$ | 38 | ${ }_{33}$ | 52 |




Description and Place of the School

## 24. East Bank

26. East London
27. Rulu
28. Gwaba...
29. Newlands, St. Luke's

Total
FORT BEAUFORT (Inspector Clarke)

1. Adelai
2. Adelaide Prep

3. Fordyce
4. Fort Beaufort
5. Do., Boundary Hill (Eng. Ch.)
6. Do., Dorrington Location (Ind.)
7. Tidmanton
8. Adelaide
9. Fort Beaufort, Hill Side
10. Heald Town
$\begin{array}{ll}\text { 25. } & \text { Do., } \\ \text { Elementary School (do } \\ \text { Do., } & \text { Infant Department (do }\end{array}$
${ }_{27}^{26 .}$ Nobanda 28. Uweza

Total
FRASERBURG (Iuspector Theron).

| Bokwater .. J. C. Kruger | A. 3 | 4 |  |  | 10 | 10 |  |  | 10 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3. De Dam \.. .. .. | A. 3 |  | 14 | 12 | 13 | 7 | 13 | 6 | 8 |
| 4. Klipkolk | A. ${ }^{3}$ |  |  |  |  | 13 |  |  |  |
| 5. Leenderts Plaats J. Tromp | A. ${ }^{\text {A. }} 3$ | 2 | 16 | 12 | 10 | 13 | 10 | 10 | $\begin{aligned} & 6 \\ & 9 \end{aligned}$ |
| 7. Williston | A. 3 | 4 | 15 | 14 | 14 | 14 | 14 | 10 | 13 |
| 8. De Tuin | D | 4 |  | 20 | 22 | 22 |  | 19 | 21 |
| 9. Banksfontein .. J. J. Smit | P.F. |  |  | . | ${ }^{6}$ | ${ }_{6}^{6}$ |  |  | ${ }_{6}$ |
| 10. Biesjes .. ${ }^{\text {a }}$. ${ }^{\text {d. J. Marais }}$ | P.F. | 4 |  |  |  |  |  | ) | 4 |
| 11. Blydevooruitzicht J. v. Schalkwijk | P.F. | $\stackrel{2}{2}$ | 8 | 8 | 8 | ${ }_{8}^{4}$ | 6 | 6 | 7 |
| 13. Koppies Fontein W. F. Sieberhagen | P.F. | 2 | 11 | 11 | 9 | 9 | 11 | 10 | 8 |
| 14. Kopjesfontein .. L. J. Louw | P.E. | 4 |  |  | .. | 6 |  |  |  |

Description and Place of the Schoo


GEORGE (Inspector Nithe

3. Blanc

| 4. Great Brak River |  | A. 3 |
| :---: | :---: | :---: |
| 5. Gwayang | A. H. Stander | A. 3 |
| 6. Klipdrift |  | A. 3 |
| 7. Roude Valley |  | A. 3 |
| 8. Uitkyk | F. A. Robertson | A. 3 |
| 9. Voorbrug |  | A. 3 |
| 10. Woodville | H. Williams | A. 3 |
| 11. Buffelsfontein | J. S. Gericke | P.F. |
| 12. Kleinplaats | H. P. Terblans | P.F. |
| 13. Schoonberg H. | Raubenheimer | P.F. |
| 14. Commandant's Dr |  | Poor |
| 15. Diep Kloof |  | Poor |
| 16. Doorn River |  | Poor |
| 17. Geelhoutboom |  | Pcor |
| 18. Langevallei |  | Poor |
| 19. Noetzekamma |  | Poor |
| 20. George, White | (D.R.C.) |  |
| 21. Do., Coloured | (do | B |
| 22. Kretzen's Hope (W | tsonsdorp) (do.) | B |
| 23. George | (Eng. Ch.) | B |
| 24. Oakhurst | (do.) | B |
| 25. Pacaltsdorp |  | B |
| George | (R.C |  |

GLEN GREY (Inspector Bennie),

1. Lady Frere
2. Bolotwa
3. Cypress Cotta
4. Emkonyama
5. Indwe
6. Kleinboi's Farm (Macibini)
7. Meinbooi's
8. Komana's
9. Mtebele..
10. Mtebele...
11. Agnes
12. Bengu.
13. Bowden
14. Cacadu.



|  |  |
| :---: | :---: |
| 9 |  |
| 25 |  |
| 2 | 0 |


| 57 | 43 |
| :---: | :---: |
| 0 | 3 |
| $8 \overline{5}$ | 51 |
|  |  | $\begin{array}{r}49 \\ 3 \\ 82 \\ 44 \\ \hline\end{array}$ नに冷 18.



GRAAFF-REINET (Insp. Murray).

1. Graaff-Reinet, College, Boys'
 3. New Bethesda
2. Graaff-Reinet, White .. (D.R.C.)
3. Graaff-Rein
j. Klipdrift
j. Klipdrift
4. Mount Pleasan
5. Petersburg
6. Brakfontein
7. De Erf
8. Doornberg
9. Noodhulp
10. Onverwacht
11. Onverwachtsfo
12. Orange Grove
13. Oroarge
14. Rietpoort
15. Rocklands
16. Rocklands
17. Rockwood
18. Ruigtefontein
19. Uitspruitsel
20. Vredenburg
21. Adendorp
${ }^{26}$. Graaff-Reinet, Coloured


Do., S. E. End (D.R.C.) B
28. Do., Kafir
$\begin{array}{ll}\text { 29. Do. } \\ \text { 30. } & \text { Do., }\end{array}$
30. Now Bothesda
2. Pet-rsburg
33. Graaff-Reinet
34. Brooklyn

35. Graaff-Re Eng. Ch \begin{tabular}{l}
(Ind.) <br>

| (Io. |
| :---: |
| (do.) |
| (do.) |
| (do.) |
| (R.C.) |
| (Wes.) | <br>

\hline
\end{tabular}

Total


| 1521 | 1544 | 1558 | 1475 | 1200 | 1266 | 1258 | 1182 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Description and Place of the School.


Roll.
Average Attendance

HANOVER (Inspector Brice),


Total
HAY (Inspector Brice).

1. Postmasburg
2. Griquatown
3. Rietfontein
4. Klip Pan (Ostrichfontein) S. Vertue P.F.

Maberley's Rest
Waterstrom Valley C. J. H. Vorster
Waterstrom Valley C. J. H. Vorster P.F.
. Griquatown .. .. (Ind.) B Total

HERBERT (Inspector Brice).

1. Belmont (late Brechin)
2. Twefontein
3. Wiltshire (Saltpan
4. Wittekopslaagte
5. Koedoosberg Drift

| 5. Koedoosberg Drift J. S. Blackenberg | P.F. |
| :--- | :--- | :--- |
| 6. Noitgedacht |  |
| 7. Withuis |  |


| $\begin{array}{llll}\text { 7. Withuis } & \text {.. } & \text { G. J. Reinecke } & \text { P.F. } \\ \text { 8. Douglas } & \text {.. } & \text {.. } & \text { (Wes.) }\end{array}$ B |
| :--- | :--- | :---: | :---: |

Total
HERSCHEL (Inspector Milne).

| 1. Gatberg | (Eng. Ch.) | B | 4 | 46 | 35 | 45 | 36 | 26 | 20 | 25 | 28 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2. Gcina | .. (do.) | B | 4 | 28 | 28 | 32 | 33 | 93 | 22 | 24 | 24 |
| 3. Majuba's Nek | (do.) | B | 4 | 56 | 36 | 56 | $5_{0}$ | 44 | 34 | 36 | 34 |
| 4. Qibira . | (do.) | B | 4 | 69 | 7 C | 66 | 64 | 60 | 65 | 58 | 57 |
| 5. Qoboshane | (do.) | B | 4 | 88 | 89 | 92 | 83 | 77 | 74 | 72 | 64 |
| 6. Walazas Kraal | (do.) | B | 4 | 44 | 44 | 46 | 51 | 36 | 37 | 40 | 42 |
| 7. Hohobeng | . .(Fr. Ev.) | B | 4 | 43 | 46 | 38 | 41 | 32 | 33 | 32 | 29 |
| 8. Palmietfontein |  | B | 4 | 46 | 40 | 42 | 46 | 35 | 31 | 35 | 33 |
| 9. Sethaleng | (do. | B | 4 | 31 | 33 | 32 | 31 | 26 | 28 | 29 | 22 |
| 10. Bamboos Spruit | (Wes.) | B | 4 | 55 | 50 | 51 | 48 | 41 | 31 | 44 |  |
| 1i. Hlamendhlini's.. | (do.) | B | 4 | 45 | 45 | 53 | 43 | 42 | 40 | 50 | 36 |




| Description and Place of the School. | Order. |  | Scholars ou Roll. |  |  |  | Average Attendance. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | st Qr. | 2ndQr. | ar. 4 | 4th Qr. | ter. | 2ndur. | de | th Qr . |
| 68. King William's Town .. (Luth.) | B | 2 | 76 | 76 | 82 | 79 | 61 | 59 | 65 | 62 |
| 69. Izeli Valley (Izanyorka) . (R.C.) | B | 4 | 136 | 151 | $144$ | 146 | 101 | ${ }^{120}$ | $109$ | 120 7 |
| 70. K. W.'T., Deaf and Blind Inst. (do, ) <br> 71. Do., St. Joseph's, Boys' (do.) | $\begin{aligned} & \mathrm{B} \\ & \mathrm{~B} \end{aligned}$ | 4 | $\begin{array}{r} 8 \\ 88 \end{array}$ | $\begin{array}{r} 8 \\ 81 \end{array}$ | $\begin{array}{r} 9 \\ 87 \end{array}$ | $\begin{array}{r} 8 \\ 96 \end{array}$ | $\stackrel{4}{63}$ | ${ }_{62}^{5}$ | 71 | 72 |
| 72. Amatole Basin .. .. (Wes.) | B | 2 | \% | 83 | 93 | 87 | 55 | 66 | 86 | 61 |
| 73. Annshaw .. (do.) |  | 2 | 130 | 130 | 129 | 143 | 81 | 85 |  |  |
|  | $\begin{aligned} & \mathrm{B} \\ & \mathrm{~B} \end{aligned}$ | 3 2 2 | 87 50 | 71 37 | 76 59 | 72 | 41 36 | 42 | ${ }^{50}$ | $\stackrel{10}{28}$ |
| 76. Dikidikana .. .. (do.) | ${ }^{\text {B }}$ | 2 | 96 | 89 | 91 | 53 | 14 | 46 | 18 | 20 13 |
|  | ${ }_{\text {B }}^{\text {B }}$ |  |  |  | 55 | 15 50 5 | 42 | 50 | 48 | 35 |
|  | $\begin{aligned} & \mathrm{B} \\ & \mathrm{~B} \end{aligned}$ | $\begin{aligned} & 2 \\ & 3 \end{aligned}$ | 69 | ${ }_{64}$ | 87 | 8 | 48 | 45 | 48 | 47 |
| 80. Emnqaba .. .. (do.) | B | 2 | 60 | 35 | 78 | 82 | 55 | 51 | 62 | 62 |
| 81. Emtyolo .. .. (do.) | B | 3 | 30 | 34 | 42 | 34 | $\stackrel{23}{3,2}$ | 20 | ${ }_{26}^{33}$ | 22 39 |
|  | ${ }_{\text {B }}^{\text {B }}$ | 1 | 74 67 | 68 | ${ }^{56}$ | 49 69 | 32 39 | 42 | ${ }_{55}^{26}$ | 33 |
| 84. Erode .. $\quad .$. | B | 3 | 68 | 70 | 71 | 70 | 43 | 56 | 56 | 42 |
| 85. Etwecu $\quad$. ${ }^{\text {a }}$, (do.) | B | 3 | 50 | 42 | 53 | 42 | 40 | 32 | 19 | 31 |
| 86. Etyalumnqa (Madliki's) .. (do.) | ${ }_{8}^{8}$ | 3 | 39 | 21 | 28 | 27 38 | 9 | 15 |  | 32 |
|  | ${ }_{\text {B }}^{\text {B }}$ | 2 | 63 | 63 | 63 | 65 | 40 | 40 | 40 | 49 |
| 89. Idebe (Marela's) $\because \quad \therefore$ (do.) | B | 2 | 170 | 177 | 171 | 161 | 102 | 102 | 126 | 78 |
| 90. Izeleni -. .. (do.) | B |  | 35 |  | 51 | 51 |  | 31 | 43 | 17 |
| 91. Izimbaba ... .. (do.) | B | 3 | 38 | 40 | 43 | 42 | ${ }_{23} 3$. | 31 | ${ }^{35}$ | 25 |
|  | B | $\stackrel{2}{2}$ | 47 | 39 68 | 81 | 39 78 | 27 | 52 | 58 | 54 |
| 93. King William's Town .. (do.) | ${ }_{\text {B }}^{\text {B }}$ | $\stackrel{2}{2}$ | 4 | ${ }_{5} 5$ | 59 | 48 | 33 | 43 | 41 | 32 |
| 95. Mdlankomo .. .. do.) | B | 2 | 40 | 40 | 49 | 49 | 27 | 24 | 31 | $\stackrel{28}{\text { 28 }}$ |
| 96. Mgxotyeni .. . do. | ${ }^{\text {B }}$ | $\stackrel{2}{2}$ | 35 | 38 | 44 | 46 | 28 | 45 | 38 | ${ }_{27}$ |
| 97. Mnandi . . do. | B | 2 | 52 | 58 | 111 | ${ }_{1}^{51}$ | 47 | 43 |  |  |
| 98. Mount Coke .. ${ }^{\text {99, }}$ Mtombi ${ }^{\text {a }}$ (do. | B | 3 | 17 | 3; | 43 | 39 | 35 | 27 | 35 | 20 |
| 100. Nangu .. .. (do.) | B | 1 | 51 | 57 | 40 | 40 | 27 | 32 | 33 | 30 |
| 101. Neabasa .. .. (do.) | B | 2 | 61 | 56 | 56 | 57 | 28 | 26 | 31 | 27 |
| 102. Newazi .. .. do. | B | 2 | 56 | 35 | 7 | 73 | 38 | 4 |  | 35 |
| 103. Peuleni .. .. do.) | B | 2 | 112 | 112 | 108 | 121 | 98 | 104 | 104 | 67 |
|  | ${ }^{\text {B }}$ | $\stackrel{2}{2}$ | 77 28 | 85 | ${ }^{88}$ | ${ }_{36}$ | 19 | 33 | 27 | 26 |
| 106. Rabula .. .. (do.) | B | 2 | 46 | 43 | 44 | 35 | 20 | 29 | 26 | 21 |
| 107. Sityi's .. .. (do.) | B | 1 | 44 | 42 | 47 | 48 | 29 | 28 | 32 | 33 |
| 108. Tamacha .. .. (do.) | B | 3 | 115 | 112 | 115 | 118 | 92 | 86 | 98 | 96 |
| 109. Tyamko's .. .. (do.) | ${ }^{\text {B }}$ | 2 | 53 | 50 | 39 | 33 | 35 | ${ }_{21} 2$ | 32 | 21 |
|  | ${ }_{\text {B }}^{\text {B }}$ | $\stackrel{1}{2}$ | 45 49 | 35 | 36 26 | 24 | 20 | 27 | 22 | 14 |
| 112. Keiskama Hoek, Boys' (Eng. Ch.) |  |  | 69 | 65 | 26 |  |  | 56 | 22 | 25 |
| 113. Do., Girls' (do.) | C. 1 | 2 | 83 | 63 | 130 | 140 | 56 | 53 | 102 | 104 |
| 114. Amatole Basin .. (do.) |  |  |  |  |  |  |  | 28 |  |  |
| 115. Emncotsho .. .. (do.) | C | 3 | 35 | 32 | 43 | 40 | 19 | 20 | 33 | 27 |
| 116. Gobozana .. .. (do.) | C | 2 |  |  | 41 | 34 | 3.) | 33 | 34 | 27 |
| 117. Gwiligwili .. .. (do.) |  |  | 38 | 37 | 41 |  | 47 | 44 | 41 | 35 |
| 119. Lower Cata $\quad$. $\quad$. (do.) | C | 2 | 64 | 6 | 59 | $5^{2}$ |  |  | 47 | 38 |
| 120. Ndlovini .. .. (do.) | c |  |  |  | 38 | 38 |  |  | 30 | 35 |
| 121. Ngxalawe .. .. (do.) | C | 2 | 56 | 51 | 57 | 47 | 43 | 39 | 25 | 28 |
| 122. Rabula .. .. (do.) | C | 2 | 36 | 40 | 56 | 54 | 24 | 32 | 50 | 33 |
| 123. Pirie .. .. .. (F.C.) | C | 3 | 98 | 97 | 95 | 115 | 78 | 76 | 78 | 95 |
| 124. Peelton, Boys'.. .. (Ind.) | C | 3 | ¢3 | 61 | 53 |  | 25 | 38 |  | 26 |
| 125. ( Do., Girls'.. - . (do.) | c | 3 | 37 | 71 | 50 | 58. | 38 | 58 | 12 | 30 |
| 120. ' Do., Infants' .. (do.) | C | 3 | 62 | 72 | 84 | 84 | 42 | 37 | 10 | 41 |
| Total |  | . | 6634 | 6590 | 7309 | 7414 | 4437 | 4822 | 5446 | 4929 |
| KNYSNA (Inspector Mitchell). |  |  |  |  |  |  |  |  |  |  |
|  | A. 1 |  | 121 |  |  |  | 97 |  |  | 41 |
| Do, Prep. |  | 2 | 121 | 1 | , | , |  | 0 | 0 | 0 |


| Deseription and Place of the School. | Order. |  | Scholare on Roll. |  |  |  | Average Attendanco. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Ist Qr. | 2 ndQr . | ard Qr . | 4 the Qr | Qr | nd | 3rd Qr |  |
| 2. Wittedriift | 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 | A. 3 | 2 | 10 | 18 | 16 | 13 | 8 | 13 | 14 | 12 |
| 6. Knysna - . ${ }^{\text {a }}$ (Eng. Ch.) | A. 3 | 2 | 47 | 64 | 64 | 52 | 35 | 33 | 26 | 26 |
| 7. Matjesfonteín ...J. W. Read, Jun. | A. 3 | 2 | 21 | 21 | 22 | 19 | 20 | 17 | 16 | 16 |
| 9. Sunnyside | A. 3 | . | 34 | 32 | C | $\stackrel{C}{0}$ | 24 | 19 | C | ${ }_{\text {O }}$ |
| 10. The Glebe | A. 3 |  | 12 | 0 | C | ${ }_{C}$ | 10 | c | G |  |
| 11. The Glen | A. 3 | 2 | 18 | 17 | 13 | C | 16 | 11 | 10 | C |
| 12. Woodlands .. .. J. Read | A. 3 | 2 | 20 | 18 | 16 | 16 | 17 | 14 | 12 | 12 |
| 13. Belvidere .. A. H. Duthie | P.F. | 2 | 5 | j | 8 | 8 | 5 | 5 | 7 | 8 |
| 14. Blauwkrantz | Poor | 2 | 15 | 14 | 11 | 13 | 15 | ${ }_{\text {C }}{ }^{4}$ | ${ }_{C}^{11}$ | 9 |
| 16. Elands Kraal | Poor <br> Poor | 2 | 12 32 | ${ }_{35}$ | C 37 | $\stackrel{\text { C }}{36}$ | 10 29 | C 30 | ${ }_{31}^{\text {C }}$ | ${ }_{27}^{\text {C }}$ |
| 17. Gansvlei | Poor |  |  | 25 | 35 |  |  | 23 | 29 |  |
| 18. Kraaibosch | Poor | 2 | 41 | 47 | 30 | 49 | 31 | 39 | 39 | , |
| 19. Kransbosch | Poor | 2 | 21 | 22 | 22 | 21 | 17 | 18 | 16 | 19 |
| 20. Kruisvallei ( ${ }^{\text {a }}$ | Poor | 2 | 25 | 23 | 24 | 19 | 20 | 21 | 18 | 17 |
| ${ }_{\text {22. }}^{\text {21. }}$. Leeuwbosch (Sour Flats) | Poor | 2 | 37 | 63 | 58 | 60 | 40 | 39 | 36 | 33 |
| 23. Roodekraal | ${ }^{\text {Poor }}$ | . | .. | 15 | 16 | 15 |  | 13 | 17 15 | 15 14 |
| 24. Belvidere .. (Eng. Ch.) | B | 2 | 21 | 22 | 22 | 22 | 12 | 16 | 17 | 16 |
| 25. Kirby . . . ${ }^{\text {2 }}$ (do.) | B | 2 | 26 | 25 | 25 | 26 | 13 | 13 | 13 | 13 |
|  | B | 2 | 121 | 98 | 111 | 94 | 43 | 54 | 44 | 38 |
| 27. Plettenberg's Bay ${ }_{\text {28. }}$ Portland (do.) | ${ }_{\text {B }}^{\text {B }}$ | 2 | 44 | ${ }^{45}$ | ${ }_{C}^{37}$ | ${ }^{33}$ | 20 | ${ }^{26}$ | 18 | ${ }^{19}$ |
| 29. Sour Flats $\quad$. $\quad$. ${ }^{\text {a }}$ (do.) | ${ }_{B}$ |  | 19 |  | ${ }_{C}$ | ${ }_{C}$ | 16 | ${ }_{C}$ | C | C |
| 30. Kouga Forest (Gouna) .. (R.C.) | B | 2 | 25 | 23 | 19 | 13 | 20 | 17 | 15 |  |
| 31. Doucamma .. .. (Wes.) | B |  | 28 | 30 | 20 | 20 | 17 | 23 | 13 | 5 |
| Total |  | . | 927 | 906 | 873 | 789 | 656 | 655 | 595 | 478 |
| KOMGHA (Inspector Woodrooffe). |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { 1. Komghя } \\ & \text { Do., Prep. } \end{aligned}$ | A. 1 | 4 | $\begin{array}{r}34 \\ 5 \\ \hline\end{array}$ | 32 9 | $\begin{aligned} & 33 \\ & { }_{20} \end{aligned}$ | $\begin{aligned} & 35 \\ & 20 \end{aligned}$ | 30 | $\begin{array}{r} 27 \\ 7 \end{array}$ | $\begin{aligned} & 30 \\ & 17 \end{aligned}$ | 32 16 |
| 2. Moss Grove | A. 3 | 4 | 17 | 18 |  | 12 | 17 | 18 |  |  |
| 3. Tanga, Farm No. 206 | A. 3 | 4 | 12 | 12 | 12 | 13 | 12 | 12 | 12 | 13 |
| 4. Draaibosch .. J. S. Wilson | P.F. |  | 5 | 5 |  | C | 5 | 5 |  | C |
| 5. Hopewell -. J. W. Sparks | P.F. | 4 |  |  | 7 | 7 |  | 4 | 6 | 6 |
| 6. Kwelegha -. J. Thompson | P.F. | 4 | 8 | 8 | 8 | 8 | 8 | 7 | 8 |  |
| 7. Lower Kuku | Poor |  |  |  |  |  |  | 21 | 21 | 18 |
| 8. Upper Kukn | Poor | 4 | 18 | 19 | 19 | 21 | 18 | 19 | 19 | 18 |
| 9. Ngwenkala .. (Eng. Ch.) | B | 4 | 22 | 30 | 41 | 42 | 13 | 15 | 28 | 17 |
| Total |  | .. | 146 | 162 | 186 | 178 | 130 | 135 | 162 | 140 |
| LADISMITH (Inspector Mitchell). |  |  |  |  |  |  |  |  |  |  |
| 1. Ladismith | A. 2 | 4 | 95 | 97 | 99 | 95 | 70 | 80 | 80 | ¢2 |
| 2. Buffelfontein G. F. v. Wijk, Sen. | A. 3 | 4 | 49 |  | 40 |  | 37 | 33 |  | 1 |
| 3. Buffelsdrift ${ }^{\text {a }}$ S. P. de Wit | A. 3 | 4 | 22 | 16 | 26 | 26 | 16 | 12 | 26 | 21 |
| 4. Buffels Kloof M. C. v. Tonder, Jun. | A. 3 | 4 | 17 | 18 | 26 | 26 | 14 | 15 | 20 | 21 |
| 5. Gamka West -. N. C. Glassen | A. 3 |  | 43 | 41 | 40 | 34 | 36 | 32 | 29 | 28 |
| 6. Groot River .. P. J. de Wit | A. 3 | 4 | 29 | 33 | 37 | 37 | 22 | 28 | 33 | 11 |
| 7. Hoeko . W. J. v. d. Merwe | A. 3 | 4 | 32 | 33 | 35 | 32 | 23 | 23 | 27 | 22 |
| 8. Knuys Wagendrift G. S. Saayman | 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 |


| Desaription and Place of the School. | Order. | 等 | coholars on Roll. |  |  |  | Average Attendance. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1st Qr. | 2ndor. 3 | 3rd Qr. | th Qr. | 1st Qr. | 2nder | 3rd Qr. | 4th Qr. |

10. Voorbaat
11. Weltevreden
F2. yoy

Total
MALMESBURY (Inspector Noaks)

| 1. Malmesbury Boy | A. 1 |  | 91 | 92 | 80 | 87 | S1 | 71 | 67 | 72 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Malmestury, boys Prep. |  | 4 | , | 0 |  | 0 |  | 0 | 0 | 0 |
| 2. Do., Girls' | A. 1 | 4 | 62 | 67 | ${ }_{6} 6$ | 64 | 54 |  |  | 53 |
| Do., do., Prep. |  | 4 | 70 | 68 | 71 | 63 |  |  |  |  |
| 3. Darling | A. 2 |  | 32 | 34 | 33 | 35 | 29 | 25 | 24 | 28 |
| 4. Hopefield | A. 2 | 4 | 78 | 73 | 73 | 72 | 75 | 68 | 69 | 68 |
| 5. Moorreesburg | A. 2 | 4 | 83 | 69 | 78 | 73 | 79 | ${ }^{3} 1$ | 73 | 61 |
| 6. Riebeek Kasteel | A. 2 | 4 | 77 | 85 | 89 | 89 | ${ }^{62}$ | ${ }_{93}^{68}$ | 73 94 | 105 |
| 7. Riebeek West | A. 2 | 4 | 105 | 105 | 107 | 107 | 102 |  |  |  |
| 8. Bridge Town | A. 3 | 4 | 42 | 39 | 40 | 37 | 32 | 29 | 34 | 25 |
| 9. Kleinberg |  | 4 | 19 | 21 |  | ${ }_{41}^{23}$ |  | 15 | 23 | 22 16 |
| 10. Langklip | A. 3 | 4 | 43 | ${ }_{39}^{44}$ | 43 | ${ }_{30}$ | 43 | 35 | 41 | 26 |
| 11. Lucasfontein | A. 3 | 4 | 45 | 111 | 117 | 119 | 90 | 86 | 79 | 87 |
| 12. Malmesbury | A. 3 |  |  |  |  |  | 44 | 46 | 43 | 34 |
| 13. Paardenberg | A. ${ }^{3}$ | 4 | 53 | 46 | 42 | 43 | 34 | 29 | 35 | 25 |
| 14. Vredenberg | A. 3 | ${ }_{3}^{4}$ | ${ }_{21}^{47}$ | 23 | ${ }_{25}$ | 22 | 18 | 21 | 22 | 20 |
| 15. Weltevrede |  |  |  |  |  |  |  |  |  |  |
| 16. Contreberg -. J. S. v. Reenen | P.F. | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 17. Egbert's Vlei .. J. N. O'Kennedy | P.F. | 4 |  | 16 |  |  |  |  |  |  |
| 18. Grasendalen - B. J. le Roux | P.F. | 4 |  |  | 10 | 7 | 7 | 6 | 7 | 7 |
| 19. Groen River . W. P. du Plessis | ${ }_{\text {P. }}^{\text {P. }}$. | 4 | 11 | 9 | 10 |  | 8 |  | 9 | 9 |
| 20. Klein Valley .. S. F. du Toit | PF. | 4 |  | 6 | 9 | 8 |  | 5 | 9 | 7 |
| 21. Klipfoniein | P.F. |  | 17 | 15 | c | c | 13 | 8 | 0 |  |
|  | ${ }_{\text {P }} \mathrm{F}$. | 4 | 1 | , | 6 |  | ${ }_{5}$ | 5 | 6 | 6 |
| 24. Olifantskraal .. J. Morrison | P.F. | 4 |  |  | s | 11 |  |  |  | 9 |
| 25. Pateruoster .. A. J. Bester | P.F. | 4 | 8 | 9 |  |  |  | 8 | 17 | 14 |
| 26. Philipskraal .. J. J. Sadie | P.F. | 4 | 9 | 9 | 5 | 5 |  | 4 |  | 4 |
| 27. Rhebokfontein .. W. Krause | ${ }_{\text {P.F. }}^{\text {P.F. }}$ | 4 | 10 |  | $0^{\circ}$ | C | 5 | 6 |  |  |
| 28. Riebeek River <br> J. Relihan | P.F. | 4 | 10 | 10 | 10 | 10 | 10 | 10 | 9 | 10 |
| 30. Rondevlei \& Langedam W.J. de Kock | P.F. | 4 |  |  | ${ }^{12}$ | ${ }_{C}^{12}$ |  |  | ${ }_{C}^{11}$ | ${ }_{C}^{10}$ |
| 31. Schildpadvlei .- J. H. Slabbert | ${ }_{\text {PF }}$ |  |  | 12 |  | 16 |  | 11 | 14 | 16 |
| 32. Tweekuilen - Mrs. J. H. Smit | P.F. | 4 | 14 | 12 | 17 | 16 |  |  |  | 8 |
| 33. Voorspoed 34. Waterkloof O. J. S. v . Reenen | P.F. | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 4 |
| 35. Welgegund .. J. P. de Kock | P.F. | 4 | 7 | 10 | 12 |  | \% | 9 |  | 9 |
| 36. Wolvenkloof -. P. Marais | ${ }_{\text {P. P.F. }}$ | 4 | 12 | 10 6 | 12 |  | 9 | ${ }_{5}$ | 1 |  |
|  | $\stackrel{\text { P.F. }}{ }$ |  |  |  |  | 10 |  |  |  | 11 |
|  |  |  |  |  |  |  | 15 |  |  |  |
| 39. Hooggelegen | Poor Poor | $\begin{aligned} & 4 \\ & 4 \end{aligned}$ |  | $\begin{aligned} & 20 \\ & 12 \end{aligned}$ | 26 | 26 |  | 11 | 25 | 19 |
|  |  |  |  |  |  |  |  |  |  |  |
|  | ${ }_{\text {B }}^{\text {B }}$ | $\frac{4}{3}$ | 132 | 124 | 126 | 121 | 80 | 76 | 72 | 83 |
| 41. Malmestury ${ }_{\text {4 }}$ Riebeek Kasteel $\quad$. ${ }^{\text {a }}$ (do.) | B | 4 |  | - | 31 | 29 | 16 | 15 | 21 | 17 |
| 43. Riebeek West . . . (do.) | B | 4 | 38 | 54 | 48 | 53 | 23 | 38 | 39 | 37 |
| 45. Abbotsdale .. (Eng. Ch.) | B | 4 | 105 | 11 | 97 | 95 | 64 | 57 | 2 | 36 |

$$
\begin{aligned}
& \begin{array}{rlll|l|l|l|l|l|l|l|}
\text { Mrs. G. J. Nefdt } & \text { A. } 3 & 4 & 34 & 36 & 38 & 38 & 24 & 30 & 32 & 27 \\
\text { C. J. Nel } & \text { A. } 3 & 4 & 30 & 28 & 30 & 24 & 20 & 21 & 20 & 21 \\
\text { - } & & \\
\hline
\end{array}
\end{aligned}
$$

$$
\begin{aligned}
& \begin{array}{lll|l|l|l|l|r|r|r|r|r|}
\begin{array}{l}
\text { 16. Amalienstein } \\
\text { 17. Ladismith }
\end{array} & \because & \text { (Berl. M.) } & \text { B } & \text { (. } & \text { (do.) } & 176 & 176 & 176 & 172 & 168 & 161 \\
\hline
\end{array}
\end{aligned}
$$

| Deascription and Piace of the School. | Order. | $\begin{aligned} & \text { s. } \\ & \text { g } \\ & \text { 若 } \\ & 0 \end{aligned}$ | Scholars on Roill. |  |  |  | Average Attendance. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1st Qr. | 2ndQr. |  |  | $18 t$ Qr. | dQr | 3rd Qr. | th Qr. |
| 46. Boerplein (Church Haven) (Eng.Ch.) |  |  |  |  |  |  |  |  |  |  |
| 48. Hoctjes Bay . ${ }_{\text {4, }}$ (do.) | B | 4 | ${ }^{2} 6$ | 66 | 58 | 58 | 44 | 41 | 47 | 40 |
|  | B | 4 | 102 | 102 | 94 | 84 | 66 | ${ }^{53}$ | 58 | 53. |
| 50. Malmesbury $\quad$. ${ }^{\text {a }}$ ( ${ }^{\text {a }}$ (do.) | ${ }_{\text {B }}$ | 4 | 57 | ${ }^{56}$ | ${ }^{36}$ | 56 | 48 | 4 | 40 | 45 |
| 51. Paternoster $\quad$. ${ }^{\text {a }}$. ${ }^{\text {a }}$ (do.) | ${ }_{\text {B }}$ | 3 | 251 | 236 | 219 | 193 | 172 | 158 | 145 | 130 |
|  | ${ }_{\text {B }}$ | 4 | ${ }_{5}^{56}$ | 60 50 | 63 42 | 66 37 | 40 31 | ${ }_{29}^{42}$ | 38 25 | 48 16 |
| 53. Stumprose Bay . $\quad \therefore$ (do.) | ${ }_{B}$ | 4 | ${ }_{55}^{51}$ | ${ }_{56}^{50}$ | ${ }_{50}^{42}$ | ${ }_{5}^{37}$ | 31 44 | ${ }_{36}^{29}$ | 25 34 | 16 46 |
| 34. Mamre . . .. .. (Mor.) | B | 4 | 342 | 330 | 316 | 308 | 300 | 184 | 246 | 198 |
| Total |  |  | 2561 | 2538 | 2508 | 2436 | 2033 | 1788 | 09 | 1784 |

MIDDELBURG (Inspector Brice).

1. Middelburg $\begin{gathered}\text { Do., } \\ \text { Prep. }\end{gathered}$


2. Moudrontein
3. Middeltarg Road Station
4. Spitskop
5. Spitskop
6. Vatfontein
7. Vogelfontsin
8. Wolvenkop
9. Bultfontein
10. Donkerhook
11. Fern Rocks
12. Groothoek
13. Harmiokfontein
14. Opperman's
15. Opperman's Kraal
16. Plaat River
17. Rietvlei
18. Plaat Riv
19. Rietvlei
20. Sallpeterk
21. Tafeelberg Hall
22. Tafelberg Stati
23. The Willows
24. Twistkraal
25. Vlakfontein
26. Zamenkomst
27. Middelburg
28. Do.


| A. 1 | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ | $\begin{aligned} & 51 \\ & 61 \end{aligned}$ | $\begin{aligned} & 83 \\ & 39 \end{aligned}$ | $\begin{aligned} & 81 \\ & 46 \end{aligned}$ | $\begin{aligned} & 82 \\ & 49 \end{aligned}$ | $\begin{aligned} & 47 \\ & 56 \end{aligned}$ | $\begin{aligned} & 75 \\ & 35 \end{aligned}$ | $\begin{aligned} & 78 \\ & 42 \end{aligned}$ | 61 38 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A. 3 |  |  |  | 12 | 12 |  |  | ${ }_{5}$ | 10 |
| A. 3 | 1 | 13 | 16 | 13 | 11 | 13 | 14 | 12 | 11 |
| A. 3 | 1 | 16 | 20 | 17 | 16 | 15 | 18 | 15 | 12 |
| A. 3 | 1 | 15 | 15 | C | c | 15 | 15 | C | C |
| A. 3 | 1 | 24 | 18 | 27 | 21 | 19 | 17 | 21 | 20 |
| A. 3 |  |  |  | 11 | 15 |  |  | 11 | 14 |
| A. 3 | 1 | 20 | 16 | 18 | 20 | 16 | 15 | 18 | 19 |
| A. 3 | 1 | 19 | 14 | 14 | 14 | 16 | 13 | 13 | 12 |
| D | 1 | 21 | 27 | 23 | 19 | 17 | 17 | 20 | 18 |
| $\underset{\text { P.F. }}{\text { P. }}$ | 1 | 7 | ${ }^{5}$ |  |  | ${ }_{6}$ | , | a |  |
| P.F. | 1 | 5 | ${ }_{5}$ | ${ }_{5}$ | $\mathrm{C}_{5}$ | ${ }_{5}^{5}$ | $\begin{aligned} & \mathrm{C} \\ & 4 \end{aligned}$ | $\mathrm{C}_{5}$ | ${ }_{4}$ |
| P.F. | 1 | 5 | ${ }^{5}$ | ${ }_{5}$ |  | 5 | 4 | ${ }_{5}$ | 2 |
| P.F. | $\cdots$ | 8 | 8 | 8 | 8 | s | 7 | 8 | 5 |
| P.F. |  |  |  |  | 7 |  |  |  | 6 |
| P.F. | $\ldots$ | $\cdots$ | $\because$ | 7 | 7 | \% | ! | 6 | 6 |
| P.F. | $\cdots$ |  | . | . | 9 |  | . |  | 9 |
| ${ }_{\text {P.F. }}$ P. | 1 | ${ }_{6}^{6}$ | 6 | $\because$ | . | ${ }_{6}^{6}$ | 3 | 6 |  |
| P.F. | 1 | 4 | 6 | 6 | 6 | 4 | 4 | 6 | 4 |
| P.F. | 1 | 5 |  |  |  | 5 |  |  |  |
| P. |  |  | 7 | 7 | 7 |  | 5 | 7 |  |
| P.F. | 1 | 9 | 8 | 8 | 8 | 6 | 7 | 7 | 7 |
| B | 1 | 103 | 90 | 93 | 89 | 82 | 79 | 77 | 74 |
| B | 1 | so | 82 | 83 | 85 | 70 | 68 | 72 | 74 |
|  |  | 483 | 475 | 501 | 506 | 422 | 410 | 445 | 424 |

mossel bay (Inspector Mitchell).



| 13. Melkhoutessenbosch | Poor | 1 | 15 | 15 | 11 | 10 | 15 | 13 | 10 | 10 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 14. Paardenkop .. | Poor | 1 | 12 | 14 | 15 |  | 12 | 14 | 15 | 13 |
| 15. Herbertsdale .. (Berl. M.) | B | 1 | 72 | 68 | 74 | 77 | 51 | 57 | 54 | 59 |
| 16. Mossel Bay .. .. (do.) | B | 1 | 143 | 138 | 139 | 122 |  |  |  | 72 |
| 17. Gonnakraal (Friemersheim) (D.R.C.) | B | 1 | 83 | 80 | 81 | 75 | 58 | 60 | 39 | 47 |
| 18. Brandwacht 19. Mossel Bay (Eng. Ch.) | $\begin{aligned} & \mathrm{B} \\ & \mathrm{~B} \end{aligned}$ | $1$ | $\begin{array}{r} 59 \\ 190 \end{array}$ | $\begin{array}{r} 61 \\ 196 \end{array}$ | $\begin{array}{r} 66 \\ { }_{207}^{66} \end{array}$ | $\begin{array}{r} 55 \\ 199 \end{array}$ | $\begin{array}{r} 52 \\ 167 \end{array}$ | $\begin{array}{r} 56 \\ 124 \end{array}$ | $\begin{array}{r} 52 \\ 131 \end{array}$ | 45 130 |
|  |  |  |  |  |  |  |  |  |  |  |

MURRA YSBURG (Inspector Theme


OUDTSHOORN (Inspector Mitchell)


Total




15. Piquetberg
16. Porterville
17. Berg River Mouth
18. Goedverwach
19. Wittewater

Total
port elizabeth (Insp. Fraser).



## PRINCE ALBERT (Insp. Mitchell).

| 1. Prince Albert, Boys' 2. Do., Girls |  | $\begin{aligned} & \text { A. } 2 \\ & \text { A. } 2 \end{aligned}$ | 4 | 36 70 | $\begin{aligned} & 32 \\ & 69 \end{aligned}$ | $\begin{aligned} & 35 \\ & 35 \end{aligned}$ | $\begin{aligned} & 37 \\ & 58 \end{aligned}$ | $\begin{aligned} & 27 \\ & \overline{\partial 5} \end{aligned}$ | $\begin{aligned} & 29 \\ & 61 \end{aligned}$ | $\begin{aligned} & 31 \\ & \dot{5} 3 \end{aligned}$ | ${ }_{54}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3. Baviaans Kloof | A. L. Muller | A. 3 | 4 | 12 | 13 | 13 | 15 | 11 | 11 | 12 | 15 |
| 4. Laings |  | A. 3 | 4 | 33 | 28 | 30 | 35 | 24 | 15 | 25 | 25 |
| j. Scholt | F. de Wet | A. 3 | 4 | 14 | 16 | 16 | 16 | 13 | 14 | 15 | 15 |
| 6. Wolvenfontein | A. Marais | P.F | 4 | 10 | 11 | 5 | 6 | 10 | 6 |  |  |
| 7. Baartizans | Doorn River) | Poor | 4 | 29 | 30 | 31 | 27 | 27 | ${ }^{26}$ | 28 | 25 |
| 8. Blaawpunt |  | Poor | 4 | 12 | 14 | 18 | 13 | 9 | 10 | 17 |  |
| 9. Bloemendal |  | Poor | 4 | 10 | 12 | 12 | 12 | 9 | 11 | 11 | 11 |
| 10. Frischegewagd |  | Poor | 4 | 18 | 20 | 2. | 21 | 18 | 17 | 19 | 19 |
| 11. Klaarstroom and Midd | ewater | Poor | 4 | 22 | 16 | 16 | 16 | 16 | 12 | 13 | 12 |
| 12. Prince Albert |  | Pocr | 4 | 68 | 68 | 5 | 56 | 39 | 45 | 52 | 48 |
| 13. Prince Albert Road |  | Poor | 4 |  |  | 30 | 30 |  |  | 24 | 14 |
| 14. Rietrlei |  | Poor | 4 | 30 | 35 | 27 | 32 | 22 | 18 | 23 | 26 |
| 15. Weltevreden |  | Poor | 4 | 41 | 38 | 26 | 23 | 35 | 28 | 24 | 21 |
| 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 | 28 |
| Tot |  |  |  | 605 | 605 | 58.5 | 573 | 446 | 453 |  |  |

QUEENSTOWN (Inspector Clarke).

1. Queenstown, High Schoo

| A. 1 | $\begin{aligned} & 2 \\ & 2 \end{aligned}$ | 154 96 | $\begin{gathered} 136 \\ 95 \end{gathered}$ | $\begin{aligned} & 144 \\ & 95 \end{aligned}$ | $\begin{gathered} 143 \\ 99 \end{gathered}$ | $\begin{array}{r} 135 \\ 79 \end{array}$ | $\begin{array}{r} 122 \\ 85 \end{array}$ | $\begin{array}{r} 130 \\ 77 \end{array}$ | ${ }_{85}^{128}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A. 2 | 1 | 28 | 31 | 28 | 28 | 25 | 27 | 25 | 25 |
| A. 3 | 1 | 14 | 13 | 11 | 11 | 11 | 10 | 10 | 10 |
| A. 3 | 2 | 161 | 153 | 142 | 126 | 129 | 117 | 106 | 93 |
| A. 3 | 1 | 42 | 48 | 48 | 42 | 37 | 38 | 35 | 30 |
| A. 3 | 1 | 15 | 21 | 20 | 19 | 15 | 21 | 18 | 17 |
| A. 3 | 1 | 23 | 23 | 19 | 20 | 16 | 14 | 12 | 17 |
| A. 3 |  | 17 | 16 | c | c | 16 | 13 | C | c |
| P.F. |  |  |  | 9 | 9 |  |  | 9 | 9 |
| P.F. | 1 | 3 | 5 | 5 | 5 | 5 | 5 | j | 5 |
| P.F. |  |  |  | 6 | ${ }^{6}$ |  |  | 6 | 6 |
| P.F. |  |  | 6 | 10 | c |  | 5 | 8 | c |
| P.F. | 3 | 10 | 10 | 9 | 9 | 8 | 8 | 9 | 8 |
| P.F. | 2 | 8 | 8 | c | C | - | 7 | C | c |
| P.F. | 2 | 6 | 6 | 6 | 9 | 6 | 6 | ${ }_{6}^{9}$ | 9 6 |
| P.F. | 1 | 11 | 10 | C | c | 11 | 10 | c | ${ }^{\text {c }}$ |
| P.F. | 3 |  | 8 | 9 | 9 |  | 7 | 8 | 8 |
| P.F. |  |  | 7 | 7 | 7 |  | 6 | 7 | 7 |
| P.F. | 2 | 14 | 14 | 15 | 12 | 11 | 11 | 14 | 10 |
| P.F. | 1 | 9 | 7 | 7 | 7 | 8 | $\stackrel{5}{9}$ | 12 | ${ }^{6}$ |
| P.F. | 1 | 10 | 10 | 13 | 13 | 8 | 9 | 12 | 11 |
| P.F. | 1 | 6 |  |  | 0 | 5 |  |  | 0 |
| P.F. | 1 | 6 | 4 | 4 | 4 | 6 | 3 | 3 | 4 |
| P.F. | 2 | \% | 5 | 5 | 5 | 4 | 5 | 5 | 4 |
| P.F. |  | 6 | 5 | 5 | 5 | 6 | 2 | 4 | 5 |
| P.F. | 2 | 11 | 12 | 8 | 8 | 10 | 8 | 8 | 8 |
| P.F. |  |  | 8 | 8 | 5 |  | 8 | 8 | 5 |
| $\stackrel{\text { P.F. }}{ }$ |  |  |  |  |  |  |  |  | 5 |
| P.F. |  | ${ }_{6}^{6}$ | ${ }^{6}$ | $c^{j}$ | ${ }^{5}$ | ${ }_{5}^{6}$ | ${ }_{6}^{5}$ | c | ${ }^{4}$ |
| ${ }_{\text {P.F. }}$ | 1 | 8 | C | 7 | 7 | 8 | 7 | C | 7 |
| P.F. |  | 5 | 6 | 6 | 6 | ${ }_{5}$ | 5 | 6 | 5 |
| P.F. | 3 | 6 | 6 | 6 | 6 | 6 | ${ }^{5}$ | 6 | 6 |
| Poor |  | 28 | 32 | 32 | 25 | 27 | 27 | 22 | 19 |

Description and Place of the Echool. $\square$


| 36. Queenstown, Kaffr | (Eng. Ch.) | B | 1 | 83 | 79 | 80 | 71 | 58 | 58 | 59 | 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 37. Eardley | (Ind.) | B | 1 | 98 | 97 | 97 | 77 | 74 | 56 | 58 | 50 |
| 38. Hackney | .. (do.) | B | 1 | 86 | 75 | 90 | 92 | 6.5 | 49 | 66 | 70 |
| 39. Musa | (do.) | B | 1 | 67 | 67 | $6^{6}$ | ${ }_{5} 6$ | 4 | 53 | 52 | 43 |
| 40. Queenstown | (do.) | B | 1 | 59 | 57 | 45 | 51 | $5_{2}$ | 42 | 40 | 38 |
| 41. Tsitsikama | (do.) | B | 1 | 52 | 50 | 61 | 54 | 38 | 25 | 34 | 29 |
| 42. Engotini | (Mor.) | B |  |  | 75 |  |  | 66 | 66 | 65 |  |
| 43. Newhope | (do.) | B | 1 | 62 | 53 | 53 | 49 | 48 | 36 | 38 | 30 |
| 44. Shiloh | (do.) | B | 1 | 147 | 146 | 151 | 151 | 130 | 134 | 139 | 139 |
| 45. Bullhoek | (Wes.) | B | 1 | 68 | 98 | 97 |  | 42 | 68 | 60 | 35 |
| 46. Didimana | (do.) | B | 1 | 72 | 78 | 92 | 81 | 37 | 50 | 51 | 44 |
| 47. Hukuwa | (do.) | B | 1 | 124 | 133 | 135 | 140 | 106 | 114 | 127 | 110 |
| 48. Kamastone | (do.) | B | 1 | 59 | 80 | 72 | 66 | 34 | 46 | 44 | 34 |
| 49. Lesseyton | (do.) | B | 1 | 74 | 83 | 107 | 62 | 64 | 63 | 43 | 46 |
| 50. Mcewula | (do.) | B | 1 | 66 | 64 | 65 | 62 | 41 | 37 | 40 | 34 |
| 51. Queenstown | (do.) | B | 1 | 86 | 69 | 82 | 90 | 54 | 52 | 68 | 75 |
| 52. Sterkstroom | (do.) | B | 1 | 45 | 25 | 25 | 18 | 21 | 15 | 17 | 15 |
| 33. Lesseyton, Girls' | (do.) | C | 1 | 37 | 37 | 48 | 48 | 30 | 36 | 47 | 47 |
| Total |  |  |  | 78 |  |  |  |  |  |  |  |

RICHMOND (Inspector Theron).

1. Richmond

Do., Preparatory
2. Richmond Road Station
3. Dassiesfontein
4. Deelfontein
5. Klaverfontein
6.
6. Klein Tafelber. .C. C. . v. d. Merwe
7. Nietgedacht
8. Oudefontein
9. Patrysfontein
10. Schanskraal
11. Taaiboschfo
12. Thomascgat

13. Wynandsfontein W.J.S. A. d. Merwe

$$
\begin{aligned}
& \begin{array}{llll|l|l|l|l|l|l}
\text { A. } 1 & 2 & 87 & 76 & 71 & 68 & 74 & 67 & 56 & 62 \\
\cdots & 2 & 65 & 64 & 65 & 98 & 51 & 52 & 58 & 79
\end{array} \\
& \begin{array}{c}
62 \\
79 \\
9
\end{array} \\
& -\frac{69}{272}-\frac{67}{271}-\frac{64}{276}-\frac{63}{302}-\frac{49}{224}-\frac{50}{231} \cdot \frac{51}{233}-\frac{48}{261}-
\end{aligned}
$$

14. Richmond .. .. (D.R.C.) B

RIVERSDALE (Inspector Bartmann),

| 1. Riversdale, Boys' | A. 1 | 4 | 52 | 60 | 62 | 60 | 48 | 58 | 56 | 55 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Do., do., Preparatory |  | 4 | 14 | 8 | 8 | 7 | 11 | 8 | 8 | 7 |
| 2. Do., Girls' | A. 1 | 4 | 112 | 62 | 50 | 58 | 104 | 50 | 47 | 54 |
| Do., do., Preparatory |  | 4 |  | 46 | 62 | 54 |  | 32 | 54 | 4 |
| 3. Karnemelks Vlei | A. 3 | 4 | 19 | 22 | 20 | 17 | 17 | 18 | 16 | 16 |
| 4. Riversdale .. .. (D.R.C.) | A. 3 | 4 | 43 | 33 | 34 |  | 25 | 24 | 23 |  |
| 5. Soebaticr's Vlakte | A. 3 | 4 | 45 | 29 | 28 | 21 | 45 | 27 | 25 | 14 |
| 6. Riversdale | E | 4 |  |  |  | 23 |  |  |  | 19 |
| 7. Poschfontein .. J. Small | P.F. |  |  |  |  | 9 |  |  | 8 |  |
| 8. De Draai .. J. N. de Jag | P.F. | 4 | ii | ii | 11 | 11 |  | 10 | 11 | 11 |
| 9. Drasi Hoek . W. T. Oosthuizen | P.F. | 4 | , | , |  |  |  | , |  |  |
| 10. Drikuilen F. S. J. de Jager | P.F. | 4 | 8 | 8 | 8 | 8 | 8 | 8 |  | 8 |
| 11. Hoogekraal Mrs M. la Grange | P.F. | 4 | 8 | 8 | 8 |  | 7 | 8 |  | c |
| 12. Jonkersfontein .. Mrs. S. Pentz | P.F. | 4 | ¢ | 8 | 8 |  | 5 | 8 | 7 | 8 |
| 13. Kafir Kuils River B. Rensburg | P.F. | 4 | 6 | 6 | 7 | 6 | 6 | 6 | 6 | 5 |
| 14. Korga .. .. F. H. Odendaal | P.F. | 4 | 7 | 7 | 7 | C | 7 | 7 | $7$ | C |




| Deescription and Place of the School. | Order. | $\begin{aligned} & \dot{y} \\ & \text { g } \\ & \text { g } \\ & \frac{2}{2} \\ & \text { it } \end{aligned}$ | Scholars on Roll. |  |  |  | Average Attendance. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | at Qr | 2dar. | 3rd ar . | 4 th ar. | $18 t \mathrm{ar}$. | 2dar | 3rd Qr . | th Qr. |
| SUTHERLAND (Iuspector le Roux). |  |  |  |  |  |  |  |  |  |  |
| 1. Drupfontein | A. 3 |  |  | C | C |  |  | C | C | C |
| 2. Klipfontein | A. 3 |  | 10 | 9 | 10 | c | 9 | 9 | 9 | 9 |
| 3. Kroonplaats ${ }^{\text {a }}$ | A. ${ }^{3}$ |  |  | 14 | 14 |  |  | 11 | 12 |  |
| 4. Rietfontein (Modderfontein) | A. 3 | ${ }_{2}^{2}$ | 11. | 11 | 10 | 10. | ${ }_{11}^{9}$ | ${ }_{11}^{9}$ | 8 | 10 |
| 6. Smitskraal | A. 3 | 2 | 12 | 11 | 11 | 11 | 10 | 11 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.) | B |  |  | .. | 37 | 39 |  |  | 28 | 29 |
| Total |  |  | 136 | 132 | 170 | 164 | 123 | 117 | 141 | 147 |
| SWELLENDAM (Insp. Bartmann). |  |  |  |  |  |  |  |  |  |  |
| 1. Swellendam, Girls’ <br> Do., do., Preparatory | A. 1 | 3 3 3 | $\begin{aligned} & 53 \\ & 18 \end{aligned}$ | $\begin{aligned} & 48 \\ & 20 \end{aligned}$ | $\begin{aligned} & 37 \\ & 33 \end{aligned}$ | 56 | $\begin{aligned} & 50 \\ & 10 \end{aligned}$ | $\begin{aligned} & 46 \\ & 19 \end{aligned}$ | $\begin{aligned} & 36 \\ & 27 \end{aligned}$ | 50 |
| 2. Heidelberg $\cdot \cdot$, | 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 Brunklip ${ }^{\text {a }}$ | A. 3 | $\pm$ | 51 | 56 | 59 | ${ }^{5} 2$ | 42 | 48 | ${ }^{2} 1$ | 39 |
|  | A. ${ }^{\text {A. }} 3$ | 2 |  | 15 | $\stackrel{16}{8}$ |  | 11 | 8 | ${ }_{\text {13 }}^{13}$ | 11 |
| 7. Buffeljachts River | A. 3 | 3 | 31 | 31 | 35 | 35 | 26 | 28 | 30 | 28 |
| 8. Klaaskafirskuilsbeuvel | A. 3 | 3 |  |  | 12 | 12 |  |  | , |  |
| 9. Kliphoogte .. | A. 3 | 3 | 27 | 29 | 25 | 27 | 21 | 24 | 20 | 23 |
| 10. Limoen Hoek .. | A. 3 | 4 | 28 | 29 | 25 | 25 | 25 | 25 | 24 | 20 |
| 11. Wagendrift .. | A. 3 | 4 |  |  | 28 | 23 |  |  | 26 | 22 |
| 12. Windkraal | A. 3 |  | 11 | 10 | C | C | 11 | 10 | c | C |
| 13. Zuurbraak | A. 3 | 3 | 17 | 17 | 16 | 16 | 11 | 10 | 10 | 10 |
| 14. Swellendam \& Buffeljachtsfontein | E | 3 | 21 | 26 | . 29 | 24 | 17 | 21 | 21 | 15 |
| 15. Angora .. P. J. Roux | P.F. |  |  |  |  | 9 |  |  | 9 | 8 |
| 16. Bontebokskloof. M. G. Uys | P.F. | 3 | 4 | 5 | 5 | ¢ | 3 | ¢ | 5 | 4 |
| 17. Brakfontein (.J. J. H. Streicher | P.F. | , |  | 7 | 7 | 7 |  | 7 | 7 |  |
| 18. Ennzamheid .. A. Pieterse | P.F. | 3 |  |  | 9 | 8 |  |  | 8 | 7 |
| 19. Groot Vazers Bosch D. Moodie | P.F. | 3 | ${ }_{8}^{6}$ | - | ${ }^{5}$ | ${ }^{5}$ | 5 | ${ }^{6}$ | 5 |  |
| 20. Joubertsdal . J. P. W. Joubert | $\xrightarrow{\text { P.F. }}$ |  | 11 | ${ }^{0}$ | C | O | 8 | C | C | C |
| 22. Klein Doorn River Mrs, M.H.le Roux | ${ }_{\text {P.F. }}$ | 4 |  | 12 | 11 | 15 10 | \% | 11 | 11 |  |
| 23. Klipdrift . H. Linderfelder | P.F. | 3 |  |  | 6 |  | $\cdots$ |  | 6 | 7 |
| 24. Leeuw River | P.F. |  |  | 8 |  | C |  | 7 |  | c |
| 25. Moddera sfontein ...J. v. Zijl | P.F. | 4 | 11 | 9 | 9 | 9 | 8 | 7 | 8 | 8 |
| 26. Potjeskraal .. J. G. Streicher | P.F. | 4 |  | 6 | $j$ | 5 |  | 6 | 5 | 4 |
| 27. Rhenosterfontein J. Badeuhorst | P.F. | 3 | 8 | 9 | 9 | 8 | 8 | 8 | 8 | 6 |
| 28. Spiegel's River .. J. J. v. Wijk | P.F. | 4 | 11 | 11 | 10 | 10 | 11 |  | 10 | 10 |
| 29. Stuurman's Kraal C. J. Human | P.F. | 3 | 6 | 6 | 6 |  | 6 | 6 | 6 |  |
| 30. Tradouw . F. H. Badenhorst | P.F. | 3 | 9 | 10 | 9 | 10 | 7 | 8 | 8 | 8 |
| 31. Doornkraal | Poor |  | 15 | 18 | 25 | 16 | 13 | 13 | 19 | 14 |
| 32. Grootvadersboseh | Poor | 3 | 27 | 22 | 24 | 23 | 21 | 16 | 18. | 17 |
| 33. Karnemelks River | Poor | 4 | 19 | 17 | 19 |  | 18 | 13 | 15 |  |
| 34. Malagas | Poor | 3 |  | 17 | 18 | 19 |  | 17 | 16 | 14 |
| 35. Middel River ... (now A. 3) | Poor | 3 | 20 | 14 | 13 | 12 | 17 | 10 | 10 | 11 |
| 36. Op de Tradouw (Barrydale) .. | Poor | $\pm$ | 44 | 41 | 44 | 40 | 39 | 36 | 41 | 36 |
| 37. Barrydale .. .. (D.R.C.) | B | 4 | 22 | 21 | 28 | 25 | 21 | 18 |  |  |
| 38. Klip River .. .. (do.) | B | 4 | 79 | 88 | 82 | 75 | 48 | 46 | 52 | 43 |
| 39. Swellendam .. .. (do.) | B | 3 | 50 | ${ }_{5} 5$ | 62 | 59 | 41 | 45 | 52 | 47 |
| 40. Zuurbraak .. .. (do.) | B | 3 | 110 | 106 | 103 | 104 | 72 | 72 | 70 | 58 |
| 41. Barrydale .. (Eng. Ch.) |  |  | 49 |  |  |  |  |  |  |  |
| 42. Heidelberg .. .. (do.) | B | 4 | 64 | 68 | 67 | 65 | 51 | 52 | 55 | 52 |
| 43. Slang River ... .. (do) | ${ }^{\text {B }}$ | 4 | 45 | 37 | 51 | 29 | 28 | 19 | 33 | 15 |
| 44. Swellendam .. .. (do.) | B | 3 | 109 | 100 | 99 | 86 | 70 | 70 | 80 | 58 |
| 40. Zuurbraak .. .. (do.) | B | 3 | 210 | 220 | 169 | 127 | 127 | 132 | 124 | 98 |



TARKA (Inspector Milne),

1. Tarkastad, Boys'
 3. Groenfontei
2. Klip Kraal 4. Klip Kraal
3. Leeuwfontein 6. Modderfontein
4. Sleephoek
5. Drummond
6. Glenrock
7. Glenrock
8. Groenfontein
9. Hartfontein
10. Kleinfontein
11. Redclifte
12. Redeliffe
13. Tarkastad
14. Do.
15. Do.

Total
TULBAGH (Inspector le Koux)

| Tulbagh | A. 2 | 4 | 80 | 79 | 80 | 84 | 75 | 72 | 73 | 74 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | A. 3 | 1 | 14 | 13 | 17 | 14 |  | 12 | 14 | 10 |
| 2. Artores Road | A. 3 | 1 | 31 | 35 | 41 | 45 | 28 | 32 | 29 | 34 |
| 4. Drostdy | A. 3 | 1 | 29 | 29 | ${ }_{28}^{33}$ | 31 | 26 28 | 24 | 22 | 26 21 |
| 5. Halfmanshof | A. 3 | 1 | $\begin{aligned} & 34 \\ & 18 \end{aligned}$ | 17 | 18 | 18 | 15 | 13 | 16 | 14 |
| 6. Weltevreden ${ }^{\text {a }}$ | A. ${ }^{\text {A }} 3$ | 1 | 19 | 20 | 22 | 23 | 17 | 16 | 18 | 12 |
| 7. Winterhoek, No. 1 8. ${ }^{\text {Do., }}$ No. 2 | A. ${ }^{\text {A }}$ | 1 | 23 | 22 | 22 | 18 | 20 | 18 | 18 | 14 |
|  |  |  |  |  |  |  | 9 | 9 | 9 |  |
| 9. Bosch Plaats $\begin{aligned} & \text { P. v. Santen } \\ & \text { 10. Digrers' Home S. }\end{aligned}$ | ${ }_{\text {P. }}^{\text {P.F. }}$ |  | 9 |  |  |  |  |  |  |  |
| 10. Diggers Home S. v. B. v. Niekerk 11. Vogel Valley S. P. C. de Klerk | $\xrightarrow{\text { P.F.F. }}$ | 4 |  | 6 | 5 | 5 |  | 6 | 5 | 5 |
| 12. Ceres Road .. .. (D.R.C.) | B | 1 | 65 | 60 | 60 | 54 | 48 | 47 | 60 | 1 |
| 13. Sarou .. .. (Rhen. M.) |  |  | 294 |  |  | 241 | 155 | 118 |  |  |
| 14. Steinthal .. .. (do.) | B | 1 | 68 | 60 | 63 | 63 | 53 | ${ }_{71}$ | $\begin{aligned} & 42 \\ & 69 \end{aligned}$ | 47 70 |
| 15. Tulbagh .. .. (do.) | B | 1 | 108 | 104 | 101 |  |  |  |  |  |
| Total |  |  | 792 | 755 | 745 | 734 | ${ }_{9}^{6} 68$ | 508 | 545 | 499 |

uitenhage (Inspector Fraser).

## 1. Uitenhage, Muir Academy, Boys'



[^5]6. Draaifontein
6. Draaiontein
7. Glenconnor Statio
8. Korhann's Drift
H. Waspe
.. A. 3


| Ot 0 |  <br>  | $p p p p p$ $\infty \omega_{0}+\infty \quad c \infty$ |
| :---: | :---: | :---: |
| N 10 | 10-10000. | ONOH |



| Description and Place of the School. | Order. |  | Scholars on Roll. |  |  |  | Average Attendance. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ist Qr. | 2ndQr. | srdar. | toth ar. | 1st Qr. | 2nder | . rr d Qr. | 4th Qr . |


| 14. Wolven Kraal | E. E. Meyer | P.F. |  | 12 | 12 | 12 | 12 | 10 | 10 | 11 | 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 15. Grootfontein |  | Poor |  | 18 |  | C | C | 13 |  | C | ¢ |
| 16. Groot Rivier's Hoek |  | Poor | 1 | 25 | 25 | 19 | 17 | 21 | 20 | 17 | 15 |
| 17. Krakeel River |  | Poor | 1 | 68 | 69 | 36 | 53 | 53 | 55 | 50 | 40 |
| 18. Loopend River | . $\cdot$ | Poor |  | 27 | 25 | C | C | 15 | 13 | c | C |
| 19. Misgund | $\because$ | Poor | 4 |  |  | 19 | 21 |  |  | 10 | 15 |
| 20. Somerset's Gift |  | Poor |  | 21 | 22 | 20 | 18 | 21 | 22 | 20 | 14 |
| 21. Warmbad |  | Poor |  | 33 | 27 | 20 | 26 | 25 | 21 | 17 | 18 |
| 22. Haarlem | (Berl. M.) | B | . | 166 | 179 | 166 | 151 | 118 | 107 | 97 | ${ }^{95}$ |
| 23. Vlught | . . (D.R.C.) | B | 2 | 25 | 26 | 25 | 25 | 20 | 22 | 21 | 19 |
| 24. Uniondale | . (Ind.) | B |  | 88 | 85 | 70 | 58 | 58 | 57 | 59 | 45 |
| Total |  |  |  | 686 | 664 | 604 | 621 | 524 | 474 | 471 | 465 |

VANRHYNSDORP (Insp. le Roux).

| 1. Vanrhynsdorp | A. 2 | 3 | 67 | 69 | 52 | 54 | 54 | 57 | 48 | 43 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2. Athies | A. 3 | 3 | 10 | 12 | 11 | 11 | 10 | 12 | 11 | 11 |
| 3. Heerenlogement | A. 3 | 3 | 15 | 14 | 18 | 18 | 12 | 13 | 16 | 16 |
| 4. Roodewal (Oorlogsfontein) C.v. Zijl | P.F. | 3 | 7 | 7 | 5 |  | 7 | ${ }_{5}^{6}$ | 5 |  |
| 5. Upper Athies .. P. J. Dreyer |  | 3 | 5 | 5 | 6 |  | 4 | 5 | 5 |  |
| 6. Ebenezer .. .. (D.R.C.) | - B | 3 | 122 | 64 | 33 | ${ }^{34}$ | 54 | 45 | 33 | ${ }_{37}^{26}$ |
|  |  |  |  | . |  |  |  |  |  | 37 |
| Total .. .. |  |  | 226 | 171 | 125 | 156 | 141 | 138 | 117 | 133 |


| 1. Alice |  | A. 2 | 2 | 43 | 41 | 28 | 28 | 38 | 36 | 25 | 25 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2. Auckland |  | A. 3 | 3 3 | 58 14 | 59 15 | 70 14 | 56 15 | $\begin{aligned} & 49 \\ & 13 \end{aligned}$ | $\begin{aligned} & 46 \\ & 13 \end{aligned}$ | 54 12 | 52 13 |
| 3. Binfield (Chumi | -. ${ }^{\text {a }}$ |  | 3 | 14 |  |  | 15 |  |  |  |  |
| t. Battlesden | Mrs. Attwell | P.F. | 2 | 10 | 13 | 11 | 11 | 7 | 8 | , |  |
| 5. Bekkers Kraal | J. H. Hayes | P.F. |  | 6 |  |  | 6 | 6 | 5 | 6 | 6 |
| 6. Hogsback | H. Collins | P.F. |  | . | j | 5 | ${ }_{8}^{5}$ |  | 5 | 5 | 5 |
| 7. Pine Villa | G. Trollip | P.F. |  | . |  | 7 | 8 |  |  | 7 | 7 |
| 8. Calmoesfontein |  | Poor |  | 27 | 27 | 26 | C | 25 | 22 | 21 | C |
| 9. Calderwood | (F.C.) | ${ }^{\text {B }}$ | 4 | 48 | 48 | 44 | 40 | 37 | 33 | 35 | ${ }_{56}^{28}$ |
| 10. Ely .. | (do.) | B | 3 | 71 | ${ }_{35}^{66}$ | 69 | 73 |  |  | 58 | ${ }^{56}$ |
| 11. Evergreen | (do.) | ${ }^{\text {B }}$ | 4 | 168 | 130 | 140 | 127 | 114 | 79 | 116 | 72 |
| 12. Gaga . ${ }^{\text {13. }}$ Gilton | -. (do.) | ${ }^{\text {B }}$ | ${ }_{3}^{4}$ | 16 | 74 | 71 | 66 | 44 | 65 | 50 | 50 |
| 14. Gqumahashe | (do.) | B | 4 | 105 | 95 | 119 | 121 | 62 | 71 | 94 | 96 |
| 15. Kwezana | (do.) | B | 3 | 73 | 64 | 78 | 81 | 38 | 42 | 58 | 55 |
| 16. Macfarlan | . (do.) | B | 4 | 63 | 56 | ${ }^{65}$ | 72 | 39 | ${ }_{3}^{33}$ | 29 | 53 |
| 17. Roxeni | . (do.) | B | 4 | 64 | 74 | 80 | 66 | 43 | 56 | 53 | 42 |
| 18. Shesliegu | - (do.) | B | 3 | 192 | 157 | 168 | 158 | 101 | 92 | 117 | 124 |
| 19. Sompondo's | (do.) | B | 3 | 49 | 43 | 46 | 4 |  | ${ }_{28}^{27}$ | 35 | 34 |
| 20. Stewart | (do.) | ${ }^{\text {B }}$ | 4 | 49 | 44 | 50 | 39 | 37 | ${ }_{39}^{28}$ | 21 | 19 |
| 21. Yamala | (do.) | B | 3 | 78 | 60 | 49 | 55 | 45 | 39 | 34 | 33 |
| 22. Neera'... | (Wes.) | B | 3 | 48 | 50 | 50 | 54 | 28 | 38 | 42 | 45 |
| 23. Lovedale, Boyg' |  | C. 1 |  | 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 |


| Deseription and Place of the School. | Order. |  | Scholars on Roll. |  |  |  | Average Attendsnce. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | t Qr | endar. | Qr | 2 r | 1 st Qr . | dar. | 3rd O . | har |
| VICTORIA WEST (Insp. Theron). |  |  |  |  |  |  |  |  |  |  |
| 1. Victoria West .. Do., Preparatory | A. 1 | 4 | $\begin{aligned} & 97 \\ & 44 \end{aligned}$ | $\begin{aligned} & 99 \\ & 44 \end{aligned}$ | $\begin{aligned} & 88 \\ & 38 \end{aligned}$ | $\begin{aligned} & 90 \\ & 39 \end{aligned}$ | $\begin{aligned} & 80 \\ & 36 \end{aligned}$ | $\begin{aligned} & 83 \\ & 36 \end{aligned}$ | 78 32 | 71 25 |
| 2. Abraham's Kraal | A. 3 | 1 | 12 | 16 | 16 | 15 | 11 | 16 | 16 | 15 |
| 3. Liebenb'g's Dam Mrs.W. Liebenberg | A. ${ }^{\text {A. }} 3$ | 4 | 11 | 11 | 10 | 10 10 | ¢ | 11 | 10 | 888 |
| 5. Maanhaarpoort.. | A. 3 |  |  |  |  | 12 |  |  |  | 11 |
| 6. Rietpoort | A. 3 | 1 | 13 | 13 | 12 | 14 | 11 | 12 | 12 | 13 |
| 7. Wonderfontein .. | A. 3 | 1 | 26 | 26 | 23 | C | 24 | 23 | 19 | c |
| 8. Yzervarkpoort . . | A. 3 | 4 | 16 | 16 | 17 | 17 | 15 | 15 | 17 | , |
| 9. Biesjesdam .. G. Thompson | P.F. | 1 | 7 | ${ }_{9}^{6}$ | 7 | 7 | 7 | 6 | 7 | 7 |
| 11. Biejjesfontein : | P.F. | 1 | 9 | 9 | 7 | 5 | 8 | 6 | 6 |  |
| 12. Brandewijnskuil | P.F. |  |  |  | 5 | 4 |  |  | ${ }_{5}$ | 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 Kalkfuntein C. F. Snyman | P.F. | 1 | 5 |  |  | C | 5 |  |  | C |
| 16. Hoeks Plaats .. J.J. Hugo | P.F. | 4 | - | 9 | 9 | 9 | 9 | 9 | 9 |  |
| 17. Kalkfontein 18. Keurfontein $\quad$ O P. J. M. D. De Vos | P.F. |  | 10 |  | $\cdots$ |  | 10 |  |  |  |
| 19. Kruis River T. J. v. d. Merwe | P.F. | 1 | 10 | 10 | $\because$ | ${ }_{C}$ | 1 | 1 |  |  |
| 20. Marthas Put C. J. v. Heerden | P.F. |  | 5 | c | C | C | 5 | , | C | c |
| 21. Modderfontein Mrs.P.J. v.d. Merwe | P.F. | 4 |  |  | 6 | 5 |  |  | 4 |  |
| 22. Van der Walt's Poort W. S. Lubbe | P.F. |  | 5 | 5 | 5 | 11 | 5 | 5 | 5 |  |
|  | P.F. |  |  |  |  | 11 |  |  |  |  |
| 24. Yzerkoppelfontein | $\begin{aligned} & \text { P.F. } \\ & \text { P.F. } \end{aligned}$ | 4 | ${ }_{\text {C }}^{5}$ | 5 6 | 5 |  | ${ }_{\text {c }}^{5}$ | $\begin{aligned} & 5 \\ & 6 \end{aligned}$ | 5 6 |  |
| 26. Schraalfontein (late Sterkfontein). . | Poor |  |  |  |  |  |  | 15 | 24 | 16 |
| 27. Victoria West | Poor | 1 | 43 | 38 | 35 | 38 | 36 | 27 | 22 | 23 |
| 28. Do. .. .. (D.R.C.) | B | 1 | 64 | 73 | 76 | 72 | 47 | 49 | 48 | 51 |
| Total .. |  |  | 127 | 434 | 411 | 407 | 363 | 362 | 345 | 319 |

WILLOWMORE (Insp. Murray).

| 1. Steytlerville | A. 2 | 3 | 85 | 84 | 83 | 73 | 54 | 56 | 66 | , |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2. Willowmore | A. 2 | 4 | 112 | 106 | 108 | 109 | 104 | 98 | 97 | 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 | A. 3 | 4 |  |  | 19 | 15 |  |  | 11 | 11 |
| 7. Kleinpoort | A. 3 | 3 | 23 |  | C | c | 21 |  | C | C |
| 8. Nelskraal | A. 3 |  | 10 | 13 | 13 | 13 | 10 | 12 | 13 | 12 |
| 9. Perseverance | A. 3 |  | 13 | 13 | c | C | 10 |  | c | C |
| 10. Rietbron | A. 3 | 4 | 10 | 10 | 11 | 10 | 7 | 7 | 8 |  |
| 11. Rietfontein | A. 3 | 4 | 13 | 13 | 13 | 13 | 12 | 12 | 12 | 10 |
| 12. Spitskop | A. 3 | 3 |  |  | 11 | 10 |  |  | 10 |  |
| 13. Traka .. | A. 3 | 4 | 9 | 10 | 9 |  | 9 | 7 | 8 |  |
| 14. Veerenkraal | A. 3 |  | 9 |  | C | C |  | C | C | C |
| 15. Verloren River | A. 3 | 4 | 15 | 10 | 15 | 14 | 15 | 9 | 11 | 10 |
| 16. Zoetvlei | A. 3 | 4 | 18 | 11 | 11 | 10 | 14 | 8 | 11 | 10 |
| 17. Steytlerville 18. Willowmore | $\underset{\mathrm{E}}{\mathrm{E}}$ | 4 | 53 | $\underset{25}{20}$ | 26 | $\underset{\sim}{\mathbf{C}}$ | $\begin{aligned} & 32 \\ & 21 \end{aligned}$ | $\begin{aligned} & 15 \\ & 22 \end{aligned}$ | 22 | $\underset{24}{\text { C }}$ |
| 19. Chelmsford C. W. de la Harpe | P.F. | 3 | 10 | 10 | 10 | 6 | 10 | 10 | 10 |  |
| 20. Groblelarr's Kraal J. Botha | P.F. | 4 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |  |
| 21. Grootvlei P. F. J. Schoonraad | P.F. | 4 | 5 | 5 | ${ }_{5}$ | C | 5 | ¢ | 5 | C |
| 22. Kalkdam .. J. Swanepoel | P.F. | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |  |
| 23. Kleinboschfontein H. Kilian | P.F. |  | 6 |  |  | C | ${ }^{5}$ |  |  | C |
| 24. Rietfontein .. R. Brunsden | P.F. | 4 | 13 | 13 | 14 | 14 | 11 | 12 | 14 | 11 |
| 25. Slabbert's Poort H. W. de Jager | P.F. | 4 | 5 |  | ${ }_{5}^{5}$ | ${ }_{5}$ | 5 | 5 | 5 |  |
| 26. Smithskraal .. A. Strydom | P.F. |  | 6 | 9 | 12 |  | 5 | ${ }^{5}$ | 9 |  |
| 7. Snymanskraal P. A. Snyman | P.F. | 4 | 1 | C | C | C | 6 8 | ${ }_{\text {C }}^{6}$ | C | ${ }_{\text {c }}$ |
| 28. Spitskop (Swanepoel) J. P. Vosloo |  |  | 11 |  |  |  |  |  |  |  |


| Deseription and Place of the School． | Order． | $\begin{aligned} & \text { a } \\ & \text { 亳 } \\ & \text { 曾 } \end{aligned}$ | Soholers on Roll． |  |  |  | Average Attendance． |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | 4th Qr ． | 1 st Or ． | 2ndar | 3 rd Qr | 4th Qr ． |
| 29．The Knolls ．．．．J．Botha | P．F． | 4 |  |  | 6 | ${ }_{6}^{6}$ |  |  | 6 | 6 |
| 30．Wanhoop <br> 31．Windheuvel <br> G．L．Seheltema | P．F． | 4 |  | C | C | ${ }_{8}^{\text {C }}$ | 6 | ${ }_{6}^{6}$ | c | C |
| 32．Zoetendals Vlei．．．$\quad$ ．de Vries | ${ }_{\text {P．F．}}$ | 4 | $\dot{5}$ | 8 | c | $\stackrel{8}{\text { C }}$ | $\stackrel{\square}{5}$ | 6 | 7 | ${ }_{\text {c }}$ |
| 33．Bakens Nek（Brakoes Nek） | Poor | 4 | 24 | 18 | 23 | 17 | 21 | 15 | 19 | 14 |
| 34．Hartebeest Kuil | Poor |  | 15 | 20 | C | C | 10 | 14 |  |  |
| 35．Klipgat ．．．． | Poor |  | 15 | 10 | C | c | 11 | 8 | C | c |
|  | Poor |  | 20 | 20 | 18 | C | 16 | 17 | 14 | C |
| 37．Moodebloem－．（now A．3） | ${ }_{\text {Poor }}$ | 4 | 14 | 14 | 25 12 | 17 13 | 12 | 10 | 20 | 13 |
| 39．Schildpadbeen ． | Poor | 4 | 20 | 16 | 25 | ${ }_{22}^{13}$ | 16 | 15 | 19 | 19 |
| 40．Tooverfontein ．． | Poor | 3 | 31 | 29 | 26 | 12 | 25 | 20 | 22 | 11 |
| 41．Vledermuis Poort | Poor | 3 | 21 | 30 | 25 | 18 | 17 | 16 | 16 | 11 |
| 42．Waaikraal | Poor | 3 | 33 | 37 | 21 | C | 25 | 22 | 15 | ， |
| 43．Zandkraal | Poor | 3 | 24 | 19 | 22 | 21 | 18 | 14 | 17 | 15 |
| 44．Steytlerville ．．．（Ind．） | B | 3 | 43 | 50 | 58 | 63 | 42 | 45 | 43 | ¢5 |
| 45．Willowmore ．．．．（do．） | B | 4 | 47 | 53 | 48 | 53 | 38 | 44 | 42 | 40 |
| Total |  |  | 831 | 737 | 741 | 636 | 685 | 591 | 617 | 524 |
| WODEHOUSE（Inspector Milne）． |  |  |  |  |  |  |  |  |  |  |
| 1．Dordrecht Do．， Preparatory | A． 1 | $2$ | $\begin{aligned} & 69 \\ & 51 \end{aligned}$ | $\begin{aligned} & 66 \\ & b 4 \end{aligned}$ | $\begin{aligned} & 66 \\ & 52 \\ & 52 \end{aligned}$ | 115 | $\begin{aligned} & 63 \\ & 45 \end{aligned}$ | $\begin{aligned} & 60 \\ & 50 \end{aligned}$ | $\begin{aligned} & 60 \\ & 47 \end{aligned}$ | 108 |
| 2．Elandsfontein | A． 3 |  |  |  |  | 24 |  |  |  |  |
| 3．Lower Ndonga ．．J．W．Gray | A． 3 | 1 | 19 | 19 | 18 | 18 | i5 | 16 |  | 13 |
| 4．Middlecourt ．Robilliard | A． 3 | 2 | 13 | 14 | 16 | 14 | 12 | 13 | 14 | 12 |
| 5．Oorlogspoort | A． 3 | ， |  |  |  | 15 |  |  |  | 10 |
| 7．Rondavel（Brak Pan） | A． 3 | 2 | $\begin{aligned} & 31 \\ & 15 \end{aligned}$ | ${ }_{\text {c }}$ | ${ }^{27}$ | ${ }_{2}^{27}$ | 12 | $\stackrel{29}{\text { C }}$ | $\stackrel{26}{\text { C }}$ | ${ }_{24}^{24}$ |
| 8．Snymanskraal ．． | A． 3 | 2 | 26 | 29 | 24 | 21 | 20 | 21 |  |  |
| 9．Upper Ndonga－T．F．Dreyer | A． 3 | 1 | 28 | 22 | 21 | 21 | 19 | 18 | 18 | 11 |
| 10．Braklaagte ．．P．Botha | P．F． | 2 |  | C | C |  |  |  |  |  |
| 11．Driefontein ．．W．W．T．Clark | P．F． |  |  | c | 7 |  | 4 | c | ${ }_{5}$ | 7 |
| 12．Erin ${ }^{\text {13 }}$ Horologium M．W．B．Mulligan | P．F． | 2 | 6 | 6 |  | 7 |  | 5 | 6 |  |
| 13．Horologium M．W．B．Opperman | P．F． | $\stackrel{2}{2}$ | 14 | 14 | 17 | 11 | 14 | 14 | 17 | 11 |
|  | ${ }_{\text {P．F．}}^{\text {P．F．}}$ | 2 | ${ }_{11}^{6}$ | ${ }_{11}^{\text {C }}$ | $\mathrm{C}_{\mathrm{C}}^{\text {C }}$ | ${ }_{\text {c }}^{12}$ | 10 | 11 | ${ }_{C}^{C}$ | $\stackrel{12}{12}$ |
| 16．Lemoenkloof ．．G．H．Pedlar | P．F． |  | 1 | 10 | 9 | 11 | 0 | 10 | 9 | 11 |
| 17．Oorlogspoort ．．J．J．v．Zijl | P．F． | 2 | 9 | 9 | 14 |  | 7 | 9 | 11 |  |
| 18．Rheedershoek ．．F．J．Wagenaar | P．F． | 2 |  |  | ， | 6 | ． |  | ， | 6 |
| 19．Smoorfontei］．．S．Marais | P．F． |  |  | 6 | 7 | 5 |  | 6 | 6 | 5 |
| 20．Spioenkop ${ }^{\text {21．Sprigg＇s Rest }}$ ．${ }^{\text {P P．Lang }}$ | P．F． |  | 8 | 8 |  |  | 7 | 7 |  |  |
|  | $\underset{\text { P．F．}}{\text { P．}}$ |  | 1 | 11 | 5 | 5 | 1 | 5 | ${ }_{5}^{5}$ | 4 |
| 23．Vaallbank－Mrs．J．J．Wagenaar | $\xrightarrow{\text { P．F．F．}}$ | $\stackrel{4}{ }$ | ${ }_{11}^{11}$ | ${ }_{C}^{11}$ | ${ }_{\text {c }}^{12}$ |  | 11 | ${ }_{C}^{11}$ | ${ }_{12}^{12}$ |  |
| 24．Vlakfontein C．J．Schoeman | P．F． | $\because$ |  |  | 12 | 12 |  | C | C | 11 |
| 25．Wasch Bank ．．P．J．de Wet | P．F． | 2 | 6 | 6 | 12 | 12 | 6 | 6 | 12 | 11 |
| 26．Alpha | Poor | ．． |  |  | 35 | 31 |  |  | 26 | 26 |
| 27．Bitterplaats | Poor | ． | 26 | 57 | 54 | 52 | 20 | 24 | 53 |  |
| 28．Bonthoek | Poor |  |  | 26 | 22 | 22 |  | 19 | 19 | 15 |
| 29．Hughenden | Poor | 2 |  | 30 | 31 | 27 |  | 26 | 29 | 27 |
| 30．Joubertskop | Poor | 2 |  | 21 | 24 | 24 |  | 18 | 22 | 20 |
|  | Poor |  | 20 | 6 | c | C | 18 | C | c | C |
| 33．Prospect | Poor | $\cdots$ |  |  | 31 | 30 | ． |  | 25 | 22 |
| 34．Rondavel | Poor | $\cdots$ | $\because$ | $\cdots$ | $\ddot{25}$ | 24 | $\cdots$ | $\cdots$ | 20 | ${ }_{20}$ |
| 35．Tennyson | Poor |  |  |  |  | 31 |  |  |  | 24 |
| 36．Touhill | Poor | 2 |  | 38 | 41 | 40 |  | 35 | 39 |  |
| 37．Tygerklip | Poor | 2 | 23 | 23 | 22 | 22 | 15 | 23 | 22 | 21 |
| 38．Welgevonden | Poor | 2 | 16 | 14 | 18 | 16 | 14 | 7 | 16 | 13 |
| 39．Dordrecht ．．．．（D．R．C．） | B | 2 | 81 | 85 | 74 | 76 | 6. | 58 | 48 | 49 |
| 40．Rietspruit ．．．．（Wes．） | B | 2 | 62 | 59 | 55 | 64 | 48 | 40 | 38 | 43 |
| Total |  |  | 582 | 675 | 758 | 821 | 491 | 541 | 651 | 677 |


| Description and Place of the School． | Order． | g䯧品 | Scholars on Roll． |  |  |  | Average Attendance． |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | srd Qr． | th ar． | Qr． | 2 datar ． | Qr． | th Qr． |
| W0RCESTER（Irspector Noaks）． |  |  |  |  |  |  |  |  |  |  |
| 1．Worcester，Deaf and Blind Inst．． | Sp． | 1 | 68 | 69 | 58 | 58 | 60 | 66 | 55 | 50 |
| 2．Do．，Boys＇ | A． 1 | 1 | 91 | 86 | 84 | 82 | 73 | 75 | 77 | 70 |
| 3．Do．， $\begin{aligned} & \text { do．，} \\ & \text { Do．，} \\ & \text { Girls＇}\end{aligned}$ | A． 1 | 1 | 37 98 | 41 97 | ＋41 | 40 142 | 34 91 | ${ }_{86}$ | 89 | 114 |
| D．Do．，do．，Preparatory |  | 1 | 84 | 35 | 37. | 46 | 72 | 25 | 22 | 36 |
| 4．Goudini | A． 2 | 1 | 31 | 37 | 38 | 33 | 26 | 24 | 22 | 24 |
| 5．Rawsonville | A． 2 | 1 | 51 | 51 | 50 | 42 |  |  |  | 35 |
| 6．Achter Hex River | A． 3 | 1 | 19 | 16 | 17 | 15 | 15 | 11 | 15 | 12 |
| 7．Breede River ．．．．．． | A． 3 |  |  | 43 | 45 |  |  |  |  | 31 |
| 8．Doorn River | A． 3 | 1 | ${ }_{C}^{19}$ | ${ }_{\text {C }}^{18}$ | 24 29 | 25 | ${ }_{C}^{17}$ | ${ }^{12}$ | 18 | 21 |
| 9．Hex River East | A． 3 A． 3 | 1 | $\stackrel{\text { c }}{21}$ | ${ }_{17}$ | 18 | 18 | 17 | 13 | 15 | 15 |
| 11．Nouna | A． 3 | 1 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 9 |
| 12．Over Hex River | A． 3 | 1 | 17 | 18 | 15 | 14 | 16 | 14 | 14 | 13 |
| 13．Roodehoogte | A． 3 | 1 | 31 | ${ }^{27}$ | 28 | 18 | 1 | 19 |  | 15 |
| 14．Slang Hoek | A．${ }^{\text {A．}} 3$ | 1 | 20 | 18 | 15 | ${ }_{25}^{18}$ |  | 21 | 22 | ${ }_{23}^{15}$ |
| 16．Touws River Station | A． 3 | 1 | so | 77 | 74 | 65 | 58 | 37 | 52 | 47 |
| 17．Tweefontein | A． 3 | 1 | 14 | 11 | 12 | 12 |  |  | 11 | 11 |
| 18．Wagenboou River | A． 3 | 1 | 24 | 42 | 24 | 24 40 |  | 10 | 4 | ${ }_{35}^{19}$ |
| 19．Worcester | A． 3 | 1 |  | 49 | 46 | 40 |  |  | 41 | 35 |
| 20．Brandwacht ．．J．S．Hauman | P．F． | 1 | 10 | 10 | 12 | 11 | 10 | 10 | 12 | 10 |
| 21．Buffelskraal－．J．C．Rabie | P．F． |  |  | 10 |  |  |  |  |  |  |
| 22．Hex River Mountain 23．Stinkfontein | ${ }_{\text {P．F．}}$ P． | 1 | ${ }_{5}$ | $j$ | C | C | $\bigcirc$ | 5 | C | C |
| 24．Upper Brandvlei D．J．de Wet | P．F． | 1 | 10 | 10 | 9 | 10 | 10 | 8 | 8 | 8 |
| 25．Worcester | Poor | 1 | 33 | 35 | 35 | 40 | 24 | 26 | 29 | 34 |
| 26：Du．．．．．（Luth．） | B | 1 | 75 | 71 | 68 | 66 | 60 | 56 | 57 | 54 |
| 27．Do．．．（Rhen，M．） | B | 1 | 511 | 546 | 525 | 510 | 394 | 333 | 368 | 323 |
| Total |  | ． | 1419 | 1453 | 1451 | 1459 | 1156 | 1062 | 1117 | 1105 |
| BUTTERWORTH（Lusp．Woudrooffe）． |  |  |  |  |  |  |  |  |  |  |
| 1．Butterworth | A． 2 | 2 | 48 | 48 | 51 | 52 | 37 | 38 | 39 | 4 |
| 2：Toleni ．．．．．．．． | A． 3 | 2 | 10 | 13 | 12 | 10 | 10 | 13 | 12 | 10 |
| 3．Kudashe ．．G．Lupke | P．F． | 2 | 8 | 8 | 7 | 7 | 7 | 7 | ${ }_{6}^{6}$ | ${ }_{6}^{6}$ |
| 4．Ndabakazi（Umgomanzi）R．E．Gaylard |  |  | ．． | 6 | 6 | 6 |  | 6 |  |  |
| j．Butterworth，Girls＇．．（Wes．） | C． 1 | 2 | 45 | 45 | 59 | 59 | 38 | 41 | 50 | 57 |
| 6．Izagwityi ．．（Eug．Chı．） | C | 2 | 73 | 77 | 94 | 93 | 30 | 39 | 70 | 30 |
| 7．Ceru－Bawa ．．．．（F．C．） |  |  |  |  | ${ }^{56}$ | 68 | 33 | 36 | 41 | 58 |
| 8．Cunningham ．．．．（do．） | C | 2 | 94 | 96 | 122 | $11+$ |  | 65 | 40 | ${ }^{73}$ |
| 9．Ndabakazi ．．．．（do．） | C | $\stackrel{2}{2}$ | 49 | 48 | ${ }_{6}^{46}$ | 44 | 42 | 36 36 | ${ }_{30}^{40}$ | ${ }_{5}^{34}$ |
| 10．Nqutu ．．．．．．（do．） | C | 2 | 36 | 63 | 69 | 68 | 42 | 56 | 5.5 | ว丂 |
| 11．Bulube＇s ．．．．．（Wes．） |  |  |  |  | 71 | ${ }^{63}$ | 48 | ${ }^{50}$ | 52 | 34 |
| 12．Butterworth ．．．．（do．） | C | 2 | 173 | 159 | 204 | 196 | 113 | 103 | 160 | 144 |
| 13．Cegcana ．．．．（do．） |  | 1 | 73 | 53 | 67 | 78 | 52 | $38$ | 43 | 40 |
| 14．Kobodi ．．．．（do．） | C | 2 | \％ 8 | 1 | 8 | 87 | 28 | 65 | 45 | 34 |
| 15．Mgomanzi ．．${ }^{\text {a }}$（ ${ }^{\text {do．}}$ | C | $\stackrel{2}{1}$ | 36 51 | $\stackrel{41}{54}$ | 5 | 50 61 | $\begin{aligned} & 28 \\ & 47 \end{aligned}$ | 40 | 50 | 50 |
|  | ${ }_{C}$ | 1 | 39 | 43 | 62 | 61 | 33 | 37 | 57 | 54 |
| 18．Veldman＇s $\quad .$. | C | 1 | 140 | 131 | 112 | 102 | 101 | 93 | 90 | 84 |
| 19．Zangwa $\quad . \quad$ ．．（do．） | C | 2 | 41 | 43 | 55 | 51 | 31 | 38 | 49 | 35 |
| Total |  |  | 1144 | 1132 | 1286 | 1267 | 810 | 841 | 101 | 2907 |


| Description and Plase of the School. |  |  |  | Order. |  | Scholars on Roll. |  |  |  | Arerage Attendance. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | st Qr |  | 2nder. | 3rdar. | 4 th Qr. | . | der. | 3rd Q | Qr. |
| 2. Anta's. |  |  | (U.P.) |  | C | 1 | 42 | 42 | 42 | 44 | 25 | 21 | 31 | 18 |
| 3. Columba | .. | .. | (do.) | C |  |  |  |  |  |  |  |  | 35 |
| 3. Kabakazi | $\because$ |  | (do.) | ${ }_{\text {C }}^{\text {C }}$ | 1 | 42 | 37 40 | 44 46 | 43 50 | 32 24 | 31 30 | 32 | 26 37 |
| 6. Ncezele | . |  | (do.) | C |  | 45 | 52 | 60 | ${ }_{5} 5$ | 31 | 26 | 32 | 20 |
| 7. Rwántsana |  |  | (do.) | C | 1 | 28 | 26 | 27 | C | 15 | 21 | 15 | C |
| 8. Tutura |  |  | (do.) | C | 1 | 85 | 86 | C | 66 | 45 | 46 | C | 35 |
| 9. Cebe .. |  |  | (Wes.) | C | 1 | 83 | 81 | 94 | 86 | 74 | 63 | 75 | 54 |
| 10. Iqina .. | .. |  | (do.) | C | 1 | 58 | 45 | 48 | 48 | $\stackrel{26}{ }{ }^{4}$ | ${ }_{2} 27$ | 35 | ${ }^{26}$ |
| 11. Lusizi... | $\because$ | . | (do.) | C | 1 | 50 | 52 | 59 | 61 | 49 | 26 | 45 | ${ }_{26}^{39}$ |
| 13. Mtunzi |  |  | (do.) | ${ }_{C}$ | 1 | 44 | ${ }^{46}$ | 41 | 40 | 27 | 32 | 39 | ${ }_{34}^{26}$ |
| 14. Neingane |  |  |  | c | 1 | 35 | 33 | 38 | 42 | 25 | 23 | 30 | 32 |
| Total |  |  |  |  |  | 608 | 602 | 618 | 645 | 414 | 386 | 450 | 397 |

MACLEAR (Inspector Bemie)

matatiele (Inspector Crawshaw).

| 1. Cedarville <br> 2. Matatiele <br> 3. Valschfontein | S. J. r. Niekerk | $\begin{aligned} & \text { A. } 3 \\ & \text { A. } 3 \\ & \text { A. } 3 \end{aligned}$ | $\begin{aligned} & 4 \\ & 4 \\ & 3 \end{aligned}$ | $\begin{aligned} & 31 \\ & 17 \\ & 35 \end{aligned}$ | $\begin{aligned} & 27 \\ & 17 \\ & 25 \end{aligned}$ | $\begin{aligned} & 27 \\ & 19 \\ & 29 \end{aligned}$ | $\begin{aligned} & 29 \\ & 17 \\ & 30 \end{aligned}$ | $\begin{aligned} & 27 \\ & 16 \\ & 26 \end{aligned}$ | $\begin{aligned} & 23 \\ & 13 \\ & 20 \end{aligned}$ | 23 15 15 | 22 11 21 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4. Bolfort | G. Pobl | P.F. | 4 | 5 | . | .. | $j$ | 5 |  |  |  |
| j. Harmony | E. Pike | P.F. | 4 |  |  | $\cdots$ | 6 |  |  |  |  |
| 6. Herbergsfontein 7. Otterspoort | H. Prinsloo | P.F. |  | 9 | 9 |  |  | \% | 7 |  |  |
|  |  |  | 4 |  |  | 14 | 13 |  |  | 11 | 10 |
| 8. Queen's Mercy, | (Eng. Ch.) | C |  | 45 | 45 | 41 | 38 | 37 | 31 | 28 | 23 |
| 9. Ramohlakoana's |  | C | 4 | 39 | 37 | 42 | 38 | 28 | 26 | 31 |  |
| 10. Hebron | Fr. Ev | C |  | 46 | 43 | 35 | 31 | 37 | 36 | 21 | 21 |
| 11. Mafube | (do.) | C | 4 | 83 | 79 | 72 | 71 |  | 57 | 60 | 52 |
| 12. Mapfontein | (do.) | C |  | 32 | 31 |  | C |  |  |  | C |
| 13. Matatiele | (do.) | C | 4 | 52 | 52 | 53 | 62 | 38 | 32 | 39 | 43 |
| 14. Nkupelweni | (do.) | C | 4 | 35 | 28 | 28 | 30 | 18 | 17 | 22 | 20 |
| 15. Pegong | (do.) | C | 4 | 30 | 28 | 35 | 37 | 18 | 19 | 24 | 28 |
| 16. Polokong | (do.) | c |  | 32 | 13 |  | C | 12 | 7 |  |  |
| 17. Tikatikong | (do.) | C | 4 | 24 | 33 | 33 | 35 | 20 | 22 | 20 | 29 |
| 18. Tsikarong | (do.) | C | 4 | 44 | 43 | ${ }_{50}$ | 46 | 25 | 26 | 29 | 28 |
| 19. Tsitsong | (do.) | c | 4 | 30 | 30 | $2 \overline{5}$ | -19 | 26 | 21 | 18 | 14 |
| 20. Bethesda | (Mor, | C |  | s0 |  | 85 | 77 | 33 | ${ }^{5} 8$ | 7 |  |
| 21. Elukolweui | (do.) | c | 4 | 46 | 37 | 41 | 35 | 31 | 31 | 27 | 2 |
| 22. Magadla's | (do.) | C | 4 | 37 | 35 | 25 | 28 | 26 | 19 | 19 | 2 |
| 23. Mvenyane | (do.) | C | 4 | 28 | 30 | 35 | 30 | 22 | 22 | 25 | 2 |
| 24. Upper Rolweni | (do.) | c | 4 | 25 | 22 | 22 | 20 | 14 | 15 | 12 | 18 |





| Description and Place of the School. |  | Order. | 号 | Scholars on Roll. |  |  |  | Average Attendance. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | st Qr. 2 zr |  | 2 nd dr. | 3rd Cr . | th ar . | 1st Qr. | 2ndar. | 3rd Qr. | ar. |
| WILLOWVALE (Insp. Woodrooffe). |  |  |  |  |  |  |  |  |  |  |  |
| 1. The Falls .. H. | H. D. 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.) | ${ }^{\text {c }}$ | 1 | 42 | 48 | 46 | 32 | 23 | 28 | 28 | 20 |
| 4. Ngxutyana | .. (do.) | $\stackrel{\text { C }}{\text { C }}$ | 1 | 47 | 47 | 47 | $\stackrel{47}{37}$ | 36 34 | 34 | 35 | 37 |
| 6. Ciko | (U.P.) | c | 1 |  |  |  |  | 36 |  |  |  |
| 7. Dadamba | (do.) | c | 1 | 25 | 17 | C | C | 15 | 8 | C | d |
| 8. Malan | (do.) | c | 1 | 53 | 45 | 56 | 48 | 41 | 25. | 36 | 37 |
| 9. Mbongo (Mbancolo) | (do.) | c | 1 | 29 | 24 | 29 | 26 | 24 | 23 | 24 | 17 |
| 10. Mpumi | . (do.) | C | 1 | 37 | 44 | 48 | 36 | 20 | 24 | 35 | 21 |
| 11. Msendo .. | (do.) | c |  |  |  |  | 42 |  |  |  | 30 |
| 12. Ramra.. .. | .. (do.) | c | 1 | 57 | 54 | 55 | 50 | 53 | 37 | 46 | 41 |
| 13. Fort Malan | (Wes.) | ${ }^{\text {c }}$ | 1 | 101 | 107 | 103 | 120 | 66 | 84 | 85 | 86 |
| 15. Gwadu | $\cdots$ (do.) | ${ }_{C}$ | 1 | 82 | 75 | 75 | 84 | $5 \%$ | 51 | 56 | 36 50 |
| 16. Mbancolo | (do.) | C | 1 | 94 | 86 | 85 | 84 | 74 | 61 | 57 | 41 |
| 17. Mendu .. | .. (do.) | C | 1 | 48 | 49 | 56 | 73 | 35 | 34 | 46 | 49 |
| 18. Mevana | .. (do.) | C | 1 | 50 | 49 | 67 | 62 | 40 | 41 | 48 | 54 |
| 19. Mfula . | (do.) | C | 1 | 70 | 102 | 104 | 108 | 48 | 81 | 86 | 62 |
| 20. Nqabara | (do.) | C | 1 | 134 | 141 | 147 | 135 | 117 | 107 | 90 | 74 |
| 21. Ntsimbukazi | (do.) | ${ }^{\text {C }}$ |  |  | ${ }_{31}^{61}$ | 82 | 79 |  | 52 | 71 | 64 |
| 23. Stubeni (Shixini (Sonsevu's) |  | C |  | 36 | 31 | 36 | 36 | 22 | 20 | 29 | 21 |
| 23. Shixini (Songwevu's) 24. Weza .. | (do.) | C | 1 | 51 | 48 | 59 | 59 | 42 | ${ }^{33}$ | 41 | 26 |
| 24. Weza | (do.) | C | 1 | 45 | 50 | 49 | 47 | 32 | 33 | 40 | 26 |
| Total |  |  |  | 1180 | 1 116 | 1353 | 1384 | 875 | 923 | 1014 | 902 |
| XALANGA (Inspector Bennie). |  |  |  |  |  |  |  |  |  |  |  |
| 1. Cala |  | A. 2 | 4 | 29 | 35 | 44 | 42 | 25 | 27 | 33 | 37 |
| 2. Elliot |  | A. 3 | 3 | 29 | 27 | 27 |  | 28 | 20 | 22 | 19 |
| 3. Fingall |  | A. 3 | 3 | 13 | 11 | ${ }_{C}^{12}$ | ${ }^{12}$ | 10 | 10 | 11 | 10 |
| 4. Glenifter |  | A. 3 |  | 11 |  |  | C | 11 |  |  |  |
| 5. Kilchrmaig |  | A. 3 | 3 | C | 17 | 15 | 14 | C | 11 | 11 | 11 |
| 6. Lutha Oranzai |  | A. 3 | 3 | 11 | 11 | 10 | 10 | 7 | 10 |  | ${ }^{6}$ |
| 7. Oranzai |  | A. 3 | 3 | 17 | 16 | 15 | 16 | 8 | 12 | 15 | 15 |
| 8. Konan .. |  | A. 3 | 3 | 13 | 13 | 12 | 11 | 12 | 10 | 10 | 11 |
| 9. Rondavel |  | A. 3 | 3 | 32 | 30 | 29 | 31 | 32 | 30 | 26 | 29 |
| 10. Cala .. |  | E | 4 | .. | .. | . | 27 | .. | .. |  | 23 |
| 11. Hout Nek -. | Mrs. Kennelly | P.F. | 4 | 8 | 9 | 10 | 10 | 8 | 9 | 10 | 10 |
| 12. Lower Indwaua | D. Ruiters | P.F. | 4 | 14 | 12 | 10 | 9 | 10 | 8 | 10 |  |
| 13. Stockwe's Basin | C. J. Koch | P.F. | 4 | ${ }_{5}$ | 5 | 5 | 5 | 5 | 5 | 5 | 4 |
| 14. Cala | .. | Poor | 4 | 46 | 48 | 54 | 56 | 43 | 43 | 45 |  |
| 15. Elliot |  | Poor | 3 | 25 | 29 | :2 | 31 | 22 | 21 | 28 | 25 |
| 16. Embokotwa | $\because$ | Poor | 3 | 43 | C | 33 | 25 | 31 | C | 27 | 20 |
| 17. Gubenxa, Erf $8 \overline{5}$ |  | Poor |  |  |  |  | 14 |  |  |  |  |
| 18. Lower Gubenxa | .. . | Poor | 3 | 33 | 32 | 27 | 27 | 23 | 20 | 19 | 18 |
| 19. Smalpoort |  | Poor | 4 | 30 | 30 | 32 | 30 | 26 | 28 | 24 | 26 |
| 20. Tosker. |  | Poor | 3 | 25 | 26 | 21 |  | 22 | 25 | 19 | C |
| 21. Upper Gubeuxa |  | Poor | 3 | 28 | 30 | 33 | 33 | 28 | 29 | 31 | 31 |
| 22. Xuka Drift |  | Poor | 3 |  | 18 | 26 | 30 |  | 18 | 24 |  |
| 23. Zweethoek | . .. | Poor | 4 | 29 | 31 | 24 | 26 | 25 | 24 | 21 | 17 |
| 24. Cala River | (Eng. Ch.) | C |  | 41 | 40 | 44 | 56 |  |  | 36 |  |
| 25. Cengeu | .. (do.) | ${ }^{\text {C }}$ | 3 | 45 | 47 | 41 | 42 | 28 | 35 | 35 | 38 |
| 26. Lower Lufuta | . . (do.) | C | 4 | 37 | 54 | 55 | 64 | 27 | 38 | 36 | 36 |
| 27. Manzimdaka |  | C | 4 | 42 | 43 | 39 | 57 | 18 | 24 | 39 | 52 |
| 28. Mnxe | (do.) | ${ }^{\text {C }}$ | 4 | 68 | 69 | 75 | 82 | 39 | 5 | 55 | 52 |
| 29. Nyalase | (do.) | G | 4 | 38 | 40 | 43 | 48 | 28 | 35 | 30 | 38 |
| 30. 'Tsengiwe's .. | .. (F.C.) | C | 4 | 42 | 57 | 54 | 56 | 20 | 33 | 39 | 31 |


| Desesription and Place of the School. |  |  |  | Order |  | Scholars on Polll. |  |  |  | Average Attendanee. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | 2 ndQr . | 3rd Qr . | r. | IstQr. | 2 nd 4 r | 3rd Qr. | 4th Qr. |
| 31. Cala |  |  | (Ind.) |  | C | 4 | 52 | $5^{5} 2$ | 65 | 73 | ${ }^{36}$ | 21 | 43 | 41 |
| 32. Hota |  |  |  | C | 4 | 39 | 31 | 31 | 38 | 20 | 20 | 19 | 25 |
| 33. Cala |  |  | (R.C.) | C | 4 |  | 32 | 37 | 35 | . | 17 | 21 | 27 |
| 34. Bumbana |  |  | (Wes.) | C | 4 | 58 | 53 | 52 | 55 | 39 | 37 | 42 | 41 |
| 35. Fononondile | $\cdots$ |  | (do.) | C | 4 | 64 | 52 | 44 | 48 | 50 | ${ }^{35}$ | 33 | 32 |
| 36. Indwana |  |  | (do.) | ${ }^{\text {C }}$ | 4 | 138 | 124 | 137 | 147 | 62 | 74 | 42 | ${ }_{41}$ |
| 37. Lower Cala | . |  | (do.) | ${ }_{C}^{C}$ |  | 63 39 | 59 | 64 | 64 | 25 | ${ }_{38}$ | 40 | 44 |
| 39. Maxongo's Hoe |  |  | (do.) | c | 3 | 52 | 45 | 45 | 46 | 32 | 30 | $3 \overline{5}$ | 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 |  |
| 42. Papassa | . |  | (do.) | 0 | 4 | 54 | 58 | 61 | 56 | 40 | 49 | ${ }_{39}^{45}$ | 40 |
| 43. Qiba .. |  |  | (do.) | ${ }^{\text {G }}$ | 3 | 48 | 49 | 48 | 41 | 37 | 37 | 39 | 32 61 |
| 44. Seplan |  |  | (do.) | ${ }_{\text {C }}^{\text {C }}$ | 4 | 98 30 | 95 42 | ${ }_{43}$ | 48 | ${ }_{21}^{21}$ | - 28 | ${ }_{33}^{46}$ | 61 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. |  |  | Scholars ox Roll. |  |  |  | Average Attexdaycr. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1st Qr. | 2nd Qr. | 3rd Qr. | 4th Qr . | 1st Qr. | 2nd er. | 3rd Qr. | 4th Qr. |
| Aberdeen | 13 | 13 | 304 | 346 | 324 | 303 | 256 | 284 | 278 | 234 |
| Albany | 50 | 41 | 2156 | 2131 | 2143 | 2074 | ${ }_{7}^{1621}$ | 1661 |  | 1584 704 7 |
| 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 |
| Bedfor: 1 | 37 | 29 | 421 | 536 | 553 | 561 | 338 | 418 | 436 | 428 |
| Bredastorp | 29 | 26 | 1038 | 1045 | 1023 | 992 | 851 | 763 | 772 | 598 |
| 1 ritstown | 20 | 17 | 298 | 406 | 434 | 432 | 262 | 318 | 366 1306 | ${ }^{346}$ |
| Caledon | 45 | 41 | 1875 | 1836 | 1871 | 1706 | 1411 | 1261 | 1306 | 1205 |
| Calvi ia | 21 | 16 | ${ }_{15063}^{338}$ | ${ }_{14657}^{358}$ | ${ }_{14663}^{431}$ | 377 14097 | ${ }_{1}^{2639}$ |  |  |  |
|  | 119 | 111 | 15063 389 | 14657 389 | 14663 398 | $\begin{array}{r}14097 \\ 388 \\ \hline\end{array}$ | 10397 315 | 9878 310 | 9153 266 | 10092 285 |
| Catheart | 32 | 27 | 406 | - 479 | 482 | 503 | ${ }_{352}$ | 408 | 423 | 430 |
| Ceres | 20 | 16 | 374 | 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 | +39 | 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 | 98.2 |
| Fraserburg | ${ }^{23}$ | 19 | 236 | 249 | 306 | 307 | 190 | 203 | 239 | 253 |
| George | 26 | 26 | 1241 | 1293 | 1294 | 1190 | 942 | 1010 | 1120 | 877 |
| Glen Grey | 27 | 21 | 1296 | 1380 | 1501 | 1548 | 969 | 1029 | 1155 | 1081 |
| Graaff-Reinet | 35 | 34 | 1521 | 1544 | 15058 | 1470 | 1200 | 1266 | 1258 | 1182 |
| Hanover | 14 | 11 | 248 | 230 | 264 | 247 | 217 | 199 | 211 | 208 |
| Hay ... | 7 | ${ }_{6}^{5}$ | 139 | ${ }_{151}^{161}$ | 156 189 | ${ }_{124}^{123}$ | 122 | 130 128 | 131 | 107 |
| Herschel | 28 | 28 | 1542 | 1407 | 1461 | 1479 | 1194 | 1065 | 1158 | 1151 |
| Hopetown | 15 | 13 | 143 | 153 | 181 | 211 | 118 | 133 | 151 | 179 |
| Humansdorp | 41 | 32 | 905 | 997 | 997 | $98 \check{0}$ | 702 | 819 | 825 | 763 |
| Jansenville | 35 | 29 | 523 | 503 | 477 | 456 | 424 | 390 | 411 | 383 |
| Kenhardt | ${ }_{5}$ | 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 .. | 31 | 21 | 927 | 906 | 873 | 789 | 656 | 655 | 595 | 478 |


| division. |  |  | Schotars on Roll. |  |  |  | Aymbage attendance. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1st Qr. | 2nd Qr. | 3 rd Qr . | 4th er. | 1st Qr. | 2nd Qr. | srd Qr. | th Qr. |
| Komgha |  | 7 | 146 | 162 | 186 | 178 | 130 | 135 | 162 | 140 |
| Ladismith .. | 18 | 17 | 827 | 819 | 860 | 818 | ${ }^{670}$ | -669 |  | - 646 |
| Malnesbury | $\stackrel{5}{4}$ | 49 | 2561 | 2533 | 2508 | ${ }_{2}^{2436}$ | 2033 | 1788 410 | 1909 445 | 1784 424 |
| Middelburg | $\stackrel{27}{19}$ | 17 | 483 912 | 475 924 | ${ }_{945} 5$ | 506 890 | ${ }_{729}^{422}$ | 410 | ${ }_{665}^{445}$ | 424 673 |
| Murraysburg | 14 | 12 | ${ }_{237}$ | 228 | 221 | 209 | 209 | 201 | 194 | 175 |
| Namaqualand | 21 | 17 | 1201 | 1009 | 855 | 978 | 873 | 387 | 547 | 702 |
| Oudtshoorn | 54 | 49 | 1798 | 1829 | 1979 | 1883 | 1297 | 1401 | 1 10゙5 | 1420 |
| Paarl | 40 | 38 | 3363 | 3386 | 3381 | 3400 | 2582 | 2527 | 2483 | 2563 |
| Pedrie | 29 | 27 | 1418 | 1374 | 1480 | 1421 | 892 | 891 | 1019 | 832 |
| Philipstown | 13 | 9 | 167 | 206 | 232 | 255 | 112 | 164 | 185 | 209 |
| Piquetberg | 19 | 18 | 738 | 778 | 771 | 735 | 614 | 583 | 640 | 527 |
| Port Elizabeth | 28 | 26 | 3469 | 3514 | 3504 | 3333 | 2590 | 2583 | 2533 | 2484 |
| Prieska | 9 | 7 | 106 | 96 | 131 | 162 | 82 | 81 | 119 | 137 |
| Prince Albert | 18 | 18 | 605 | 605 | 585 | 573 | 446 | 453 | 489 | 467 |
| Queenstown | 53 | 41 | 2078 | 2084 | 2131 | 1981 | 1640 | 1603 | 1634 | 1514 |
| Richmend .. | 14 | 11 | 272 | 271 | 276 | 302 | 224 | 231 | 233 | 261 |
| Riversdale .. | 42 | 40 | 953 | 964 | 1035 | 1035 | 770 | 766 | 840 | 814 |
| Robertson | 36 | 29 | 1231 | 1220 | 1284 | 1308 | 874 | 876 | 969 | 965 |
| Somerset East | 56 | 42 | 1080 | 1116 | 1159 | 1184 | 859 | 926 | 927 | 984 |
| Stellenbosch | 27 | 23 | 1879 | 1806 | 1725 | 1702 | 1381 | 1235 | 1048 | 1239 |
| Steynsburg | 9 | ${ }_{5}$ | 168 | 148 | 176 | 179 | 128 | 121 | 152 | 160 |
| Stockenstrom | 20 | 16 | 540 | 554 | 611 | 594 | 379 | 407 | ${ }^{465}$ | 430 |
| Stutterheim | 25 | 25 | 777 | 894 | 869 | 856 | 560 | 649 | 671 | 598 |
| Sutherland | 9 |  | 136 | 132 | 170 | 164 | 123 | 117 | 141 | 147 |
| Swellendam | 46 | 42 | 1400 | 1430 | 1453 | 1284 | 1044 | 1065 | 1141 | 950 |
| Tarka | 16 | 16 | 424 | 408 | 414 | 398 | 366 | 362 | 360 | 334 |
| Tulbagh | 15 | 13 | 792 | 755 | 745 | 734 | 568 | 308 | 545 | 499 |
| Uitenhage | 50 | 41 | 1902 | 1948 | 2003 | 1969 | 1443 | 1481 | 1546 | 1405 |
| Uniondale, | 24 | 10 | 686 | 664 | 604 | 621 | 524 | 474 | 471 | 465 |
| Van Rhyn's Dorp | 7 | , | 226 | 171 | 125 | 156 | 141 | 138 | 117 | 133 |
| Victoria East | 25. | 21 | 1904 | 1810 | 1874 | 1757 | 1269 | 1349 | 1435 | 1339 |
| Victoria West | 28 | 18 | 427 | 434 | 411 | 407 | 363 | 362 | 345 | 319 |
| Willowwore | 45 | 33 | 831 | 737 | 741 | 636 | 685 | 591 | 617 | 52.4 |
| Wodehouse | 40 | 22 | 582 | 675 | 758 | 821 | 491 | 541 | 651 | 677 |
| Worcester | 27 | 26 | 1419 | 1453 | 1451 | 1459 | 1156 | 1062 | 1117 | $110 \overline{5}$ |
| Totals | 2130 | 1792 | 870+1 | S7441 | 89711 | 87637 | 64984 | 64902 | 66798 | 64901 |
| Butterworth | 19 | 17 | 1144 | 1132 | 1286 | 1267 | 810 | 841 | 1012 | 907 |
| Elliotdale .. |  | 2 | 81 |  | 80 | 81 | 49 |  |  |  |
| Engcobo | 25 | 23 | 1368 | 1431 | 1688 | 1688 | 925 | 1042 | 1243 | 1079 |
| Idutywa | 14 | 14 | 672 | 661 | 792 | 675 | 428 | 426 | 527 | 483 |
| Kentani | 14 | 12 | 608 | 602 | 618 | 645 | 414 | 386 | 450 | 397 |
| Maclear | 12 | 12 | 249 | 251 | 250 | 213 | 158 | 196 | 205 | 147 |
| Matatiele | 27 | 23 | 865 | 794 | 794 | 811 | 618 | 574 | 584 | 588 |
| Mount Ayliff | 5 | ${ }_{5}$ | 305 | 322 | 343 | 336 | 253 | 259 | 290 | 228 |
| Mount Currie | 22 | 19 | 733 | 759 | 782 | 795 | 567 | 594 | 656 | 620 |
| Mount Fletcher | 14 | 13 | 644 | 672 | 707 | 649 | 504 | 522 | 569 | j38 |
| Mount Frere | 21 | 17 | 1116 | 1065 | 1230 | 1278 | 862 | 796 | 973 | $9{ }^{\circ} 2$ |
| Mqanduli | ${ }^{0}$ | 5 | $32+$ | 344 | 341 | 307 | 227 | 240 | 260 | 204 |
| Nqamakwe | 40 | 37 | 2478 | 2429 | 2646 | 2473 | 1634 | 1749 | 1866 | 1651 |
| Qumbu | 20 | 19 | 1213 | 1189 | 1328 | 1283 | 891 | 898 | 962 | 917 |
| St. Mark's | 24 | 23 | 988 | 1063 | 1311 | 1211 | 636 | 739 | 921 | 760 |
| Tsolo | 20 | 18 | 956 | 1228 | 1185 | 1118 | $66+$ | 763 | 847 | 748 |
| Tsomo | 24 | 24 | 1198 | 1270 | 1412 | 1395 | 774 | 890 | 1073 | 982 |
| Umtata | 12 | 9 | 599 | 599 | 367 | 616 | 429 | 449 | 433 | 470 |
| Umzimkulu | 23 | 21 | 1022 | 1052 | 1132 | 1107 | 828 | 834 | 923 | 832 |
| Walfish Bay | 2 | 0 | 80 | 8 ¢ | 8 J | 94 | 56 | 6.4 | 67 | 82 |
| Willowvale | 24 | 20 | 1180 | 1263 | 1353 | 1384 | 875 | 923 | 1014 | 902 |
| Xalanga .. | 46 | 4 | 162 | 1698 | 1783 | 1869 | 1076 | 1227 | 1303 | 1327 |
| Totals for Territ ories <br> , Colony . <br> Totals |  | 377 | 19445 | 19783 | 21713 | 21295 | 13708 | 14454 | ${ }^{6} 6250$ | 14865 |
|  | 2130 | 1792 | 87041 | 87441 | 89711 | 87637 | 6498. | 64902 | 66598 | 64901 |
|  | 2545 | 2169 | 106486 | 107224 | 111424 | 108932 | 78692 | 79356 | 82848 | 79766 |

## ADDENDA

I.-Errata in Statistics of Fnrolment and Attendance.

The folluwing are corrections on the figures for the 4th Quarter : they are embodied in the above summary:
Aliwal North.
Aliwal North.-19. Dwarsvlei Poor; ; for 17 (Average) read 27. Total ; for 596 read 606.
Beaufort West.-Insert Rooidam P.F.: (Roll) 6 . Averate) 6 . 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. Tutal; for 982, 589, read 992, 59. Ceres.-11. Molen River P.F.; for 3 (Average) read 2. Total; for 534 read 533 . $\underset{\text { East London. }}{\text { Eead } 1776,1311 \text {. }}$
II.-Defauliting Schools.

A number of schools which are known to have been in operation during the 4th Quarter faile to send in returns. The namies of these schools, and the numbers on Roll and in Average Attend ance during the 3rd Quarter, are as follows

| Division, |  | Name of School. |  | Class. | Roll. | Av. Att. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Aberdeen |  | Hoek Doorns Zeekoegat | A. R. v. d. Walt <br> J. V. Vosloo | P.F. P.F. | ${ }_{9}^{6}$ | ${ }_{5}^{5}$ |
| Albert |  | Oudeklip |  | A. 3 | 10 | 10 |
| Caledou |  | Upper Hartebeest Riv |  | Poor | 32 | 17 |
| Cape .. |  | Durbanville .. | (Eng. Ch.) | B | 75 | 31 |
| George |  | Voorbrug | $\ldots$. | 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. Suyman | A. 3 | 25 | 23 |
| Do. |  | Nooitgedacht |  | A. 3 | 46 | 39 |
| $\xrightarrow{\text { Piquetberg }}$ Port Elizabeth.. ${ }^{\text {a }}$ |  | ${ }_{\text {Rert }}^{\text {Rietvlei }}$ Flizabeth, ${ }^{\text {South }}$ | J. J. Bosman | Poor | 25 | 20 |
| Riversdale .. |  | Port Elizabeth, South Hoogekraal | Mrs. M. la Grange | ${ }_{\text {A. }}^{\text {A.F. }}{ }^{3}$ | 106 | 54 |
| Do. |  | Koega | .. F. H. Odendaal | P.F. | 7 | 8 |
| Swellendam |  | Karnemelks River | .. ${ }^{\text {r. M. Odendaal }}$ | ${ }_{\text {Poor }}$ | 19 | 15 |
| Willowmore |  | Kouka |  | Poor | 18 | 14 |
| Wodehouse |  | Steyn's Nek | Mrs. C. Wagenaar | P.F. | 12 | 12 |
| Engcobo |  | Sitoza's | (Eng. Ch.) |  | 59 | 34 |
| St. Mark's |  | Tafeni | . (do.) | C | 35 | 21 |
|  |  | Total | .. .. |  | 619 | 413 |

If the same figures be taken as applying to the 4th Quarter, the totals for the Colony are 2,296
Attendance (instead of 79766 ) Attendance (instead of 79,766 ).
III.-Returns of Schoots in Bettish Bechuanaland

These schools came under the control of the Department on 15th November, 1895, and sent in but are given here in full as they appeared in. The returns are not included in the above Summary

Description and Place of the School.



| Diviston. | Number of Schools. |  |  | No. of Pupils on Roll. |  |  | Average Attendance |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 189. | 1895. |  | 1894. | 1895. |  | 1894. | 1893. | \% |
| Stutterheim | 22 | 23 | 1 | 735 | 836 | 95 | 54 | \%98 | 51 |
| Sutherland | 6 | 6 | , | 127 | 164 | 37 | 117 | 147 | 31 |
| Swellendam | 35 | 41 | 6 | 1278 | 1:303 | 25 | 92.5 | 96 ¢ | 10 |
| Tarka | 14 13 | 13 | -1 | 411 | 398 | $-13$ | 359 | 3:3 | $-25$ |
| Uitenhage | 13 37 | 15 | 2 | 1781 1740 | 731 1969 | - $\begin{array}{r}3 \\ 229\end{array}$ | 329 1313 | 499 1405 | -39 |
| Uniondale | 18 | 19 | 1 | 684 | 621 | -63 | \% 205 | ${ }_{465}$ | -60) |
| Van Rhyn's Dorp | 7 | 5 | -2 | 225 | 156 | -69 | 147 | 133 | - 4 |
| Victoria East | 22 | 24 | 2 | 1763 | $175 \overline{7}$ | -6 | 1336 | 1:339 | 3 |
| Victoria West | 21 | 20 | -1 | 400 | 407 | 7 | 337 | 319 | -18 |
| Willowmore | 40 | 32 | -8 | 83.9 | 654 | $-145$ | $6: 90$ | 533 | -1.52 |
| Wod house | 19 | 33 | 14 | 431 | 833 | 402 | $3 \% 8$ | 689 | 311 |
| Worcester | 24 | 26 | 2 | 1446 | 1459 | 13 | 1142 | 1103 | -37 |
| Totals for Colony | 1720 | 1897 | 177 | 83023 | 88162 | 3139 | 62595 | 65259 | 2663 |
| Butterworth | 18 | 19 | 1 | 1281 | 1267 | $-14$ | 878 | 907 | 29 |
| Elliotdale | 2 |  | - | 94 | 81 | -13 | 51 | 31 | 11 |
| Engcobo Idutywa | 27 | 25 | -2 | 1640 | 1747 | 107 | 1162 | 1113 | -49 |
| ${ }_{\text {Iduty }}$ Kena | 12 | 13 | 1 | ${ }^{636}$ | 675 | 39 | $4+4$ | 483 | 39 |
| Kentani | 12 | 13 | 1 | 397 | ${ }^{640}$ | 48 | 419 | 397 | -22 |
| Maclear | 11 | 10 | -1 | 269 | 213 | -56 | 22.2 | 147 | -i, |
| Matatiele Mount Ayliff | 24 | 24 | 0 | 866 | 811 | -5. | 659 | 388 | -i1 |
| Mount Currie | ${ }_{17}$ | ${ }_{21}^{5}$ | 0 4 | 290 688 | ${ }_{795}^{336}$ | 46 107 | 23.4 | - | $\frac{-15}{35}$ |
| Mount Fletcher | 11 | 14 | 3 | 525 | 649 | 124 | 416 | 338 | 12.2 |
| Mount Frere | 14 | 21 | ; | 968 | 1278 | 310 | 696 | 9.52 | 256 |
| Mqanduli |  | , | 1 | 235 | 307 | 72 | 162 | 204 | 12 |
| Nqamakive | 35 | 33 | 3 | 2394 | 2473 | 79 | 1 1990 | :001 | -39 |
| St. Mambu | 20 | 18 | $-2$ | 1233 | 1283 | 50 | 893 | 917 | 24 |
| St. Mark's | 13 | $2+$ | 11 | 628 | 1246 | 618 | 43.3 | 781 | 348 |
| Tsolo | 18 | 20 | 2 | 930 | 1118 | 188 | 592 | 718 | 156 |
| Tsomo Umtata | $\stackrel{24}{8}$ | 24 | 0 | 1398 | 1395 | $-3$ | 984 | 98.2 | -2 |
| Umzimkulu |  | ${ }_{23}$ | $\stackrel{4}{4}$ | 497 | 616 | 119 | 346 | 4,0 | 1.24 |
| Walfish Bay | 2 | 23 2 | $\stackrel{2}{0}$ | 947 97 | 1107 94 | 160 -3 | 727 69 | 8 | 105 13 |
| Willowvale | 19 | 22 | 3 | 1146 | 1384 | 238 | 763 | 902 | 139 |
| Xalanga | 41 | 44 | 3 | 1629 | 1869 | 240 | 1206 | 1327 | 121 |
| Totals for Territorips ,, ,, Colony | $\begin{array}{r} 358 \\ 1720 \end{array}$ | $\begin{array}{r} 399 \\ 1897 \end{array}$ | $\begin{aligned} & 41 \\ & 177 \end{aligned}$ | $\begin{aligned} & 18988 \\ & 83028 \end{aligned}$ | $\begin{aligned} & 21389 \\ & 88162 \end{aligned}$ | $\begin{aligned} & 2401 \\ & 5139 \end{aligned}$ | $\begin{aligned} & 13611 \\ & 62596 \end{aligned}$ | $\begin{aligned} & 14920 \\ & 65550 \end{aligned}$ | $\begin{aligned} & 1309 \\ & 2663 \end{aligned}$ |
| Totals | 2078 | 2296 | 218 | 102011 | 109551 | 7540 | 76207 | 80179 | 3972 |
| B. Arranged according io Inspectors' Circuits. |  |  |  |  |  |  |  |  |  |
| Inspector. | Number of Schools. |  |  | No. of Pupils on Roll. |  |  | Average Attendance. |  |  |
|  | 1894. | 1895. |  | 1894. | 1895. |  | 1894. | 1895. |  |
| Partmann | 162 | 173 | 11 | 6782 | 6785 | - | 4955 | 4853 | -102 |
| Bennie | 130 | 147 | 17 | 5680 | 7092 | 1322 | 4168 | 4772 | 604 |
| Brady ${ }^{\text {C }}$ | 111 | 115 | 4 | 13865 | 14172 | 307 | 9979 | 10123 | 144 |
|  | 127 | 143 | 16 | 5190 | 5674 | 484 | 4049 | 4292 | 24. |
| Clark | 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 | 170 | 193 | 23 | ${ }_{5} 599$ | 6375 | 77. | 4611 | 5200 | 589 |
| Mitchell | 143 | 152 | 9 | 6026 | 6294 | 268 | 4448 | 4679 | 231 |
| Murray | 151 | 158 | 7 | 4633 | 4529 | -104 | 3604 | 3593 | -11 |
| Noaks | 137 | 145 | 8 | 8405 | 8603 | 198 | 6363 | 6417 | 52 |
| Le Roux | 109 | 116 |  | 4195 | 4630 | 435 | 3109 | 3515 | 406 |
| Theron | 96 | 134 | 38 | 2191 | 2814 | 623 | 1796 | 2272 | 476 |
| Woodrooffe | 149 | 160 | 11 | 8339 | 8873 | j34 | 5435 | 6060 | 225 |
| Total | 2078 | 2296 | 218 | 102011 | 109551 | i540 | 76207 | 80179 | 3972 |
| [G. 2-'96.] |  |  |  |  |  |  | 1 |  |  |


| Division. | A. 3. | D. | E. | P.F. | Poor. | B. | c. | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Tulbagh .. |  | . | . |  | . | . |  | 0 |
| Uitenhage | 2 |  |  | 4 | 2 | . | $\cdots$ | ${ }_{6}^{6}$ |
| Van Rhyn's Dorp.. | 1 |  |  | 3 1 | 2 | $\cdots$ | $\ldots$ | ${ }_{2}^{6}$ |
| Victoria East .. |  | $\because$ |  |  | 1 | $\because$ | $\because$ | 1 |
| Victoria West | 1 | $\because$ |  | 10 |  | .. | $\because$ | 11 |
| Willownore | 6 | .. | 1 | 10 | 5 | S | .. | 22 |
| Wodehouse | 2 | $\because$ | - | , | 2 | .. | .. | 7 |
| Worcester |  |  | $\cdots$ | 1 |  |  | .. | 1 |
| Totals | 82 | 1 | 6 | 227 | 29 | 16 | .. | 361 |
|  |  |  |  |  |  |  |  |  |
| Magistracy. | A. 3 . | D. | E. | F. F. | Poor. | B. | c. | Total. |
| Butterworth |  | . | . |  |  | . |  |  |
| Elliotdale | . | .. | $\ldots$ | $\because$ | .. | $\because$ |  |  |
| Idutywa. . |  | $\because$ | $\because$ |  |  | $\because$ | 1 | 1 |
| Kentani . . |  | . | $\cdots$ |  |  | . | 1 | 1 |
| Maclear .. | 1 | $\because$ | $\because$ | 1 | 1 | $\because$ | 2 | ${ }_{3}$ |
| Matatiele ${ }_{\text {Mount Aliff }}$-. | .. | $\because$ | $\cdots$ | 1 | $\cdots$ | $\because$ | 2 |  |
| Mount Currie |  | $\because$ | .. | 1 | . | $\because$ | 1 | 2 |
| Mour, Fleicher .. | $\cdots$ | $\cdots$ | .. |  |  | .. | $\cdots$ |  |
| Mount Frere . . | $\cdots$ | . | .. | $\because$ |  |  |  |  |
| $\underset{\substack{\text { Mqanduli } \\ \text { Namakwe }}}{ }$ |  | $\because$ |  |  |  | .. | 1 |  |
| Quambukwe. | 1 | $\because$ | - | . | .. | $\because$ | 1 | 2 |
| St. Mark's |  | .. | $\cdots$ | . | .. | .. |  |  |
| Tsolo .. |  | . | .. | . |  | . | $\cdots$ |  |
| Tsomo .. | 1 | $\because$ | . | .. | . | $\because$ | $\because$ | 1 |
| Umzata | $\cdots$ | . | .. | 1 | $\because$ | $\because$ | $\because$ | 1 |
| Walfish Bay | .. | .. | . |  | .. | $\because$ |  |  |
| Willowvale |  |  | . | 1 |  |  | 1 | 3 |
| Xalanga . | 1 |  | $\ldots$ | 1 | 1 | .. |  | 3 |
| Total for Territories <br> Do. Colony | $\begin{array}{r}4 \\ 82 \\ \hline\end{array}$ | 1 | 6 | ${ }_{227}^{6}$ | $\stackrel{2}{29}$ | 16 | 8 | 20 361 |
| Total | 86 | 1 | 6 | 233 | 31 | 16 | 8 | 381 |

B. Arrangod according to Inspectors' Cironits.

|  | Inspector. |  |  | A. 3. | D. | E. | P.F. | Poor. | B. | C. | Total. |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

4.-STATISTICS REGARDING SCHOOL INSPECTION

DURING 1895
A. Teachers' Qualifucations.

| Professional. | Academic. |  |  |  | Tutal. | \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |
| British Privy Council | 22 | 3 | 6 | 103 | 134 | $3 \cdot 24$ |
| Other European Governments | 0 | 0 | 0 | 19 | 19 | -46 |
| Crpe Second Class .. -. | ${ }^{6}$ | 10 | 48 | 42 | 106 | $\bigcirc 56$ |
|  | ${ }_{8}^{2}$ | \% ${ }_{2}^{3}$ | 35 <br> 74 | ${ }^{1082}{ }_{2573 *}$ | ${ }^{1122}$. | $27 \cdot 14$ $66 \cdot 6$ |
| No Professional Certificate .. |  | 22 | 74 | 2573* | $2753^{*}$ |  |
| Total | 114 | 38 | 163 | $3819^{*}$ | $4143^{*}$ | (100) |
| Perceutage | $2 \cdot 76$ | $\cdot 92$ | 3.94 | 92:38 | (100) |  |

- Including about 550 pupil tewhers.
B. Distribution of Pupils into Standards.

1. Arranged according to Inspectors.

Inspacted by

| -pэy!sszipui |  |
| :---: | :---: |
|  |  |
| 'IIA prepuris |  |
|  |  |
| - 1 prepueqs |  |
| 'al prepuris |  |
| 'III prepumas |  |
|  |  |
| 'I prepuers |  |
| -prepuris solpq 7on |  |
|  |  |
|  |  <br>  |
|  |  |
| -spoquas jo ${ }^{\circ} \mathrm{N}$ |  |

2.-Arranged according to Classes of Schools.

Sp. A. 1.A. 2. A. 3. D. E. P.E. Poor B. C. 1. C. Total.
$\begin{array}{lllllllllllll}\text { Number of schools inspected } & 6 & 65 & 98 & 446 & 4 & 17 & 562 & 138 & 536 & 13 & 338 & 2223\end{array}$


 $\begin{array}{llllllllllllll}\text { Pupils in sub-standards } & \text {.. } & 87 & 1182 & 1312 & 4187 & 31 & 160 & 1056 & 1533 & 19876 & 108 & 8362 & 37894\end{array}$ | Do. in standards and above | 580 | 6526 | 499 | 7392 | 153 | 1137 | $32+2$ | 1509 | 13263 | 936 | 7747 | 46546 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Do. unclassified | .. | 188 | 161 | 7 | 44 | 0 | 111 | 4 | 20 | 5 | 230 | 0 |



| Do. | do. |  |  | 1057 | 118 | 2390 | 41 | $1{ }^{5} 8$ | 970 | ${ }^{2} 25$ | 4671 | 140 | 2707 | 13822 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Do. | do. | III. | 115 | 1295 | 1094 | 1646 | 25 | j 25 | 741 | $26 \pm$ | 2472 | 212 | 1485 | 9374 |
| Do. | do. | IV. | 109 | 1419 | 951 | 910 | 32 | 2 | 478 | 95 | 695 | 333 | 400 | 5427 |
| Do. |  |  | 118 | 1050 | 515 | 279 | 20 | 0 | 186 | 14 | 94 | 129 | 36 | 2141 |
|  |  | VI. | 115 | ¢95 | 308 | 35 |  | 3 | 32 |  |  | 14 |  | 1109 |
| Do. |  | VII. |  | 174 | 78 |  |  | 0 |  | 0 | 0 |  |  | 258 |
| . | Ex-S |  |  |  | 17 |  |  | 0 0 |  | 0 |  | 23 |  | 329 |
| $36 \cdot 0316 \cdot 8439 \cdot 2 \quad 24 \cdot 5748 \cdot 96$ 59.97 $8 \cdot 48$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | $36 \cdot 0316 \cdot 8439 \cdot 2 \quad \begin{aligned} & 24 \cdot 57 \\ & 18 \cdot 33 \\ & 17 \cdot 39 \\ & 18 \cdot 96 \\ & 19 \cdot 2921 \cdot 74\end{aligned}$ |  |  |  |  | 39.97 <br> 16.07 |  | $19 \cdot 31$16.8 |  |
| Do. |  |  |  |  |  | 10.5622-29 14.22 |  |  | $19 \cdot 29516.76$ |  | $16 \cdot 07$ <br> 14.09 <br> $10 \cdot 91$ <br> 6.51 |  |  | ${ }_{16}^{16 \cdot 2}$ |
| Do. |  |  |  |  |  | 14.1613 .59$7 \cdot 8317.39$ |  |  |  | . 031 | $14.0910 \cdot 99$$74616 \cdot 64$ |  |  |  |
| Do. |  |  |  | $2 \cdot 126 \cdot 13$281013 |  |  |  | $\begin{array}{r}2 \cdot 48 \\ 2.22 \\ \hline 2\end{array}$ | ${ }_{6.37}^{11 .}$ |  |  |  |
| Do. |  |  |  |  |  |  |  | V. 138 | 13.34 | 8•16 | $2 \cdot 4$ | 10.87 |  | 4.32 | 44 | 2.861.3 |
| Do. |  |  |  | $4 \cdot 88$ | $\cdots$ |  |  |  | -09 |  |  |  |  |  |  |
| Do. |  |  |  | $2 \cdot 21$ |  | $\xrightarrow{0} \mathrm{O}$ | 10. <br> 0. <br> 0. <br> 0. | $\begin{aligned} & 0^{2} \\ & 0 \end{aligned}$ |  |  |  |  |  | -33 <br>  <br> 99 <br> .94 |  |
| Do. |  | tandard.. | 0. | 3.55 | . 27 |  |  |  |  |  |  |  | $\cdot 05$ |  |  |
| . |  | assitied | 21.99 | $2 \cdot 05$ | $\cdot 11$ |  |  | $27 \cdot 21$ | -03 | $\cdot 61$ |  | 8.05 | 0. |  |  |

## C.-Progress.

|  | Sp. | A. 1. | A. 2. | A. 3. | D. |  | E. | P.F. | Poor | r B. | C. 1 |  | C. | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schools inspected for first time <br> Comparison impossible for other reasons <br> Schools with record of previous inspection | 04 |  |  |  |  |  |  |  | ${ }^{45}$ |  | - |  | 28 | 444 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 0 |  |  | 1 | 1 |  |  | 215 | 5 |  | 11 | 17 |
|  |  | 62 | 97 | 341 |  | 2 |  | 343 | 91 | 1881 | 1 |  | 299 | 732 |
| Scholars present in these schools | 667 | 7652 | 6266 | 9539 | 16? | 62 | 56 |  |  | 031041 |  |  |  | T6038 |
| Scholars also present at pre- vious inspection | 442 | 4620 | 3916 | 5813 |  |  |  |  | 135 | 16691 | 153 |  | 744 | 443 |
| Passed higher Standard this year | 389 | 3362 | 2832 | 3343 |  | 61 |  |  | 45 | 23 | 328 |  | 833 | 22397 |
| year | 3 | $124+$ | 1074 | 2433 |  | 23 | 13 | 8615 |  |  | 23 |  | 72 | 2147 |
| Passed lower Standard this year : |  |  | 10 |  |  |  |  |  |  |  |  |  | 1 | 450 |
| Percentage of pupils who passed higher | $88 \cdot 11$ |  | 1 | 57. 51 |  |  |  |  | j |  |  |  | P | $50 \cdot 03$ |
| Percentage of pupils who passed same | 11.99 |  | $27 \cdot 43$ | 11.8 | . 06 | .06 |  |  |  |  |  |  |  | 48.45 |
| Percentage of pupils who passed lower | 0. | :3 | 26 | 6 | 118 |  |  | 1.33 |  | 1.25 | 51 ¢ 5 |  | . 61 | 1.02 |



ANNEXURE IV.

FINANCE.
2. PUPIL TEACHERS' FUND.
3. PENSIONS GRaNTED.
4. GOOD SERVICE LIST.

1. STATE EXPENDIIURE FOR PUBLIC EDUCATION FOR THE FINANCIAL YEAR ENDED 30th JUNE, 1895


Allowances to Principals on passing Pupil-Teachers
Vacation Courses of Training
1,486 $19 \quad 2$



[^6]

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


| Names. | Month when Allowance falls due. | Names. | Month when Allowance falls due. |
| :---: | :---: | :---: | :---: |
| Adams, F. | February. | Crawford, Miss H. | March. |
| Adamson, Mrs. C. | Lecember | 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., K. W. Town) |  | Cuthbert, J. R. | Oetober. |
| Aloysius, Sister M. (R.C., | Do. | Daly, Miss M. A. Daniel, W. | March. Do. |
| St. Patrick's, C. Town) | Do. | Daniels, Miss C. | September. |
| Anderson, Rev. G. B. Arends, J. | September. | Daoma, Anne. | February. |
| Arends, J. ${ }_{\text {Armstrong, Miss K. }}$ | June. | Davidson, J. | March. |
| Armstrong, Miss K. Augustine, Sister. | December. March. | Davis, Rev. H. W Deary, Miss E. J. | December. |
| Balie, R. | Do. | De Graaff, M. | March. |
| Ball, G. H. | June. | 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. |
| ${ }^{\text {Bliss, Miss A. }}$ Bloemkolk, M. P | December. | De Wet, A. P. | August. |
| Bloemkolk, M. P. | March. | De Wet, Miss M. | June. |
| Bonaker, Mrs. F. | December | De Wet, P. F. Dix, R. | Do. <br> 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. |  |
| Brown, Miss E. L. | June. | Dryden, Miss M. H. | December. |
| Bruce, Rev. W. R. | March | Dunga, B. | Do. |
| Burbidge, Rev. G. T. | December. | Du Plessis, J. S. | January. |
| Calderwood, Miss M. | August | Du Toit, A. F. | March |
| Campbell, Miss T. M. | September. | Du Toit, C. F. | December |
| Carnie, A. T. | February. | Du Toit, S. J. | 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. | Feathersione, Miss B. | Do. |
| Cotter, Sister M. B. | Do. | Ferguson, Miss A. | December. |
| Craib, J., M.A. | 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. | lunes, 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. Frylinck, D. E. | Do. September. | Jaeger, F. W. Janssen, Miss H. | September. <br> December. |
| Frylinck, J. R. | March. | Jonker J. | April. |
| Gallant, R. | Do. | Jordaan, P. D. | December. |
| Galvin, Sister Pius. | December. | Joseph, Sister M. | June. |
| Gantz, Miss C. L. | October. | Joubert, Miss D. | Do. |
| Gatt, J. B. | May. | Juffernbruch, C. | December |
| Gawe, S. | August. | 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. | Klinck, J. D. | October. |
| Golightly, T. S. | September. | Kretzen, D. | December |
| Gordon, H. S. | December. | Kretzen, R. D. | June. |
| Gould, Mrs. J. S. Greathead, Miss E. B. | June. | Krige, D. J. | March. |
| Greathead, Miss E. B. Greig, Mrs. A. | January. <br> September. | Krige, J. D. ${ }_{\text {Kupferburger, Miss C. }}$ | $\begin{aligned} & \text { December. } \\ & \text { Do. } \end{aligned}$ |
| 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. | Septem |
| Hahn, J. S. | July. | Le Roux, J. G. | June. |
| Halcrow, T. S. | Decembe | Le Roux, P. G. | March |
| Hanafey, Miss E. | March. | Lethlabika, A. | December |
| 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. |  |
| 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. |
| Hurst, W. J. | June. | Magungu, J. | Octobe |
| Hutchinson, G. P. | July. | Mahali, J. | June. |
| Immelman, C. J. | September. | Makapela, J. | December. |


| Name. | Month when Allowance. falls du. | 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. ©. Marais F. G. | September. | Ngana, s. | December. |
| Marais F. G. Marais, Miss | Do. | Niool, M. | August. |
| Marelle, Rev, J. | March Do. | Ngaka, J. Nstikana, W. | Decemb |
| Martin, Miss M. A. | June. | Ntikinca, H. | September |
| Martin, Miss S. J. | March. | Ntloko, W. R. | December. |
| Martindale, Miss J. E <br> Marsh, E. | June. | Ntobongwana, J. | June. |
| Mashiyi, H. | June. | Olthoff, Miss S. A. | February. |
| Masiza, Pauline | December. | Orchard, Miss E L. | June. |
| Matchett, R | June. | Orsmond, Miss E. E. | Jecember. |
| Matodlana, N. | March. | Page, C. F | June. |
| Matshoba, J. | December. | Palmer, Miss M. B. | August. |
| Mazwi, B. | April. | Pamia, M. | June. <br> December |
| Mazwi, P. | December. | Parkinson, G. W | July. |
| Mbambiza, H. | Do. | Parratt, J. W. | December. |
| Mbeki, M. | September. | Pauw, D. A. | June. |
| MoKay, Miss A. | June. | Pauw, J. C. | September. |
| McKenzie, Mrs. Y. | Do. | Peebles, Miss M. A. | December. |
| McLeod, Miss A. | December. | Perring, Miss C. | June. |
| Mdudu, C. <br> Melvill, Miss M | Do. | Peters, Rev. 'T. H. ; M A. | March. |
| Meredith, W. C. ; B.A | June. | ${ }_{\text {Pfeiffer, }}^{\text {Pfeiffer, P. }}$ P | December. |
| Midelton, Miss E. | September. | Phillips, D. M. | February. <br> December |
| Miller, C. G. | December. | Pienaar, Miss A. S. | June. |
| Mills, Miss E. | February. | Pienaar, (ì. 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. |
| itchell, S. H. | June. | Prozesky, Rev. C. | August. |
| Moir, Rev. W. J. ; M.A. Mokuena, D. S. | December. | Quail, J. | June. |
| Mollett, Rev. P. R. | Do. | Radas, Mary A. Raiaier, Rev. A. G | May. |
| Moncholomie, H. | Do. | Kaphael, Sister M. | Do. |
| Monyakuane, N . | Do. | Raymond, Sister M. | Do. |
| Mooney, J. E. | March. | Redford, Miss C. E | September. |
| Moore, Miss M. L. | September. | Redford, Miss E. L. | March |
| Moyle, Mrs. E. J. | June. | Rein, R. | December. |
| Moyle, M. P. | October. | Rettie, J. ; M.A. | June. |
| Mpondo, S. | June. | Reynolds, P. | April. |
| Msikinya, U. | September, | Rhoda, Mrs. R. | 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. | May | Scheublé, Miss M. | March. |
| Ndubela, S. | December. | Schmidt, Miss M. | September. |




[^0]:    *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.

[^1]:    *This includes $£ 1,100$ for the "Examiner" and his Office. In Cape Colony one of the Inspectors does
    the analagous work. analagous work.
    $\ddagger$ The Higher E

[^2]:    † This Grant has sin:e been reduced by one half.

[^3]:    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 eve

[^4]:    [G. 2-'96.]

[^5]:    3. Adzo Station
    4. Bezuidenhout's River
    5. Bezuidenho
    6. Boschley
    7. Draaifonte
[^6]:    *Incluling $£ 349$ 15s. 0d., Inter-st on "Slave Compensation" and " Bible and School Commission" Funds.

