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CAPE OF GOOD HOPE.

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REPORT



OF THE

SUPERINTENDENT-GENERAL

OF

EDUCATION

FOR

1888,

WITH TABLES & APPENDICES.

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Presented to both Houses of Parliament by command of His Excellency the Governor.  
1889.

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1889.

[G. 8—'89.]

# Report of the Superintendent-General of Education for 1888.

## CONTENTS.

### (1.) REPORT.

	SECTIONS.
Enrolment .. .. .	3—6
Inspection (Results) .. .. .	7
Higher and other Subjects of Instruction .. .. .	8—11
Private Farm Schools .. .. .	12
Staff of Inspectors .. .. .	13—15
Professional Certificates .. .. .	16—18
Teaching Staff .. .. .	19
Government Expenditure .. .. .	20—21
Cost of Education .. .. .	22
Details of Expenditure .. .. .	23
Udenominational Public Schools .. .. .	24—25
Mission Schools .. .. .	26
Native Institutions .. .. .	27—32
Educational System .. .. .	33—34
Trusts .. .. .	35—36
Tree-planting Day .. .. .	37
Teachers' Pension Fund .. .. .	38—39
School Buildings .. .. .	40
Epidemics .. .. .	41—47
Discipline .. .. .	48
Voluntary Schools .. .. .	49—50
Schools among the Farmers .. .. .	51—57
Compulsory School Attendance .. .. .	58—64
Truant Officers .. .. .	65
The Educational Topics of the Year .. .. .	66—69
Uniformity of Reading Books .. .. .	70
Deputy Inspectors' Reports .. .. .	71

### (2.) TABLES.

- I.—State Expenditure.
- II.—Local do.
- III.—Pupil-Teacher Fund.
- IV.—Higher Education Act, 1874.—Return.
- V.—Pupil-Teachers—Names.
- VI.—(1) Third Class Certificates—List.  
(2) Middle Class Certificates—List.
- VII.—Good Service List.
- VIII.—(a).—Public Schools. Financial Statement and Subjects of Instruction.  
(b).—Special Institutions.
- IX.—(a).—District Boarding Schools. Financial Statement and Subjects of Instruction.  
(b).—Boarding Departments in connection with Public Schools. Financial and Numerical Statements.
- X.—Mission Schools. Financial Statement and Subjects of Instruction.
- XI.—(a).—Aborigines' Institutions. Financial Statement and Subjects of Instruction.  
(b).—Do. Day-Schools. Financial Statement and Subjects of Instruction.

### (3.) APPENDIX.

Names of Professors and Teachers in Colleges and Schools.

## CAPE OF GOOD HOPE.

### Report of the Superintendent-General of Education for the year 1888.

Presented to both Houses of Parliament by command of His Excellency the Governor  
1889.

Department of Public Education,  
Cape Town, 31st January, 1889.

The Honourable the Colonial Secretary, &c., &c., &c.

SIR,—I do myself the honour to transmit for the information of the Government my Annual Report on the administration of the Education Department.

2. The financial and statistical statements are made up to 30th June, 1888, when the financial year ended; but I have added such further remarks on the proceedings of the department to 31st December as seemed necessary to put the Government in full possession of the details of the working of the system, especially the new regulations for Circuit-Teachers and Farm Schools up to the latest date.

#### ENROLMENT.

3. During the year ended 30th June, there were in actual operation 1,331 Institutions and Schools; of these, 199 were new Schools; 81 were closed, for various reasons, during part of the year.

4. On the year's rolls were entered 85,080 scholars; the highest enrolment for a quarter (which is the working average) was 63,925; the daily attendance was 44,947.

5. The enrolment for the quarters ended 30th September and 31st December, respectively, was 65,779 and 65,992; the daily attendance was 47,471 and 48,561.

6. The percentage of daily attendance to annual (gross) enrolment is 52.82; to quarterly (net) enrolment is 70.30.

#### INSPECTION.

7. The results of inspection for the last three years are, as follows:—

	No. of Schools Inspected.	No. of Scholars on the Books.	No. present at Inspection.	Infants and others below Standard I.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI (Preliminary).	Standard VII (Final).	Above Standard.
1885-6	845	44,665	34,491	15,994	5,894	5,461	4,632	1,548	1,052	..	..	..
1886-7	903	47,359	38,203	17,404	6,513	6,067	5,110	1,998	1,111	..	..	..
1887-8	953	41,593	38,049	16,954	6,458	6,425	4,869	2,085	978	198	65	17

The number of infants (under seven years of age) on the rolls is found to have been 12,263.

#### HIGHER AND SPECIAL SUBJECTS OF INSTRUCTION.

8. There are many subjects of instruction embraced in the course of studies prescribed in the Education Act, which are not included in the ordinary examinations under the standards. The number of pupils reported to be in attendance for such studies is given below.

[G. 8—'89.]

Subjects.	No. of Scholars.	
	1887.	1888.
Elements of Natural Science ... ..	1,974	2,097
Higher Mathematics ... ..	97	107
Geometry ... ..	991	939
Algebra ... ..	1,472	1,489
Greek ... ..	535	411
Latin ... ..	1,926	1,973
Object Lessons ... ..	33,765	33,858
Infant Lessons ... ..	21,633	22,312
Music ... ..	30,862*	31,451
Drawing ... ..	3,408	2,436
Sewing (Girls) ... ..	16,392	16,278

9. Increased attention has been given to practical science in the Laboratories connected with the Colleges. In the South African College Laboratory, all the 21 stands have been occupied during the year.

10. In addition to the ordinary students, the Laboratory was attended by 18 professional students, of whom 13 attended the special course in assaying; 2 devoted themselves to vine-analysis; and 3 prepared themselves for the Chemistry Examination by the Medical Board.

11. The number of those who are learning a trade or other industrial occupation in connection with the Public Boarding Schools and Native Mission Schools and Institutions is specified in the following table:—

Public and Boarding Schools ... ..	86
Native Mission Schools and Institutions ... ..	343†

#### PRIVATE FARM SCHOOLS.

12. The comparative lists for three years are as follows:—

No. of Schools.	No. of Scholars.	Below Standard.	Standards				
			I.	II.	III.	IV.	V.
1886...135	1060	227	227	298	250	54	4
1887...179	1267	228	263	329	327	98	22
1888...215	1729	305	358	459	397	176	34

#### STAFF OF INSPECTORS.

13. During six months of the year Mr. J. Samuel was absent on leave, and his place was filled by Mr. Crawshaw, whose temporary services have been continued, so as to overtake the arrears of inspection work. Mr. H. Nixon, B.A., has also been employed.

14. Provision having been made for two additional Inspectors, Professor Charles Murray, M.A., of the Victoria College, Stellenbosch, has been selected for one of the posts, and, as indicated in my last report, his duties will also include office-work at certain periods of the year, such as the preparation of statistics and examinations for certificates as well as correspondence, especially in the Dutch language. To the other post no final appointment has yet been made.

15. I hope to make such arrangements that every aided school may be visited and examined at least once during the year.

#### PROFESSIONAL CERTIFICATES.

16. Middle Class Certificates were issued after the Annual Examination in June; 4 with Honours, and 10 of Competency.

17. The Examination for the Third Class Certificate was held in September; 223 candidates were present. Of these 30 obtained certificates with Honours; 82 of Competency; 25 Provisional Certificates.

18. Special Certificates of experience have been issued to the following teachers:—

\* Including Vocal Music in Native Schools.

† Exclusive of return of farm and garden labour for ordinary scholars.

Bailie, Rudolf	Kriel, Nathan	Roux, David G.
Bayly, Thos. B.	Matumba, Thomas	Sandford, Jessie J.
Cellarius, John R.	Mitchell, Samuel H.	Sidziya, Fumba
Fischer, J. Fred	Muirhead, Margaret	Thomas, William
Hamer, Johannes	Ndwandwa, Theodore	Toni, Harriet M.
Hendrickse, C. W.	Ntsikana, William K.	Van Copenhagen,
Herbert, M. de M.	Ntsiko, John	Gerhardus
Hoogenhout, C. Petrus	Pamla, George	Webb, James
Hutchinson, Geo. P.	Pepler, A. J.	Wilson, Jeanie
Juffernbruch, Carl	Quail, John	Young, Mary
Kildasi, Henry C.	Randall, Ellen M.	
Kirchner, Jan W.	Reeders, Cornelis J.	

#### TEACHING STAFF.

19. The teaching staff was composed of 22 professors and lecturers; 325 male teachers and 262 female teachers in public and district boarding schools; and in the ordinary mission schools, 276 male teachers and 433 female teachers.

In the Aborigines' Day Schools 208 male and 108 female teachers; in the industrial schools and departments, 11 trade teachers, male, and 71 sewing mistresses.

In special institutions, 8 male teachers, and 5 female teachers.

#### GOVERNMENT EXPENDITURE.

20. The ordinary Educational expenditure for the year amounted to £85,054 9s. 9d. The various items are:—

	1888.			1887.		
	£	s.	d.	£	s.	d.
Establishment, Office Staff and Contingencies ... ..	4,532	3	1	4,531	5	3
University and Bursaries... ..	2,270	0	0	2,000	0	0
Colleges and Institutions under Higher Education Act ... ..	4,857	15	7	4,637	10	0
Public Schools, Classes 1, 2, 3 ... ..	30,293	9	7	28,499	6	8
District Boarding Schools ... ..	3,346	10	0	2,834	5	0
Private Farm Schools ... ..	4,046	17	3	2,157	10	0
Ordinary Mission Schools in Towns and Villages ... ..	18,184	17	6	17,557	3	4
Native Industrial Institutions (Colonial)... ..	6,248	18	4	8,004	0	0
School Materials ... ..	1,792	13	10	1,464	8	6
Pupil Teachers ... ..	3,712	6	8	2,817	10	0
Good Service Allowances ... ..	3,424	7	6	1,914	5	0
Miscellaneous ... ..	2,344	10	5	2,115	0	0

21. The expenditure in the Territories beyond the Kei was £8,363 10s., and was thus distributed:—

	1888.			1887.		
	£	s.	d.	£	s.	d.
Transkei ... ..	3,300	6	8	3,483	15	0
Tembuland ... ..	2,217	15	0	2,217	15	0
East Griqualand ... ..	1,639	0	0	1,707	0	0
Inspection and Transport ... ..	711	0	0	850	10	0
Miscellaneous ... ..	495	8	4	374	12	1

#### COST OF EDUCATION.

22. The average cost of each scholar in daily attendance for the year was \*£4 1s. 8d.; of which amount the State paid in grants £1 15s. 10½d., the parents or local managers, in fees and salaries, paying £2 5s. 9½d.

The expenses of administration and inspection are not included in the above calculation.

\* This rate is higher than usual, owing to the low average attendance up to June, 1888. In December the attendance had risen 7 per cent.

### DETAILS OF GOVERNMENT EXPENDITURE.

23. The distribution of the expenditure is exhibited in the following percentages:—

	Per cent.
Administration Head Office ... ..	2.98
Inspectors and Inspections ... ..	4.39
University of the Cape of Good Hope with Colleges under Higher Education Act ... ..	7.34
Undenominational Public Schools, Classes I, II, III ... ..	32.43
District Boarding Schools ... ..	3.58
Private Farm Schools ... ..	4.33
Mission Schools ... ..	19.46
Aborigines' Institutions and Schools ... ..	14.35
Good Service Allowances ... ..	3.79
Training Institutions and Pupil Teachers ... ..	4.53
School Materials ... ..	2.25
Miscellaneous ... ..	.57

### UNDENOMINATIONAL PUBLIC SCHOOLS.

24. There are some points of interest which deserve notice. The managers in many instances have found the local income of the schools inadequate, and have therefore proposed the reduction of their teachers' salaries. The lowering of the grade of some schools has thus been unavoidable. The growth of private farm schools has probably diminished the attendance at some town schools, but I think that ultimately the scholars who have had their elementary instruction on the farms will be sent to the public schools in towns and villages to complete their education.

25. The question how any deficit of revenue in public schools should be met without the present burdensome calls on the promoters has occupied attention. It seems equitable to relieve the individual managers of this liability; and the annual deficit, when ascertained by official audit and certified to have been incurred *bona fide* for the legitimate purposes of the public schools, might be fairly charged to the councils of the divisions on a precept from this department.

### MISSION SCHOOLS.

26. During the last few years, the children of the white population have availed themselves largely of the cheap instruction given in these schools, which are under the direction of the various churches and missionary societies. The instruction is of course very elementary, and the tendency of the superintendents to employ persons whose qualifications recommend them as Catechists and Church-helpers rather than as teachers of schools fills the ranks of so-called mission teachers with inferior agents. The daily attendance, especially of children of the coloured races, is also irregular; those who pay little or nothing for their children's education are apt to grow indifferent about truancy or irregularity of attendance. Free education is destructive of parental responsibility; and the careless and indifferent would like to shift on to the Government the duties which naturally devolve on themselves, as parents.

### NATIVE INSTITUTIONS.

27. The Industrial and Training Institutions for the Aborigines have been maintained with steady purpose and, I think, increasing usefulness. They have gone through the difficulties incident to times of unusual depression; and it is but reasonable to hope that liberal provision will be made by the State to foster and promote their practical objects, which have so direct a bearing on the interests of the whole community, viz., the home discipline, the elementary instruction, and the industrial and domestic training of the native boys and girls.

28. The employments include farm and garden labour, carpentry, wagonmaking, blacksmith's work, tinsmith's work, printing and bookbinding; and for girls, sewing, washing and mending, tailoring, and house-work.

29. At S. Matthew's, the value of the work done for the year is £2,790 in the trade departments, and £95 in the girls' department.

30. At Blythswood, the value of work done in carpentry is £600.

31. At Lovedale all the boys take their share in the general industries, farm and garden labour, and 43 apprentices have been employed in trades. On the farm were raised 600 bags maize, 250 bags wheat, 350 bags potatoes, and 8 bags beans, besides pumpkins and forage.

In the girls' department, the year's labour was valued at £195.

32. I must join the Missionaries in deprecating the impatience of those who expect the Aborigines to be raised at a bound from the idle and repulsive savageness that still prevails among the red Kaffirs. The process of raising the savage to the platform of a civilized race is slow; experience is only gained after many years; difficulties peculiar to tribal customs have to be met; the woman has to be put in her place as the wife and the equal, and no longer a chattel. But the persistent missionary labours during the last fifty years have yielded no unsatisfactory results, and I feel confident that the institutions are being worked earnestly and fruitfully on the right lines—Christian discipline and handicrafts.

### EDUCATIONAL SYSTEMS.

33. The basis of a national system of education should be laid in the sympathies and co-operation of the people. The State should not supplant the responsibilities and efforts of either the parents or the religious or other voluntary educational societies. To supplement, guide, and develop these efforts is the safest and the fairest course. Those who advocate such a State system as prevails in Victoria and New Zealand—free, secular, and compulsory, need to be warned that the results there are admitted to be, indifference on the part of parents, and the alienation, if not the determined opposition, of the religious bodies.

34. In this Colony I am bound to recognize the deep-seated religious sentiments of the people, and without the earnest support and cordial sympathy of the various Christian churches, little progress could be made among either the agricultural population or the masses of mixed race in the more populous centres.

### TRUSTS.

35. The Levy Prizes were given to J. Bekker and J. Smith, of the Public School, Aliwal North, in terms of the Gift.

36. The Civil Servants' Bursary was given to Miss Isabella Stephens, who matriculated in June with Honours.

### TREE-PLANTING DAY.

37. The days now generally adopted for the tree-planting ceremony are 20th June, 6th August, and 9th November, according to the rain-fall of the districts. Through the liberal encouragement of the Railway Department, the public interest in the movement is kept alive; but it has been difficult to keep the school-authorities up to the level of the enthusiasm which distinguished the first tree-day in June, 1886.

### TEACHERS' PENSION FUND.

38. Under the provisions of Act 44 of 1887, two pensions have been granted since 9th August last, viz., of £52 10s. p. a. to Mr. Andrew Smith, M.A., and of £75 p. a. to Mr. Henry Nixon, B.A., both of whom retired on account of age.

39. The prospect of securing a pension after a certain number of years of good service acts as an appreciable stimulus to teachers to keep up the tone and standard of their schools, and the number of successful applicants to be put on the Good Service List is annually increasing.

## SCHOOL BUILDINGS.

40. Some relief is needed to remove or lessen the incubus of debt which rests on many school buildings. Money has been borrowed in some cases on personal security, and besides the unfair responsibility thus imposed on a few liberal minded men, the interest has to be paid out of current revenue; in other words, the school fees must be kept up to a high rate to meet this special debt; teachers must submit to reduction of salaries; and the prospect of freedom from debt is too remote to justify any expenditure on the improvement either of the schoolroom or the furniture. This millstone round the necks of the managers is a great hindrance to progress, and ought to be removed whenever the buildings are held *in trust* for the sole purposes of Undenominational Public Schools.

## EPIDEMICS.

41. The year has been remarkably unfavourable to school-work, owing to the prevalent epidemics, chiefly measles and diphtheria. It seems desirable that the teachers should have some plain directions for the treatment of these now serious diseases, particularly the latter, and I have sought the advice of the Government Medical Board in drawing up such directions as parents and teachers may be expected to understand and to carry out. Supplies of medicines might be furnished to isolated stations where the aid of a medical practitioner cannot be procured.

The suggestions of the Medical Board are as follow:—

42. Separate all affected cases, and place them in a healthy well-ventilated room. Avoid overcrowding; on no account allow the rooms to become stuffy. Lime-wash the rooms freely from time to time; allow free ingress and egress of air. Avoid cold draughts.

43. Suspend a sheet in door-place of sick room sprinkled over with carbolic water (strength of same, one part of acid to forty of water); renew the sprinkling as the sheet becomes dry. The door of the room to be open.

44. Strict attention to cleanliness necessary; the body to be sponged from time to time with warm water, or whenever the patient becomes feverish or restless; to be done carefully not to exhaust the patient. All utensils used in sick room to be kept very clean; sheets, linen, to be frequently removed, and those taken off to be put in the air; excrement, dirty water, or any foul discharge to be taken outside and buried (burnt, if possible); this to be done at some distance from the house. The outside surroundings of the house to be carefully looked after, middens to be cleansed, drains flushed, fresh lime or chloride of lime to be scattered freely about, all filthy articles to be collected and burnt. No half measures will avail in endeavouring to stamp out a disease like diphtheria. Everything must be thorough. Do not permit outsiders to flock in and fill the house, as it is not only dangerous to themselves but tends to spread the disease; likewise very detrimental to the patient.

45. *Medical Treatment.*—Commence by giving a dose of castor oil; quantity, according to the age and condition of the patient, from a dessert to a tablespoon full, and when found necessary renew the oil, rinse the mouth and nostrils, and gargle the throat frequently with the gargle, as per annexed prescription. Medicines to be taken according to the directions. Support the strength of the patient by giving good beef or mutton tea, fowl broth; also give good fresh milk with a little brandy. If the patient seems very weak give more brandy with milk or hot water.

46. *Mixture.*—Chlorate of Potash,  $\frac{1}{2}$  oz.  
Tincture of Muriate of Iron,  $\frac{1}{2}$  oz.  
Water, 12 oz.

Mix a tablespoonful in a wineglass of water for adults. Children of four years a teaspoonful in water, fourteen years a dessert-spoonful in water, every four hours. Between these ages increase or lessen the dose, according to the age of the patient.

47. *Gargle.*—Permanganate of Potash,  $\frac{1}{2}$  oz.  
Water, one quart bottle.

Mix. A tablespoonful to be diluted in a tumblerful of water and used as a gargle.

## DISCIPLINE.

48. Three teachers have been summarily dismissed for falsifying the class registers of daily attendance; the attendance of scholars in each case had been marked in advance, and two cases of collusion between managers and teachers to evade the conditions of aid have been brought to light. The grants have been stopped; but it is feared that pressure has too often been brought to bear on teachers to forego a part of the local share of their salaries, not always directly, but by having to contribute to the general funds of the school or to pay the fees of a certain number of free scholars.

## VOLUNTARY SCHOOLS.

49. The steady increase in the expenditure on private farm schools is an evidence of the value of seeking voluntary co-operation in the promotion of elementary instruction. This part of the system is purely voluntary, and is carried on without any restrictions, except as regards the number of scholars required to be in attendance and the precaution that each such school should have a separate field of action at a reasonable distance, six miles or more, from the nearest Public School.

So long as voluntary schools are thus prevented from encroaching on the work of the public schools their agency is highly valuable and should be encouraged.

50. Those voluntary schools which offer superior instruction in towns must, however, wait for any recognition of the value of their work by money grants, owing to the imperative need for more elementary schools among the poorer class of the agricultural population, and there is reason to believe that the farmers, now acquainted with the conditions of aid, will freely avail themselves of the Government regulations. Whilst this heavy expenditure on the neglected children of the rural districts will necessarily defer the apportionment of aid to voluntary superior schools in towns, their equitable claim for consideration cannot be denied, at all events in those cases where the institutions are conducted under a quasi-public management, not with a view to the individual profit of the proprietor.

## SCHOOLS AMONG THE FARMERS.

51. There are now several agencies for reaching the children on farms; and it is only reasonable to expect that one or other will be found adapted to the wants of the residents even in the most remote and neglected districts.

52. *Third Class Public Schools* are established on farms under the usual conditions that the local managers provide accommodation for school and teacher and part salary equal in amount to the Government Grant, which is graduated according to the daily attendance and general efficiency. The grant rises from £30 p.a. where at least *ten* scholars are in daily attendance, to £45 p.a. for at least *fifteen* scholars, and £60 p.a. (maximum) for at least twenty. The teachers' qualifications are taken into account in arranging the scale of grants.

53. *Private Farm Schools* attended by at least five children and conducted regularly for twelve months receive aid, after inspection, at the rate of £2 p.a. for each scholar under a certificated teacher, and £1 p.a. for each under a teacher not certificated, and an additional allowance ranging from 5s. to 25s. for each scholar, according to the results of the examination. The maximum grant in one year is £30, and a few schools have drawn that amount.

54. What is likely to prove a very important supplement to the foregoing classes of schools is the employment of Circuit-Teachers under the following conditions:—

1. Where a district is utterly unprovided with schools, and the people on the farms are too poor to pay for private farm schools, a Circuit-Teacher will be employed, who is to assemble the children at such centres—two or more—as may be most convenient.

2. Where 20 to 30 children of school-going age are brought under regular instruction, the Circuit-Teacher will get a salary not exceeding £5 a month. A daily attendance of 20 scholars or more must be maintained.

3. Where 10 to 20 children are brought under regular instruction, the Circuit-Teacher will get a salary not exceeding £3 a month. A daily attendance of 10 scholars or more must be maintained.

4. The residents at each centre will have to provide free board and lodging for the Circuit-Teacher, whilst at their school-station.

5. Teachers will not be approved unless they satisfy the Superintendent-General of Education of their qualifications to teach the English and Dutch languages, writing, and arithmetic.

6. The scholars will be periodically examined, and the teacher will draw a capitation allowance for each scholar who passes, according to the scale laid down for Private Farm Schools.

55. The Legislative Council provided last session a sum of money for this experiment, and although it is a slow and tedious task to get the details of any new scheme understood by those who reside far from the highways of commerce and civilization, yet through the active co-operation of several ministers of the Dutch Reformed Church, 14 Circuit Teachers are at work, and from the following list it will be seen how they are distributed. The places named are the chief centres of the Circuits.

*Division of Carnarvon.*—1, Blauw Krantz; 2, Witfontein.

*Division of Clanwilliam.*—1, Onder Lange Vallei.

*Division of Fraserburg.*—1, Rhenoster Rivier.

*Division of George.*—1, Under Kamnatie (Diep Kloof); 2 Doorn Rivier.

*Division of Knysna.*—1, Pisang River.

*Division of Piquetberg.*—1, Verloren Vley (Wittedrift).

*Division of Prince Albert.*—1, Damascus; 2, Klaarstroom and Middewater.

*Division of Robertson.*—1, Voor en Achter Kiesies.

*Division of Tulbagh.*—1, Buffelshoek (Scotland).

*Division of Victoria East.*—1, Aasvogels Kranz (Koonap).

*Division of Victoria West.*—1, Roodepoort.

56. Capitation allowances for indigent boarders at the rate of £6 each p.a. are encouraging those who have public or private schools on their farms to make accommodation for boarders; but it has been represented that many a farmer who now gets aid in maintaining a school with the required number of scholars would be willing to admit free such a number of poor day scholars as might be considered within the compass of one teacher's power, provided that some allowance were made after inspection for each free day-scholar above the number required as a general condition of aid.

The teacher would thus get some remuneration for the additional number of scholars, brought under tuition.

57. During the last session the Honourable the Legislative Council passed a resolution to the effect that the capitation allowance for a scholar in private farm schools should be raised from £2 p.a. to £3 p.a. if the school was conducted by a certificated teacher. There was no time to ascertain the opinion of the House of Assembly on this point, and the subject is likely to be considered next session. I consider that the present rates of payment, ranging from £2 to £3 5s. for each scholar, according to the standard reached at the Inspector's visit, are sufficient, and I would prefer to encourage a larger attendance in the farm schools by more capitation allowances for indigent day-scholars and boarders. At present many a qualified teacher

spends her whole time in the instruction of some ten or twelve children, and the admission of five or six more would be no great burden; but they are not likely to be admitted unless some additional allowance is paid for them.

#### COMPULSORY SCHOOL ATTENDANCE.

58. A comparison of the respective numbers of children on the roll, and of the actual attendance in town schools, particularly in the large and numerous Mission Schools in Cape Town, shows that irregularity of attendance is an evil that must now be remedied. It is true that among the poorer classes boys are employed on errands and girls are kept at home to mind the baby; but there is a good deal of preventable truancy, and the simplest remedy is the employment of an attendance-officer, empowered to deal with all children of school-going age found in the streets during lawful school-hours.

59. Habitual truancy will thus be stopped, and many a child rescued from a career of vice.

60. Before a Compulsory School Attendance Act is passed, the question must be looked at all round. A boy or girl of thirteen years of age is fit for many useful occupations, but the employment of children under that age should be restricted by a clause requiring them to obtain a certificate of school attendance during a term of at least three years, or of having reached a prescribed standard of elementary instruction, which might be the present 3rd Standard; on obtaining the one or the other, the boy or girl might be exempted from the operation of the Act.

61. The school-going age, for the purposes of the Act, might be defined between the limits of 7 and 13 years; the lawful school hours might be reckoned from 9 to 12, and 1 to 3.

62. As preliminary steps, the Education Department should be satisfied that there is sufficient accommodation, and the municipal authorities should request that the Compulsory Act be put in force.

63. Parents whose children were found to be habitual truants would of course be subjected to a fine; but as the great object is to secure school attendance, not to accumulate fines, it might be necessary to have a special school to which those who are not yet enrolled on any school list should be conducted, especially as few teachers would care to take in all the waifs and strays, who are likely to introduce an element of disorder and rowdyism into well-regulated institutions.

64. It would be difficult for the Education Department to control the action of truant officers beyond the municipal limits of Cape Town, and even within these limits little good could be expected without the hearty co-operation of the municipal authorities.

#### TRUANT OFFICERS.

65. Truant Officers are employed generally in the United States, and the following abstract from the New York Act of 11th May, 1877, may be useful for reference:—

“Boards of Public Instruction shall make all needful regulations concerning habitual truants and children between the ages of 8 and 14 years who may be found wandering about the streets or public places, and shall provide suitable places for the discipline and instruction and confinement, when necessary, of such children.”

#### THE EDUCATIONAL TOPICS OF THE YEAR.

66. I have not been indifferent to the stirring questions of educational reform, as raised by the Report of the Royal Commission on Elementary Education in England and Wales and by the agitation against the examination system.

67. The provision made here for a general system of public education by means of Graded Schools leading up to Colleges aided by Government, to do the teaching work in the courses of study prescribed by the University,

[G. 8—'89.]



differs so completely from the partial system of elementary schools subsidized in England for the instruction of the poorer classes, that most of the points discussed by the Royal Commission lie outside our experience; but the evidence and conclusions serve to warn us against the device of paying teachers by the mechanical results, as tested by inspection. The Colonial system allows teachers to have free scope for special aptitudes; scholars and teachers are as little as possible fettered by official routine; an annual test of school work there must be; but the general tone, order, cleanliness and average intelligence are acknowledged to be as good evidence that the public money is well spent as any classification of scholars under standards of intellectual attainments. The former elements are not easily weighed in the Inspector's scales, but I have always endeavoured to give full value to the moral and disciplinary elements of the school in forming an opinion of a teacher's efficiency and on estimating the claims of teachers to Good Service Allowances.

68. The cry of over-examination has been heard in this country also, but the whole subject of examinations is so wide and its interests are so intimately associated with the plans both of private and public teachers that the cry was unheeded. Teachers, if somewhat bewildered now and then, dread to revert to the apathy and listlessness which characterized the schools before the Board of Public Examiners in 1859 introduced the examinations, which have proved to be a lasting stimulus and a source of honourable rivalry throughout the colony.

69. The Colonial Examinations are mostly qualifying tests for a distinction or certificate open to all; they are not competitive, except so far that the scholarships and prizes go to the topmost in order of merit.

#### UNIFORM SERIES OF READING BOOKS.

70. There has been a movement in this direction, but any attempt to stereotype the course of reading in schools would be injurious, as from time to time new and improved editions of reading-books are published, which it is desirable to introduce as early as possible; in fact, it is not only desirable, but necessary, at reasonable intervals, to introduce an entirely new series of reading-books throughout a school. Anything that would bar the immediate introduction of better text-books is to be avoided. We have here no vested interests in the supply of school materials, or in methods, and we are free to choose and adopt the best, wherever found. Variety, not uniformity, is to be encouraged.

71. The Deputy-Inspectors of Schools have been called upon to furnish special reports on the state of Education in their respective circuits, and these reports are given in an Appendix.

72. The usual statistical tables are attached to this report.

I am, Sir,

Your obedient servant,

LANGHAM DALE,

Superintendent-General of Education.

TABLES I & II.—Accounting Department of the Superintendent-General of Education.

State Expenditure for Public Education for the Financial Year ended 30th June, 1888.			
		£ s. d.	£ s. d.
<i>Establishment :—</i>			
Office Staff .. .. .		4,468 10 0	
Contingencies .. .. .		63 13 1	
			4,532 3 1
<i>Exclusive of Establishment :—</i>			
University of the Cape of Good Hope		1,750 0 0	
Do. School and College Bursaries		250 0 0	
Bursaries for 6th Standard and Laboratory Students .. .. .		270 0 0	
South African College .. .. .		400 0 0	
Art Teachers at Cape Town, Graham's Town, and Port Elizabeth .. .. .		450 0 0	
Educational Museum .. .. .		66 10 0	
Higher Education Act .. .. .		4,457 15 7	
Undenominational Public Schools .. .. .		30,293 9 7	
District Boarding Schools .. .. .		3,346 10 0	
Private Farm Schools .. .. .		4,046 17 3	
Mission Schools .. .. .		18,184 17 6	
Native Industrial Institutions .. .. .		6,248 18 4	
Pupil Teachers .. .. .		3,385 6 8	
Good Service Allowances to Teachers		3,424 7 6	
Transport .. .. .		1,635 10 7	
School Requisites.. .. .		1,792 13 10	
Examination of Teachers .. .. .		192 9 10	
			80,195 6 8
<i>Transkei Territories :—</i>			
Transkei .. .. .		3,300 6 8	
Tembuland .. .. .		2,217 15 0	
Griqualand East .. .. .		1,639 0 0	
Good Service Allowances to Teachers		116 5 0	
Pupil Teachers .. .. .		67 10 0	
Inspector of Schools .. .. .		450 0 0	
Transport .. .. .		261 0 0	
School Requisites.. .. .		311 13 1	
			8,363 10 0
<i>Pupil Teachers' Fund :—</i>			
(Interest on "Slave Compensation" and "Bible and School Funds") .. .. .		.. .. .	327 0 0
<b>Total .. .. .</b>			<b>93,417 19 9</b>
<b>General Statement of Expenditure exclusive of the Government Grants, in the various orders of Schools, as compiled from Returns furnished by Managers of Schools :—</b>			
		£ s. d.	
Undenominational Public Schools .. .. .		45,432 12 3	
District Boarding Schools and Departments .. .. .		18,632 7 7	
Mission Schools .. .. .		19,180 0 9	
Aborigines' Institutions and Schools .. .. .		19,684 2 1	
<b>Total Local Expenditure .. .. .</b>		<b>102,929 2 8</b>	
<b>Total Local Expenditure .. .. .</b>		<b>102,929 2 8</b>	
<b>Total State Expenditure .. .. .</b>		<b>93,090 19 9</b>	
			<b>£196,020 2 5</b>

TABLE III. PUPIL TEACHERS' FUND.

1887.					£	s.	d.	1887.					£	s.	d.
July.	To Balance	...	...	...	129	17	1	September	By Allowances to Pupil	Teachers	...	...	87	0	0
December.	Received from the Master of the Supreme Court	...	...	...	189	2	4	December	Do.	do.	do.	...	87	0	0
1888.								1888.							
June.	Do.	do.	do.	...	189	2	4	March	Do.	do.	do.	...	82	10	0
„	Amount Refunded	...	...	...	12	0	0	June	Do.	do.	do.	...	70	10	0
								Balance on 30th June, 1888 ... 193 1 9							
								<u>£520 1 9</u>							

TABLE IV.—AMOUNT EXPENDED DURING THE YEAR ENDED 30TH JUNE, 1888, £4,457 15s. 7d.

RETURN OF PROFESSORSHIPS, &c., IN COLLEGES AND INSTITUTIONS UNDER ACT 24 OF 1874.

Name of Institution.		Number of Students attending the							Professors and Lecturers under the Higher Education Act, No. 24 of 1874.	Number of hours per week devoted to each course of Lectures.						
		M.A. course	B.A. course	Inter-mediate course	Matric course	Professional Courses.				M.A. course	B.A. course	Inter-mediate course	Matric course	Professional Courses.		
						Survey.	Laboratory Chemistry.	Botany.						Survey.	Laboratory Chemistry.	Botany.
The S. A. College, Cape Town.	£1,650	..	14	14	46	..	..	..	Professor of English Language and Literature.	..	10	4	6	..	..	..
		..	13	14	36	..	..	..	Professor of Classics.	..	9	5	9	..	..	..
		..	5	13	45	1	..	..	Professor of Mathematics.	..	15*	7*	8	15*	..	..
		..	13	14	49	..	..	..	Ad. Professor of Classics and Mathematics.	..	3	4	14	..	..	..
		..	5	11	48	..	22	..	Professor of Analytical Chemistry and Experimental Physics.	..	5	3	10	..	12	..
		..	9	12	43	..	22	..	Laboratory Assistant.	..	5	3	10	..	12	..
		..	3	..	4	..	..	..	Professor of Modern Languages.	..	6	4	8	..	..	..
The Diocesan College, Rondebosch.	£850	..	7	2	40	..	..	..	Lecturer in English Literature.	..	14	4	10	..	..	..
		..	7	2	40	..	..	..	Lecturer in Classics.	..	3	7	10	..	..	..
		..	7	1	40	2	..	..	Lecturer in Mathematics.	..	..	15	10	5	..	..
		..	1	5	39	..	..	..	Lecturer in Natural Science.	..	7	3	7	..	4	..
Victoria College, Stellenbosch.	£1,407-15-7	..	14	29	47	..	..	..	Professor of English Literature and Logic.	..	8	5	7	..	..	..
		..	14	29	45	..	..	..	Professor of Classics.	..	4	7	10	..	..	..
		1	1	30	47	..	..	..	Professor of Mathematics.	7	6*	6*	9	..	..	..
		..	14	28	47	..	..	..	Assistant Professor of Literature and Mathematics.	..	5	3	12	..	..	..
		..	..	9	41	..	..	..	Professor of Chemistry and Physics.	..	..	4	8	..	..	..
		..	14	29	45	..	9	..	Laboratory Assistant.	..	..	..	..	5	..	..
S. Andrew's College, Graham's Town.	£550	..	3	2	14	..	..	..	Lecturer in Classics and English Literature.	..	12½	6½	6½	..	..	..
		..	1	2	14	5	..	..	Lecturer in Mathematics and Physical Science.	..	12	12	10½	16	..	..

\* Certain hours are common to two Courses.

TABLE V.—(I). PUPIL TEACHERS admitted under Supplementary Regulations of 1874.

Name of Pupil Teacher.	School to which attached.	Name of Manager or Correspondent.
J. A. Munnik ...	St. Paul's Mission School, Rondebosch	Rev. Canon Ogilvie, M.A.
S. Wilkinson ...	E. C. Miss. School, Caledon	Rev. C. F. Atkinson
M. Yull ...	St. Paul's Mis. S., P. Elizabeth	Rev. S. Brook
M. Robertson ...	" " " "	" "
A. Morris ...	School of Industry, Cape Tn.	Miss Eaton
G. Clayton ...	" " " "	" "
M. le Sueur ...	" " " "	" "
M. A. Bentley ...	" " " "	" "
A. Pos ...	" " " "	" "
K. Wale ...	" " " "	" "
R. Squire ...	E. C. Mission School, George	Ven. Arch. Fogg, M.A.
A. Pauw ...	Huguenot Sem., Wellington	Rev. A. Murray
A. le Roux ...	" " " "	" "
A. Rothman ...	" " " "	" "
J. du Toit ...	" " " "	" "
A. Watermeyer ...	" " " "	" "
M. de Villiers ...	" " " "	" "
B. Willmot ...	" " " "	" "
L. Barnes ...	" " " "	" "
M. Butler ...	" " " "	" "
A. Brink ...	" " " "	" "
J. Franklin ...	" " " "	" "
C. Read ...	" " " "	" "
A. M. v. d. Merwe ...	" " " "	" "
L. van Niekerk ...	" " " "	" "
J. Lange ...	" " " "	" "
A. Pangwa ...	Wes. Tr. Inst. Bensonvale	Rev. G. E. Waterhouse
M. Sipamla ...	" " " "	" "
C. Hofmeyr ...	Public School, Hanover ...	C. Nathan
D. Wormald ...	R. C. Miss. School, Panmure	The Prioress
J. Vallé ...	" " " "	" "
H. Wormald ...	" " " "	" "
P. Rossouw ...	Public School, Robertson	Rev. A. McGregor
D. During ...	" " " "	" "
L. Stadler ...	Girls' Pub. Sch., Stellenbosch	Rev. N. J. Hofmeyr
E. Kuys ...	" " " "	" "
H. A. Haupt ...	" " " "	" "
M. Walton ...	" " " "	" "
A. Wilson ...	" Worcester	Rev. W. Murray
M. A. Smook ...	" " " "	" "
A. Pienaar ...	" " " "	" "
A. de Villiers ...	" " " "	" "
S. Humphreys ...	" Graaff-Reinet	Rev. C. Murray
I. M. Geard ...	" " " "	" "
E. M. Harris ...	" " " "	" "
M. J. Hoolahan ...	Convent M. Sch., P. Elizabeth	The Prioress
A. Kenney ...	" " " "	" "
E. Fletcher ...	School of Industry, Wynberg	Rev. R. Doyle

TABLE V.—(I). PUPIL TEACHERS admitted under Supplementary Regulations of 1874—(continued).

Name of Pupil Teacher.	School to which attached.	Name of Manager or Correspondent.
G. S. Wright ...	School of Industry, Wynberg	Rev. R. Doyle
M. Lonsdale ...	Girls' Pub. Sch. K. W. Tn.	F. Tudhope
B. Greathead ...	" Swellendam	H. H. van Breda
J. Koller ...	School of Art, Cape Town	J. A. Fairbairn
E. Dowdle ...	Girls' Pub. Sch., Tarkastad	A. Yeld
A. Stow ...	" " " "	" "
E. Weber ...	Moravian Mis. Sch., Mamre	Rev. W. F. Kunick
F. Crowley ...	R. C. Miss. Sch., Cape Town	Most Rev. Dr. Leonard
B. Scott ...	" " " "	" "
M. Kelly ...	" " " "	" "
B. Moore ...	" " " "	" "
A. Lyne ...	" " " "	" "
M. A. Hayes ...	" " " "	" "
S. Wheelan ...	" " " "	" "
K. Mulqueeny ...	" " " "	" "
M. O'Loughlin ...	" " " "	" "
A. Flanagan ...	" " " "	" "
W. Healey ...	" " " "	" "
J. Woollard ...	" " " "	" "
J. Lyne ...	" " " "	" "
M. Galvin ...	" " " "	" "
W. Hayes ...	" " " "	" "
W. Cleenwerk ...	" " " "	" "
H. J. Verwey ...	Trinity Church Miss. School, Cape Town	Rev. J. Hyndson, M.A.
M. B. Gibson ...	" " " "	" "
E. James ...	Girls' Pub. Sch., Mossel Bay	Dr. Kitching
F. Overbeek ...	" " " "	" "
M. Kitching ...	" " " "	" "
F. Combe ...	Wes. Miss. Sch., Grahamstown	Rev. R. C. Matterson
A. A. Smith ...	" " " "	" "
M. Euvrard ...	Public School, Montagu	Rev. Dr. Hofmeyr
F. White ...	R. C. Miss. School, Wynberg	Rev. J. J. O'Reilly
M. A. Walker ...	" " " "	" "
M. Lautenbach ...	" " " "	" "
K. O'Connor ...	" K. W. Tn.	The Prioress
N. Galvin ...	" " " "	" "
M. Lynch ...	" " " "	" "
F. Orgill ...	" Grahamstown	The Prioress
A. Burrows ...	" " " "	" "
E. McCarthy ...	" " " "	" "
A. Harper ...	Girls' Pub. Sch., Uitenhage	Rev. D. J. Pienaar, B.A.
C. Bauman ...	E. C. Miss. Sch., Keerom St., Cape Town	Sister Theodora
L. Webb ...	E. C. Mis. Sch., S. Matthew's, Kimberley	Rev. G. Mitchell
S. Martin ...	E. C. Mis. Sch., S. Cyprian's, Kimberley	Ven. Archdeacon Gaul, M.A.

TABLE V.—(I) PUPIL TEACHERS admitted under Supplementary Regulations of 1874—(continued).

Name of Pupil Teacher.	School to which Attached.	Name of Manager or Correspondent.
E. J. Inglesby ...	E. C. Mis. Sch., S. Philip's, Cape Town	Rev. Father Puller, M.A.
A. Hughes ...	" "	"
S. A. Collins ...	" "	"
M. Thies ...	Rhenish Inst., Stellenbosch	Miss Pick
L. Schmidt ...	" "	"
L. von Ludwig ...	" "	"
M. Pett ...	" "	"
M. Brinckner ...	" "	"
L. Schroeder ...	" "	"
F. Difford ...	All Saints School, Wynberg	Miss Robinson
H. Grier ...	" "	"
R. Jeffery ...	" "	"
E. Cole... ..	" "	"
M. Tiran ...	" "	"
M. R. Galloway ...	Girls' Public School, Caledon	Miss Buchanan
M. Mtywaku ...	Girls' Training Inst., Peelton	Miss Sturrock
M. Mlonyeni ...	" "	"
R. Masiza ...	" "	"
M. J. Booie ...	Wesleyan Mis. Sch., Peddie	Rev. E. Gedye
J. Ngwekazi ...	" "	"
M. J. Mbere ...	Missionary Inst., Lovedale	Rev. Dr. Stewart
C. Koti... ..	" "	"
M. Bleki ...	" "	"
L. Majombozi ...	" "	"
S. Nyalashe ...	" "	"
S. A. Mahlentle ...	" "	"
M. Murray ...	" "	"
E. Magidlana ...	Training Instn., Heald Town	Rev. W. Holford
J. Tumela ...	" "	"
M. Dlepu ...	" "	"
I. Ndarana ...	" "	"
E. Mtotywa ...	" "	"
J. Mafani ...	" "	"
E. Magajana ...	" "	"
C. Ntlonze ...	" "	"
E. Ntsiko ...	" "	"
E. Magaba ...	" "	"
E. Lusaseni ...	" Blythswood	Rev. J. McLaren, M.A.
A. Gotywa ...	" "	"
Govan Mpondo ...	" "	"
J. Mguli ...	Native Institution, Umtata	Rev. Canon Cameron, M.A.
E. Pupuma ...	" "	"
J. Jack ...	" "	"
J. Malgas ...	" "	"
A. Nazo ...	" "	"
A. Ndungane ...	" "	"

TABLE V.—(1) PUPIL TEACHERS admitted under Supplementary Regulations of 1874—(continued.)

Name of Pupil Teacher.	School to which Attached.	Name of Manager or Correspondent.
C. Mfihlo ...	Training Instn., Clarkebury	Rev. U. S. Davis
E. Sangoni ...	" "	"
C. Mzamo ...	" "	"
I. Mahlati ...	" "	"
J. Mapekula ...	" "	"
R. Qina ...	" "	"

TABLE V.—(2) PUPIL TEACHERS admitted under Education Act No. 13 of 1865.

Name of Pupil Teacher.	School to which attached.	Name of Manager or Correspondent.
J. Titus ...	Rhen. Miss. Sch., Worcester	Rev. L. F. Esselen
S. Robinson ...	" "	"
M. David ...	" "	"
H. Afrika ...	" "	"
A. Fransman ...	" "	"
R. Fransman ...	" "	"
C. Dames ...	" "	"
H. Asia ...	" "	"
E. Hosking ...	St. Andrew's Mission School, Cape Town	Rev. J. M. Russell, M.A.
J. van Bart ...	" "	"
C. Schrade ...	St. George's Orphanage School, Cape Town	Miss Arthur
E. Hermann ...	" "	"
C. Abernethy ...	St. Philip's Mission School, Graham's Town	Rev. W. H. Turpin
M. A. Noble ...	St. Mark's Mission School, Cape Town	Rev. W. L. Clementson, M.A.
A. Davis ...	" "	"
S. Lawrence ...	Rhenish Mis. S., Stellenbosch	Rev. F. Juffernbruch
C. Langeveldt ...	" "	"
M. Pool ...	" "	"
D. de Kock ...	" "	"
A. E. Gatt ...	Cong. Miss. Sch., Cape Tn.	Rev. W. B. Philip, B.A.
L. Patiens ...	Rhenish Miss. Sch., Saron	Rev. F. W. Weber
S. Zas ...	" "	"

TABLE VI.—(1) NAMES OF PERSONS TO WHOM THIRD CLASS CERTIFICATES WERE ISSUED DURING THE YEAR.

Adendorff, Charlotte A.	Mzimba, David
Bosman, Elizabeth M. J.	Momberg, Margaret O.
Bartlett, Samuel B.	Mdleleni, Elijah
Booi, Mary Jane	Mtoba, Stephen
Barry, Florence	Maneli, Reuben
Becker, Elizabeth	Mpamba, William
Beerling, Grace	Monyakuane, Timothy S.
Bardman, Simon	Martinson, Marian J. G.
Botha, Annie D.	*Ngxola, Elias John
*Curnick, Theophilus K.	Neethling, Henrietta
*du Toit, Anna S. H.	Ndunge, Clowes
Dyason, Julia L. G.	Nkomo, David
Dick, Catherine	Nqwekazi, Jane
Dall, Ellen G.	Nquka, Lintji
Dichaba, Osia	*Otte, Marie D. A.
Dlova, Lina	Oosthuizen, Martha M.
Danckwerts, Marion J.	Orgill, Florence
*Freemantle, Amy M.	*Powrie, Frances J.
Fauché, Maria E.	Roux, Johanna J.
Gray, Kate C.	Ricketts, Rose A. M.
Greathead, Edith B.	*Sinclair, Jessie C.
Gudula, Danielson	*Sidziya, Alexander C. F.
Galloway, Mary R.	Seccull, Lily
Gomba, Yanyan	Sturk, Annie
*Hannie, Ebenezer	Stadler, Louisa
Hartwanger, Annie	Siebert, Annie J. M.
Haumann, Anne E.	Schröder, Frieda
Herley, Alice Mary	Shosha, Elijah
Hogan, Maria	Slater, Alice M. B.
Jurgens, Sophia A.	Sishuba, Alfred
Kolbe, Charlotte M.	Sofonia, Bartholomew
Kalipa, John Jacob	Sidziya, Mathilda
Linnenkohl, Annie E.	Soyizwapi, Anthony
le Roux, Margaret M. E.	*Tshangela, Jacob M.
Love, Emily	Tilbrook, Evelyn
*Meadway, Fanny E.	Thomson, Mary I. J.
*Mitchell, Jessie I.	Van der Riet, Hester J.
*Mnyakama, Solomon	*Watson, Florence H.
*Mazwi, Benjamin	Weber, Caroline
*Mabandla, Neli	Xaba, Samuel
*Maphike, Thaddæus	Yekele, Sarah
*Mkumla, Samuel J.	Zwartboy, MacFie
Meeser, Christina	Zidumbu, Martha
Mudie, Ada M. G.	

TABLE VI.—(2.) NAMES OF PERSONS TO WHOM MIDDLE CLASS CERTIFICATES WERE ISSUED DURING THE YEAR.

*Berthold, E.	Groenwoud, J. H.
*Birkett, Hannah M.	Munnik, B. J.
Cronje, C. T. R.	de Villiers, J. C.
Viljoen, W. J.	Geysler, H.
Smit, J. J.	

NOTE.—Candidates who have an asterisk attached to their names obtained Certificates with Honours.

TABLE VII.—GOOD SERVICE LIST.

Name.	School.	Town.
H. B. Sidwell, B.A.	Public School ...	Aliwal North
Miss Rittmann ...	" ...	"
Miss Orsmond ...	" ...	"
Rev. D. D. Fraser	" ...	Bedford
A. MacCuaig ...	" ...	"
Miss Birkett ...	" ...	"
J. R. Cuthbert ...	" ...	Burghersdorp
Miss Buchanan ...	" (Girls) ...	Caledon
Miss Theron ...	" " ...	"
Miss Scheublé ...	" " ...	"
Dr. Shaw ...	" ...	Cape Town
W. T. Birch, M.A.	" ...	"
J. Davidson ...	" ...	"
Rev. R. Sheard, M.A.	" ...	Clanwilliam
G. W. Cassé, B.A.	" ...	Cradock
O. J. Oliver ...	" ...	Dordrecht
Miss C. van Niekerk	" (Girls) ...	George
Miss J. van Niekerk	" " ...	"
P. J. le Roux ...	" (Boys) ...	"
B. P. J. le Roux ...	" " ...	Graaff-Reinet
R. D. Collins ...	" " ...	"
Miss H. Murray ...	" (Girls) ...	"
Miss Hugo ...	" " ...	"
R. Dale, M.A. ...	" ...	Graham's Town
E. J. Starkey, B.A.	" ...	"
H. S. Wood ...	" ...	King William's Town
J. G. Tooke, B.A.	" ...	"
Miss Martindale ...	" (Girls) ...	"
Mrs. Adamson ...	" " ...	"
Rev. R. McCormick	" ...	Komgha
A. P. W. Immelman	" ...	Malmesbury
Mrs. Kidd ...	" ...	"
Miss Lynn ...	" (Girls) ...	Oudtshoorn
J. Hoek ...	" (Boys) ...	"
J. Inglis, M.A.	" " ...	Paarl
Rev. H. Muller ...	" ...	Panmure
R. Rein ...	" ...	"
Miss McKay ...	" ...	"
W. J. H. Wilson...	" ...	"
W. G. Woodford, B.A.	" (Grey Institute)	Piquetberg
G. Burbidge ...	" " ...	Port Elizabeth
T. W. Wilson ...	" " ...	"
Miss Herbert ...	" ...	"
F. Beswick ...	" ...	Queen's Town
T. Broster ...	" ...	"
Miss Armstrong ...	" ...	"
F. McIntyre ...	" ...	Richmond
C. F. W. Rosenow	" ...	Riversdale

TABLE VII.—GOOD SERVICE LIST—(continued.)

Name.	School.	Town.
H. Hill, B.A. ...	Public School ...	Robertson
M. Nicol ...	" ...	"
Miss Ebeling ...	" ...	"
W. Matthew ...	" ...	Seymour
R. MacWilliam, M.A.	" (Boys) ...	Somerset East
A. Driver ...	" ...	"
Miss McKenzie ...	" (Girls) ...	"
Miss Eksteen ...	" ...	"
Miss Waitt ...	" ...	"
W. Milne ...	" (Boys) ...	Stellenbosch
A. Walker ...	" ...	"
J. D. Krige ...	" ...	"
Miss Colby ...	" (Girls) ...	"
Miss Farnham ...	" ...	"
Miss van Pelt ...	" ...	"
Miss Naudé ...	" ...	"
Miss Mitchell ...	" ...	Tarkastad
R. MacCrone, M.A.	" (Boys) ...	Wellington
Miss Wells ...	" (Girls) ...	"
Miss Malherbe ...	" ...	"
Miss Cummings ...	" ...	"
Miss Palmer ...	" ...	"
Miss Spyker ...	" ...	"
Miss A. E. Smith...	" ...	Worcester
Miss Hatch ...	" ...	"
Miss Naudé ...	" ...	"
Miss Scholz ...	" ...	"
S. B. Shaw ...	" ...	Salem
Rev. D. Dodd ...	" ...	Port Alfred East
E. Sullivan ...	" ...	Bredasdorp
G. T. Hosking, B.A.	" ...	Green Point
N. Mackay ...	" ...	Woodstock
H. J. Nixon ...	" ...	Wynberg
J. C. Gericke ...	" ...	Caledon
J. Walsh ...	" ...	Lady Frere
C. J. Immelman ...	" ...	New Bethesda
T. S. Golightly ...	" ...	Hope Town
Rev. R. Martin ...	" ...	Kei Road
T. Leith ...	" ...	Knysna
J. R. Frylinck ...	" ...	Lady Smith
Dr. Changuion ...	" ...	Langebaan
T. C. Stoffberg ...	" ...	Riebeeck West
J. Cats ...	" ...	Darling
T. Quirk ...	" ...	O'okiep
G. P. Hutchinson...	" ...	Simondium
C. P. Hoogenhout	" ...	Groenberg
C. J. Ackerman ...	" ...	French Hoek
G. van Copenhagen	" ...	Slot van de Paarl

TABLE VII.—GOOD SERVICE LIST—(continued.)

Name.	School.	Town.
A. J. Pepler ...	Public School ...	North Paarl
S. J. de Villiers ...	" ...	Wagonmakers' Valley
G. F. Pienaar ...	" ...	Porterville
J. Peddie ...	" ...	Swellendam
J. Herholdt ...	" ...	Heidelberg
J. S. Fourie ...	" ...	Ceres
G. L. van Heerde	" ...	Uniondale
S. G. du Toit ...	" ...	Rawsonville
Miss Solms ...	" ...	Greyton
J. N. Coetzer ...	" ...	Rodehoogte
J. F. Fischer ...	" ...	Vogelvlei
Rev. E. Newton ...	" ...	Blanco
A. A. Smith ...	" ...	Klipheuvcl
H. McClure ...	" ...	Brandwacht
T. W. Godden ...	" ...	Hamburg
P. R. Crowhurst ...	" ...	Twenty-four Rivers
Miss Weisbecker...	" ...	Kragga Kamma
W. van Alphen ...	" ...	Kalk Bay
C. M. Villet ...	" ...	Kuil's River
Miss Wiese ...	" ...	Drostdy
C. J. C. Gie ...	" ...	Wagenboom River
J. R. Whitton ...	Normal College	Cape Town
J. Smith, M.A. ...	" ...	"
J. Mitchell ...	" ...	"
Miss Ferguson ...	Huguenot Seminary	Wellington
Miss White ...	" ...	"
M. J. Stucki ...	Boarding School	Blauwvalley
Sister Agatha ...	Roman Catholic Mission	Graham's Town
Mrs. Chapman ...	Wesleyan	"
Rev. W. H. Turpin	S. Philip's	"
Mrs. Porter ...	S. Bartholomew's	"
P. J. Kawa ...	Wesleyan	Burghersdorp
Miss de Villiers ...	Dutch Church	Beaufort West
Miss Gantz ...	" ...	"
Miss Herbert ...	English Church	Napier
P. Beukman ...	Moravian	Elim
Miss Scheublé ...	Dutch Church	Caledon
J. Jonker ...	Moravian	Genadendal
P. S. Pfeiffer ...	" ...	Twistwyk
Miss Williams ...	St. George's Orphanage	Cape Town
Ann Daoma ...	" ...	"
W. Thomas ...	Wesleyan Mission	Sydney St., Cape Tn.
Brother Loman ...	Roman Catholic	Cape Town
Brother Willebrord	" ...	"
Sister M. Lehy ...	" ...	"
Miss Whyte ...	" ...	"
Miss Kennedy ...	" ...	Sir Lowry Road ,,
C. H. Kinsley ...	Trinity	Cape Town "

TABLE VII.—GOOD SERVICE LIST—(continued.)

Name.	School.	Town.
Miss F. Hanafey...	Trinity Mission	Cape Town
Miss J. C. Forbes...	" "	" "
Rev. T. F. Dreyer	Dutch Church Mission	Rogge Bay, Cape Tn.
Mrs. Uhr	" "	" "
J. B. Gatt	Congregational	Barrack-st., "
Miss Clayton	S. Mark's	Cape Town
Miss Barry	Roman Catholic	Rondebosch
A. B. Wilkinson	S. Paul's	" "
Miss Musson	English Church	Maitland
Miss Dryden	" "	Sea Point
W. J. Hurst	" "	Claremont
Miss Wilson	School of Industry	Wynberg
Sister M. John	Roman Catholic Mission	" "
W. Mazwi	Moravian	Goshen
Miss Leipoldt	Rhenish	Wupperthal
A. G. le Roux	Dutch Church	Elandskloof
T. Mzozoyana	" "	Colesberg
J. Madaki	Wesleyan	Cradock
M. A. Radas	" "	Tini's
H. Pfeiffer	Dutch Church	Ezeljagt
C. Brink	" "	Graaff-Reinet
L. Joel	Independent	" "
Rosa Fransch	" "	" "
J. Kumalo	Wesleyan	Wittebergen
J. Gundwana	" "	Manxebu's Kraal
R. Balie	Moravian Mission	Clarkson
E. Louis	" "	" "
J. Ntsiko	Wesleyan	Tamacha
H. Mbambisa	" "	Idebe
A. Brauer	Lutheran	King William's Town
Sister M. Raymond	Roman Catholic	" "
Miss Bolton	" "	" "
W. Ntsikana	Free Church	Pirie
H. Kildasi	Wesleyan	Annschaw
W. Breach	English Church	Knysna
Rev. C. Prozesky...	Berlin	Lady Smith
D. W. Zeeman	English Church	Malmesbury
Mrs. Zeeman	" "	" "
A. Weber	Moravian	Mamre
W. P. Witbooy	Dutch Church	Gonnakraal
A. J. Hendrickse...	Independent	Paarl
Miss Calder	English Church	Lower Paarl
A. J. Ruiter	Dutch Church	Wellington
E. Marsh	English Church	Klein Drakenstein
Rev. T. F. Stegmann	Dutch Church	Pniel
A. Njokweni	Wesleyan	Enquebebeni
I. Uys	Moravian	Goedverwacht
R. W. Clarry	English Church	Strand-st., P. E.

TABLE VII.—GOOD SERVICE LIST—(continued.)

Name.	School.	Town.
Miss Morley	St. Paul's Mission	Strand-st., P. E.
E. Ndlangisa	Moravian	Engotini
Miss Heese	Berlin	Riversdale
J. D. Schaefer	Wesleyan	Lady Grey
Miss Gray	School of Industry	Simon's Town
Miss Hartle	" "	" "
Miss Rawbone	Wesleyan Mission	" "
T. H. Groepe	Independent	Somerset East
J. S. Hahn	Rhenish	Stellenbosch
E. L. Lawrence	" "	" "
C. Hendrickse	Wesleyan	" "
Mrs. Hendrickse	" "	" "
J. H. de Smidt	" "	Somerset West
F. H. Wagner	" "	Raithby
Miss M. A. Legg...	English Church	Stellenbosch
Mrs. Schuld	Dutch Church	Klip River
Miss Helen	Independent	Heidelberg
Bro. Nectaire	Roman Catholic	Uitenhage
T. Groenewald	Berlin	Haarlem
T. Matumebu	Independent	Hackney
A. Brauer	Moravian	Enon
C. February	Rhenish	Worcester
B. de Labat	Deaf and Dumb Institution	" "
Rev. R. J. Mullins	Kafir Institution	Graham's Town
Rev. T. H. Peters, M.A.	Kafir College	Zonnebloem
G. Baker	Native Institution	Bensonvale
D. Malassi	Native School	Mount Arthur
J. Lightfoot	Native Institution	Heald Town
Miss Sturrock	" (Girls)	Peelton
Rev. W. Rubusana	" "	" "
A. Smith, M.A.	Missionary Institution	Lovedale
Mrs. Muirhead	" "	" "
G. Pamla	Native School	Butterworth
T. Ndwardwa	" "	Veldman's
J. Mahaley	" "	Mbulukwezi
N. Mashiyi	" "	Intsito
G. Makapela	" "	Mbulu
F. Sidziya	" "	Upper Zolo
S. Mpondo	" "	Cunningham
N. Falati	" "	St. Mark's
H. Toni	" (Girls)	" "
W. Daniel	" "	Tshingeni
N. Daniel	" "	Caba
S. Mazwi	" "	Tabasi
E. Franz	" "	Qokolweni
S. D. Maqina	" "	Tyinira
P. Magaba	" "	Bancolo



TABLE VIII (a).—UNDENOMINA-

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
CLASS I.									
1	Aliwal North	£ 211 5 0	£ 358 13 0	£ ..	£ 569 18 0	..	73	52	125
2	Beaufort West, Girls	65 12 6	..	65 12 6	131 5 0	..	..	..	..
3	Bedford	280 0 0	..	340 0 0	620 0 0	..	35	27	62
4	Burghersdorp	225 0 0	360 9 8	33 5 6	618 15 2	4/3 to 16/8	47	49	96
5	Caledon, Girls	112 10 0	99 11 0	20 0 0	232 1 0	3/4 to 10/-	..	46	46
	Preparatory Dept.	30 0 0	20 9 6	9 10 6	60 0 0	1/6	29	24	53
6	Cape Town (S. A. College School)	525 0 0	737 10 0	..	1262 10 0	13/4 to 23/4	119	..	119
7	Cape Town, Girls (Good Hope Seminary)	82 10 0	291 4 3	..	373 14 3	14/ to 28/	..	..	..
8	Craddock, Boys	350 0 0	469 5 0	52 16 7	872 1 7	10/ & 13/4	109	..	109
9	Girls (Rocklands)	165 0 0	438 17 9	..	678 17 9	3/4 to 11/8	..	52	52
	Preparatory Dept.	75 0 0					..	20	31
10	Dordrecht, Boys	200 0 0	..	250 0 0	450 0 0	..	49	..	49
11	Fort Beaufort	175 0 0	239 14 3	..	414 14 3	3/6 to 7/6	56	30	86
12	George, Boys..	250 0 0	192 4 8	19 12 6	461 17 2	5/ to 15/	46	..	46
13	Girls..	150 0 0	223 17 6	34 5 10	408 3 4	2/6 to 10/	12	65	77
14	Graaff-Reinet, Boys (The College)	306 11 3	527 2 9	551 1 2	1384 15 2	13/4 & 20/	71	..	71
15	Girls (Midland Seminary)..	210 0 0	590 0 0	385 19 3	1185 19 3	5/ to 11/8	16	104	120
16	Graham's Town, Boys ..	600 0 0	632 2 5	352 6 0	1584 8 5	..	160	..	160
17	Kimberley, Boys	360 0 0	1200 15 9	122 6 4	1893 2 1	5/ to 15/	213	..	213
18	Girls	210 0 0	Included in Boys School.	..	..	..	36	114	150
19	King William's Town, Boys (Dale College)	475 0 0	..	544 0 0	1109 0 0	..	122	..	122
	King William's Town Preparatory Department	90 0 0					..	57	33
20	King William's Town, Girls (Kaffrarian Col.)	256 5 0	..	256 5 0	512 10 0	..	11	109	120
21	Komgha	200 0 0	..	250 0 0	450 0 0	..	30	29	59
22	Malmesbury ..	250 0 0	459 0 9	19 7 6	817 15 9	2/6 to 10/	71	50	121
	Preparatory Dept.	89 7 6					..	24	30
23	Montagu	205 0 0	162 0 0	43 0 0	410 0 0	2/ & 4/	58	50	108
24	Mossel Bay, Girls	136 5 0	236 1 9	32 17 11	405 4 8	4/ to 10/	11	53	64
25	Murraysburg, Boys	203 2 6	..	203 2 6	406 5 0	..	40	..	40
26	Girls	51 17 6	..	51 17 6	103 15 0	..	..	47	47

NUMBER LEARNING.																									No. of Teachers.		
To Read English.	To Read Dutch.	To Write in Copybooks.	Arithmetic.		Geometry.	Algebra.	Higher Mathematics.	Physical Science.	Geography.	History.	English Grammar & Composition.	Latin.	Greek.	Music.	Drawing.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Masters.	Mistress.	Assistants.						
			Simple Rules.	Higher Rules.																							
125	25	91	50	75	20	20	..	27	91	74	91	25	12	72	..	52	50	125	1	..	2						
	Closed	31.3.	88.																								
62	..	62	9	53	6	12	2	21	55	50	55	13	2	31	3	..	14	48	1	..	2						
96	40	91	60	36	10	8	1	38	96	38	53	11	4	..	80	49	42	58	1	..	2						
38	21	38	..	38	..	..	..	9	38	32	38	..	..	46	3	38	..	38	..	1	1						
53	..	21	35	..	..	..	..	..	21	..	21	..	..	3	..	..	53	53	..	1	1						
119	..	119	51	68	34	37	..	96	119	119	119	116	31	..	69	..	..	..	1	..	3						
..	..	..	No	Return.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	2						
109	73	100	37	72	25	25	..	25	109	109	109	72	7	..	..	..	..	84	1	..	2						
52	28	52	13	19	..	..	..	20	52	36	52	10	..	29	52	52	..	52	..	1	2						
51	1	16	51	..	..	..	..	..	16	..	..	..	..	2	1	51	51	51	..	1	1						
47	7	..	6	41	5	5	..	..	41	30	30	5	1	..	..	..	..	12	1	..	1						
86	..	86	44	42	12	6	..	19	73	49	49	32	..	..	..	30	..	86	1	..	1						
46	44	46	6	40	12	12	1	10	38	38	38	23	9	..	6	..	..	29	1	..	1						
77	..	61	54	9	9	8	8	20	60	55	43	..	..	43	43	50	25	46	..	1	2						
71	55	46	13	58	19	19	..	71	60	71	71	54	22	..	..	..	..	71	1	..	2						
120	61	105	51	60	3	16	..	44	101	89	96	16	..	45	120	104	25	96	..	1	3						
160	..	154	75	144	34	34	5	32	160	100	146	47	9	151	60	..	..	84	1	..	3						
213	12	190	118	95	20	20	..	8	109	52	102	22	..	3	..	..	..	57	1	..	3						
150	..	102	114	36	..	..	..	36	102	82	82	8	..	35	36	114	67	32	..	1	3						
122	4	122	5	117	20	40	3	28	100	78	122	50	20	..	50	..	..	..	1	..	3						
90	..	64	53	37	..	..	..	..	41	21	42	..	..	90	..	33	35	55	1	..	..						
108	..	108	22	32	22	22	19	22	77	90	90	14	..	30	19	120	12	20	..	1	5						
59	5	59	59	35	4	5	..	4	58	35	57	6	..	59	18	..	..	15	1	..	1						
121	104	121	..	121	39	39	..	84	121	84	121	39	15	..	84	..	..	121	1	..	2						
44	10	33	33	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11	54	1	1						
91	91	91	56	52	5	7	..	5	56	25	91	5	2	108	5	..	..	25	1	..	2						
64	..	52	64	17	..	..	..	17	40	30	40	..	..	64	30	53	34	30	..	1	2						
40	25	38	10	30	10	10	4	25	40	25	25	18	4	..	..	..	..	..	1	..	2						
41	32	41	9	32	..	16	..	..	32	18	32	8	..	..	..	41	..	18	..	1	1						

[G. 8-'89.]

Number.	NAME OF SCHOOL.	Grant issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month	No. on the Roll.			
							Boys.	Girls.	Total.	
CLASS I—(continued).		£ s. d.	£ s. d.	£ s. d.	£ s. d.					
27	Oudtshoorn, Girls ..	140 12 6	170 11 7	32 13 9	343 17 10	2/6 to 10/	..	74	74	
	"   Preparatory Department (South-End)	30 0 0	29 17 0	0 3 0	60 0 0	2/ to 5/	11	24	35	
28	Paarl, Boys ..	275 0 0	334 16 1	68 3 10	677 19 11	6/ to 15/	71	..	71	
29	"   Girls ..	210 0 0	309 12 2	51 16 9	571 8 11	1/8 to 10/	12	56	68	
30	"   Gymnasium ..	215 0 0	150 2 6	172 14 6	537 17 0	7/6 to 15/	34	..	34	
31	Panmure (East London)	430 0 0	189 7 0	300 13 0	920 0 0	..	117	33	150	
32	Port Elizabeth (Grey Institute) Hill School ..							146	..	146
	North-End Branch..	928 2 6	..	1222 17 6	2151 0 0	..	116	70	186	
	South-End Branch..						81	57	138	
33	Queen's Town ..							87	46	133
	"   Preparatory Department	326 5 0	565 11 11	..	894 16 11	..	48	21	69	
34	Richmond ..							48	43	91
	"   Preparatory Department	235 0 0	..	305 0 0	540 0 0	..	28	21	49	
35	Riversdale, Boys ..	185 0 0	..	235 0 0	420 0 0	..	55	..	55	
36	"   Girls ..	156 5 0	..	179 15 0	336 0 0	..	12	61	73	
37	Robertson ..	311 0 0	315 5 6	..	626 5 6	2/6 to 5/	120	100	220	
38	Seymour ..	137 0 0	163 10 0	39 6 3	339 16 3	3/4 to 10/	28	34	62	
39	Somerset East (Gill Coll.)	325 0 0	..	775 0 0	1100 0 0	..	84	3	87	
40	"   Girls (Bellevue)	211 16 8	296 15 6	83 8 4	592 0 6	5/ to 16/8	30	102	132	
41	Stellenbosch, Boys (Gymn.)	512 10 0	..	551 10 0	1064 0 0	..	118	..	118	
42	"   Girls (Bloemhof)	410 0 0	529 9 10	133 6 10	1072 16 8	2/3 to 8/9	19	135	154	
43	Tarkastad, Girls ..	153 6 8	..	153 6 8	316 13 4	..	23	76	99	
44	Uitenhage, Girls (Riebeek College)	173 6 8	1545 7 7	64 7 9	1783 2 0	..	25	133	158	
	(Including Boarding Fees)									
45	Wellington, Boys ..	327 10 0	429 4 0	11 8 1	768 2 1	5/ to 12/	129	..	129	
46	"   Girls (Huguenot Seminary)	315 0 0	443 10 0	11 10 0	770 0 0	1/6 to 6/	53	230	283	
47	Worcester, Boys ..	275 0 0	..	335 0 0	610 0 0	..	100	..	100	
48	"   Girls (Sem.)	345 0 0	194 9 6	210 10 6	750 0 0	2/6 to 7/6	13	99	112	
	"   Preparatory Department)	60 0 0	41 5 0	30 15 0	132 0 0	2/	28	35	63	
49	Wynberg, Girls ..	180 0 0	..	385 0 0	565 0 0	..	15	67	82	

	NUMBER LEARNING.																		No. of Teachers.				
	To Read English.	To Read Dutch.	To Write in Copy-books.	Arithmetic.		Geometry.	Algebra.	Higher Mathematics.	Physical Science.	Geography.	History.	English Grammar and Composition.	Latin.	Greek.	Music.	Drawing.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Misses.	Assistants.	
				Simple Rules.	Higher Rules.																		
70	..	..	61	27	39	..	7	..	5	39	25	32	..	..	..	16	39	35	25	..	1		
20	..	..	14	13	4	..	..	..	..	4	2	4	..	..	..	..	7	6	..	..	1	..	..
60	57	..	52	23	37	26	26	..	26	41	60	60	31	17	..	37	..	..	37	1	..	2	..
61	33	..	56	29	32	2	4	..	..	61	34	44	8	..	70	28	34	34	24	..	1	..	3
34	34	..	24	..	34	15	24	..	24	24	34	34	24	15	33	..	..	..	12	1	..	1	..
150	72	..	129	63	87	18	20	..	..	98	43	79	25	6	6	122	33	28	28	1	..	4	..
129	..	..	129	10	136	39	39	..	39	129	136	146	136	39	..	17	..	..	119	1	..	5	..
186	..	..	101	119	42	..	..	..	..	57	30	72	..	..	..	..	70	26	130	1	..	2	..
89	..	..	89	16	73	..	..	..	..	43	11	43	..	..	..	62	45	49	49	1	..	2	..
133	..	..	133	55	78	6	78	..	78	133	133	133	46	..	..	10	..	..	78	1	..	3	..
69	..	..	36	..	36	..	..	..	..	..	..	..	..	..	..	..	69	..	..	..	..	..	..
91	91	..	91	17	74	13	9	..	49	91	49	91	11	1	..	..	43	..	91	1	..	2	..
49	..	..	17	17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
55	55	..	55	11	44	23	44	..	44	55	44	55	34	10	..	..	..	..	26	1	..	1	..
73	21	..	56	27	41	..	..	..	27	37	27	41	..	..	..	27	48	..	30	..	1	..	2
187	139	..	164	69	128	37	37	5	42	112	66	112	34	6	112	..	100	25	..	1	..	3	..
54	..	..	50	11	43	3	6	..	18	42	18	35	12	..	..	14	..	7	6	1	..	1	..
87	38	..	69	8	76	27	27	3	47	67	60	80	64	29	80	80	..	..	..	1	..	3	..
132	31	..	89	54	73	1	12	..	..	73	60	73	1	..	26	60	102	72	50	..	1	..	4
118	108	..	73	49	69	38	47	16	23	118	107	107	66	21	..	73	..	..	..	1	..	4	..
154	103	..	102	49	98	14	14	..	52	97	100	100	33	..	151	123	76	45	69	..	1	..	7
91	31	..	62	43	38	..	..	..	21	54	21	35	..	..	99	35	39	8	41	..	1	..	3
158	20	..	133	42	98	11	27	..	72	94	72	94	25	..	52	70	60	62	82	..	1	..	2
129	129	..	96	24	105	67	57	..	73	98	90	74	64	57	..	..	..	..	..	1	..	3	..
269	213	..	224	79	177	..	21	..	43	190	175	155	70	..	283	281	225	13	166	..	1	..	5
100	68	..	94	19	61	45	45	12	45	76	57	71	32	23	88	..	..	..	52	1	..	2	..
112	59	..	95	40	72	5	8	..	..	75	54	72	24	..	112	85	87	22	44	..	1	..	6
29	13	..	13	28	..	..	..	..	..	..	..	..	..	..	..	..	18	6	..	..	1	..	1
82	15	..	66	35	47	..	10	..	15	58	53	47	17	..	47	47	47	24	26	..	1	..	3

Table with 9 main columns: Number, NAME OF SCHOOL, Grant Issued, School Fees, From other sources, Total, Rates of School Fees per Month, No. on the Roll (Boys, Girls, Total).

Table with 18 columns: NUMBER LEARNING (To Read English, To Read Dutch, To Write in Copybooks, Arithmetic: Simple Rules, Higher Rules, Geometry, Algebra, Higher Mathematics, Physical Science, Geography, History, English Grammar and Composition, Latn, Greek, Music, Drawing, Sewing (Girls), Infant Lessons, Object Lessons) and No. of Teachers (Master, Mistress, Assistants).

TABLE VIII.—UNDENOMINATIONAL PUBLIC SCHOOLS.

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
	CLASS II.—(continued.)	£ s. d.	£ s. d.	£ s. d.	£ s. d.				
80	Humansdorp .. ..	121 13 4	..	121 13 4	242 6 8				
81	Beaconsfield .. ..	265 0 0	323 17 9	136 0 11	724 18 0	..	87	49	136
82	Frankfort .. ..	90 0 0	90 0 0	..	180 0 0	2/6	42	30	72
83	Knysna .. ..	150 0 0	..	150 0 0	300 0 0	..	58	48	106
84	Lady Smith .. ..	137 10 0	150 0 0	14 2 3	301 12 3	..	50	43	93
85	Riebeek's Kasteel ..	105 0 0	46 6 9	76 2 9	227 9 6	1/6 & 3/	22	34	56
86	Darling .. ..	90 0 0	102 10 6	80 10 2	273 0 8	7/6	18	13	31
87	Hopefield .. ..	105 0 0	118 0 0	83 14 4	306 14 4	13/4	21	22	43
88	Riebeek West .. ..	132 10 0	96 10 0	45 3 9	274 3 9	3/ & 4/6	28	25	53
89	Langebaan .. ..	75 0 0	95 0 0	16 0 0	186 0 0	10/	16	9	25
90	Hooikraal .. ..	120 0 0	38 5 6	84 9 1	242 14 7	2/ to 4/	27	32	59
91	Middelburg .. ..	169 0 0	285 3 0	..	454 3 0	3/ to 10/	64	48	112
92	Mossel Bay, Boys ..	115 0 0	143 12 6	89 5 6	347 18 0	5/ to 10/	43	..	43
93	O'okiep .. ..	130 0 0	106 0 0	95 0 3	331 0 3	5/	38	22	60
94	Oudtshoorn, Boys ..	200 0 0	..	232 0 0	432 0 0	..	117	..	117
95	Calitzdorp .. ..	175 0 0	148 3 6	82 8 4	405 11 10	..	56	51	107
96	Simondium .. ..	130 0 0	89 1 0	90 9 6	309 10 6	2/6 & 5/	37	27	64
97	North Paarl .. ..	145 16 8	..	145 16 8	291 13 4	..	53	31	84
98	Wagonmaker's Valley ..	100 0 0	72 9 4	45 6 4	217 15 8	2/ & 4/	21	22	43
99	Slot van de Paarl ..	130 0 0	52 14 0	76 0 2	265 14 2	3/	40	31	71
100	Groenberg .. ..	105 0 0	41 2 6	68 12 8	214 15 2	1/9 & 3/6	19	21	40
101	Piquetberg .. ..	145 0 0	..	185 0 0	330 0 0	..	45	30	75
102	Porterville .. ..	130 0 0	54 9 6	91 8 3	275 17 9	1/ to 5/	25	29	54
103	Prince Albert, Boys ..	100 0 0	231 9 0	74 4 8	495 13 8	4/6 to 6/6	35	..	35
104	Do., Girls .. ..	90 0 0	Included in Boys School				3	52	55
105	Whittlesea .. ..	75 0 0	104 4 6	38 0 1	217 4 7	2/ to 12/6	25	13	38
106	Britstown .. ..	140 0 0	..	180 0 0	320 0 0	..	19	25	44
107	Lady Grey .. ..	75 0 0	47 18 6	70 9 11	193 8 5	2/6 & 3/	19	36	55
108	Pearston .. ..	25 0 0	15 7 0	14 3 0	54 10 0	3/6 to 7/6	21	6	27
109	Somerset West .. ..	85 0 0	..	149 0 0	234 0 0	..	32	21	53

		NUMBER LEARNING.															No. of Teachers.				
To Read English.	To Read Dutch.	To Write in Copybooks.	Arithmetic.		Geometry.	Algebra.	Higher Mathematics.	Physical Science.	Geography.	History.	English Grammar and Composition.	Latin.	Greek.	Music.	Drawing.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Misses.	Assistants.
			Simple Rules.	Higher Rules.																	
No	Return.																				
136	25	75	104	32	..	..	..	..	65	46	43	12	..	9	65	25	71	136	1	..	1
58	..	32	36	27	..	..	..	..	32	..	32	..	..	72	..	..	..	..	1	..	1
94	..	68	24	51	..	16	..	..	51	38	51	8	..	94	68	31	17	94	1	..	2
93	15	72	42	51	..	31	..	..	51	31	72	11	..	14	51	40	..	72	1	..	1
56	56	44	17	27	..	..	..	..	27	27	27	..	..	56	27	..	12	44	1	..	1
31	31	28	9	22	4	4	..	4	22	4	17	4	..	31	..	13	..	17	1	..	..
43	41	32	33	10	1	1	..	4	22	14	22	10	..	32	34	22	..	22	1	..	1
52	51	43	20	33	..	..	..	16	41	16	31	2	..	7	..	..	..	53	1	..	2
24	16	24	5	20	..	..	..	7	20	16	20	..	..	25	7	9	1	5	1	..	..
37	51	48	14	35	..	..	..	..	27	12	19	..	..	5	2	..	9	12	1	..	1
112	101	94	21	73	5	5	2	3	91	71	71	12	3	4	..	40	8	106	1	..	2
43	11	40	13	30	14	17	..	17	43	43	43	14	..	43	43	..	..	43	1	..	1
60	..	60	31	27	3	4	..	5	46	22	40	9	..	..	..	..	..	23	1	..	1
117	77	77	40	77	3	20	..	..	77	50	77	30	..	70	40	..	10	70	1	..	2
62	91	61	56	22	11	11	..	20	69	20	20	9	..	..	..	25	15	47	1	..	2
64	64	62	41	23	..	23	..	13	23	23	41	2	..	6	..	..	..	23	1	..	1
75	72	75	23	61	..	6	..	14	61	41	41	6	..	4	..	31	9	18	1	..	1
43	43	42	14	29	..	11	..	11	27	20	27	2	..	43	27	..	..	20	1	..	1
71	71	68	27	44	10	13	..	39	54	39	54	6	..	71	16	22	..	39	1	..	1
37	40	36	13	24	..	..	..	10	25	10	25	..	..	40	18	21	..	22	1	..	1
75	52	62	25	50	17	17	..	17	50	41	41	22	5	..	25	..	13	60	1	..	2
52	40	40	19	35	2	9	..	5	27	27	32	3	2	..	..	15	2	14	1	..	1
35	35	35	6	29	..	10	..	10	18	18	27	9	..	35	..	..	..	19	1	..	..
55	41	41	24	27	..	4	..	..	47	21	41	4	..	41	52	41	11	11	..	1	1
33	..	33	11	22	..	..	..	..	22	16	16	..	..	..	..	..	5	26	1	..	..
44	44	44	21	21	2	2	..	2	20	6	15	2	..	44	..	25	10	33	1	..	1
43	53	47	23	32	..	..	..	..	32	20	20	..	..	55	2	..	3	14	1	..	..
26	20	13	13	..	..	..	..	6	..	6	..	..	..	..	..	..	..	26	1	..	..
50	29	50	23	17	2	12	..	1	28	17	32	7	1	47	41	16	12	35	1	..	1

TABLE VIII.—UNDENOMINA-

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other Sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
	CLASS II.—(continued.)	£ s. d.	£ s. d.	£ s. d.	£ s. d.				
110	Swellendam, Boys ..	100 0 0	127 7 6	21 0 10	248 8 4	5/ to 20/	26	..	26
111	" Girls ..	107 10 0	..	146 10 0	254 0 0	..	10	41	51
112	Heidelberg ..	65 0 0	70 7 3	38 3 6	173 10 9	1/6 to 7/6	24	16	40
113	Butterworth ..	105 0 0	152 4 2	8 17 2	266 1 4	5/ to 13/4	21	25	46
114	Tulbagh ..	114 0 0	131 6 10	81 15 9	327 2 7	3/4 & 4/	44	43	87
115	Ceres ..	123 10 0	..	126 10 0	250 0 0	..	46	47	93
116	Prince Alfred's Hamlet	105 0 0	72 12 11	32 7 1	210 0 0	1/6 & 3/	26	30	56
117	Uitenhage, Boys ..	170 0 0	..	220 0 0	390 0 0	..	100	18	118
118	Uniondale ..	93 0 0	100 2 3	26 19 6	220 1 9	..	48	27	75
119	Victoria West ..	93 15 0	..	93 15 0	187 10 0	..	45	37	82
120	Willowmore ..	105 0 0	..	105 0 0	210 0 0	..	30	28	58
121	Dordrecht, Girls ..	45 0 0	..	45 0 0	90 0 0	..	..	..	..
122	Rawsonville ..	105 0 0	86 8 0	27 7 0	218 15 0	2/ to 4/	22	25	47
	CLASS III.—(Schools in Villages.)								
123	Sidbury ..	60 0 0	816 0 0	..	876 0 0	10/ to 53/4	30	..	30
124	Alicedale ..	75 0 0	91 10 0	125 0 0	291 10 0	1/ to 5/	42	34	76
125	Riebeek East ..	60 0 0	109 11 6	10 18 11	180 10 5	7/6 & 10/	25	12	37
126	Molteno ..	60 0 0	..	84 0 0	144 0 0	..	14	10	24
126	Jamestown ..	50 0 0	63 6 0	24 12 6	137 18 6	5/ to 10/	28	17	45
128	Port Alfred West ..	11 5 0	..	11 5 0	22 10 0	..	..	..	..
129	Cuylerville ..	35 0 0	33 2 0	2 3 6	70 5 6	..	11	8	19
130	Klein River (Stanford) ..	45 0 0	28 2 0	20 13 0	93 15 0	1/6	15	20	35
131	Hermanus Pietersfontein	60 0 0	5 10 0	59 0 0	124 10 0	..	24	36	60
132	Greyton ..	54 10 0	35 11 9	27 14 2	117 15 11	10d.	21	26	47
133	Villiersdorp ..	90 0 0	40 0 0	51 5 3	181 5 3	2/6	34	29	63
134	Cathcart ..	117 10	12 3 2	57 6 10	237 0 0	3/4 to 10/	22	9	31
135	Naaupoort ..	30 0 0	48 8 0	84 8 4	162 16 4	2/6 to 5/	28	32	60
136	Steynsburg ..	60 0 0	87 9 3	..	147 9 3	5/ to 10/	19	27	46
137	Maraisburg ..	60 0 0	..	84 0 0	144 0 0	..	32	41	73
138	East London ..	60 0 0	84 4 9	14 2 2	148 6 11	2/6 to 7/	44	20	64

(Including Boarding Fees.)

	NUMBER LEARNING.																	No. of Teachers.			
	To Read English.	To Read Dutch.	To Write in Copybooks.	Arithmetic.		Geometry.	Algebra.	Higher Mathematics.	Physical Science.	Geography.	History.	English Grammar and Composition.	Latin.	Greek.	Music.	Drawing.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.
26	2	26	3	23	7																
51	34	45	24	28	..	8	..	8	28	32	36	..	..	..	38	42	20	20	..	1	1
40	36	28	23	15	3	8	..	1	17	8	17	..	..	40	17	15	..	24	1	..	..
46	15	41	21	25	1	1	..	..	25	12	25	5	..	..	..	25	21	46	1	..	1
65	57	57	58	9	2	9	..	16	49	29	51	6	2	..	11	..	20	..	1	..	1
86	86	86	71	15	2	15	..	5	52	15	52	21	..	93	17	47	7	81	1	..	1
49	49	49	16	33	..	..	..	..	49	49	33	..	..	3	33	30	7	56	1	..	1
118	..	93	78	20	5	7	..	12	93	32	32	17	..	..	19	10	..	..	1	..	1
75	24	67	15	56	..	4	..	28	57	28	57	4	..	7	..	..	..	28	1	..	1
81	15	76	36	46	2	4	..	30	66	45	46	3	..	..	76	..	6	82	1	..	1
58	36	50	24	34	4	4	..	..	38	18	34	8	..	..	..	..	6	..	1	..	1
Closed	31.3	88.																			
45	44	45	12	35	..	..	..	6	22	10	22	..	..	47	8	25	3	21	1	..	1
30	..	30	20	10	..	..	..	..	30	23	23	..	..	3	23	..	..	30	1	..	..
76	..	43	24	27	..	..	..	..	26	24	36	..	..	76	..	30	32	..	1	..	1
36	30	30	16	21	..	..	..	..	25	16	25	..	..	37	..	..	..	..	1	..	..
24	23	22	17	6	..	..	..	3	7	7	9	..	..	..	7	..	4	24	1	..	..
43	8	36	21	24	..	..	..	5	27	5	17	..	..	..	..	..	..	45	1	..	..
Closed	30.9.	87.																			
19	..	18	8	10	..	6	..	6	12	7	11	1	..	..	..	8	1	19	..	1	..
18	31	26	22	7	..	..	..	..	4	4	4	..	..	..	..	13	..	17	1	..	1
21	13	17	11	10	..	..	..	..	17	..	17	..	..	..	..	15	19	17	1	..	..
37	10	25	18	10	..	..	..	1	17	4	11	..	..	7	..	26	18	45	..	1	1
55	57	44	17	35	..	..	..	..	31	7	31	..	..	..	..	..	..	31	1	..	1
31	..	19	18	13	..	..	..	3	18	5	13	3	..	31	..	..	..	2	1	..	..
40	..	20	11	9	..	..	..	..	9	6	9	..	..	2	..	20	20	6	..	1	..
46	35	41	11	26	..	..	..	5	31	5	36	..	..	..	..	..	..	46	1	..	..
66	45	57	59	13	..	..	..	..	36	25	36	1	..	73	15	..	..	73	1	..	..
64	4	64	16	48	1	1	..	..	64	11	30	3	..	..	30	26	26	20	1	..	..

TABLE VIII—UNDENOMINA-

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other Sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
	CLASS III—(continued).	£ s. d.	£ s. d.	£ s. d.	£ s. d.				
139	Potsdam .. .. .	30 0 0	25 19 0	12 14 0	68 13 0	3/	12	9	21
140	Fort Jackson .. .	50 0 0	48 0 0	2 0 0	100 0 0	5/	11	8	19
141	Fraserburg .. . .	30 0 0	..	42 0 0	72 0 0	..	15	9	24
142	Great Brak River ..	30 0 0	13 12 0	16 8 0	60 0 0	1/	17	28	45
143	Adendorp .. . . .	50 0 0	37 16 0	12 4 0	50 0 0	1/ to 3/	20	25	45
144	Petersburg .. . . .	30 0 0	55 5 0	3 8 3	88 13 3	5/	10	11	21
145	Campbell .. . . .	60 0 0	..	84 0 0	144 0 0	..	..	..	..
146	Jansenville .. . .	95 10 10	151 16 0	..	247 6 10	..	4	33	47
147	Warrenton .. . . .	45 0 0	..	45 0 0	90 0 0	..	..	..	..
148	Kei Road .. . . .	60 0 0	..	84 0 0	144 0 0	..	21	6	27
149	Middle Drift .. . .	30 0 0	..	30 0 0	60 0 0	..	8	8	16
150	Berlin .. . . .	50 0 0	50 0 0	..	100 0 0	4/	22	15	37
151	Hanover .. . . .	25 0 0	26 3 6	..	51 3 6	3/ & 3/6	10	10	20
152	Millwood .. . . .	27 10 0	23 16 0	3 14 0	55 0 0	2/ & 3/	24	33	57
153	Kei Bridge .. . . .	20 0 0	21 0 0	..	41 0 0	4/ to 6/	4	3	7
154	Kuku .. . . .	10 0 0	..	10 0 0	20 0 0	..	..	..	..
155	Port Nolloth .. . .	60 0 0	37 6 0	22 14 0	120 0 0	2/	35	20	55
156	Garies .. . . .	7 10 0	..	7 10 0	15 0 0	..	..	..	..
157	French Hoek .. . .	82 10 0	75 19 0	6 11 0	165 0 0	1/ to 6/	38	37	75
158	Klein Drakenstein (A)..	48 15 0	49 13 0	..	98 8 0	3/	29	15	44
159	Dal Josaphat .. . .	60 0 0	31 10 9	28 9 3	120 0 0	1/4 & 3/4	12	19	31
160	Lower French Hoek ..	50 0 0	..	70 0 0	120 0 0	..	17	16	33
161	Klein Drakenstein (B)..	25 0 0	..	25 0 0	50 0 0	..	10	10	20
162	Peddie .. . . .	82 10 0	104 1 0	..	186 11 0	5/ to 10/	19	23	42
163	Hamburg .. . . .	50 0 0	47 0 0	3 0 0	100 0 0	5/	14	7	21
164	Bell... .. .	30 0 0	49 0 0	..	79 0 0	5/	12	6	18
165	Petrusville .. . . .	60 0 0	18 17 0	41 3 0	120 0 0	2/6 to 7/6	25	21	46
166	Sterkstroom .. . . .	22 10 0	..	22 10 0	45 0 0	..	..	..	..
167	De Aar .. . . .	45 0 0	..	45 0 0	90 0 0	..	17	24	41
168	Kalk Bay .. . . .	75 0 0	..	75 0 0	150 0 0	..	44	37	81

NUMBER LEARNING.																			No. of Teachers.		
To Read English.	To Read Dutch.	To Write in Copybooks.	Arithmetic.		Geometry.	Algebra.	Higher Mathematics.	Physical Science.	Geography.	History.	English Grammar and Composition.	Latin.	Greek.	Music.	Drawing.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Missess.	Assistants.
			Simple Rules.	Higher Rules.																	
15	..	19	6	9	..	..	..	..	9	..	4	..	..	14	..	..	5	21	1	..	..
19	..	18	9	7	..	..	..	..	8	6	7	..	..	6	1	8	..	..	1	..	..
24	16	20	..	5	..	..	..	..	11	11	11	1	..	4	11	..	..	..	..	1	..
28	41	30	23	5	..	..	..	..	20	..	2	..	..	2	..	14	..	45	..	1	..
18	27	28	24	16	..	..	..	..	24	8	16	..	..	..	..	..	..	..	1	..	..
21	20	21	10	11	..	..	..	..	14	10	14	..	..	5	..	..	..	14	..	1	..
	No Return.			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
42	28	42	18	24	..	..	..	..	24	13	24	..	..	13	..	33	5	..	..	1	1
Closed	31.3	88.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
27	3	25	7	17	..	..	..	..	12	17	17	12	..	..	..	..	..	..	5	1	..
16	..	8	9	6	..	..	..	..	7	6	6	..	..	7	4	8	1	16	..	1	..
32	..	27	10	9	..	..	..	..	21	7	12	2	..	..	..	..	..	..	7	1	..
15	..	20	15	5	..	..	..	..	4	..	..	..	..	..	..	..	..	..	1	..	..
57	..	20	18	12	..	..	..	..	14	14	14	..	..	12	..	12	..	..	..	1	..
7	2	7	1	6	..	..	..	..	4	6	6	6	..	6	4	3	..	4	..	1	..
Closed	30.9.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
55	..	38	28	11	..	..	..	..	16	..	16	..	..	53	4	..	19	..	1	..	..
	No Return.			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
73	75	51	29	46	3	4	..	..	15	51	27	51	7	..	7	37	..	1	1	..	1
44	44	34	16	28	1	1	..	..	19	11	19	1	1	2	..	5	..	..	1	..	1
27	31	22	14	13	..	..	..	..	13	5	5	..	..	31	..	19	..	..	1	..	..
33	33	24	14	19	..	..	..	..	19	11	19	..	..	..	..	3	19	1	..	..	..
17	17	17	6	11	..	..	..	..	4	8	3	11	..	20	19	10	6	20	..	1	..
42	..	..	17	25	..	..	..	..	..	..	..	..	..	..	..	..	..	..	42	1	..
21	..	14	7	14	..	..	..	..	4	14	4	10	..	..	..	..	..	..	21	1	..
18	..	14	7	11	..	..	..	..	11	4	11	..	..	..	6	..	18	..	1	..	..
44	45	28	17	29	2	6	..	..	14	14	14	23	2	2	46	23	..	5	1	..	..
Closed	31.12.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
35	..	20	26	7	..	..	..	..	16	5	5	..	..	..	17	24	6	20	..	1	..
61	33	33	21	33	..	..	..	..	33	33	33	..	..	..	..	..	..	..	1	..	1

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other Sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
CLASS III—(continued).									
169	Cookhouse .. ..	£ s. d. 18 15 0	£ s. d. .. ..	£ s. d. 18 15 0	£ s. d. 37 10 0	..	6	14	20
170	Kuils River .. ..	75 0 0	68 12 0	6 8 0	150 0 0	2/1 & 4/1	33	41	74
171	Somerset West Strand..	22 10 0	24 0 0	..	46 10 0	2/	21	7	28
172	Upper Blinkwater ..	75 0 0	..	75 0 0	150 0 0	..	22	19	41
173	Hertzog .. ..	50 0 0	50 0 0	5 15 6	105 15 6	2/1	33	19	52
174	Balfour .. ..	60 0 0	..	60 0 0	120 0 0	..	..	..	..
175	Readsdale .. ..	30 0 0	30 0 0	4 15 0	64 15 0	1/8	16	14	30
176	Wilsonson .. ..	30 0 0	30 0 0	1 1 2	64 1 2	1/4	14	20	34
177	Embokotwa, Erf No. 21	60 0 0	32 0 0	65 15 10	157 15 10	3/4	16	28	44
178	Engcobo .. ..	30 0 0	32 9 0	10 11 0	73 0 0	5/ & 6/	11	3	14
179	Cala.. ..	30 0 0	..	30 0 0	60 0 0	..	..	..	..
180	S. Mark's .. ..	45 0 0	83 5 0	..	128 5 0	8/4 & 15/	7	6	13
181	Nthlambe .. ..	18 6 8	20 15 0	5 8 0	44 9 8	5/	7	4	11
182	Ceres Road Station ..	30 0 0	Nil.	30 0 0	60 0 0	Nil.	27	44	71
183	Auckland .. ..	37 10 0	22 10 0	15 0 0	75 0 0	4d. & 8d.	36	69	105
184	Prieska .. ..	56 5 0	..	56 5 0	112 10 0	..	12	11	23
185	Steytlerville .. ..	15 0 0	29 10 9	12 16 0	57 6 9	..	13	13	26
186	Touw's River .. ..	60 0 0	68 12 5	43 4 8	171 17 1	3/ to 4/	39	34	73
CLASS III.—(Schools on Farms.)									
187	Manley's Flats .. ..	22 10 0	20 10 0	2 0 0	45 0 0	3/	8	6	14
188	Kariega Valley .. ..	37 10 0	..	59 15 6	97 5 6	..	17	17	34
189	Seven Fountains .. ..	22 10 0	37 10 0	5 0 0	65 0 0	5/ & 6/8	18	8	26
190	Bosjesman's Poort ..	39 7 6	54 10 11	2 0 3	95 18 8	6/8	14	13	27
191	Badsfontein .. ..	50 0 0	89 3 3	19 1 3	158 4 6	7/6	20	19	39
192	Wilbebest Kuil .. ..	30 0 0	..	63 0 0	93 0 0	..	7	3	10
193	Graafwater .. ..	43 15 0	61 2 6	1 18 6	106 16 0	5/	20	9	29
194	Sandflats .. ..	30 0 0	56 12 0	..	86 12 0	5/ & 6/	12	14	26
195	Doornkloof .. ..	18 15 0	20 11 0	2 17 9	42 3 9	2/6 to 4/	20	15	35
196	Eland's Hoek.. ..	30 0 0	..	30 10 0	60 0 0	..	..	..	..
197	Draaihoek .. ..	22 10 0	..	22 10 0	45 0 0	..	..	..	..

	To Read English.	To Read Dutch.	To Write in Copybooks.	NUMBER LEARNING.											No. of Teachers.					
				Arithmetic.		Geometry.	Algebra.	Higher Mathematics.	Physical Science.	Geography.	History.	English Grammar and Composition.	Latin.	Greek.	Music.	Drawing.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.
Simple Rules.	Higher Rules.																			
20	..		12 9 ..	..	..	..	..	..	8 8 8	..	..	..	..	..	10 6 8	..	..	..	1 ..	..
49	54		54 24 34	..	..	..	..	3 54 26	28	..	..	33 15	..	15 33	1 ..	1 ..	1 ..	1 ..	1 ..	1 ..
28	..		20 24 4	..	..	..	..	6 6 6	1 ..	..	..	..	..	..	..	..	..	1 ..	..	..
41	4		25 11 14	..	..	..	..	25 12 25	..	..	10	..	16 5	..	1 ..	1 ..	1 ..	1 ..	1 ..	1 ..
52	..		35 14 12	..	..	..	..	12 .. 5	..	..	..	..	..	29 12	1 ..	..	..	..	..	..
No Return.		..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1 ..	..	..
28	..		28 25 5 1 1	..	..	..	1 30 1 1 1	..	30 ..	..	..	..	..	..	..	..	..	1 ..	..	..
30	..		25 13 7	..	..	..	..	25 ..	..	..	..	..	..	..	4 25	1 ..	..	..	..	..
36	44		39 41 15	..	..	..	3 14 3 3	..	..	..	..	..	..	..	3 44	1 ..	..	..	..	..
14	..		11 6 5	..	..	..	..	6 4 6	..	..	..	..	..	..	3 10	1 ..	..	..	..	..
Closed		31.12.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1 ..	..	..
13	..		13 10 3	..	..	..	..	8 8 8	..	..	..	..	..	..	..	..	..	8 1	..	..
11	..		9 3 6	..	..	..	..	5 .. 5	..	..	..	..	..	..	3 .. 11	..	..	1 ..	..	..
22	..		12 15 5	..	..	..	..	9 3 9	..	..	..	..	..	..	42 ..	..	..	1 ..	..	..
57	..		42 47 10	..	..	..	..	10 ..	..	..	..	..	..	48 10 83	..	..	..	1 ..	..	1 ..
22	..		14 11 12	..	1	..	3 10 10 10	1 ..	..	..	..	..	..	..	5 .. 1	..	..	1 ..	..	..
25	1		24 19 4	..	3	..	.. 14 6 12 3	..	..	..	12	..	..	..	..	..	12 1	..	..	..
73	..		46 52 12	..	..	..	..	19 .. 12	..	..	..	..	..	..	..	..	12 1	..	..	1 ..
14	..		11 11 ..	..	..	..	..	4 7 4 4	..	..	..	..	..	..	2 13	1 ..	..	..	..	..
34	..		19 21 13	..	..	..	..	18 13 18	..	..	..	..	..	..	7 .. 1	..	..	..	..	..
20	..		13 9 11	..	..	..	..	15 7 11	..	..	..	..	..	..	1 3 1	..	..	..	..	..
24	24		24 13 11	..	..	..	..	11 11 11	..	..	..	..	..	..	13 3	..	..	1 ..	..	1 ..
17	37		32 38 20	..	..	..	..	30 5 17	..	..	..	..	..	..	5 .. 38	..	..	1 ..	..	..
9	10		6 4 6	..	..	..	..	5 .. 3	..	..	..	..	..	..	..	..	..	1 ..	..	..
29	20		24 10 19	..	..	..	..	8 2 8	..	..	..	..	..	..	..	..	..	1 ..	..	..
26	20		24 10 16	..	..	..	..	13 13 13	..	..	..	..	..	..	9 4	..	..	1 ..	..	..
31	26		19 34 1	..	..	..	..	1 1 1	..	..	..	..	..	..	..	..	1 1	..	..	..
Closed		31.12.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1 ..	..	..
Closed		31.3.	88.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1 ..	..	..

TABLE VIII—UNDENOMINA-

Table with columns: Number, NAME OF SCHOOL, Grant Issued (£ s. d.), School Fees (£ s. d.), From other Sources (£ s. d.), Total (£ s. d.), Rates of School Fees per Month, and No. on the Roll (Boys, Girls, Total). Rows include schools like Dwarivlei, Shaw Park, Kleinmond, etc.

TIONAL PUBLIC SCHOOLS.

Table with columns: NUMBER LEARNING (To Read English, To Read Dutch, To Write in Copybooks, Arithmetic, etc.) and No. of Teachers (Master, Mistress, Assistants). Rows correspond to the schools on page 40.



Number	NAME OF SCHOOL.	Grant issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month	No. on the Roll.		
							Boys.	Girls.	Total.
							£ s. d.	£ s. d.	£ s. d.
228	Kleerefontein ..	30 0 0	1 10 0	30 0 0	61 10 0	1/3	10	7	17
229	Spanover ..	22 10 0	..	22 10 0	45 0 0	..	..	..	..
230	Coverside ..	30 0 0	72 10 6	2 16 9	105 7 3	7/ to 13/6	11	3	14
231	Tarsus ..	50 0 0	50 0 0	5 0 0	105 0 0	4/2 & 6/8	7	8	15
232	Thomas River ..	30 0 0	40 0 0	5 3 3	75 3 3	5/ & 7/6	13	4	17
233	Toise River ..	10 0 0	3 1 8	2 5 10	15 7 6	3/ to 7/6	15	..	15
234	Heerenlogement ..	30 0 0	..	31 0 0	61 0 0	..	12	11	23
235	Vredendal ..	7 10 0	..	7 10 0	15 0 0	..	..	..	..
236	Kleinfontein ..	30 0 0	25 10 0	7 10 0	63 0 0	..	7	15	22
237	Drooge Rivier ..	40 0 0	..	40 0 0	80 0 0	..	15	6	21
238	Spruitdrift ..	1 13 4	..	1 13 4	3 6 8	..	..	..	..
239	Driefontein ..	7 10 0	..	7 10 0	15 0 0	..	..	..	..
240	Brak Vallei ..	27 10 0	..	55 0 0	82 10 0	..	9	4	13
241	Doorn Rivier ..	15 0 0	..	15 0 0	30 0 0	..	..	..	..
242	Waterkloof ..	33 15 0	..	33 15 0	67 10 0	..	..	..	..
243	Langkloof ..	30 0 0	..	34 10 3	64 10 3	..	5	7	12
244	Ganna Vlakte ..	50 0 0	55 1 6	13 5 9	118 7 3	10/	10	6	16
245	Leliekloof ..	30 0 0	..	30 0 0	60 0 0	..	10	..	10
246	Paardenkloof (Groot Kom)	30 0 0	30 0 0	1 10 6	61 10 6	2/6 & 7/6	2	8	10
247	Droog Kloof ..	15 0 0	..	15 0 0	30 0 0	..	..	..	..
248	Strydpoort ..	17 10 0	..	17 10 0	35 0 0	..	..	..	..
249	Frischgewaagd ..	15 0 0	4 10 0	10 16 6	30 6 6	..	9	1	10
250	Kleinplaats ..	15 0 0	20 15 10	15 0 0	50 15 10	5/ & 7/6	5	8	13
251	Paling Kloof ..	12 10 0	7 10 0	5 0 0	25 0 0	2/6	14	10	24
252	Gonubie ..	30 0 0	28 10 0	2 5 0	60 15 0	2/ to 3/	24	17	41
253	Lilyfontein ..	25 0 0	25 1 0	9 19 9	60 0 9	3/	10	10	20
254	Thorn Valley (Farm 146)	15 0 0	..	15 0 0	30 0 0	..	4	5	9
255	Thornvley (Farm 166) ..	5 0 0	5 0 0	..	10 0 0	2/9	9	6	15
256	Spring Vale ..	37 10 0	45 16 0	..	83 6 0	5/	..	..	..
257	Ayasfontein ..	22 10 0	..	22 10 0	45 0 0	..	..	..	..

	NUMBER LEARNING.																	No. of Teachers.				
	To Read English.	To Read Dutch.	To Write in Copybooks.	Arithmetic.		Geometry.	Algebra.	Higher Mathematics.	Physical Science.	Geography.	History.	English Grammar and Composition.	Latin.	Greek.	Music.	Drawing.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Missess.	Assistants.
				Simple Rules.	Higher Rules.																	
12	12	14	9	6	..	..	..	..	9	4	8	..	..	..	..	2	..	..	..	1	..	..
Closed	31.3.	88.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
14	..	13	3	11	..	..	..	..	12	12	12	..	..	3	..	..	..	13	1	..	..	
15	..	10	5	10	..	..	..	..	11	4	11	..	..	..	..	6	8	1	..	..	..	
17	..	17	12	4	..	1	..	..	12	4	12	..	..	3	..	3	..	4	1	..	..	
15	..	14	10	5	..	..	..	..	7	3	7	..	..	..	..	..	..	3	1	..	..	
17	19	16	7	9	..	..	..	..	8	4	8	..	..	23	..	9	..	..	..	1	..	
Closed	30.9.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
14	22	12	8	8	..	..	..	..	7	..	8	..	..	..	..	10	..	..	..	1	..	
10	18	13	6	5	..	..	..	..	5	5	5	..	..	21	..	3	7	..	1	..	..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	
Closed	30.9.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
13	11	9	2	7	..	..	..	..	3	3	3	..	..	4	..	..	4	..	1	..	..	
Closed	31.12.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
Closed	31.3.	88.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
12	9	9	8	4	..	..	..	..	4	4	4	..	..	4	6	7	5	12	..	1	..	
16	16	11	7	9	..	..	..	..	9	8	9	..	..	..	..	..	9	1	..	..	..	
10	4	4	4	3	..	..	..	..	2	..	2	..	..	..	..	..	4	..	1	..	..	
9	1	9	8	..	..	..	..	..	8	..	8	..	..	4	8	8	2	10	..	1	..	
Closed	31.12.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
No Return.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
10	8	5	5	3	1	1	..	..	3	3	3	1	..	8	..	..	3	1	..	..	..	
13	5	5	5	2	..	..	..	..	2	..	2	..	..	5	..	8	..	13	..	1	..	
..	24	..	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
35	..	31	31	..	..	..	..	..	7	7	7	..	..	..	..	..	..	..	1	..	..	
20	..	17	20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
9	..	9	3	6	..	..	..	..	3	..	3	..	..	..	..	..	..	6	1	..	..	
11	..	4	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	..	1	..	
No Return.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
Closed	31.3.	88.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	

TABLE VIII—UNDENOMINA-

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
	CLASS III—(continued).	£ s. d.	£ s. d.	£ s. d.	£ s. d.				
258	Leeftersfontein ..	22 10 0	..	22 10 0	45 0 0	..	5	5	10
259	Gwayang ..	45 0 0	..	45 0 0	90 0 0	..	..	..	..
260	Ronde Vallei ..	50 0 0	..	50 0 0	100 0 0	..	16	10	26
261	Voorbrug ..	50 0 0	41 14 0	9 17 9	101 11 9	1/ & 2/6	33	35	68
262	Buffelsdrift ..	50 0 0	20 12 6	29 7 6	100 0 0	2/6 & 5/	12	13	25
263	Geelhoutboom ..	7 10 0	..	7 10 0	15 0 0	..	..	..	..
264	Ganzenkraal ..	15 0 0	16 18 0	..	31 18 0	1/ & 2/	25	12	37
265	Groen Kloof ..	26 5 0	21 0 0	29 15 0	77 0 0	2/6 & 5/	10	11	21
266	Vetberg ..	60 0 0	97 17 10	0 2 2	158 0 0	8/	20	..	20
267	Palmiet Vlei ..	15 0 0	..	15 0 0	30 0 0	..	..	..	..
268	Langfontein ..	22 10 0	..	22 10 0	45 0 0	..	..	..	..
269	Meist Kraal ..	45 0 0	55 0 0	2 0 0	102 0 0	2/ to 5/	11	10	21
270	Essenbosch ..	30 0 0	..	32 1 3	62 1 3	..	9	5	14
271	Andries Kraal ..	56 5 0	63 7 6	3 15 0	123 7 6	6/	7	12	19
272	Storms River ..	30 0 0	..	30 0 0	60 0 0	..	17	17	34
273	Kabeljauw's River ..	30 0 0	..	30 0 0	60 0 0	..	7	11	18
274	Patentie ..	30 0 0	29 1 0	0 19 0	60 0 0	3/6	13	8	21
275	Quagga ..	22 10 0	25 15 0	5 1 10	53 6 10	3/6 & 5/	6	6	12
276	Roodewal ..	7 10 0	..	7 10 0	15 0 0	..	..	..	..
277	Klipfontein ..	7 10 0	1 4 0	6 6 0	15 0 0	2/6 & 3/	3	5	8
278	Blauw Krantz ..	7 10 0	..	7 10 0	15 0 0	..	..	..	..
279	Commando Kraal ..	25 0 0	28 0 0	0 11 10	53 11 10	2/6	13	19	32
280	Uitjes Vlakte ..	15 0 0	..	15 0 0	30 0 0	..	..	..	..
281	Buffels Fontein ..	22 10 0	35 2 0	3 2 0	60 14 0	6/	11	2	13
282	Gxulu Valley ..	15 0 0	15 11 6	1 18 9	32 10 3	2/6	14	17	31
283	Breidbach ..	30 0 0	43 4 0	2 18 6	76 2 6	2/	19	27	46
284	Welcome Woods ..	15 0 0	15 0 0	89 0 0	119 0 0	1/ & 5/	7	7	14
285	Wittedrift ..	90 0 0	99 19 6	14 0 6	204 0 0	2/ to 5/	52	45	97
286	Doucamna ..	40 0 0	27 6 0	19 14 0	87 0 0	3/6	7	11	18
287	Westford ..	36 0 0	38 8 0	..	74 8 0	4/	7	10	17

	To Read English.	To Read Dutch.	To Write in Copybooks.	Arithmetic.		Geometry.	Algebra.	Higher Mathematics.	Physical Science.	Geography.	History.	English Grammar and Composition.	Latin.	Greek.	Music.	Drawing.	Sewing (Girls).	Infant Lessons.	Object Lessons.	No. of Teachers.			
				Simple Rules.	Higher Rules.															Master.	Mistress.	Assistants.	
9	..	..	7	8	2	..	..	..	..	3	3	3	..	..	..	..	..	..	2	..	1	..	..
Closed	31.3.	88.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
16	5	13	15	4	..	..	..	..	..	5	..	9	..	..	..	..	..	..	2	..	1	..	..
12	63	39	54	14	..	..	..	..	..	30	14	9	..	..	..	9	..	..	9	1	..	..	..
4	13	15	14	2	..	..	..	..	..	2	..	..	..	..	..	..	..	..	10	..	1	..	..
Closed	30.9.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
33	4	17	16	4	..	..	..	..	..	4	..	4	..	..	..	..	..	..	..	..	1	..	..
10	13	12	11	2	..	..	..	..	..	6	2	2	..	..	3	6	6	13	..	..	1	..	..
20	20	16	6	14	2	..	2	2	16	16	16	4	..	..	..	..	4	20	1	..	..	..	..
Closed	31.12.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
Closed	31.3.	88.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
21	..	13	6	11	..	..	..	..	..	11	7	11	..	..	..	..	..	2	11	1	..	..	..
14	..	14	4	10	..	5	..	..	..	10	5	8	..	..	..	..	..	..	..	8	1	..	..
19	..	19	5	14	..	..	..	..	..	14	14	5	..	..	19	..	..	..	..	19	1	..	..
21	..	18	14	6	..	..	..	..	..	4	4	4	..	..	..	..	..	..	..	13	..	1	..
18	..	16	7	10	2	..	..	..	..	14	8	14	..	..	..	2	..	..	..	..	1	..	..
16	5	19	8	11	..	..	..	..	..	4	3	4	..	..	..	..	..	..	..	..	1	..	..
12	..	7	12	..	..	..	..	..	..	4	..	4	..	..	..	..	..	..	..	..	4	1	..
Closed	31.3.	88.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
8	..	5	3	2	..	..	..	..	..	2	1	5	..	..	..	..	..	..	..	..	3	1	1
Closed	30.9.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
11	32	30	15	15	..	..	..	..	..	6	..	6	..	..	..	..	..	..	17	4	..	..	1
Closed	31.12.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
13	1	12	5	3	..	..	..	..	..	5	5	5	..	..	..	..	..	..	..	..	..	1	..
31	..	26	20	11	..	..	..	..	..	4	15	4	11	..	..	..	..	..	..	3	16	..	1
29	..	28	24	..	..	..	..	..	..	6	..	..	..	..	..	..	..	..	..	..	6	1	..
14	..	14	6	6	..	..	..	..	..	12	12	12	..	..	..	..	..	..	..	12	1	..	..
92	38	38	23	19	..	..	..	..	..	2	19	2	19	..	..	97	..	45	5	..	1	..	1
15	9	15	6	9	..	..	..	..	..	12	9	9	..	..	..	9	..	5	12	..	1	..	..
17	14	14	5	12	..	1	..	1	12	6	12	..	..	..	..	..	10	..	..	17	..	1	..

TABLE VIII—UNDENOMINA-

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
	CLASS III—(continued).	£ s. d.	£ s. d.	£ s. d.	£ s. d.				
288	Uplands .. ..	50 0 0	..	50 0 0	100 0 0	..	..	..	..
289	Kraaibosch .. ..	18 15 0	..	18 15 0	37 10 0	..	20	22	42
290	Woodlands .. ..	15 0 0	..	15 0 0	30 0 0	..	..	..	..
291	Concordia .. ..	10 0 0	9 12 0	0 8 0	20 0 0	2/	11	5	16
292	Moss Grove .. ..	30 0 0	8 8 0	30 12 0	69 0 0	3/6	2	9	11
293	Buffels Fontein ..	55 0 0	61 12 0	13 10 4	130 2 4	2/ & 3/4	27	38	65
294	Hoeco .. ..	50 0 0	..	51 0 0	101 0 0	..	42	28	70
295	Pot River .. ..	17 10 0	..	17 10 0	35 0 0	..	3	13	16
296	Paardenberg .. ..	50 0 0	40 9 4	30 11 6	121 0 10	3/ & 5/	31	11	42
297	Vredenburg .. ..	60 0 0	..	60 0 0	120 0 0	..	21	27	48
298	Klipheuvel .. ..	80 0 0	25 5 6	93 19 4	199 4 10	2/6	33	26	59
299	Droogevlei .. ..	22 10 0	..	22 10 0	45 0 0	..	..	..	..
300	Weltevrede .. ..	35 0 0	27 6 0	17 4 3	79 10 3	3/	18	18	36
301	Ysterfontein (Massenberg)	30 0 0	30 0 0	..	60 0 0	5/	5	6	11
302	Leeuwfontein ..	40 0 0	52 17 6	7 2 6	100 0 0	5/ to 10/	19	2	21
303	Herbertsdale ..	60 0 0	..	60 0 0	120 0 0	..	..	..	..
304	Brandwacht .. ..	60 0 0	60 0 0	..	120 0 0	..	12	16	28
305	Brak Fontein ..	45 0 0	..	45 0 0	90 0 0	..	15	26	41
306	Zorg Fontein ..	30 0 0	30 0 0	1 14 0	61 14 0	2/6	19	12	31
307	Buffelskloof ..	15 0 0	..	15 0 0	30 0 0	..	..	..	..
308	Matjesgoedvallei ..	30 0 0	30 0 0	..	60 0 0	3/4	8	16	24
309	Jan Fourie's Kraal ..	60 0 0	63 14 6	0 1 8	123 16 2	2/6 to 5/	27	27	54
310	Langverwacht ..	40 0 0	40 0 0	6 18 9	86 18 9	..	18	16	34
311	Groen Fontein ..	50 0 0	50 0 0	..	100 0 0	5/	21	15	36
312	Kruis Rivier ..	55 0 0	31 0 0	6 0 80	142 0 0	2/6	16	16	32
313	Riet Vlei .. ..	15 0 0	..	15 0 0	60 0 0	..	..	..	..
314	Nooitgedacht ..	48 15 0	39 7 4	8 7 8	97 10 0	3/ & 3/6	23	30	53
315	Buffeljacht's Fontein ..	45 0 0	45 0 0	9 0 0	99 0 0	..	23	19	42
316	Gamka .. ..	45 0 0	33 15 0	11 5 0	90 0 0	3/4	21	21	42
317	Hazenjagt .. ..	60 0 0	91 4 0	..	151 4 0	4/	23	26	49

To Read English.	To Read Dutch.	To Write in Copybooks.	NUMBER LEARNING.													No. of Teachers.						
			Arithmetic.		Geometry.	Algebra.	Higher Mathematics.	Physical Science.	Geography.	History.	English Grammar and Composition.	Latin.	Greek.	Music.	Drawing.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistant.	
			Simple Rules.	Higher Rules.																		
No Return.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
10	28	27	17	..	..	..	..	..	..	15	..	..	..	..	..	..	..	..	..	1	..	..
Closed	31.12.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
..	8	..	12	..	..	..	..	..	..	..	..	..	..	..	4	..	..	..	..	1	..	..
11	..	10	6	5	..	..	..	..	5	2	5	..	..	..	5	1	4	..	1	..	..	
31	65	53	47	5	..	..	..	..	15	5	11	..	..	65	15	38	3	..	1	..	..	
70	70	22	8	11	..	..	..	..	11	..	11	..	..	2	..	..	..	22	1	..	..	
..	6	4	1	..	..	..	..	..	..	..	..	..	..	..	..	10	..	..	1	..	..	
24	27	22	18	15	..	..	..	1	12	1	11	..	..	..	12	8	15	15	1	..	..	
48	40	40	34	14	..	..	..	..	21	7	17	..	..	40	..	..	..	..	1	..	..	
20	48	48	35	13	..	..	..	..	13	11	13	..	..	..	..	11	2	1	..	1	..	
Closed	31.3.	88.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
36	34	30	14	18	..	..	..	5	17	8	19	..	..	..	9	..	..	19	1	..	..	
2	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7	..	..	1	..	..	
16	11	20	12	8	..	..	..	9	9	9	10	..	..	..	..	2	..	..	1	..	..	
No Return.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
24	14	18	11	17	..	..	..	..	14	14	10	..	..	..	..	..	28	1	..	..	..	
26	16	16	11	8	..	..	..	8	..	8	..	..	..	..	16	17	8	6	..	1	..	
15	6	14	15	2	..	..	..	..	10	..	..	..	..	..	..	..	..	..	1	..	..	
Closed	31.12.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
10	10	11	10	1	..	..	..	..	..	..	..	..	..	..	..	8	16	1	..	..	..	
8	54	40	36	15	..	..	..	..	40	2	7	..	..	..	..	..	..	..	1	..	..	
31	16	17	15	11	..	..	..	..	13	..	13	..	..	..	16	12	12	13	..	1	..	
17	36	18	15	10	..	..	..	..	19	2	8	..	..	..	13	..	36	..	1	..	..	
23	32	18	25	7	..	..	..	..	7	..	7	..	..	32	..	9	14	1	..	..	..	
Closed	30.9.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
31	44	32	20	12	..	..	..	..	11	..	8	..	..	..	..	..	9	1	..	..	..	
14	28	2	25	2	..	..	..	..	9	..	2	..	..	..	..	5	..	..	1	..	..	
16	40	19	28	6	..	..	..	..	34	..	4	..	..	..	..	8	34	1	..	..	..	
43	34	37	20	19	..	..	..	..	18	..	5	..	..	..	..	..	16	1	..	..	..	



TABLE VIII—UNDENOMINA-

TIONAL PUBLIC SCHOOLS.

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
	CLASS III.—(continued.)	£ s. d.	£ s. d.	£ s. d.	£ s. d.				
348	Boschjesman's River ..	30 0 0	16 10 0	14 4 0	60 14 0	2/6	12	17	29
349	Middelvoetpad ..	7 10 0	..	7 10 0	15 0 0	..	..	..	..
350	Hoofsriver ..	10 0 0	10 0 0	..	20 0 0	..	8	9	17
351	Doornbosch ..	15 0 0	..	15 0 0	30 0 0	..	..	..	..
352	Moddergat ..	26 5 0	30 6 0	..	56 11 0	3/	14	12	26
353	Vlaggeberg ..	48 15 0	..	77 5 0	126 0 0	..	14	16	30
354	Happy Vale ..	12 0 0	9 2 0	1 6 6	22 8 6	1/6 to 3/	4	13	17
355	Greykerk ..	20 0 0	35 11 0	..	55 11 0	3/	19	19	38
356	Mancazana ..	30 0 0	41 8 2	..	71 8 2	2/6	20	18	38
357	Buffelsjagt's River ..	30 0 0	..	42 0 0	42 0 0	..	7	13	20
358	Good Hope ..	30 0 0	..	30 0 0	60 0 0	..	5	12	17
359	Storm's Vlei ..	7 10 0	..	7 10 0	15 0 0	..	..	..	..
360	Sleephoek ..	15 0 0	..	21 13 4	36 13 4	..	12	5	17
361	Slang River (Ekowa) ..	30 0 0	30 0 0	..	60 0 0	2/6 to 3/6	14	12	26
362	Xuka (No. 1) ..	45 0 0	..	45 0 0	90 0 0	..	19	17	36
363	Driefontein ..	15 0 0	..	15 0 0	30 0 0	..	..	..	..
364	Bloemvlei ..	30 0 0	30 0 0	..	66 0 0	3/ to 7/	8	3	11
365	Lower Xuka ..	30 0 0	28 16 0	1 4 0	60 0 0	1/6	16	16	32
366	Xuka No. 3 (Tweefontein)	30 0 0	..	30 0 0	60 0 0	..	11	11	22
367	Renegal ..	15 0 0	15 0 0	3 6 0	33 6 0	5/	8	4	12
368	Gatberg ..	12 10 0	..	12 10 0	25 0 0	..	8	5	13
369	Gubenxa ..	15 0 0	..	15 0 0	30 0 0	..	..	..	..
370	Maxongo's Hoek ..	2 10 0	..	2 10 0	5 0 0	..	15	21	36
371	Springs ..	20 0 0	..	21 15 0	41 15 0	..	2	6	8
372	Winterhoek ..	27 10 0	28 17 6	..	56 7 6	3/6	11	10	21
373	Drostdy ..	30 0 0	..	30 0 0	60 0 0	..	14	19	33
374	Conradies ..	18 15 0	19 15 0	1 17 11	39 17 11	5/	13	9	22
375	Loerier River..	45 0 0	..	45 0 0	90 0 0	..	..	..	..
376	Thornhill ..	7 10 0	10 0 0	..	17 10 0	5/ to 10/	11	3	14
377	Wolfontein..	30 0 0	..	30 0 0	60 0 0	..	..	..	..

To Read English.	To Read Dutch.	To Write in Copybooks.	Arithmetic.		Geometry.	Algebra.	Higher Mathematics.	Physical Science.	Geography.	History.	English Grammar and Composition.	Latin.	Greek.	Music.	Drawing.	Sewing (Girls).	Infant Lessons.	Object Lessons.	No. of Teachers.			
			Simple Rules.	Higher Rules.															Master.	Mistress.	Assistants.	
8	20	13	19	4	..	..	..	..	2	..	2	..	..	29	..	..	6	12	1	..	..	
Closed	30.9.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
10	16	3	11	3	..	..	..	..	3	..	3	..	..	..	..	..	..	..	..	..	1	..
Closed	31.12.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17	..	..	1	..
26	24	24	6	17	..	..	..	..	14	2	11	..	..	..	..	8	..	..	..	..	1	..
30	27	23	21	4	..	4	..	..	16	9	9	4	..	30	8	..	..	1	1	..	..	..
17	16	16	16	..	..	..	12	..	12	12	12	..	..	..	..	..	..	..	..	..	1	..
14	17	34	27	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	..	..	1	..
17	28	20	13	5	..	..	..	..	2	2	2	..	..	..	..	..	..	..	..	1	..	..
17	14	16	8	7	..	..	..	..	18	3	6	..	..	..	..	12	..	..	..	..	1	..
7	5	11	4	..	..	..	..	..	..	..	1	..	..	..	..	12	4	..	..	..	1	..
Closed	31.12.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
11	6	5	8	3	..	..	..	..	..	..	..	..	..	17	..	..	8	..	..	1	..	..
15	1	16	12	9	..	..	..	..	6	9	6	..	..	..	..	..	6	26	..	..	1	..
14	8	17	16	..	..	..	..	..	2	..	2	..	..	..	..	..	..	..	..	1	..	..
Closed	31.12.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
11	8	8	5	3	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	1	..
13	19	32	32	..	..	..	..	..	1	..	1	..	..	..	..	..	..	..	..	..	1	..
16	16	21	9	12	..	..	..	..	6	..	8	..	..	..	..	..	..	..	..	..	1	..
12	..	11	5	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
..	13	13	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
No	Return.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
15	..	11	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
8	..	7	3	5	..	..	..	..	6	4	6	..	..	3	5	4	1	7	..	..	1	..
16	16	16	10	7	..	..	..	3	7	..	10	..	..	..	..	5	5	3	..	..	1	..
32	26	26	8	21	..	..	..	13	13	13	13	..	..	..	..	19	7	4	..	..	1	..
22	22	16	5	17	..	..	..	..	7	4	8	..	..	22	..	7	..	22	..	..	1	..
Closed	31.3.	88.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
14	..	13	9	5	..	..	..	..	13	5	5	..	..	..	14	..	1	14	..	..	1	..
Closed	31.3.	88.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..

[G. 8—'89.]

TABLE VIII—UNDENOMINA-

Number	NAME OF SCHOOL.	Grant issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month	No. on the Roll.		
							Boys.	Girls.	Total.
CLASS III—(continued).									
		£ s. d.	£ s. d.	£ s. d.	£ s. d.				
378	Noagas Hoogte ..	30 0 0	64 9 3	..	94 9 3	6/3 to 10/	18	18	36
379	Krakeel River ..	50 0 0	..	50 0 0	100 0 0	..	24	16	40
380	Twee Rivieren ..	30 0 0	..	42 0 0	72 0 0	..	14	11	25
381	Misgund ..	30 0 0	..	36 0 0	66 0 0	..	11	4	15
382	Ongelegen ..	30 0 0	39 0 0	..	69 0 0	3/6	13	10	23
383	Keiskama Drift ..	7 10 0	..	7 10 0	15 0 0	..	..	..	..
384	Kemp ..	15 0 0	13 7 6	18 0 0	46 7 6	2/6 & 5/-	13	8	21
385	Biesjesdam ..	7 10 0	..	7 10 0	15 0 0	..	3	7	10
386	Schimmelfontein ..	30 0 0	..	30 0 0	60 0 0	..	7	3	10
387	Laken Vallei ..	20 0 0	..	20 0 0	40 0 0	..	..	..	..
388	Leeuwfontein ..	11 5 0	9 9 11	1 19 1	22 14 0	7/-	8	4	12
389	Hooge Kraal ..	7 10 0	16 0 0	18 15 0	42 5 0	5/-	8	2	10
390	Kikvorsch Fontein ..	30 0 0	60 0 0	288 0 0	378 0 0	5/-	20	14	34
391	Wagenboom River ..	60 0 0	43 1 0	46 17 5	149 18 5	1/8 to 3/4	20	16	36
392	Doorn River ..	30 0 0	26 0 0	17 19 6	73 19 6	3/4	9	15	24
393	Goudienia ..	50 0 0	53 4 6	62 7 6	165 12 0	3/6 & 5/-	22	16	38
394	Darling Bridge ..	50 0 0	24 13 6	40 8 1	115 1 7	..	19	16	35
395	Matjesfontein ..	30 0 0	10 0 0	104 10 0	144 10 0	3/-	7	15	22
396	Lower Hex River ..	20 0 0	..	20 0 0	40 0 0	..	10	11	21
397	Over Hex River ..	15 0 0	15 19 6	..	30 19 6	2/- & 2/6	9	6	15
398	Moortkuil ..	10 0 0	..	10 0 0	20 0 0	..	..	..	..

To Read English.	To Read Dutch.	To Write in Copybooks.	NUMBER LEARNING.													No. of Teachers.					
			Arithmetic.		Geometry.	Algebra.	Higher Mathematics.	Physical Science.	Geography.	History.	English Grammar and Composition.	Latin.	Greek.	Music.	Drawing.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.
			Simple Rules.	Higher Rules.																	
34	30	36	30	6	..	..	..	..	18	1	18	..	..	30	1	..	6	36	1	..	..
9	33	22	22	2	..	..	..	..	4	..	4	..	..	22	..	..	7	22	1	..	..
..	20	..	18	7	..	..	..	..	20	..	..	..	..	..	..	..	5	..	1	..	..
4	15	13	3	9	..	..	..	..	10	..	..	..	..	..	..	..	..	..	..	1	..
4	19	21	21	..	..	..	..	..	8	..	..	..	..	..	..	..	4	2	..	1	..
..	..	..	Closed	30.9.	87.	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
9	21	21	14	7	..	..	..	..	..	21	..	..	..	..	..	..	..	..	1	..	..
4	1	5	5	..	..	..	..	..	2	2	2	..	..	4	..	4	5	2	..	1	..
10	10	8	2	8	..	..	..	..	8	..	3	..	..	1	..	..	..	..	1	..	..
..	..	..	Closed	31.3.	88.	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
12	12	9	9	3	..	..	..	..	2	..	2	..	..	..	..	..	..	..	1	..	..
9	8	2	7	2	..	..	..	..	..	3	..	..	..	..	..	..	1	..	1	..	..
34	34	34	26	8	..	..	..	..	34	8	8	..	..	11	..	10	34	..	..	1	..
35	36	22	11	19	..	..	..	..	19	9	19	..	..	4	..	10	7	16	1	..	..
13	19	17	6	12	..	..	..	..	10	7	8	..	..	..	..	6	..	1	..	..	..
36	38	31	11	27	1	1	1	7	24	7	24	1	1	38	..	..	..	38	1	..	..
35	35	21	27	8	..	..	..	..	31	..	21	..	..	1	..	16	..	..	1	..	..
22	..	22	22	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
14	7	12	7	6	..	..	..	..	8	4	8	..	..	4	7	4	..	..	1	..	..
14	13	14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
..	..	..	No	Return.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..

TABLE VIII (b).—SPECIAL INSTITUTIONS.

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Art School, Cape Town. Grant, £150 p.a.				
Special Students (Morning)	...	...	..	16
Teachers Classes (Afternoon)	...	...	...	42
Artizans (Evening)	...	...	...	21
				<u>79</u>

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Art School, Grahamstown. Grant, £150 p.a.				
General Students	...	...	...	62
Teachers	...	...	...	17
				<u>79</u>

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Art School, Port Elizabeth. Grant, £150 p.a.				
General Students...	...	...	...	112
Governesses and Teachers	...	...	...	20
Artizans	...	...	...	18
				<u>150</u>

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Normal College and Model Schools, Cape Town. Grant, £1,175.				
Normal Students in residence	...	...	...	29
Attendance in Model School (Boys)	...	...	...	260
„ „ „ (Girls)	...	...	...	46

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Normal Department (Girls) Wellington. Grant, £150 p.a.				
Normal Students	...	...	...	24

TABLE IXA.—DISTRICT

Number.	NAME OF SCHOOL.	Grant Issued.	Local Expenditure.	No. on the Roll.		
				Boys.	Girls.	Total.
		£ s. d.	£ s. d.			
1	Zonnebloem .. ..	200 0 0	1732 19 7	100	..	100
2	Roodepan .. ..	157 0 0	272 1 4	32	21	53
3	Concordia .. ..	50 0 0	40 0 0	6	9	15
4	Pella .. ..	140 0 0	317 0 0	16	22	38
5	Berg River District (Blauwvalley)	310 10 0	166 5 1	24	4	28
	Upper Department			35	15	50
	Ditto ditto					
	Lower Department					
6	Ras Fontein .. ..	22 10 0	47 10 0	4	6	10
7	Commadagga .. ..	150 0 0	272 12 10	18	7	25
8	Goedverwacht .. ..	90 0 0	166 13 3	13	14	27
9	Klein Beyers Fontein .. ..	75 0 0	265 0 0	12	9	21

BOARDING SCHOOLS.

NUMBER LEARNING.																		No. of Teachers.			
To Read English.	To Read Dutch.	To Write in Copybooks.	Arithmetic.		Geometry.	Algebra.	Higher Mathematics.	Physical Science.	Geography.	History.	English Grammar and Composition.	Latin.	Greek.	Music.	Drawing.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.
			Simple Rules.	Higher Rules.																	
100	15	100	24	76	16	16	..	16	96	76	96	76	6	100	76	..	4	70	1	..	1
38	41	43	10	25	..	..	..	4	33	10	31	..	..	13	4	7	2	21	1	..	1
15	15	10	6	9	..	..	..	..	10	..	7	..	..	..	..	6	..	..	1	..	..
38	..	19	31	7	..	..	..	..	7	7	7	..	..	..	..	20	..	..	..	1	..
28	28	28	..	28	11	11	..	..	28	28	28	11	8	28	28	..	..	..	1	..	..
47	50	43	7	43	..	..	..	..	43	36	43	..	..	50	36	..	7	..	1	..	1
10	..	9	5	4	..	..	..	..	9	4	4	..	..	6	3	..	..	4	1	..	..
25	24	24	6	19	3	3	..	..	24	12	12	3	..	25	3	7	..	12	1	..	1
26	27	26	9	17	..	..	..	..	17	12	17	..	..	16	20	13	..	27	1	..	1
21	21	17	4	16	..	..	..	..	17	17	14	..	..	6	..	..	2	2	1	..	1



TABLE IXB.—BOARDING DEPARTMENTS.

Number.	NAME OF SCHOOL.	Grant Issued.	Local Expenditure.	No. on the Roll.		
				Boys.	Girls.	Total.
		£ s. d.	£ s. d.			
1	Salem .. .. .	50 0 0	540 0 0	24	..	24
2	Sidbury .. .. .	50 0 0	50 0 0	20	..	20
3	Brandvley .. .. .	46 10 0	46 10 0	..	..	14
4	De Drift .. .. .	25 0 0	25 0 0	..	..	19
5	Matjesfontein .. .. .	42 0 0	42 0 0	2	7	9
6	Spitzkop .. .. .	80 0 0	378 0 0	..	..	19
7	Middel Hoek van Spruit .. .. .	7 10 0	..	..	..	5
8	Wynberg, Girls .. .. .	18 15 0	18 15 0	..	4	4
9	Heerenlogement .. .. .	98 0 0	132 0 0	..	..	10
10	Kleinfontein .. .. .	30 0 0	31 14 0	..	..	6
11	Colesberg .. .. .	26 5 0	26 5 0	7	..	7
12	Cradock .. .. .	50 0 0	218 5 0	..	13	13
13	Driefontein .. .. .	12 10 0	12 10 0	Closed	30.9.87.	..
14	Waterkloof .. .. .	18 15 0	18 15 0	Closed	31.3.88.	..
15	Panmure .. .. .	50 0 0	50 0 0	12	..	12
16	Ayasfontein .. .. .	37 10 0	37 10 0	Closed	31.3.88.	..
17	George, Boys .. .. .	33 15 0	267 19 9	5	..	5
18	Do. Girls .. .. .	50 0 0	558 17 7	..	22	22
19	Graaff-Reinet, Girls .. .. .	40 0 0	285 4 11	..	8	8
20	King William's Town, Boys .. .. .	22 10 0	22 10 0	4	..	4
21	Do. Girls .. .. .	26 5 0	26 5 0	..	8	8
22	Hopefield .. .. .	50 0 0	50 0 0	6	6	11
23	Langebaan .. .. .	63 0 0	99 0 0	9	1	10
24	Klipheuvel .. .. .	50 0 0	269 10 0	..	..	12
25	Paardenberg .. .. .	59 0 0	176 9 11	..	..	15
26	Riebeek West .. .. .	62 0 0	271 7 4	..	..	9
27	Darling .. .. .	20 0 0	79 15 0	..	..	4
28	Hooikraal .. .. .	50 0 0	202 10 0	..	..	11
29	Mossel Bay .. .. .	11 5 0	68 10 0	1	..	1
30	Wellington, Boys .. .. .	50 0 0	1265 11 0	36	..	36

TABLE IXB.—BOARDING DEPARTMENTS—(continued).

Number.	NAME OF SCHOOL.	Grant Issued.	Local Expenditure.	No. on the Roll.		
				Boys.	Girls.	Total.
		£ s. d.	£ s. d.			
31	Wellington, Girls .. .. .	150 0 0	5693 2 6	..	98	98
32	Piquetberg .. .. .	30 0 0	30 0 0	6	..	6
33	Richmond .. .. .	25 0 0	25 0 0	8	..	8
34	Daggafontein .. .. .	3 0 0	112 10 0	..	..	2
35	Riversdale, Girls .. .. .	26 5 0	26 5 0	..	9	9
36	Robertson .. .. .	45 0 0	254 14 7	14	..	14
37	Montagu .. .. .	28 0 0	28 0 0	6	..	6
38	Somerset East, Girls .. .. .	50 0 0	440 10 2	..	18	18
39	Stellenbosch, Boys .. .. .	50 0 0	735 12 11	17	..	17
40	Do., Girls .. .. .	50 0 0	943 16 7	..	12	12
41	Do., Home .. .. .	37 10 0	589 1 2	28	..	28
42	Swellendam, Girls.. .. .	15 0 0	15 0 0	..	4	4
43	Uitenhage, Girls .. .. .	50 0 0	50 0 0	..	15	15
44	Uniondale .. .. .	15 0 0	36 15 0	3	..	3
45	Steytlerville .. .. .	15 0 0	60 18 0	6	..	6
46	Worcester, Girls .. .. .	50 0 0	721 19 6	..	14	14
47	Wagenboom River .. .. .	40 0 0	116 14 7	..	..	9
48	Rawsonville .. .. .	24 15 0	39 5 0	..	..	4
49	Goudienia .. .. .	68 0 0	162 5 0	..	..	14
50	Lower Hex River .. .. .	15 0 0	..	..	..	5

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other Sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
1	Dutch Church, Aberdeen	£ s. d. 30 0 0	£ s. d. 26 0 0	£ s. d. 1 19 6	£ s. d. 57 19 6	1/	22	17	39
2	S. Philip's Kafir Mission, Grahamstown	60 0 0	19 12 6	274 5 8	353 18 2	4d. to 1/	84	77	161
3	Wesleyan Fingo Location, Grahamstown	60 0 0	13 10 0	..	73 10 0	6d.	56	81	137
4	Wesleyan Mission, Grahamstown	75 0 0	53 13 2	87 0 2	215 13 4	8d. to 1/4	100	143	243
5	S. Bartholomew's Girls and Infant Schools, Grahamstown	30 0 0	27 1 0	18 19 6	76 0 6	1/ & 2/	26	17	43
6	S. Joseph's R.C., Girls School, Grahamstown	75 0 0	22 9 3	16 17 8	114 6 11	3d. to 1/	83	144	227
7	English Church, Good Shepherd, Grahamstown	75 0 0	14 0 8	49 9 4	138 10 0	8d. & 1/	39	88	127
8	Wesleyan Mission, Farmerfield	45 0 0	8 0 0	9 10 0	62 10 0	..	20	21	41
9	Do., Coyi ..	11 5 0	10 5 0	..	21 10 0	2/	25	27	52
10	Do., Burghersdorp	30 0 0	30 0 0	17 14 2	77 14 2	1/6	41	33	74
11	Dutch Church, Venterstad	12 0 0	..	1 17 6	13 17 6	..	10	14	24
12	Primitive Methodist Mission, Aliwal North	30 0 0	..	41 9 0	71 9 0	..	50	61	111
13	English Church, Barkly West	24 0 0	24 2 0	2 0 0	50 2 0	1/	20	24	44
14	Berlin Mission, Pniel ..	45 0 0	..	90 0 0	135 0 0	..	82	81	163
15	English Church, Boetsap	22 10 0	12 19 9	..	35 9 9	1/	15	14	29
16	Wesleyan Mission, Port Alfred	30 0 0	12 0 0	..	42 0 0	..	19	20	39
17	Wesleyan Mission, Barville Park	10 0 0	5 0 0	..	15 0 0	..	30	25	55
18	English Church, Southwell	15 0 0	9 0 0	12 10 0	36 10 0	..	30	22	52
19	Dutch Church, Beaufort West	60 0 0	23 0 6	10 9 6	93 10 0	1/	42	68	110
20	Roman Catholic, Bedford	30 0 0	57 10 0	..	87 10 0	2/6 to 6/8	12	21	33
21	Independent Mission, Bedford	30 0 0	30 0 0	4 19 5	60 19 5	6d. to 1/	29	50	79
22	Independent Mission, Cowie Bush	30 0 0	14 0 0	0 15 0	44 15 0	9d.	19	24	43
23	U.P. Mission, Glenthorn	30 0 0	5 0 0	..	35 0 0	6d.	37	32	69
24	English Church, Bredasdorp	60 0 0	1 18 6	35 0 0	96 18 6	4d.	33	60	93
25	English Church, Napier	75 0 0	2 10 0	15 0 0	92 10 0	..	52	61	113
26	Do., Struys Bay	30 0 0	0 19 9	10 0 0	40 19 9	4d.	21	11	32
27	Do., Wagenhuis Kranz	30 0 0	2 14 6	10 0 0	42 14 6	4d.	20	34	54
28	Moravian Mission, Elim	75 0 0	18 6 0	22 12 6	115 18 6	2d. & 3d.	167	169	336
29	Dutch Church, Caledon	60 0 0	5 9 9	42 0 0	107 9 9	4d. to 1/	43	37	80
30	Do., Villiersdorp	30 0 0	3 7 2	31 17 4	65 4 6	..	27	29	56

	NUMBER LEARNING														No. of Teachers.		
	To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.	
					Higher Rules.	Simple Rules.											
27	27	..	13	13	14	14	8	8	..	14	6	..	1	..	..		
68	..	26	22	40	18	58	18	35	..	77	103	58	1	1	..		
81	11	102	46	61	20	31	3	11	137	..	..	..	1	1	..		
193	..	..	80	60	50	80	10	50	243	40	50	243	..	2	1		
43	..	..	28	26	6	19	9	19	..	12	24	43	..	1	..		
117	..	..	95	95	32	46	183	68	144	110	111	227	..	2	1		
127	..	..	39	44	16	16	..	16	..	48	..	64	..	2	1		
41	..	1	34	34	7	18	..	7	34	21	7	41	1	..	1		
25	..	40	25	18	7	8	..	..	52	..	27	..	..	1	..		
74	..	..	25	27	20	17	..	7	74	33	..	..	1	..	..		
24	24	..	7	8	..	7	..	..	..	..	..	7	1	..	..		
111	..	14	25	38	7	14	..	1	..	61	66	111	1	..	..		
44	..	..	37	11	13	13	..	..	..	14	22	..	..	1	..		
44	60	44	27	81	7	30	..	..	..	63	75	4	1	..	1		
15	..	..	10	17	..	..	..	..	..	..	12	15	1	..	..		
39	..	21	6	23	6	11	..	6	39	..	12	39	1	..	..		
55	..	55	3	42	3	3	..	..	55	..	27	55	..	1	..		
26	..	26	26	24	2	9	..	..	52	..	26	..	1	..	..		
110	25	..	50	43	25	25	..	25	..	43	60	60	..	2	..		
30	..	..	24	24	4	11	4	4	2	20	3	10	..	1	..		
48	..	..	20	36	12	12	..	..	79	..	31	79	1	..	..		
28	..	..	16	7	9	..	..	..	..	..	15	..	1	..	..		
16	..	62	2	12	2	2	..	..	..	..	53	..	1	..	..		
48	..	..	14	50	..	7	..	7	33	30	..	33	..	2	..		
53	34	..	32	34	20	20	20	20	6	26	54	..	..	2	1		
32	3	..	15	24	8	8	3	8	..	..	..	..	1	..	..		
54	14	..	20	22	..	..	..	..	..	..	..	..	1	..	..		
253	336	..	135	33	121	166	..	68	336	40	160	166	2	1	1		
80	33	..	33	24	23	33	9	33	..	18	47	80	..	2	..		
36	14	..	20	21	10	8	..	6	..	5	20	..	..	1	..		

TABLE X.—

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other Sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
31	Dutch Church, Palmiet River	£ 20 0 0	£ 4 0 0	£ 96 0 0	£ 120 0 0	1/	17	13	30
32	English Church, Caledon	75 0 0	12 0 0	108 0 0	195 0 0	4d. to 1/	82	74	156
33	Do., Hermanus Pietersfontein	45 0 0	12 0 0	25 0 0	82 0 0	6d.	45	45	90
34	English Church, Hawston	30 0 0	0 19 3	21 15 1	52 14 4	4d. & 6d.	24	31	55
35	Do., Stanford	45 0 0	0 5 4	10 10 1	55 15 5	..	23	31	54
36	Do., Greyton	33 15 0	..	27 5 4	61 0 4	..	21	41	62
37	Do., Houwhoek	30 0 0	..	10 0 0	40 0 0	..	22	15	37
38	Do., Glebe ..	30 0 0	2 10 0	..	32 10 0	4d.	28	23	51
39	Moravian Mission, Genadendal	105 0 0	20 13 0	41 5 9	186 18 9	3d. & 6d.	261	273	534
40	Moravian Mission, Twistwyk	45 0 0	13 16 0	23 16 0	82 12 0	6d.	23	23	46
41	Do., Berea ..	30 0 0	0 17 0	14 3 0	45 0 0	3d.	19	19	38
42	S. Andrew's (Scotch Church), Cape Town	75 0 0	..	145 0 0	220 0 0	..	194	134	328
43	S. Stephen's (Dutch Church), Cape Town	75 0 0	31 6 3	43 13 9	150 0 0	4d. to 1/	181	215	396
44	S. A. Mission, do. ..	75 0 0	29 18 8	61 19 10	166 18 6	1d. & 2d.	66	100	166
45	Lutheran Mission, Hout Street, Cape Town	30 0 0	83 3 0	80 17 0	194 0 0	2/ to 4/	43	14	57
46	School of Industry, New Street, Cape Town	75 0 0	120 2 8	14 4 7	209 7 3	4d. to 2/6	59	253	312
47	S. Michael's (English Church), Keerom Street, Cape Town	60 0 0	4 13 7	60 14 5	125 8 0	2d. & 3d.	50	96	146
48	S. George's Orphanage Mission, Cape Town	75 0 0	23 14 10	50 0 0	148 14 10	1/2 d. to 2d.	179	206	385
49	Congregational Church Mission, Cape Town	75 0 0	..	108 0 0	183 0 0	..	159	129	288
50	Dutch Church, Bree Street, Cape Town	75 0 0	38 11 6	118 8 6	225 0 0	2d. to 1/4	157	223	380
51	S. Martin's, do. ..	75 0 0	146 2 0	196 18 0	418 0 0	..	76	65	141
52	Sydney Street, (Wesleyan), Cape Town	60 0 0	129 4 9	68 10 0	257 14 9	1/ to 5/	96	32	128
53	S. John's (English Church), Rogge Bay, Cape Town	75 0 0	12 13 0	3 7 0	91 0 0	1d. to 3d.	60	61	121
54	Boys' Trinity (English Church), Caledon Street, Cape Town	105 0 0	129 18 8	152 18 8	387 14 4	1/ to 4/	78	..	78
55	Girls do., ..						103	178	281
56	S. Mark's (English Church), Upper Dept. Cape Town	105 0 0	54 9 4	4 17 2	164 6 6	1d. to 4d.	196	242	438
	S. Mark's (English Church), Lower Dept. Cape Town						..	..	..
57	Dutch Church, Hanover Street, Cape Town	75 0 0	32 10 3	127 1 9	224 12 0	1d. to 3d.	173	209	382

## MISSION SCHOOLS.

To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	NUMBER LEARNING									No. of Teachers.		
				Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.
				Simple Rules.	Higher Rules.										
13	17	..	12	13	9	13	..	13	..	..	7	23	1	..	..
120	..	..	67	46	39	39	23	39	67	29	36	156	1	1	1
89	1	..	35	44	12	12	..	9	..	30	..	..	1	..	1
42	5	..	17	28	7	7	3	9	..	..	13	20	1	..	..
32	10	..	24	26	4	4	..	2	..	18	22	32	..	1	1
43	..	..	9	26	5	5	..	..	..	..	25	..	..	1	..
37	..	..	9	11	3	4	..	4	..	..	..	..	..	1	..
51	..	..	3	25	..	3	..	..	..	13	14	..	..	1	..
343	534	..	134	534	134	134	..	79	534	82	249	134	2	1	1
40	40	..	18	46	9	18	..	..	46	15	6	29	1	..	1
33	38	..	16	27	11	38	..	..	38	10	18	..	1	..	..
328	..	..	97	88	18	18	..	12	328	31	231	328	1	1	1
396	60	..	92	137	18	46	..	6	..	77	261	396	..	2	1
62	49	..	31	43	34	32	49	..	..	36	104	104	..	2	1
39	13	..	40	19	13	34	3	15	..	..	16	..	1	..	..
312	..	..	146	264	48	122	28	87	225	174	138	312	..	2	1
104	..	..	86	61	24	44	8	24	..	64	59	137	..	2	..
385	..	..	83	96	49	51	..	14	..	77	306	385	..	2	1
288	..	..	47	48	23	47	..	47	..	31	217	71	1	1	1
192	79	..	79	142	50	50	..	50	..	68	188	..	..	2	1
141	..	..	141	71	66	76	76	76	..	65	..	76	1	1	1
107	52	..	114	51	49	70	66	63	100	30	14	..	1	1	..
57	..	..	27	35	10	27	14	27	..	26	75	121	..	2	1
78	..	..	78	38	40	40	40	40	..	..	..	..	1	..	1
175	..	..	71	100	32	54	41	54	210	132	106	251	..	2	..
276	..	..	133	185	52	63	..	63	..	79	154	..	..	2	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
188	66	..	84	148	47	47	..	28	..	50	280	280	..	2	1

TABLE X—

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other Sources.	Total.	Rates of School Fees per Month.	No. on the Roll,		
							Boys.	Girls.	Total.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.				
58	S. Philip's (English Church), Cape Town	75 0 0	39 19 3	47 1 10	162 1 1	2d. to 1/	297	424	721
59	S. Aloysius, (Roman Catholic), Cape Town	75 0 0	268 6 6	215 19 0	559 5 6	1/ to 4/	483	..	483
60	S. Bridget's (Roman Catholic), Cape Town	75 0 0	184 6 9	183 17 10	443 4 7	1/ & 2/	43	334	377
61	S. Paul's (English Church), Cape Town	75 0 0	26 7 2	78 2 10	175 0 0	4d.	227	229	456
62	Roman Catholic, Sir Lowry Street, Cape Town	75 0 0	29 2 9	33 15 6	137 18 3	1/ & 2/	68	63	131
63	Roman Catholic, Somerset Road, Cape Town	75 0 0	113 0 0	251 7 4	439 7 4	1/ & 2/	68	220	288
64	Harbour Works, do. ..	75 0 0	65 0 5	..	140 0 5	6d. to 2/7	97	93	190
65	Dutch Church, Rogge Bay, Cape Town	75 0 0	38 4 0	116 1 3	229 5 3	4d. & 1/	126	136	262
66	Moravian Mission, Cape Town	56 5 0	16 6 10	249 19 3	322 11 1	4d. & 8d.	132	123	255
67	English Church, Woodstock	75 0 0	19 2 5	27 2 1	121 4 6	4d. & 1/	60	85	145
68	Dutch Church, Woodstock	75 0 0	14 17 9	75 17 0	165 14 9	4d. to 1/	117	89	206
69	Roman Catholic, Salt River	75 0 0	41 19 6	135 3 6	252 3 0	1/ & 2/	81	84	165
70	S. Luke's (English Church), Salt River Junction	60 0 0	14 1 11	6 2 7	80 4 6	4d. to 1/	59	61	120
71	S. Anne's (English Church), Maitland	60 0 0	53 8 0	..	113 8 0	3d. to 6d.	23	43	66
72	S. Peter's (English Church), Boys, Mowbray	..	..	..	..	..	..	..	..
73	S. Peter's (English Church), Girls and Infants, Mowbray	82 10 0	43 12 8	135 18 5	261 11 1	4d. to 2/	144	97	241
74	Wesleyan Mission, Mowbray	60 0 0	8 1 11	5 0 11	73 2 10	..	67	81	148
75	S. Paul's, Rondebosch ..	75 0 0	25 14 2	73 8 10	174 3 0	..	114	101	215
76	English Church, Camp Ground	45 0 0	8 0 5	..	53 0 5	..	45	40	85
77	English Church, Black River	15 0 0	7 18 1	3 1 11	26 0 0	..	32	51	83
78	Roman Catholic, Rouwkoop	75 0 0	85 13 8	52 1 5	212 15 1	6d. to 4/	63	48	111
79	English Church, Newlands	60 0 0	33 5 4	35 14 3	128 19 7	4d. to 1/4	118	161	279
80	Do. Protea ..	52 10 0	2 4 2	34 15 0	89 9 2	4d.	54	52	106
81	Do. Claremont	75 0 0	48 0 0	98 0 0	221 0 0	1d. to 9d.	154	133	287
82	Do. Claremont Flats	15 0 0	5 0 0	5 0 0	25 0 0	..	76	80	156
83	Do. Plumstead	37 10 0	..	21 10 0	39 0 0	..	79	48	127
84	School of Industry, Wynberg	75 0 0	85 2 6	5 3 9	165 6 3	2/ to 6/	..	70	70
85	Dutch Church, Wynberg	75 0 0	24 3 1	33 0 0	132 3 1	4d. to 1/	102	108	210

## MISSION SCHOOLS.

NUMBER LEARNING													No. of Teachers.		
To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.
				Simple Rules.	Higher Rules.										
721	..	..	156	210	16	33	..	..	..	134	281	281	..	2	1
483	..	..	291	288	143	231	85	206	90	..	66	10	2	..	1
377	..	..	274	215	117	191	71	158	377	217	160	158	..	2	1
456	..	..	59	89	11	59	11	44	456	95	356	59	1	1	1
181	..	..	71	45	25	35	12	24	..	32	60	83	..	2	1
288	..	..	159	224	64	288	54	102	288	102	186	288	..	2	1
190	..	..	65	160	30	94	32	32	..	44	96	190	..	2	1
216	105	..	54	170	40	163	..	..	..	15	46	..	1	1	1
76	166	..	26	255	..	..	..	..	255	..	179	255	1	..	2
76	..	..	46	67	1	1	..	1	..	41	99	99	..	2	1
78	59	..	59	43	35	25	25	25	78	35	128	..	1	1	1
131	..	..	97	77	29	53	15	42	..	..	75	38	..	2	1
120	..	..	34	30	12	34	..	11	..	52	27	120	..	2	..
42	..	..	42	28	20	21	11	11	..	30	24	32	..	1	2
..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
176	..	..	55	118	37	37	..	37	..	51	65	169	..	2	1
148	7	..	48	67	15	35	..	23	..	49	66	82	..	2	..
215	..	..	107	63	71	71	43	43	215	61	108	134	1	1	1
85	..	..	41	29	9	41	..	41	..	..	44	44	..	1	1
65	..	..	21	21	9	..	..	..	..	14	44	..	..	1	..
84	..	..	94	47	41	78	18	78	..	15	27	38	..	2	1
174	..	..	64	74	21	28	9	28	174	54	124	194	..	2	..
47	..	..	24	34	13	24	..	..	..	52	59	..	1	1	..
287	..	..	108	209	29	66	21	66	..	38	189	..	1	1	1
126	..	..	21	51	5	5	..	5	..	14	30	..	..	1	..
127	..	..	53	20	33	33	15	33	53	..	74	53	1	1	1
70	..	..	60	31	34	34	23	24	70	70	5	23	..	2	1
82	54	..	82	63	19	28	..	28	..	29	128	34	..	2	1

TABLE X.—

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
86	Roman Catholic, Wynberg	75 0 0	61 14 9	60 12 3	197 7 0	1/ & 2/	60	96	156
87	English Church, Constantia	45 0 0	22 15 1	23 7 5	91 2 6	4d. to 1/-	77	96	173
88	Dutch Church, Hout Bay	33 15 0	1 1 8	78 18 4	113 15 0	..	31	36	67
89	Wesleyan Mission, Diep River	60 0 0	9 19 0	31 18 2	103 17 2	2d. to 8d.	52	57	109
90	Dutch Church, Cape Downs	30 0 0	9 6 6	40 0 0	79 6 6	..	6	19	25
91	Wesleyan Mission, Klipfontein	37 10 0	..	35 0 0	72 10 0	..	14	35	49
92	English Church, Durbanville	45 0 0	7 9 6	30 0 0	82 9 6	4d.	30	41	71
93	English Church, Bellville	30 0 0	4 4 2	35 0 0	69 4 2	4d.	28	37	65
94	Do. 8th Mile Stone	16 13 4	3 15 1	4 6 5	24 14 10	4d. & 1/	21	20	41
95	Rhenish Mission, Sarepta	45 0 0	..	30 0 0	75 0 0	..	34	56	90
96	Mission School, Sea Point	45 0 0	20 10 6	34 0 9	99 11 3	4d. to 1/4	54	50	104
97	Do. Robben Island	..	41 6 0	..	41 6 0	1/ & 2/	36	28	64
98	Deaf and Dumb Institution, Cape Town	140 0 0	52 5 0	32 0 0	224 5 0	..	6	3	9
99	Rhenish Mission, Carnavon	75 0 0	5 9 9	134 6 3	214 16 0	..	42	63	105
100	Moravian Mission, Goshen	75 0 0	8 19 3	..	83 19 3	3d.	50	46	96
101	U.P. Mission, Henderson	13 6 8	..	..	13 6 8	..	..	..	..
102	English Church, Clanwilliam	30 0 0	..	52 0 0	82 0 0	..	18	36	54
103	Augsburg Mission, do.	30 0 0	..	2 10 4	32 10 4	..	28	42	70
104	Rhenish Mission, Wupperthal	75 0 0	10 10 0	15 10 0	101 0 0	3d.	80	87	167
105	Rhenish Mission, Honing Valley	15 0 0	..	25 0 0	40 0 0	..	19	23	42
106	Rhenish Mission, Ebenezer	30 0 0	..	..	30 0 0	..	45	55	100
107	Dutch Church, Elandskloof	45 0 0	6 5 6	100 0 0	151 5 6	4d.	49	53	102
108	Wesleyan Mission, Colesberg	45 0 0	30 0 0	4 0 0	79 0 0	1/	48	52	100
109	Dutch Church, Colesberg	45 0 0	15 8 0	28 9 3	88 17 3	1/	58	60	118
110	Wesleyan Mission, Cradock	60 0 0	38 0 0	..	98 0 0	4d. to 1/	66	91	157
111	Congregational Mission, Cradock	15 0 0	..	..	15 0 0	..	..	..	..
112	Dutch Church, Steynsburg	15 0 0	..	..	15 0 0	..	..	..	..
113	Roman Catholic, Boys, Panmure	75 0 0	12 6 0	66 7 0	153 13 0	1/ to 3/	190	..	190
114	Roman Catholic, Girls, Panmure	75 0 0	14 9 0	66 0 0	155 9 0	1/ to 3/	..	158	158
115	Wesleyan Mission, East London	17 10 0	..	..	17 10 0	..	..	..	..

MISSION SCHOOLS.

NUMBER LEARNING															No. of Teachers.		
To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.		
				Simple Rules.	Higher Rules.												
156	..	..	69	112	44	156	31	64	156	54	76	156	..	2	1		
85	..	..	19	60	34	61	..	61	61	25	94	94	1	..	1		
32	..	..	14	21	13	13	..	13	..	16	35	67	1	1	1		
109	50	..	50	55	26	28	..	..	..	43	..	..	..	2	..		
18	10	..	10	8	10	10	..	10	..	..	7	10	1	..	..		
23	6	..	13	17	..	2	..	..	..	..	26	..	1	1	..		
43	30	..	18	39	5	6	..	6	..	20	29	7	..	1	1		
53	11	..	26	39	14	14	..	9	65	..	31	2	1	..	..		
22	1	..	8	15	3	..	..	1	..	..	33	..	1	..	..		
31	75	..	26	30	17	8	3	3	..	22	15	..	..	1	1		
73	..	..	54	43	11	11	11	32	..	20	70	..	..	1	1		
64	4	..	23	12	10	23	10	10	23	29	20	23	1	..	1		
8	..	..	7	3	4	6	4	6	..	3	2	9	..	1	..		
77	91	..	28	91	12	33	..	..	105	28	72	33	1	1	1		
96	..	96	54	42	54	54	..	15	..	27	..	77	1	1	1		
Clo sed 15. 2.88.			..	..	..	..	..	..	..	..	..	..	..	1	..		
38	2	..	13	12	2	2	..	2	..	..	42	..	1	..	..		
23	22	..	23	20	5	8	..	..	..	..	..	..	1	..	..		
112	119	..	89	72	22	96	..	46	167	54	74	..	..	2	2		
17	42	..	12	22	4	..	..	..	..	..	15	..	1	..	..		
100	100	..	34	54	8	30	..	..	100	12	..	..	1	..	..		
64	64	..	56	40	16	37	3	3	..	..	..	..	1	..	1		
100	..	..	31	43	29	29	5	9	..	18	31	29	1	..	1		
50	24	..	38	52	20	38	..	13	28	12	15	26	1	..	1		
115	..	..	55	70	37	37	1	33	70	40	60	115	1	..	2		
No Return.			..	..	..	..	..	..	..	..	..	..	1	..	..		
No Return.			..	..	..	..	..	..	..	..	..	..	1	..	..		
135	..	..	104	67	55	75	29	68	190	..	55	190	..	2	1		
130	..	..	109	49	69	77	30	40	130	130	46	130	..	2	1		
Clo sed 31. 3.88.			..	..	..	..	..	..	..	..	..	..	1	..	..		

[G. 8-'89.]

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
116	Wesleyan Mission, Fort Beaufort	£ 30 0 0	£ 7 4 0	£ 1 0 0	£ 38 4 0	1/	41	34	75
117	Wesleyan Mission, Tini's Location	35 12 6	4 7 0	2 12 5	42 11 11	1/	29	39	68
118	English Church, Boundary Hill	37 10 0	..	2 10 0	40 0 0	..	64	62	126
119	U. P. Mission, Adelaide	30 0 0	14 8 0	6 3 6	50 11 6	1/	21	23	44
120	Independent Mission, Dorrington's	22 10 0	5 19 0	3 0 0	31 9 0	6d.	47	44	91
121	English Church, Fraserburg	15 0 0	..	..	15 0 0	..	..	..	..
122	Dutch Church, Sutherland	20 0 0	20 8 0	15 0 0	55 8 0	2/	11	18	29
123	English Church, George	75 0 0	17 16 1	40 0 0	132 16 1	6d. to 2/	74	67	141
124	Roman Catholic, do.	24 0 0	7 10 6	117 4 4	148 14 10	1/ & 2/	16	18	34
125	Dutch Church, do.	60 0 0	26 2 0	37 10 6	123 12 6	1/	48	63	111
126	Do. Coloured do.	45 0 0	..	38 17 3	83 17 3	..	51	53	104
127	Do. Ezelsjagt	30 0 0	..	20 0 0	50 0 0	..	20	24	44
128	Do. Watsonsdorp	30 0 0	..	20 0 0	50 0 0	..	53	64	117
129	Independent Mission, Pacaltsdorp	60 0 0	27 8 1	35 11 8	122 19 9	1/6 to 2/6	43	46	89
130	Wesleyan Mission, Agnes	22 0 0	7 10 0	1 2 6	30 12 6	..	26	40	66
131	Do. Zwartwater	5 0 0	2 10 0	1 0 0	8 10 0	..	26	26	52
132	Do. Bowden ..	15 13 4	5 16 8	1 7 6	22 17 6	..	24	28	52
133	Do. Bengu ..	32 0 0	10 0 0	..	42 0 0	..	28	34	62
134	Do. Vaal Bank	17 0 0	7 10 0	1 8 6	25 18 6	..	22	26	48
135	Do. Macibini ..	7 0 0	2 10 0	0 5 0	9 15 0	..	..	..	..
136	Do. Cacadu ..	18 6 8	9 3 4	2 6 0	29 16 0	..	14	20	34
137	Do. Matyantya	20 0 0	10 0 0	2 0 6	32 0 6	..	13	12	25
138	Do. Msintila ..	39 10 0	10 0 0	4 10 0	54 1 0	..	34	44	78
139	Do. Macubeni	10 0 0	5 0 0	..	15 0 0	..	11	28	39
140	English Church, Indwe	45 0 0	..	14 10 9	59 10 9	..	35	30	65
141	Do. Komana's	24 0 0	..	6 0 0	30 0 0	..	44	18	62
142	Independent Mission, Graaff-Reinet	75 0 0	27 7 9	9 0 0	111 7 9	6d. to 2/	59	55	114
143	Independent Mission, (Basutos)	30 0 0	7 13 6	12 0 0	49 13 6	6d. to 1/	28	32	60
144	Roman Catholic (Basutos)	45 0 0	48 0 0	41 0 0	134 0 0	2/	23	33	56
145	Dutch Church do.	30 0 0	4 10 0	13 10 0	48 0 0	6d. & 1/	57	52	109

To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	NUMBER LEARNING								No. of Teachers.			
				Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.
				Simple Rules.	Higher Rules.										
30	..	30	13	28	6	13	..	..	75	..	45	75	1	..	..
25	..	42	12	21	12	12	..	5	68	27	26	68	..	2	..
126	..	126	23	103	23	23	..	11	126	..	..	36	1	..	..
18	..	..	13	11	7	7	..	2	..	23	25	14	..	1	..
23	..	45	23	22	23	83	..	..	45	..	38	91	..	1	..
Closed	31.12.87	..	..	..	..	..	..	..	..	..	..	..	..	1	..
21	11	..	10	11	..	4	..	4	..	6	..	..	..	1	..
115	..	..	87	87	28	65	..	65	65	40	26	141	1	1	1
18	..	..	18	10	8	8	..	8	34	..	16	..	1	..	..
83	41	..	67	54	13	39	6	24	..	50	33	18	..	2	..
104	104	..	32	104	18	32	9	9	104	16	72	19	1	..	1
29	22	..	13	21	13	29	..	13	..	..	18	29	..	1	..
117	117	..	50	117	32	50	..	..	117	..	67	50	1	..	..
65	21	..	33	19	21	..	..	..	89	21	24	89	1	1	..
36	..	36	6	14	10	10	..	1	66	..	30	66	1	..	..
22	..	29	5	13	5	6	..	1	52	..	30	52	1	..	..
22	..	22	5	12	..	..	..	..	52	..	30	52	1	..	..
51	..	50	34	55	9	34	9	34	..	20	28	62	1	1	..
31	..	25	6	17	6	14	..	..	48	..	17	48	1	..	..
Closed	30.9.87.	..	..	..	..	..	..	..	..	..	..	..	..	1	..
25	..	25	16	24	..	13	..	2	34	..	..	34	1	..	..
18	..	18	7	12	2	2	..	2	18	..	7	18	1	..	..
63	..	63	20	34	5	5	..	2	78	44	15	78	1	1	1
23	..	30	15	16	3	5	..	4	39	..	..	39	1	..	..
65	..	65	22	44	14	11	..	5	65	30	..	65	1	..	..
62	..	62	8	56	6	62	..	..	62	..	..	62	1	..	..
73	..	..	32	44	29	43	4	22	..	35	41	43	1	1	1
60	..	10	7	15	2	5	..	..	..	..	31	..	1	..	..
56	..	..	39	33	8	20	9	9	10	20	17	..	..	1	..
63	..	..	11	51	10	6	..	..	109	..	46	..	1	..	..

TABLE X.—

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
146	Dutch Church, South East End (Basutos)	£ 5 0 0	..	£ 6 0 0	£ 11 0 0	..	17	28	45
147	Dutch Church, Stockenstromstreet (Basutos)	75 0 0	..	185 0 0	260 0 0	..	85	75	160
148	English Church, Kafir Mission (Basutos)	30 0 0	7 5 6	49 6 0	86 11 6	..	47	51	98
149	Dutch Church, Hanover	15 0 0	..	25 10 9	40 10 9	..	28	46	74
150	Wesleyan Mission, Wittebergen	31 17 6	10 0 0	..	41 17 6	6d.	27	40	67
151	Wesleyan Mission, Manxebu's Kraal	30 0 0	10 0 0	..	40 0 0	6d.	20	17	37
152	Wesleyan Mission, Bamboos Spruit	30 0 0	10 0 0	..	40 0 0	6d.	16	20	36
153	Wesleyan Mission, Ntunja	15 0 0	5 0 0	..	20 0 0	6d.	35	33	68
154	Do. Meyer's Kraal	10 0 0	..	20 0 0	30 0 0	..	22	32	54
155	Do. Tapoleng ..	20 0 0	5 0 0	12 0 0	37 0 0	6d.	13	24	37
156	Do. Ndogela ..	20 0 0	5 0 0	12 0 0	37 0 0	6d.	21	13	34
157	Do. Blikana ..	24 0 0	6 0 0	7 0 0	37 0 0	6d.	32	10	42
158	Do. Jozana's Hoek	20 0 0	5 0 0	35 0 0	60 0 0	6d.	30	8	38
159	French Mission, Hohobeng	24 0 0	0 16 6	..	24 16 6	6d.	41	11	52
160	Do. Sethaleng	20 0 0	..	1 13 3	21 13 3	..	25	21	46
161	English Church, Qibira	20 0 0	0 16 0	10 0 0	30 16 0	..	20	20	40
162	Do. Qoboshani ..	30 0 0	1 2 6	..	31 2 6	..	22	22	44
163	Do. Walaza's Kraal	24 0 0	0 12 6	10 0 0	34 12 6	..	18	21	39
164	Moravian Mission, Clarkson	75 0 0	9 12 0	25 4 6	109 16 6	3d. & 4d.	49	58	107
165	Moravian Mission, Snyklip	20 0 0	1 12 6	7 1 7	28 14 1	3d.	13	22	35
166	Do. Zitzikama River	15 0 0	1 12 0	73 2 7	89 14 7	3d.	15	29	44
167	Independent Mission, Hankey	60 0 0	19 13 0	40 7 0	120 0 0	..	45	46	91
168	Independent Mission, Rooi Heuvel	11 5 0	7 7 6	11 7 6	30 0 0	..	8	16	24
169	Wesleyan Mission, Jansenville	20 0 0	5 0 0	..	25 0 0	..	24	25	49
170	S. Matthew's Mission, Kimberley	52 10 0	81 7 0	5 5 0	139 2 0	3d. to 1/	71	101	172
171	S. Cyprian's Mission, Kimberley	75 0 0	302 9 0	..	377 9 0	..	160	171	331
172	Wesleyan Mission, Beanstreet, Kimberley	45 0 0	108 5 9	8 13 0	161 18 9	2/ & 4/	78	74	152
173	Wesleyan Mission, Newton	45 0 0	36 2 6	..	81 2 6	2/	58	68	126
174	S. Paul's Berlin Mission, Newton	30 0 0	17 19 3	159 0 9	207 0 0	2/6	23	35	58
175	All Saint's Mission, Beaconsfield	75 0 0	155 6 6	55 15 0	286 1 6	6d. & 1/	126	158	284

MISSION SCHOOLS.

	To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	NUMBER LEARNING										No. of Teachers.		
					Simple Rules.	Higher Rules.	Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.	
45	18	..	..	..	15	2	2	..	2	..	..	26	45	..	1	..	
143	110	..	85	112	48	48	48	65	160	75	..	112	1	1	1		
98	..	..	44	55	20	34	..	18	..	..	30	..	1	..	..		
74	21	..	9	12	..	8	..	..	74	..	23	..	..	1	..		
57	..	67	17	37	17	17	10	10	67	25	..	..	1	1	..		
29	..	32	18	14	13	22	..	13	37	..	..	..	1	..	..		
28	..	30	8	16	6	9	1	5	30	..	..	..	1	..	..		
68	..	68	19	34	18	19	..	10	68	..	10	68	1	..	..		
19	..	26	6	28	5	5	..	2	54	..	..	..	1	..	..		
37	6	18	17	12	16	12	..	6	..	..	..	..	1	..	..		
25	..	34	7	7	11	12	..	6	34	..	..	12	1	..	..		
29	..	40	..	20	6	6	..	1	..	..	8	..	1	..	..		
38	..	36	2	9	2	2	..	2	..	..	..	..	1	..	..		
25	..	..	7	19	13	52	..	5	..	..	..	..	1	..	..		
24	..	..	10	23	8	46	..	7	..	..	..	..	1	..	..		
40	..	40	10	36	18	..	..	5	40	..	..	..	1	..	..		
44	..	44	11	31	11	21	..	2	44	..	..	..	1	..	..		
39	..	39	..	13	10	10	..	10	39	..	2	..	1	..	..		
107	107	..	57	49	58	57	..	29	107	30	49	49	1	1	1		
35	..	35	7	26	7	35	..	..	35	..	..	35	1	..	..		
44	..	44	29	44	8	..	..	..	44	12	..	44	1	..	..		
39	21	..	11	25	7	21	..	..	..	40	48	21	..	2	..		
24	..	24	2	17	2	2	..	..	..	..	..	..	1	..	..		
33	..	14	8	16	8	8	..	3	49	..	25	..	1	..	..		
172	..	..	59	162	10	32	..	28	172	101	..	32	..	1	2		
216	..	..	90	179	37	90	22	37	216	107	..	70	..	2	1		
152	..	..	40	53	10	24	..	10	..	36	89	152	1	..	1		
52	..	..	..	35	10	10	..	..	..	37	81	..	1	..	1		
30	30	..	15	28	2	30	..	..	58	35	28	..	1	..	..		
284	..	..	67	100	19	109	..	2	284	59	..	19	..	2	1		

Number.	NAME OF SCHOOL.	Grant issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month	No. on the Roll.		
							Boys.	Girls.	Total.
176	Congregational Mission, Barkly-street	£ 7 10 0	£ 5 8 6	..	£ 12 18 6	2/	22	29	51
177	Lutheran Mission, King William's Town	60 0 0	60 0 0	..	120 0 0	2/ to 4/	43	58	101
178	English Church, Cathcart-street, King Wm.'s Town	30 0 0	29 1 0	5 19 0	65 0 0	..	13	25	38
179	S. Joseph's Roman Catholic, Boys, K. Wm.'s Tn.	75 0 0	6 15 0	46 5 0	128 0 0	1/ to 3/	170	..	170
180	S. Joseph's Roman Catholic, Girls, K. Wm.'s Tn.	75 0 0	7 3 0	50 13 0	132 16 0	2/ & 3/	..	272	272
181	Wesleyan Mission, King William's Town	30 0 0	..	..	30 0 0	..	..	..	..
182	Do. Ngqokwebi ..	30 0 0	..	..	30 0 0	..	..	..	..
183	Do. Izeleni.. ..	30 0 0	..	..	30 0 0	..	..	..	..
184	Do. Annshaw ..	75 0 0	2 18 9	17 18 7	95 17 4	..	73	98	171
185	Do. Peuleni ..	45 0 0	10 0 0	..	55 0 0	..	42	51	93
186	Do. Idebe (Marela's)	33 15 0	5 0 0	..	38 15 0	..	33	47	80
187	Do. Matubele's ..	35 12 6	6 0 0	..	41 12 6	..	12	37	49
188	Do. Emdizeni ..	30 0 0	8 0 0	..	38 0 0	..	17	28	45
189	Do. Emxumbu ..	15 0 0	..	..	15 0 0	..	..	..	..
190	Do. Rabula ..	20 0 0	4 0 0	..	24 0 0	..	22	14	36
191	Do. Sityi's ..	15 0 0	5 8 0	..	20 8 0	..	13	17	30
192	Do. Ezincuka ..	30 0 0	6 0 0	..	36 0 0	..	13	31	44
193	Do. Emngaba ..	33 15 0	8 8 0	..	42 3 0	..	30	30	60
194	Do. Nhlangkomo ..	30 0 0	10 0 0	..	40 0 0	..	19	18	37
195	Do. Cata .. ..	7 10 0	10 0 0	2 10 0	20 0 0	..	37	24	61
196	Do. Amatole Basin	37 10 0	10 0 0	..	47 10 0	..	20	25	45
197	Do. Tyamko's ..	20 0 0	2 8 0	..	22 8 0	..	18	22	40
198	Do. Myeni .. ..	5 12 6	..	..	5 12 6	..	..	..	..
199	Do. Keiskama Hoek	20 0 0	7 4 0	..	27 4 0	..	26	23	49
200	Do. Mount Coke ..	45 0 0	..	10 0 0	55 0 0	..	61	58	119
201	Do. Tamacha ..	45 0 0	..	10 0 0	55 0 0	..	56	49	105
202	Do. Eququala ..	30 0 0	..	10 0 0	40 0 0	..	15	48	63
203	Do. Erode .. ..	37 10 0	..	10 0 0	47 10 0	..	24	33	57
204	Do. Izimbaba ..	31 17 6	..	10 0 0	41 17 6	..	25	19	44
205	Do. Macibi.. ..	15 0 0	..	..	15 0 0	..	..	..	..

NUMBER LEARNING														No. of Teachers.		
To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.	
				Simple Rules.	Higher Rules.											
29	..	..	6	22	1	1	..	1	..	..	22	..	1	..	..	
101	..	..	63	77	24	32	..	32	101	58	56	45	..	2	..	
38	..	..	16	24	6	19	2	1	..	25	8	38	..	1	..	
72	..	..	72	42	30	25	11	54	170	..	50	170	..	2	1	
158	..	..	137	52	106	106	71	71	272	272	46	272	..	2	1	
No Return														..	1	..
107	..	121	87	61	46	46	..	10	171	16	38	171	1	1	1	
64	..	18	35	54	18	34	..	6	44	27	19	66	1	..	1	
28	..	47	18	29	18	18	..	5	..	27	52	28	1	..	1	
44	..	44	12	14	13	15	5	9	..	20	..	49	1	1	..	
20	..	30	7	18	7	7	..	..	..	..	15	45	..	1	..	
Closed 31.12.87.														..	1	..
6	..	32	1	5	1	1	..	..	..	10	30	36	..	1	..	
19	..	19	6	2	5	19	..	..	30	..	9	30	1	..	..	
19	..	27	5	17	4	5	..	..	44	..	..	44	1	..	..	
27	..	27	10	27	..	10	..	..	53	16	26	53	1	1	..	
37	..	37	12	9	5	9	..	6	37	15	14	23	..	1	..	
61	..	61	..	26	..	..	..	..	..	..	35	..	..	1	..	
45	..	45	9	36	9	17	..	9	45	19	28	17	1	1	..	
12	..	23	7	11	7	7	..	..	40	..	7	40	1	..	..	
Closed 30.9.87.														..	1	..
31	..	31	11	13	11	11	..	1	..	..	22	49	1	..	..	
55	..	78	18	37	18	18	..	4	55	58	28	119	1	..	1	
65	..	72	26	43	26	26	..	16	..	45	36	105	1	..	1	
15	..	23	14	7	7	7	..	5	..	48	29	63	1	..	..	
49	..	49	13	21	17	13	..	7	57	25	8	57	1	..	1	
32	..	44	18	21	10	19	..	4	44	14	14	44	1	1	..	
Closed 31.3.88.														..	1	..



Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other Sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
206	Independent Mission, Brownlee's Station	£ 60 0 0	£ 7 16 0	..	£ 67 16 0	1/6	30	48	78
207	Do. Tafeni ..	11 5 0	..	..	..	..	..	..	..
208	Do. Balassi ..	22 10 0	0 10 6	..	23 0 0	1/6	18	22	40
209	Do. Intsikizeni ..	37 10 0	2 2 0	..	39 12 0	1/6	13	24	37
210	Do. Tshatshu's ..	15 0 0	1 4 0	..	16 4 0	1/6	7	17	24
211	Do. Mgesha ..	45 0 0	7 16 0	..	52 16 0	1/6	21	38	59
212	Do. Harperton ..	45 0 0	10 0 0	..	55 0 0	1/6	38	28	66
213	Do. Olivedale ..	37 10 0	7 0 0	..	44 10 0	1/6	16	32	48
214	Do. Ngudhli's Kraal	45 0 0	1 1 0	..	46 1 0	1/6	8	33	41
215	Do. Donnington	45 0 0	..	..	45 0 0	..	25	28	53
216	Do. Knapp's Hope	45 0 0	2 10 0	..	47 10 0	1/6	35	36	71
217	Free Church Mission, Pirie	75 0 0	32 4 0	76 10 0	183 14 0	4d. & 1/6	90	128	218
218	Do. Jafta's Location	30 0 0	4 0 6	20 0 0	54 0 6	..	25	28	53
219	Do. Blair Helen ..	30 0 0	6 14 6	10 0 0	46 14 6	..	21	32	53
220	Do. Knox ..	24 0 0	5 0 0	..	29 0 0	..	28	17	45
221	Do. Mure ..	11 5 0	..	3 15 0	15 0 0	..	27	24	51
222	Do. Rankine ..	20 0 0	..	5 0 0	25 0 0	..	26	28	54
223	Do. Burnshill ..	45 0 0	20 0 0	15 0 0	80 0 0	..	76	91	167
224	Do. Debe ..	30 0 0	10 0 0	10 0 0	50 0 0	..	33	40	73
225	Do. Emnyameni ..	20 0 0	5 0 0	5 0 0	30 0 0	4d.	38	38	76
226	Do. Njikelana's ..	30 0 0	6 5 0	6 0 0	42 5 0	6d.	31	47	78
227	Do. Falconer ..	25 0 0	..	5 0 0	30 0 0	..	41	47	88
228	Do. Gillton ..	45 0 0	4 15 9	6 2 3	55 18 0	1/	43	41	84
229	Do. Macfarlane ..	30 0 0	2 10 0	1 15 0	34 5 0	4d.	15	32	47
230	Do. Kwezana ..	30 0 0	5 4 6	9 2 0	44 6 6	4d.	23	47	70
231	Do. Amatole ..	20 0 0	5 0 0	6 0 0	31 0 0	10d.	25	35	90
232	Berlin Mission, Petersberg	30 0 0	7 1 6	..	37 1 6	1/	10	28	38
233	Do. Etembeni	20 0 0	4 0 0	..	24 0 0	1/	13	21	34
234	English Church, Knysna	30 0 0	6 7 9	35 0 0	71 7 9	1/	42	37	79
235	Do. Redford ..	30 0 0	13 10 0	10 0 0	53 10 0	1/	29	28	57

To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	No. of Teachers.		
				Simple Rules.	Higher Rules.								Master.	Mistress.	Assistants.
58	..	..	10	26	12	12	..	5	78	48	35	78	1	..	2
Closed	31.3.88.	..	..	..	..	..	..	..	..	..	..	..	..	1	1
27	..	40	..	10	7	11	..	..	40	..	..	40	..	1	..
21	..	28	26	20	8	10	..	4	..	21	11	37	..	1	1
21	..	21	5	5	..	5	..	..	24	17	3	24	..	1	..
33	..	33	15	28	5	8	..	4	59	30	59	59	1	..	1
21	..	62	8	16	4	4	..	..	..	18	4	66	1	..	1
48	..	29	9	26	8	8	..	2	48	29	12	48	..	1	1
41	..	41	4	18	4	4	..	..	41	25	28	41	1	..	1
53	..	53	15	27	7	7	..	3	53	18	27	7	1	..	1
50	..	50	39	11	39	39	..	9	71	24	21	71	1	..	1
112	..	130	93	85	39	39	8	29	53	122	41	109	1	1	1
31	..	49	23	34	2	2	..	..	..	..	..	53	..	1	..
27	..	40	25	29	6	6	..	..	..	31	..	47	..	1	..
25	..	45	13	13	10	13	..	3	45	..	..	45	1	..	..
51	..	51	10	51	..	5	..	5	..	24	..	..	..	1	..
16	..	8	4	3	..	3	..	..	..	10	23	54	..	1	..
151	..	151	79	85	34	..	8	34	167	91	16	167	1	..	1
48	..	63	24	24	24	24	..	11	21	19	10	73	1	..	..
43	..	43	21	19	8	21	..	7	76	38	..	76	1	..	..
30	..	18	31	24	5	5	..	5	78	30	..	78	1	..	..
29	..	29	29	29	..	6	..	..	88	20	59	88	1	..	..
45	..	84	9	45	8	9	..	4	84	18	45	84	1	..	1
34	..	47	10	26	2	10	..	2	47	25	13	47	..	1	..
56	..	70	22	9	14	40	..	13	..	28	3	22	1	..	..
43	..	44	37	37	5	19	..	..	44	..	..	60	1	..	..
20	..	26	12	16	8	10	..	..	26	..	12	26	1	..	..
28	..	34	12	28	6	6	..	6	34	..	4	34	1	..	..
57	..	..	10	38	19	11	..	11	79	..	22	..	1	..	..
57	..	..	17	21	7	7	..	3	..	11	26	..	..	1	..

TABLE X.—

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
236	English Church, Plettenberg's Bay	30 0 0	1 5 0	10 0 0	41 5 0	1/	18	32	50
237	Dutch Church, Kruis Valley	15 0 0	6 15 0	..	21 15 0	1/6	5	12	17
238	Do. Leeuwbosch	22 10 0	7 10 0	..	30 0 0	1/	33	21	54
239	English Church, Komgha	15 0 0	..	15 0 0	30 0 0	..	12	18	30
240	Berlin Mission, Ladysmith	75 0 0	..	208 6 2	283 6 2	..	55	69	124
241	Do. Amalienstein	75 0 0	..	50 0 0	125 0 0	..	56	79	135
242	Do. Zoar ..	24 0 0	..	28 0 0	52 0 0	..	29	34	63
243	Dutch Church, Malmesbury	45 0 0	15 0 0	10 10 0	70 10 0	4d. to 1/	79	78	157
244	Do. Groen Rivier ..	45 0 0	21 12 0	23 8 0	90 0 0	1/	78	59	137
245	Do. Riebeeck's Kasteel	13 15 0	0 8 7	0 9 0	14 12 7	4d.	24	23	47
246	Do. Riebeeck West ..	15 0 0	6 1 11	14 2 2	35 4 1	8d.	21	30	51
247	English Church, Malmesbury	75 0 0	72 13 11	44 10 1	192 4 0	10d. to 3/4	95	105	200
248	Do. Hopefield ..	30 0 0	11 7 0	17 5 0	58 12 0	..	23	82	105
249	Do. Langbaan ..	30 0 0	..	20 0 0	50 0 0	..	23	44	67
250	Do. Abbotsdale ..	45 0 0	..	66 0 0	111 0 0	..	67	79	146
251	Do. Hoetjes Bay ..	30 0 0	10 0 0	20 0 0	60 0 0	..	26	42	68
252	Do. Boerplein ..	30 0 0	..	15 0 0	45 0 0	..	14	16	30
253	Do. Stumpnose Bay	25 0 0	0 10 0	5 0 0	30 10 0	..	21	28	49
254	Do. Berg River Mouth	30 0 0	6 0 0	10 10 0	46 10 0	..	18	22	40
255	Do. Paternoster ..	30 0 0	5 2 7	20 0 0	55 2 7	..	26	36	62
256	Do. Steenberg's Cove	12 10 0	..	..	12 10 0	..	..	..	..
257	Moravian Mission, Mamre	75 0 0	30 14 0	12 8 8	118 2 8	..	158	153	311
258	Do. Katzenberg	60 0 0	9 18 0	17 18 0	87 16 0	..	65	83	148
259	Dutch Church, Middelburg	41 5 0	10 1 3	2 0 0	53 6 3	6d. & 9d.	29	50	79
260	Wesleyan Mission, do.	33 15 0	23 0 6	15 8 2	72 3 8	1/	29	25	54
261	English Church, Mossel Bay	75 0 0	26 1 6	..	101 1 6	4d. & 1/-	86	85	171
262	Roman Catholic, do.	24 0 0	9 16 0	80 12 4	114 8 4	6d. to 2/6	14	23	37
263	Berlin Mission, do.	41 5 0	14 0 0	10 15 0	66 0 0	4d. to 1/	88	55	143
264	Do. Herbertsdale ..	45 0 0	25 12 7	95 15 1	166 7 8	4d. to 1/	35	66	101
265	Dutch Church, Gonnakraal	30 0 0	..	20 0 0	50 0 0	..	27	28	55

## MISSION SCHOOLS.

	NUMBER LEARNING												No. of Teachers.			
	To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.
					Simple Rules.	Higher Rules.										
44	..	..	..	10	24	..	5	5	..	..	32	6	..	..	1	..
15	..	..	..	8	6	3	3	3	3	..	..	5	..	..	1	..
25	29	..	..	25	23	..	..	..	4	..	..	9	..	1	..	..
30	..	23	..	1	23	..	..	..	..	..	..	..	..	1	..	..
41	68	..	..	41	48	20	41	..	..	121	43	56	56	1	1	1
41	71	..	..	41	50	21	21	..	..	..	63	69	..	..	2	1
10	45	..	..	10	48	5	8	..	..	63	20	18	..	1	..	..
157	157	..	..	23	136	21	21	..	7	..	7	121	157	1	..	1
137	137	..	..	32	117	20	32	..	20	..	21	117	20	1	..	1
..	47	..	..	15	15	..	..	..	..	47	..	30	..	..	1	..
..	51	..	..	5	51	..	..	..	..	..	..	..	..	..	1	..
159	69	..	..	137	92	67	73	69	73	200	105	41	200	1	1	1
55	16	..	..	55	46	9	23	..	23	105	..	50	..	1	..	..
35	26	..	..	35	21	14	13	13	13	67	..	32	..	1	..	..
72	22	..	..	67	47	23	23	14	14	146	39	74	22	1	..	1
44	4	..	..	31	34	10	9	10	11	..	28	28	..	..	1	..
21	4	..	..	18	14	..	2	..	..	..	..	9	..	1	..	..
28	10	..	..	21	13	3	7	2	2	1	..	21	..	..	1	..
25	..	..	..	21	14	11	10	..	4	..	..	15	..	1	..	..
32	20	..	..	32	29	3	24	..	8	62	..	30	..	1	..	..
Closed	31.11.	87.	..	..	..	..	..	..	..	..	..	..	..	1	..	..
202	311	..	..	160	231	80	141	43	43	311	29	172	79	2	..	1
74	87	..	..	74	38	31	74	..	16	148	29	61	31	1	..	1
36	25	..	..	10	36	..	5	..	..	79	36	54	54	1	..	1
24	..	..	..	41	17	8	8	..	8	24	25	30	54	1	1	..
150	..	..	..	58	61	23	23	..	23	..	41	107	37	1	1	1
37	..	..	..	14	16	4	8	..	4	..	..	11	..	1	..	..
119	..	..	..	45	66	26	26	..	6	..	40	61	..	1	..	1
37	88	..	..	26	66	13	64	..	..	..	28	17	..	1	..	1
26	44	..	..	26	24	26	26	..	15	..	..	11	55	1	..	..

TABLE X-

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other Sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
266	Dutch Church, Murraysburg	£ 30 0 0	£ 26 2 6	£ 7 11 8	£ 63 14 2	1/	36	39	75
267	Rhenish Mission, Kamaggas	60 0 0	..	..	60 0 0	..	44	51	95
268	Rhenish Mission, Concordia	75 0 0	5 8 0	6 7 0	86 15 0	3/	76	99	175
269	Rhenish Mission, Steinkopf	75 0 0	..	..	75 0 0	..	35	71	106
270	Wesleyan Mission, Lilyfountain	30 0 0	18 0 0	2 2 6	50 2 6	..	91	100	191
271	English Church, Anenus	30 0 0	3 8 0	20 0 0	53 8 0	1/3 to 2/6	20	23	43
272	Do. O'okiep ..	30 0 0	10 11 0	14 11 8	55 2 8	3d.	65	96	161
273	Do. Port Nolloth	30 0 0	13 1 0	..	43 1 0	1/ to 5/	23	48	71
274	Roman Catholic, Matjes Kloof (Springbok)	20 0 0	15 0 0	30 0 0	65 0 0	1/ & 2/	18	26	44
275	English Church, Oudtshoorn	24 0 0	24 18 9	18 0 0	66 18 9	2/ & 4/	18	44	62
276	Roman Catholic, Oudtshoorn	24 0 0	16 18 0	101 16 9	142 14 9	9d. to 2/6	12	13	25
277	Independent Mission, Oudtshoorn	67 10 0	57 10 0	..	125 0 0	5d. to 10d.	66	78	144
278	Do. Matjes River	30 0 0	20 0 0	10 0 0	60 0 0	1/	14	18	32
279	Do. Dysveldorp	15 0 0	21 2 6	35 10 0	71 12 6	1/	34	27	61
280	Mission School, Pniel ..	60 0 0	31 15 6	2 18 0	94 13 6	10d.	126	134	260
281	Independent Mission, (Zion Chapel), Paarl	75 0 0	..	54 2 10	129 2 10	..	157	200	357
282	Do. South do.	15 0 0	..	18 5 5	33 5 5	..	24	44	68
283	English Church, Upper Paarl	75 0 0	9 3 5	120 0 0	204 3 5	8d. to 4/8	91	101	192
284	Do. Lower Paarl..	75 0 0	9 0 1	49 19 0	133 19 1	4d.	132	136	268
285	Do. Klein Drakenstein	45 0 0	2 1 11	48 18 1	96 0 0	4d.	23	38	61
286	Dutch Church, Paarl ..	45 0 0	7 0 0	71 10 0	123 10 0	4d.	38	31	69
287	Do. Wellington ..	75 0 0	13 18 0	26 12 0	115 10 0	6d.	111	126	237
288	Do. Oude Pont ..	15 0 0	..	10 0 0	25 0 0	..	5	12	17
289	Do. French Hoek	30 0 0	8 4 10	23 6 8	61 11 6	4d.	36	48	84
290	Do. Wagonmakers' Valley	30 0 0	5 0 0	20 10 0	55 10 0	4d.	58	48	106
291	S. Peter's Mission, Paarl	15 0 0	15 14 0	0 4 0	30 18 0	6d. to 3/	24	18	42
292	Wesleyan Mission, Durban	60 0 0	10 0 0	..	70 0 0	1/	35	47	82
293	Do. Enquebenedi	37 10 0	10 0 0	..	47 10 0	1/	24	48	72
294	Do. Newtondale	37 10 0	5 14 0	..	43 4 0	1/	55	38	93
295	Do. Erura ..	45 0 0	10 0 0	..	55 0 0	1/	35	48	83

MISSION SCHOOLS.

NUMBER LEARNING														No. of Teachers.		
To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.	
				Simple Rules.	Higher Rules.											
34	44	..	34	22	12	12	..	12	..	..	31	..	1	..	..	
40	54	..	19	39	16	22	..	6	..	..	..	..	1	1	..	
175	175	..	51	55	22	46	..	47	..	35	94	..	..	2	1	
55	100	..	26	63	11	23	..	..	106	50	50	106	..	2	1	
61	85	..	55	85	7	18	..	..	..	106	..	..	1	..	..	
27	..	..	18	18	5	6	6	6	..	13	20	..	..	1	..	
161	..	..	16	57	..	16	..	..	..	27	104	..	1	..	..	
27	..	..	21	18	7	10	7	7	..	37	44	..	..	1	..	
No Return.				..	..	..	..	..	..	..	..	..	..	1	..	
62	..	..	39	44	16	21	..	21	..	44	20	..	..	1	..	
25	..	..	9	8	3	7	..	7	..	..	..	..	1	..	..	
113	42	..	42	83	30	42	..	26	113	51	31	..	1	2	..	
14	15	..	13	10	3	13	..	2	32	..	14	..	1	..	..	
18	39	..	17	34	4	4	..	..	..	..	21	..	1	..	..	
121	121	..	121	115	35	72	..	..	..	..	139	..	1	1	..	
357	142	..	177	109	100	142	13	48	357	81	215	357	1	1	1	
68	17	..	35	28	7	7	..	7	68	..	..	..	..	1	..	
192	..	..	68	83	28	28	..	28	68	38	124	..	1	1	1	
268	176	..	52	164	27	52	15	15	..	38	132	62	1	1	1	
61	25	..	25	..	13	25	2	19	61	27	23	61	1	..	1	
41	20	..	28	62	10	20	10	10	..	14	28	..	1	..	1	
119	137	..	72	89	38	32	..	32	237	..	170	..	1	1	1	
11	12	..	12	8	2	7	..	7	..	8	5	10	..	1	..	
36	36	..	36	30	6	17	..	6	..	..	48	16	..	1	..	
61	106	..	26	24	13	13	..	13	..	..	..	..	1	..	..	
42	..	..	27	17	10	10	6	12	42	3	17	17	1	..	..	
48	..	50	21	43	13	13	..	13	..	..	34	82	1	..	1	
51	..	51	15	37	15	15	..	6	..	17	21	72	1	1	..	
66	..	66	19	34	19	19	..	10	93	23	18	93	1	1	..	
83	..	83	24	38	24	24	..	24	83	22	21	83	1	..	1	

TABLE X—

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other Sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
296	Wesleyan Mission, Gcebula	£ 24 0 0	£ 10 0 0	£ 10 0 0	£ 44 0 0	..	15	8	23
297	Do. Nobumba ..	20 0 0	5 0 0	6 0 0	31 0 0	..	12	22	34
298	Do. Gwalana ..	37 10 0	10 0 0	..	47 10 0	..	20	25	45
299	Do. Ngwekazi ..	30 0 0	6 0 0	..	36 0 0	..	21	22	43
300	Do. Etytyaba ..	30 0 0	10 0 0	..	40 0 0	..	26	30	56
301	Do. Matiwane ..	30 0 0	10 0 0	..	40 0 0	1/	21	30	51
302	Do. Etuwa ..	30 0 0	10 0 0	..	40 0 0	1/	20	29	49
303	Do. Cesira ..	24 0 0	6 0 0	..	30 0 0	1/	17	36	53
304	Do. Empekweni	20 0 0	6 0 0	..	26 0 0	1/	37	21	58
305	Do. Kwa Tuku ..	24 0 0	5 0 0	..	29 0 0	1/	24	28	52
306	Do. Qamyana ..	15 0 0	2 10 0	..	17 10 0	1/	19	11	30
307	Do. Philip's Town	15 0 0	15 0 0	7 10 0	37 10 0	1/	25	38	63
308	Dutch Church, Piquetberg	30 0 0	18 5 0	1 15 0	50 0 0	..	15	24	39
309	Do. Porterville	30 0 0	4 10 0	16 10 0	51 0 0	6d.	28	60	88
310	Moravian Mission, Goedverwacht	75 0 0	32 18 3	10 0 0	117 18 3	9d.	102	128	230
311	Do. Wittewater	45 0 0	..	37 7 4	82 7 4	..	49	37	86
312	S. Peter's, Port Elizabeth	75 0 0	78 11 3	35 0 0	188 11 3	1/ to 3/	142	108	250
313	Convent Mission School, Port Elizabeth	75 0 0	75 0 0	..	150 0 0	2/6	23	107	130
314	Roman Catholic, Boys, Port Elizabeth	75 0 0	..	..	75 0 0	..	173	..	173
315	English Church, White's Road, Port Elizabeth	75 0 0	76 14 6	113 12 7	265 7 1	1/ & 2/	82	78	160
316	S. Paul's Boys School, Port Elizabeth	30 0 0	52 1 3	..	82 1 3	2/6 to 4/	89	..	89
317	S. Paul's Girls School, Port Elizabeth	60 0 0	149 0 6	23 4 1	232 4 7	2/ to 4/	69	99	168
318	Roman Catholic, North-end Port Elizabeth	60 0 0	37 16 0	10 4 0	108 0 0	1/ to 2/6	31	62	93
319	English Church (S. Stephen's) Port Elizabeth	45 0 0	6 10 2	85 14 10	137 5 0	3d. to 9d.	93	71	164
320	Independent Mission (Central) Port Elizabeth	75 0 0	21 14 5	59 5 7	156 0 0	8d. & 1/4	49	57	106
321	Independent Mission (Edwards') Port Elizabeth	60 0 0	23 0 0	25 0 0	108 0 0	..	38	41	79
322	Independent Mission, North-end, Port Elizabeth	71 5 0	29 19 1	24 5 11	125 10 0	8d. to 1/4	64	71	135
323	Wesleyan Native do.	75 0 0	12 11 1	..	87 11 1	4d. to 8d.	47	55	102
324	Roman Catholic, South-end Port Elizabeth	60 0 0	43 4 0	..	103 4 0	1/6 to 2/6	29	80	109
325	Baptist Central Mission, Queen's-street, Port Elizabeth	60 0 0	73 12 0	9 0 0	142 12 0	2/ to 5/	48	29	77

MISSION SCHOOLS.

NUMBER LEARNING															No. of Teachers.		
To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.		
				Simple Rules.	Higher Rules.												
13	..	23	13	10	13	13	..	6	16	..	..	23	1	1	..		
16	..	16	6	10	6	6	..	..	..	..	18	34	1	..	..		
33	..	33	7	17	17	..	..	3	..	18	11	45	1	1	..		
24	..	43	9	19	6	9	..	6	24	16	19	43	1	1	..		
56	..	56	20	43	13	20	..	13	56	26	17	56	1	..	1		
51	..	51	21	23	10	10	..	6	51	21	18	51	1	..	..		
49	..	49	9	25	9	9	..	4	49	18	22	27	..	1	..		
53	..	53	12	26	12	12	..	6	53	19	12	53	..	1	..		
25	..	25	6	19	6	6	..	6	58	..	33	58	1	..	..		
52	..	52	18	24	8	18	..	..	52	12	24	28	..	1	..		
13	..	13	..	13	..	13	..	..	..	10	17	30	..	1	..		
63	..	..	7	30	..	7	..	..	..	..	40	..	1	..	..		
28	28	..	20	19	9	18	..	5	..	..	39	5	..	1	..		
30	54	..	..	49	4	3	..	..	54	..	34	..	..	1	..		
230	230	..	131	177	53	112	..	..	230	37	111	111	1	1	1		
86	..	..	28	42	15	86	50	50	86	14	29	86	1	..	1		
112	..	..	35	112	61	87	7	61	..	101	138	156	1	1	1		
130	..	..	62	55	48	48	25	48	68	62	37	68	..	2	1		
173	..	..	123	48	89	83	15	83	78	..	..	..	2	..	1		
160	..	..	93	93	..	44	..	44	93	78	67	160	1	1	1		
89	..	..	70	89	75	75	..	75	..	..	..	..	1	..	..		
168	..	..	93	58	55	55	55	55	168	65	50	..	..	2	..		
54	..	..	54	37	17	23	23	23	..	44	39	..	..	2	..		
164	..	110	120	146	93	96	3	85	164	..	..	..	1	..	1		
106	..	..	17	28	17	17	..	9	..	29	67	..	1	1	1		
79	..	..	19	36	13	13	..	4	49	40	50	79	1	..	2		
52	12	..	20	26	8	15	..	8	135	30	80	..	1	1	..		
102	..	83	40	89	13	70	13	13	102	40	58	102	1	1	1		
74	..	..	53	54	30	30	4	30	..	60	35	74	1	1	..		
47	..	..	38	36	3	33	6	13	..	11	37	38	1	1	..		

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other Sources.	Total.	Rates of School Fees per Month.	No. on the Roll.			NUMBER LEARNING													No. of Teachers.			
							Boys.	Girls.	Total.	To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.	
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	Simple Rules.	Higher Rules.													
326	Independent Mission, Betheldorp	45 0 0	..	30 0 0	75 0 0	..	45	41	86	54	54	..	14	17	18	14	..	..	..	25	32	..	1	..	1	
327	Baptist Mission, Walmer	20 0 0	28 3 6	8 18 9	57 2 3	2/ to 3/6	14	24	38	38	..	..	30	16	11	14	2	14	..	24	2	1	..	1	..	
328	Dutch Church, Prince Albert	42 10 0	..	32 10 0	75 0 0	..	44	60	104	60	44	..	38	43	8	15	..	..	..	37	44	..	..	1	1	
329	English Church, Prince Albert	30 0 0	5 16 6	22 9 6	58 6 0	1/	45	29	74	74	..	..	36	32	8	18	..	13	2	26	35	16	..	1	..	
330	Free Mission, Queen's Town	75 0 0	..	67 0 0	142 0 0	..	65	82	147	115	..	..	50	69	39	50	..	19	..	26	32	36	..	2	1	
331	Kafir Mission, do.	37 10 0	..	47 10 0	85 0 0	..	44	32	76	35	4	15	15	11	4	9	..	4	..	20	41	35	1	1	..	
332	Moravian Mission, Shiloh	75 0 0	3 7 6	23 4 4	103 11 10	3d.	75	70	145	145	55	90	81	100	45	81	..	19	145	44	64	145	1	1	1	
333	Do. Engotini ..	45 0 0	3 10 9	15 6 2	63 16 11	3d.	27	19	46	30	..	38	22	30	16	30	..	..	46	14	17	46	1	..	1	
334	Do. New Hope..	15 0 0	2 15 3	24 14 6	42 9 9	3d.	19	30	49	29	..	39	22	27	4	49	..	4	49	..	21	49	1	..	..	
335	Wesleyan Mission, Queen's Town	45 0 0	5 9 6	..	50 9 6	..	44	39	83	44	..	31	31	40	20	19	2	9	30	29	26	83	1	..	1	
336	Do. Bull Hoek..	30 0 0	10 0 0	0 12 0	40 12 0	..	14	29	43	32	..	..	12	14	11	5	..	5	..	..	11	43	1	..	..	
337	Do. Kamastone	30 0 0	10 0 0	0 15 6	40 15 6	..	12	26	38	36	..	38	31	36	21	21	..	10	38	26	2	38	..	1	..	
338	Do. Hukwa ..	30 0 0	10 0 0	0 17 3	40 17 3	..	5	25	30	19	..	30	7	19	..	7	..	2	..	25	7	30	..	1	..	
339	Do. Didimana..	20 0 0	10 0 0	0 9 3	30 9 3	..	4	22	26	14	..	14	6	12	1	6	..	..	26	..	..	26	..	1	..	
340	Do. Cewula ..	10 0 0	5 0 0	0 8 0	15 8 0	..	..	..	..	Closed	31.12.87.	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
341	Independent Mission, Hackney	45 0 0	..	30 0 0	75 0 0	..	19	52	71	53	..	18	34	20	15	35	..	15	..	28	18	71	1	..	1	
342	Independent Mission, Eardley	30 0 0	..	30 0 0	60 0 0	..	24	45	69	35	..	35	12	29	6	12	..	..	..	..	34	69	1	..	..	
343	Dutch Church, Richmond	27 10 0	..	82 10 0	110 0 0	..	44	53	97	28	32	..	22	22	10	11	..	11	..	..	44	20	1	..	..	
344	English Church, Riversdale	75 0 0	10 4 0	73 0 0	158 4 0	4d. to 1/	93	91	184	126	..	..	46	62	23	..	..	22	..	50	57	39	1	1	1	
345	Do. Melkhoutsfontein	30 0 0	6 0 9	34 1 5	70 2 2	6d. & 1/	27	22	49	46	15	..	15	26	6	6	..	..	..	22	11	..	1	..	..	
346	Berlin Mission, Riversdale	75 0 0	26 0 0	1 10 0	102 10 0	4d. to 1/	74	103	177	102	122	..	28	90	32	32	5	14	177	75	55	75	..	2	1	
347	Wesleyan Mission, Robertson	45 0 0	8 0 0	18 10 0	71 10 0	4d. & 1/	76	103	179	90	34	..	34	77	15	34	..	15	179	46	89	34	1	..	1	
348	Do. Lady Grey	45 0 0	1 12 4	79 7 8	126 0 0	4d.	55	86	141	103	38	..	23	87	16	23	..	23	141	..	38	23	1	..	1	
349	Dutch Church, Montagu	52 10 0	..	50 0 0	102 10 0	..	42	41	83	48	50	..	8	21	1	..	..	..	..	14	33	..	1	1	1	
350	School of Industry and Infant School, Simon's Town	75 0 0	30 0 0	71 0 0	176 0 0	4d. to 3/	56	141	197	197	..	..	96	60	44	44	20	44	197	92	93	153	..	2	1	
351	English Church, Simon's Town	60 0 0	30 0 0	50 10 0	140 10 0	4d. to 4/	81	26	107	107	..	..	51	24	38	38	12	38	..	..	56	45	1	1	..	
352	Wesleyan Mission, Simon's Town	60 0 0	47 16 0	39 7 10	147 3 10	4d. to 5/	83	64	147	106	..	..	62	65	24	24	2	24	..	24	93	48	1	1	1	
353	Dutch Church, Simon's Town	30 0 0	..	..	30 0 0	..	25	35	60	29	..	..	14	24	1	8	..	1	60	10	31	14	..	1	..	
354	English Church, Kalk Bay	50 0 0	7 8 9	44 3 8	101 12 5	4d. to 1/	38	48	86	45	..	..	29	18	14	16	10	16	..	19	31	38	..	1	1	
355	Roman Catholic, do.	45 0 0	10 12 0	140 13 9	196 5 9	1/ & 2/	27	23	50	37	..	..	25	16	13	12	12	15	..	12	13	..	1	..	1	

Number.	NAME OF SCHOOL.	Grant Issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month.	No. on the Roll.		
							Boys.	Girls.	Total.
356	Dutch Church, Noordhoek	£ s. d. 30 0 0	£ s. d. ..	£ s. d. 12 0 0	£ s. d. 42 0 0	..	22	26	48
357	Wesleyan Mission, Elsjes River	30 0 0	2 4 0	1 16 0	34 0 0	4d. & 8d.	22	14	36
358	English Church, Klaver Valley	20 0 0	3 0 0	10 0 0	33 0 0	4d.	13	21	34
359	Dutch Church, Wildschutsbrand	30 0 0	..	..	30 0 0	..	14	15	29
360	Independent Mission, Somerset East	30 0 0	20 1 3	7 3 9	57 5 0	6d. & 1/	49	39	88
361	Wesleyan Mission, Somerset East	45 0 0	16 0 0	8 0 0	69 0 0	1/	37	33	70
362	Wesleyan Mission, Cookhouse	15 0 0	6 0 0	5 0 0	26 0 0	9d.	18	28	46
363	U. P. Mission, Glenavon	6 17 6	10 0 0	35 0 0	51 17 6	..	13	14	27
864	Rhenish Mission, Stellenbosch	75 0 0	31 7 11	230 12 10	337 0 9	4d. to 6d.	182	196	378
365	English Church, Stellenbosch	60 0 0	5 8 8	30 11 4	96 0 0	4d. & 1/	36	46	82
366	English Church, Somerset West	45 0 0	4 12 3	45 0 0	94 12 3	4d.	28	32	60
367	English Church, Welmoed	45 0 0	4 1 2	20 0 0	69 1 2	4d.	34	27	61
368	Do. Eerste River	60 0 0	10 12 6	40 0 0	110 12 6	4d. & 1/	37	51	88
369	Do. Klappmuts..	20 0 0	5 0 0	6 6 8	31 6 8	4d. & 8d.	23	29	52
370	Wesleyan Mission, Stellenbosch	75 0 0	16 0 0	92 0 0	183 0 0	4d.	117	134	251
371	Do. Strand ..	75 0 0	4 5 6	12 3 8	91 9 2	..	56	66	122
372	Do. Sir Lowry's Pass	15 0 0	1 8 7	..	16 8 7	..	15	18	33
373	Do. Somerset West	75 0 0	12 18 0	70 12 0	158 10 0	..	71	97	168
374	Do. Raithby ..	45 0 0	5 0 0	48 0 0	98 0 0	4d.	30	44	74
375	Do. Seymour ..	25 0 0	9 1 10	2 0 6	36 2 4	1/	28	32	60
376	Berlin Mission, Wartburg	75 0 0	5 11 6	11 2 0	91 13 6	6d.	38	63	101
377	Do. Kobusi ..	45 0 0	12 0 0	3 0 0	60 0 0	6d.	14	26	40
378	Independent Mission, Isidenge	10 0 0	..	..	10 0 0	..	..	..	..
379	Dutch Church, Swellendam	30 0 0	8 11 0	19 7 0	58 8 0	4d. & 8d.	28	29	57
380	Do. Klip River ..	45 0 0	9 8 6	20 0 0	74 8 6	4d. & 8d.	34	53	87
381	Do. Zuurbraak ..	60 0 0	..	19 18 0	79 18 0	..	50	69	119
382	Do. Malagas ..	30 0 0	6 10 0	15 0 7	51 10 7	2/6	14	19	33
383	Do. Barrydale ..	15 0 0	..	6 0 0	21 0 0	..	9	14	23
384	Independent Mission, Heidelberg	45 0 0	2 3 11	11 16 10	59 0 9	..	29	48	77
385	English Church, S. Luke's	48 15 0	9 10 9	38 0 8	96 6 2	2d. & 4d.	71	61	132

NUMBER LEARNING														No. of Teachers.		
To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.	
				Simple Rules.	Higher Rules.											
25	20	..	17	27	4	9	..	..	..	..	12	..	1	..	..	
36	..	..	17	17	8	13	..	3	..	10	9	..	..	1	..	
34	..	..	16	30	4	4	..	4	..	..	..	..	1	..	..	
27	..	..	8	10	7	8	4	6	..	..	2	29	..	1	..	
88	..	..	20	7	9	9	2	9	..	..	..	..	1	..	..	
35	..	..	10	25	10	10	..	5	..	20	35	..	1	..	1	
31	..	31	8	31	..	8	..	..	46	..	15	..	..	1	..	
17	..	17	17	13	..	..	..	..	27	12	10	..	1	1	..	
294	348	..	70	308	70	378	..	36	378	130	145	215	1	1	1	
82	..	..	37	59	23	37	..	23	82	36	39	82	..	2	1	
41	..	..	20	23	..	10	10	10	16	13	..	..	1	..	1	
61	..	..	21	28	12	12	1	12	..	16	35	..	..	1	1	
51	21	..	21	23	24	21	5	12	..	..	59	39	1	1	..	
36	..	..	25	30	25	14	..	14	..	..	35	..	..	1	..	
138	113	..	113	191	60	113	..	60	113	33	138	63	1	1	1	
41	..	..	22	35	22	22	..	12	..	21	83	..	..	2	1	
25	..	..	10	8	2	..	..	2	..	..	11	..	..	1	..	
108	77	..	69	72	36	69	..	23	168	20	60	..	1	1	1	
37	37	..	20	27	15	15	7	7	..	..	31	..	1	..	1	
22	..	22	11	17	5	..	..	5	..	27	24	47	..	1	..	
49	..	101	42	29	20	33	..	..	..	32	..	39	1	1	1	
28	..	28	6	34	..	6	..	..	32	20	12	40	1	..	1	
No Return	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	
38	27	..	27	25	12	12	..	12	..	14	17	27	..	1	..	
50	28	..	24	46	26	22	12	26	..	18	40	26	..	1	1	
56	56	..	38	45	17	24	..	17	119	32	60	34	1	..	2	
25	33	..	24	14	13	11	..	11	2	13	..	..	..	1	..	
10	13	..	9	8	3	..	..	..	..	..	8	..	..	1	..	
27	40	..	29	28	14	14	..	..	..	19	32	30	..	1	1	
88	10	..	56	46	10	56	..	13	..	61	35	56	1	..	2	

Number.	NAME OF SCHOOL.	Grant issued.	School Fees.	From other sources.	Total.	Rates of School Fees per Month	No. on the Roll.		
							Boys.	Girls.	Total.
386	English Church, Zuurbraak	£ 75 s. 0 d.	£ .. s. .. d.	£ 58 s. 10 d. 3	£ 133 s. 10 d. 3	..	70	117	187
387	Do. Buffelsjagt's River	15 0 0	2 7 6	3 3 6	20 11 0	4d.	10	20	30
388	Do. Slang River ..	15 0 0	1 13 6	..	16 13 6	2d.	23	27	50
389	Wesleyan Mission, Tarkastad	45 0 0	..	27 10 0	72 10 0	..	28	42	70
390	Independent Mission, Tarkastad	15 0 0	..	15 0 0	30 0 0	..	23	21	44
391	Rhenish Mission, Tulbagh	60 0 0	3 14 11	14 5 1	78 0 0	4d.	98	86	184
392	Do. Saron ..	75 0 0	9 6 1	22 9 2	103 15 3	2d.	230	242	472
393	Do. Steinthal ..	30 0 0	4 13 1	23 6 11	58 0 0	4d.	32	36	68
394	English Church, Ceres..	75 0 0	1 15 3	29 16 0	106 11 3	..	68	81	149
395	Do. Prince Alfred's Hamlet	30 0 0	..	12 0 0	42 0 0	..	15	30	45
396	Dutch Church, Ceres ..	45 0 0	14 9 1	193 10 11	253 0 0	4d.	67	56	123
397	Wesleyan Mission, Uitenhage	50 0 0	10 0 0	..	60 0 0	..	49	47	96
398	Independent Mission, Uitenhage	75 0 0	29 17 6	7 10 0	112 7 6	4d. & 8d.	73	78	151
399	Roman Catholic, Uitenhage	60 0 0	53 0 0	4 10 0	117 10 0	6d. & 4/	5	53	58
400	Moravian Mission, Enon	60 0 0	13 14 8	16 19 2	90 13 5	3d.	56	56	112
401	S. Anne's Native Mission, Kaba	40 0 0	3 4 0	10 17 6	54 1 6	4d.	38	39	77
402	Independent Mission, Uniondale	30 0 0	20 0 0	6 14 7	56 14 7	6d. & 1/	25	69	94
403	Berlin Mission, Haarlem	45 0 0	..	51 0 0	96 0 0	..	34	47	81
404	Dutch Church, De Vlugt	15 0 0	2 15 0	..	17 15 0	6d.	11	12	23
405	Free Church Mission, Ely	45 0 0	10 0 0	6 15 0	61 15 0	4d.	50	53	103
406	Do. Sheshegu ..	45 0 0	10 0 0	1 0 0	56 0 0	4d.	47	66	113
407	Do. Aroxweni ..	45 0 0	10 0 0	1 0 0	56 0 0	4d.	32	41	73
408	Do. Gqumahashe	45 0 0	10 0 0	..	55 0 0	4d.	40	56	96
409	Do. Gaga ..	45 0 0	15 0 0	0 15 0	60 15 0	4d.	37	47	84
410	Do. Evergreen (Sompondo's)	20 0 0	2 10 0	15 2 6	37 12 6	3d.	28	28	56
411	Dutch Church, Victoria West	27 10 0	5 15 2	10 14 10	44 0 0	3d.	17	20	37
412	English Church, do.	27 10 0	12 0 0	7 10 0	57 0 0	1/	22	25	47
413	Wesleyan Mission, Dordrecht	10 0 0	..	6 5 0	16 5 0	..	26	25	51
414	Do. Mhlanga (Tafelkop)	15 0 0	7 10 0	..	22 10 0	..	14	21	35
415	Rhenish Mission, Worcester	75 0 0	36 10 0	159 10 0	271 0 0	4d.	309	324	633
416	Deaf and Dumb Institution, Worcester	425 0 0	440 2 0	495 4 7	1360 6 7	10/ to 60/	24	8	32

	To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	NUMBER LEARNING										No. of Teachers.		
					Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.	
					Simple Rules.	Higher Rules.											
187	68	..	..	30	67	11	..	..	..	..	53	114	187	1	1	1	
26	18	..	..	18	13	11	..	..	..	30	17	4	30	..	1	..	
19	9	..	..	9	19	..	..	..	..	..	..	31	..	..	1	..	
43	..	..	..	27	31	7	7	4	7	..	32	27	..	..	1	1	
30	..	..	..	6	9	..	..	..	..	44	..	13	44	1	..	..	
84	84	..	..	84	160	24	..	..	..	..	..	100	..	..	2	..	
226	238	..	..	123	103	38	43	43	22	..	75	349	22	..	2	1	
37	37	..	..	14	42	10	37	..	..	..	..	..	..	..	1	..	
55	..	..	..	45	43	15	24	..	15	..	34	36	11	1	1	1	
32	..	..	..	13	29	4	..	..	..	..	18	12	..	..	1	..	
44	123	..	..	25	41	12	25	..	..	..	..	73	..	1	..	1	
62	..	24	..	24	42	11	11	2	11	96	20	34	96	1	..	1	
145	..	..	..	32	46	32	33	..	13	112	40	31	145	1	1	1	
58	..	..	..	36	36	28	32	14	14	..	42	25	27	..	1	1	
112	112	..	..	20	48	29	29	..	..	..	20	56	112	1	1	..	
37	..	10	..	16	34	11	12	..	12	..	22	38	39	1	..	1	
42	72	..	..	31	22	20	4	..	..	94	30	..	..	..	1	..	
32	43	..	..	32	31	11	32	..	..	81	47	37	..	1	..	1	
14	5	9	..	13	12	5	6	1	2	..	9	4	..	..	1	..	
62	..	77	..	19	42	19	19	..	19	103	41	26	103	..	1	1	
80	..	95	..	26	54	26	26	..	5	46	61	18	113	1	..	1	
55	..	55	..	21	34	21	23	..	13	..	41	16	73	1	..	1	
69	..	69	..	31	35	32	32	..	20	96	27	27	96	1	..	1	
64	..	67	..	19	26	17	17	..	10	84	47	13	84	1	..	1	
24	..	43	..	..	18	..	..	..	..	56	..	13	56	1	..	..	
17	23	..	..	6	23	3	5	..	..	..	..	14	..	..	1	..	
18	..	..	..	9	23	3	8	..	8	..	..	..	..	..	1	..	
27	..	9	..	..	27	..	..	..	..	..	..	24	..	1	..	..	
27	..	19	..	18	16	7	19	..	3	..	..	9	19	1	..	..	
346	346	..	..	251	346	134	251	134	251	..	134	202	249	..	2	1	
9	25	..	..	27	19	13	9	..	9	..	8	6	32	1	..	1	

TABLE XI.A.—

Number.	NAME OF INSTITUTION.	Grant Issued.	Local Expenditure.	No. on the Roll.			Boarders.	Apprentices.	Trade Teachers.
				Boys.	Girls.	Total.			
1	English Church, Kafir Institution, Graham's Town	£ 551 0 0	£ 1,869 6 3	49	..	49	15	9	1
2	Trade Class, Genadendal .. ..	50 0 0	29 5 8	18	..	18	..	..	..
3	English Church, S. Luke's, Newlands	365 0 0	89 15 6	66	40	106	10	5	1
4	Native Institution, Heald Town ..	690 0 0	1,106 2 1	150	158	308	25	..	..
5	Wesleyan Native Institution, Bensonvale	270 0 0	246 0 0	52	49	101	10	..	..
6	English Church, Boarding and Day Schools, Dulcie's Nek	65 0 0	20 18 2	26	18	44	5	..	..
7	Do. S. Matthew's, Keiskama Hoek, Boys	732 0 0	3,202 15 10	92	..	92	10	20	2
8	Do. do. do. Girls	180 0 0		..	73	73	10	..	..
9	Native Training Institution, Peulton, Girls	259 0 0	573 11 10	..	163	163	10	..	..
10	Do. do. do. Durban, Girls	220 0 0	217 0 2	..	27	27	10	..	..
11	Do. do. do. Lesseyton, Girls	150 0 0	83 8 3	..	17	17	10	..	..
12	Do. do. do. Umgwali, Girls	240 0 0	229 17 2	4	110	114	10	..	..
13	Lovedale Seminary .. ..	1,783 0 0	5,400 0 0	204	..	204	50	33	3
14	Do. Female Industrial School ..	309 0 0		..	128	128	15	..	..
15	Training Institution, Blythwood ..	388 0 0	1,989 16 5	87	25	112	..	10	1
16	Native Institution, Boys, Umtata ..	338 15 0	458 10 10	63	..	63	..	10	1
17	Do. do. Clarkebury	358 0 0	441 0 0	118	..	118	..	10	1
18	Clarkebury, Girls .. ..	47 0 0	10 10 0	52	104	156	..	..	..
19	Training Institution, Boys, S. Mark's	64 0 0	19 10 0	65	..	65	..	..	..
20	Do. Girls, do.	72 0 0	16 11 6	..	119	119	..	..	..
21	Do. do. Shawbury	170 0 0	138 11 0	14	137	151	10	..	..
22	Clydesdale .. ..	302 0 0	523 11 8	107	44	151	..	10	1

## ABORIGINES' INSTITUTIONS.

	NUMBER LEARNING												No. of Teachers.			
	To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistresses.	Assistants.
					Simple Rules.	Higher Rules.										
49	..	49	49	11	38	48	40	48	49	..	..	20	1	..	1	
Included in Return of Mission School.																
83	..	106	65	46	37	65	..	14	83	40	23	106	1	1	1	
308	..	304	146	161	147	147	67	112	308	104	93	308	1	2	3	
101	..	101	39	48	53	53	30	53	64	49	..	64	1	1	1	
44	..	42	16	15	13	20	..	..	44	18	14	10	1	1	..	
92	..	88	54	50	42	54	15	15	92	..	..	92	1	..	1	
73	..	70	40	55	18	32	4	18	73	26	..	73	..	1	1	
163	..	150	112	59	68	120	35	68	163	150	51	163	..	1	2	
27	..	27	27	3	24	26	11	20	27	27	..	27	..	2	1	
17	..	16	17	2	15	15	6	15	2	16	..	15	..	1	..	
114	..	106	71	50	44	45	15	17	..	110	22	70	..	1	3	
140	10	66	153	43	158	140	161	204	..	..	..	87	1	..	4	
128	..	112	122	20	108	128	105	110	..	72	7	43	..	2	1	
112	..	90	90	22	90	90	35	90	..	27	..	35	1	..	2	
63	..	63	34	15	44	37	29	37	63	..	..	29	1	..	1	
116	..	85	78	32	86	79	60	69	30	..	..	103	1	..	1	
86	..	93	25	46	34	34	..	19	..	57	58	42	..	1	1	
35	..	65	12	18	12	12	..	5	65	..	30	65	1	..	1	
119	..	119	30	68	30	70	..	12	119	50	40	119	..	1	2	
122	..	122	79	43	79	79	39	63	..	129	20	151	..	1	1	
50	..	16	1	23	4	10	..	10	..	..	13	..	1	..	1	



Number.	NAME OF SCHOOL.	Grant Issued.	Local Expenditure.	No. on the Roll.		
				Boys.	Girls.	Total.
COLONIAL.						
		£ s. d.	£ s. d.			
1	English Church, Kwelegha ..	40 0 0	23 9 9	60	47	107
2	Uweza ..	40 0 0	..	28	55	83
3	Nobanda's ..	40 0 0	..	25	31	56
4	Mount Arthur ..	59 3 4	27 5 6	42	59	101
5	Eng. Church, Native Institution, Bolotwa	60 0 0	..	..	..	..
6	Rabula ..	20 0 0	10 0 0	29	41	70
7	Gxulu ..	30 0 0	..	18	28	46
8	Amatole Basin ..	20 0 0	20 0 0	31	29	60
9	Ngxalawe ..	15 0 0	..	32	41	73
10	Peelton (Boys) ..	135 0 0	27 11 8	124	..	124
11	Lesseyton ..	50 0 0	5 0 0	38	43	81
12	United Presbyterian Mission, Umgwali (Boys)	60 0 0	4 0 0	63	..	63
13	Lovedale Elementary School ..	50 0 0	Included in Institution.	66	61	127
TRANSKEI.						
<i>Fingoland.</i>						
1	Butterworth ..	120 0 0	39 16 0	55	84	139
2	Kobodi ..	32 0 0	13 18 0	30	18	48
3	Veldman's ..	72 0 0	29 2 0	53	54	107
4	Cegcuana ..	32 0 0	19 10 0	26	38	64
5	Hlobo ..	32 0 0	18 1 0	51	60	111
6	Magodla's (Wesleyan) ..	20 0 0	14 16 0	20	25	45
7	Umgomanzi ..	16 0 0	..	..	..	..
8	Bulube's ..	32 0 0	14 16 0	21	28	49
9	Tyinira ..	24 0 0	29 14 0	27	36	63
10	Tyekana's ..	20 0 0	14 10 0	..	..	..
11	Zangwa ..	20 0 0	16 4 0	22	25	47
12	Mpukane ..	40 0 0	212 10 0	24	36	60
13	Mgagazi ..	20 0 0	16 2 0	24	21	45
14	Umgwe ..	20 0 0	19 11 0	43	26	69
15	Lower Neulu (Nofoty's) ..	40 0 0	2 0 0	26	28	54

	NUMBER LEARNING													No. of Teachers.		
	To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.
					Simple Rules.	Higher Rules.										
84	..	84	36	61	23	23	..	..	84	38	23	84	1	..	..	
49	..	49	19	23	16	19	..	19	49	30	44	83	..	1	..	
35	..	35	18	17	18	18	..	8	35	24	21	35	1	..	1	
54	..	54	38	26	23	38	..	24	18	..	30	84	1	..	1	
Closed	31.3.	88.	..	..	..	..	..	..	..	..	..	..	1	1	..	
70	..	70	12	57	13	9	..	7	..	..	..	29	1	..	..	
46	..	46	12	41	5	11	..	..	..	..	..	..	1	..	..	
60	..	60	11	54	6	7	..	..	..	..	..	8	1	..	..	
73	..	73	6	73	..	..	..	..	..	..	..	73	1	..	..	
90	..	90	50	55	32	34	13	26	124	..	..	124	1	..	3	
30	3	42	22	20	22	22	..	15	81	43	40	81	1	..	1	
40	..	46	6	10	6	6	..	..	..	..	17	63	1	..	..	
97	..	97	73	75	22	53	..	7	127	61	30	74	..	1	..	
126	..	126	36	56	36	36	12	12	87	46	30	139	1	1	1	
30	..	32	7	16	7	7	..	2	38	18	16	48	1	..	1	
82	..	82	53	43	33	33	..	13	82	36	25	107	1	..	2	
61	..	35	11	52	11	21	..	11	64	29	3	64	1	..	1	
91	..	91	12	24	15	15	..	15	91	27	25	91	1	..	2	
45	..	45	8	20	8	20	..	8	45	..	17	45	1	..	..	
Closed	31.12.	87.	..	..	..	..	..	..	..	..	..	..	1	..	1	
30	..	30	7	15	7	7	..	7	29	28	18	49	1	..	1	
63	..	60	15	19	15	15	..	7	63	..	..	63	1	..	..	
No	Return.	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
19	..	27	17	11	17	17	..	..	47	..	19	47	1	..	..	
18	..	39	9	27	9	9	..	9	60	25	..	60	1	..	1	
15	..	17	2	7	2	13	..	..	45	..	16	45	1	..	..	
37	..	37	9	28	9	15	..	6	49	..	12	49	1	..	..	
37	..	21	18	30	6	6	..	1	54	..	17	54	1	..	1	

TABLE XI.B.

Number.	NAME OF SCHOOL.	Grant Issued.	Local Expenditure.	No. on the Roll.		
				Boys.	Girls.	Total.
		£ s. d.	£ s. d.			
16	Xilinxa .. ..	48 0 0	8 0 0	31	41	72
17	Hebehebe .. ..	40 0 0	16 0 0	30	33	63
18	Ndakama (Ntikintiki's) ..	20 0 0	10 0 0	21	20	41
19	Matolweni's .. ..	32 0 0	16 0 0	30	21	51
20	Ntseshe .. ..	24 0 0	18 0 0	24	27	51
21	Piet Landu's .. ..	20 0 0	10 0 0	7	28	35
22	Neoncolora .. ..	20 0 0	10 0 0	18	22	40
23	Zagwitzi .. ..	7 0 0	..	..	..	..
24	Mtwaku .. ..	5 0 9	..	..	..	..
25	Caba .. ..	52 0 0	37 17 6	30	30	60
26	Ngonyama .. ..	5 0 0	12 7 4	14	34	48
27	Ngudhle's .. ..	5 0 0	12 17 0	20	25	45
28	Mbulukweza .. ..	48 0 0	10 0 0	28	31	59
29	Qutsa, Sijula's .. ..	20 0 0	17 17 0	16	20	36
30	Tsojana, Pitso's .. ..	40 0 0	31 15 2	58	55	113
31	Upper Xolobe .. ..	20 0 0	10 0 0	23	28	51
32	Cunningham .. ..	64 0 0	23 9 4	57	49	106
33	Springs .. ..	15 0 0	10 0 0	14	14	28
34	Cecuwana .. ..	15 0 0	17 10 0	19	22	41
35	Faleni's .. ..	20 0 0	77 0 1	34	19	53
36	Ceru-Bawa .. ..	26 0 0	31 0 8	27	23	50
37	Nqutu .. ..	20 0 0	16 12 3	29	30	59
38	Ndakana, Mavuso's .. ..	32 0 0	12 10 0	41	52	93
39	Magodla's .. ..	20 0 0	71 15 0	20	17	37
40	Mpeta's .. ..	20 0 0	21 0 0	31	43	74
41	Lower Zolo .. ..	32 0 0	15 0 0	23	28	51
42	Toboyi .. ..	24 0 0	10 0 0	20	29	49
43	Tsomo .. ..	152 0 0	26 0 0	51	83	134
44	Newana's .. ..	20 0 0	5 0 0	27	47	74
45	Dingiswayo's .. ..	32 0 0	10 0 0	26	31	57

ABORIGINES' DAY SCHOOLS.

NUMBER LEARNING														No. of Teachers.		
To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.	
				Simple Rules.	Higher Rules.											
34	..	34	14	14	17	17	..	17	72	22	..	72	1	..	1	
63	..	28	18	29	16	24	..	12	..	32	16	36	1	..	1	
29	..	25	13	7	13	13	..	..	..	..	9	41	..	1	..	
51	..	51	10	15	..	15	..	15	51	17	36	51	1	..	1	
32	..	12	4	10	4	..	..	1	..	..	22	51	1	..	..	
15	..	14	7	6	7	7	..	7	35	..	12	..	1	..	..	
40	..	40	13	21	7	6	..	6	..	..	..	40	1	..	..	
No Return	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
No Return	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
51	..	51	17	23	17	17	4	10	..	30	9	60	1	1	1	
9	..	9	3	9	2	..	..	..	48	..	12	..	1	..	..	
10	..	7	5	12	..	..	..	..	45	..	18	..	1	..	..	
47	..	43	13	31	14	14	8	8	59	30	12	59	1	..	..	
9	..	9	..	9	..	..	..	..	..	..	27	9	1	..	..	
54	..	4	..	32	20	20	..	..	..	24	59	..	1	..	1	
9	..	15	4	5	5	6	..	..	..	..	33	42	1	..	..	
51	..	51	10	9	6	15	..	6	106	32	26	..	1	1	1	
18	..	13	2	4	2	3	..	..	..	..	..	..	1	..	..	
33	..	33	7	30	7	7	..	..	41	22	9	..	1	..	..	
46	..	50	19	28	19	21	..	19	53	19	..	53	1	..	..	
50	..	47	13	50	13	19	..	4	50	25	6	50	1	..	..	
23	..	44	15	12	5	5	..	..	59	..	15	59	1	..	..	
22	..	92	14	16	7	19	..	6	..	52	..	93	1	..	..	
37	..	37	26	37	..	30	..	14	37	..	12	37	1	..	..	
26	..	74	4	31	2	9	..	2	74	33	10	74	1	..	..	
39	..	44	7	20	7	7	..	5	33	25	21	..	1	..	1	
15	..	15	6	16	10	5	..	4	49	..	20	49	1	..	..	
86	..	86	41	33	53	49	4	25	86	83	48	134	1	..	1	
19	..	25	14	23	14	14	..	..	74	..	49	..	1	..	..	
34	..	42	14	19	15	15	..	7	..	31	23	57	1	..	1	

Number.	NAME OF SCHOOL.	Grant Issued.	Local Expenditure.	No. on the Roll.		
				Boys.	Girls.	Total.
		£ s. d.	£ s. d.			
46	Ndondo's .. ..	47 0 0	10 0 0	17	76	93
47	Gqogqora .. ..	20 0 0	10 0 0	39	35	74
48	Intsito .. ..	24 0 0	10 0 0	36	27	63
49	Lumani's .. ..	24 0 0	10 0 0	21	47	68
50	Nomaheya .. ..	32 0 0	10 0 0	23	37	60
51	Jikezi .. ..	36 0 0	10 0 0	33	43	76
52	Tsojana .. ..	28 0 0	10 10 0	12	38	50
53	Tshangana's .. ..	20 0 0	10 0 0	18	29	47
54	Mlondleni's (Wesleyan) .. ..	32 0 0	10 0 0	20	35	55
55	Mtshabe's .. ..	24 0 0	4 0 0	22	12	34
56	Upper Zolo .. ..	48 0 0	20 0 0	16	37	53
57	Cibala .. ..	20 0 0	10 0 0	20	20	40
58	Ncisininde .. ..	64 0 0	10 0 0	39	58	97
59	Mbulu (Paterson) .. ..	48 0 0	19 0 0	37	42	79
60	Lutuli's .. ..	48 0 0	30 0 0	35	32	67
61	Esigubudwini (Jobe's) .. ..	32 0 0	10 0 0	25	17	42
IDUTYWA RESERVE.						
62	Sipiko's .. ..	24 0 0	15 10 0	26	17	43
63	Douglas .. ..	24 0 0	21 8 0	29	18	47
64	Morrison .. ..	24 0 0	10 11 6	39	26	65
65	Dale .. ..	20 0 0	14 4 6	47	2	49
66	The Residency .. ..	18 10 0	26 19 5	60	46	106
67	Qora .. ..	18 0 0	16 0 0	..	..	..
68	Nqabara (Duff) .. ..	32 0 0	2 9 9	37	43	80
GCALEKALAND.						
69	Columba .. ..	20 0 0	4 8 0	23	25	48
70	Leslie .. ..	20 0 0	1 0 0	15	14	29
71	Lusizi .. ..	24 0 0	5 10 0	21	21	42
72	Cebe .. ..	20 0 0	5 0 0	23	17	40
73	Ingcutyana .. ..	24 0 0	10 0 0	36	18	54

NUMBER LEARNING														No. of Teachers.		
To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.	
				Simple Rules.	Higher Rules.											
38	..	38	18	24	14	25	..	13	38	76	55	93	..	1	2	
29	..	35	4	30	5	5	..	3	..	..	39	35	1	..	..	
26	..	26	12	13	12	12	..	5	63	..	11	63	1	..	..	
56	..	56	32	26	31	36	..	36	..	36	12	68	1	..	..	
60	..	60	9	30	9	16	..	6	37	27	6	60	1	..	1	
38	..	38	15	16	22	22	..	11	38	43	38	76	1	..	1	
20	..	40	4	15	4	4	..	..	..	21	30	..	1	..	..	
19	..	19	11	10	9	9	..	9	19	..	28	47	1	..	..	
23	..	23	11	..	6	6	..	6	55	35	2	..	1	..	1	
23	..	23	4	12	..	4	..	..	34	..	11	..	1	..	..	
30	..	44	17	10	10	22	..	8	..	..	14	..	1	..	1	
26	..	24	11	14	6	7	..	2	31	..	18	..	1	..	..	
80	..	88	26	43	27	27	1	27	80	35	17	88	1	1	1	
79	..	79	28	22	22	22	10	10	79	42	8	79	1	..	1	
49	..	62	26	55	24	24	..	15	54	28	17	67	1	..	1	
25	..	42	11	21	11	11	..	5	42	17	10	42	1	..	1	
35	..	25	6	10	3	9	..	9	43	..	8	43	1	..	..	
29	..	32	9	10	9	9	..	6	47	18	..	..	1	..	..	
16	..	17	6	11	2	3	..	..	65	..	..	65	1	..	..	
14	..	24	9	10	3	3	..	..	49	..	13	49	1	..	..	
106	..	106	15	26	3	14	..	4	106	46	..	106	1	..	..	
Closed	31.3.88.	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
80	..	80	7	20	1	15	..	..	80	43	..	80	1	..	1	
30	..	48	1	28	1	..	..	..	..	..	..	48	1	..	..	
26	..	29	6	13	7	7	..	4	..	..	..	29	1	..	..	
39	..	39	21	22	7	7	..	7	..	..	..	42	1	..	..	
32	..	40	7	17	5	9	..	2	40	..	..	40	1	..	..	
54	..	54	34	28	12	25	..	21	54	..	..	54	1	..	1	

Number.	NAME OF SCHOOL.	Grant Issued.	Local Expenditure.	No. on the Roll.		
				Boys.	Girls.	Total.
		£ s. d.	£ s. d.			
74	Qakazana .. ..	20 0 0	13 0 0	17	21	38
75	Egwadu .. ..	24 0 0	10 0 0	19	25	44
76	Mahasana .. ..	41 10 0	137 0 0	48	55	103
77	Mfula .. ..	28 0 0	15 6 0	37	43	80
78	Mendu .. ..	28 0 0	17 18 0	29	23	52
79	Iqina .. ..	20 0 0	12 10 0	32	20	52
80	Nompozolo .. ..	20 0 0	13 5 0	33	27	60
81	Nqabara .. ..	32 0 0	25 7 0	61	38	99
82	Mevana .. ..	20 0 0	14 5 0	37	13	50
83	Philip Damon's .. ..	40 0 0	10 0 0	36	27	63
84	Ramra .. ..	24 0 0	2 0 0	21	17	38
85	Malan .. ..	21 0 0	1 5 0	27	22	49
86	Ntsimbakazi .. ..	32 0 0	15 7 0	28	28	56
87	Bancolo .. ..	32 0 0	13 1 0	38	26	64
88	Shixini, Songwevu's .. ..	20 0 0	16 18 0	22	20	42
89	Gwadu .. ..	12 0 0	..	..	..	..
90	Tutura .. ..	40 0 0	10 0 0	32	31	63
91	Isigangala .. ..	21 0 0	9 0 0	38	15	53
92	Weza .. ..	24 0 0	12 19 0	28	20	48
93	Maki's .. ..	20 0 0	13 12 0	26	22	48
	TEMBULAND.					
	<i>Tembuland Proper.</i>					
1	Umtata, Location School .. ..	24 0 0	14 19 1	28	28	56
2	Umtata, Girls .. ..	16 0 0	48 15 4	..	30	30
3	S. Alban's .. ..	50 0 0	18 0 0	20	52	72
4	Baziya .. ..	32 0 0	21 12 6	24	32	56
5	Tabasi .. ..	20 0 0	43 14 3	28	28	56
6	All Saints' .. ..	44 0 0	26 0 0	42	34	76
7	Manzana .. ..	24 0 0	10 0 0	20	32	52
8	Qutuben .. ..	28 0 0	10 0 0	44	37	78

NUMBER LEARNING														No. of Teachers.		
To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.	
				Simple Rules.	Higher Rules.											
22	..	38	12	4	12	12	..	6	38	..	14	38	1	..	..	
18	..	19	12	13	12	5	..	..	44	..	19	..	1	..	1	
100	..	100	20	33	28	28	..	20	100	36	29	100	1	..	1	
80	..	80	16	30	16	16	..	6	80	30	36	80	1	..	1	
38	..	38	17	15	17	17	..	9	52	27	14	52	1	..	1	
43	..	43	10	21	5	10	..	5	43	..	9	52	1	..	..	
40	..	40	20	20	7	20	..	7	60	..	12	60	1	..	..	
32	..	35	16	27	19	16	..	9	99	33	24	99	1	..	..	
22	..	22	10	8	9	9	..	..	50	..	17	..	1	..	..	
31	..	27	19	28	19	19	..	..	..	..	9	..	1	..	1	
38	..	38	10	20	10	10	2	10	38	17	5	38	1	..	1	
29	..	49	8	15	8	8	..	..	49	22	..	49	1	..	..	
56	..	56	16	34	6	16	..	6	56	26	6	56	1	..	1	
22	..	25	15	51	16	16	..	8	64	20	15	64	1	..	1	
29	..	29	5	22	5	5	..	..	42	..	13	5	1	..	..	
	Closed	31.12.87.	..	..	..	..	..	..	..	..	..	..	1	..	..	
52	..	52	27	20	8	8	4	8	63	20	11	63	1	..	1	
29	..	24	8	11	2	2	..	..	53	..	24	53	..	1	..	
34	..	34	6	31	3	3	..	..	48	..	14	..	1	..	..	
38	..	38	..	21	4	..	..	..	48	..	10	..	1	..	..	
50	..	56	10	50	10	10	..	..	56	28	6	..	1	..	..	
30	..	30	16	8	20	23	7	7	..	26	..	..	..	1	1	
41	..	27	11	27	8	21	..	9	72	26	38	23	1	..	..	
37	..	37	28	18	19	19	..	8	..	16	19	..	1	..	1	
25	..	25	16	9	16	16	..	..	..	..	31	..	1	..	..	
66	..	66	22	23	11	11	..	..	76	34	10	76	1	..	1	
51	..	13	12	30	11	23	..	1	..	..	12	52	1	..	..	
33	..	11	9	33	..	7	..	..	78	18	24	..	1	..	..	

TABLE XI.B.—

Number.	NAME OF SCHOOL.	Grant Issued.	Local Expenditure.	No. on the Roll.		
				Boys.	Girls.	Total.
		£ s. d.	£ s. d.			
9	Cweeweni .. ..	20 0 0	13 10 0	18	34	52
10	Bojana .. ..	24 0 0	16 10 0	30	56	86
11	Ncehana .. ..	20 0 0	10 0 0	19	26	45
12	Morley .. ..	20 0 0	10 0 0	17	18	35
13	Queque .. ..	18 0 0	..	..	..	..
14	Qokolweni .. ..	45 0 0	15 0 0	43	36	79
15	Kambe .. ..	24 0 0	10 0 0	17	21	38
16	Wilo .. ..	10 0 0	6 10 0	19	7	26
17	Tora .. ..	40 0 0	25 0 0	41	54	95
18	Main .. ..	24 0 0	20 0 0	27	23	50
19	Elucweewe .. ..	10 0 0	5 0 0	25	17	42
EMIGRANT TEMBULAND.						
20	Wodehouse Forests .. ..	32 0 0	16 0 0	26	36	62
21	Southeyville .. ..	10 0 0	5 0 0	16	33	49
22	Ngwaru .. ..	15 0 0	10 0 0	14	20	34
23	Isikoba .. ..	40 0 0	16 0 0	28	29	57
24	Seplan .. ..	15 0 0	5 0 0	25	38	63
25	Ncora .. ..	20 0 0	10 0 0	30	32	62
26	Mceula (Upper Tsomo) .. ..	24 0 0	10 0 0	18	36	54
27	Papasa .. ..	5 0 0	2 10 0	17	25	42
28	Indwana .. ..	44 0 0	17 10 0	19	53	72
29	Camama (Cofinvaba) .. ..	24 0 0	13 0 0	24	30	54
30	Umxi .. ..	32 0 0	15 17 0	54	75	129
31	Tshingeni .. ..	72 0 0	19 10 0	39	42	81
32	Manzimdaka .. ..	20 0 0	10 0 0	21	25	46
33	Lufuta .. ..	10 0 0	20 0 0	40	31	71
34	Nyalase .. ..	5 0 0	8 6 0	..	..	..
GRIGUALAND EAST.						
1	Shawbury, Boys .. ..	24 0 0	10 10 6	105	..	105
2	Culunce .. ..	24 0 0	11 15 9	26	40	66

ABORIGINES' DAY SCHOOLS.

	NUMBER LEARNING													No. of Teachers.		
	To Read English.	To Read Dutch.	To Read Kafr.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.
					Simple Rules.	Higher Rules.										
20	..	31	14	17	14	14	..	7	52	34	17	52	1	..	..	
38	..	75	..	39	42	28	..	7	57	..	30	86	1	..	..	
20	..	20	8	20	8	8	..	..	45	..	25	..	1	..	..	
28	..	17	6	14	13	6	3	3	35	..	7	..	1	..	..	
Closed	31.3.88.			..	..	..	..	..	..	..	..	..	1	..	..	
51	..	51	7	30	21	21	..	10	51	..	28	..	1	..	1	
38	..	16	6	8	5	5	..	3	28	..	15	..	1	..	..	
19	..	6	..	6	..	..	..	..	6	..	7	..	1	..	..	
74	..	95	20	28	20	16	..	10	95	54	62	..	1	..	1	
25	..	25	14	6	11	11	..	..	..	15	..	..	1	..	..	
42	..	..	..	4	..	..	..	..	42	..	20	..	1	..	..	
50	..	50	18	32	18	18	..	8	62	36	12	62	1	..	1	
27	..	10	10	22	5	27	..	..	49	..	22	..	1	..	..	
20	..	20	12	15	6	20	2	2	34	..	14	34	1	..	..	
37	..	44	15	25	13	57	..	10	57	29	11	57	1	..	1	
48	5	38	18	30	8	63	..	8	63	..	16	63	1	..	1	
57	..	57	4	38	3	3	..	3	62	..	16	..	1	..	..	
28	..	24	6	14	6	6	..	2	54	..	10	54	1	..	..	
11	..	22	9	4	2	1	..	..	..	..	3	42	1	..	..	
37	..	36	22	32	5	4	..	..	..	44	35	72	1	..	1	
37	..	54	5	37	5	5	..	2	54	28	10	54	1	..	1	
129	..	67	..	32	13	7	..	7	..	24	..	7	1	..	1	
55	..	55	21	34	21	21	..	7	73	32	..	73	1	..	2	
25	..	25	11	22	10	11	..	..	46	..	13	25	1	..	..	
26	..	26	12	26	3	18	..	..	..	..	45	..	1	..	..	
No Return.	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
105	..	36	8	37	8	8	..	8	105	..	27	105	1	..	..	
66	..	23	9	14	15	..	..	..	..	..	..	..	1	..	..	

Number.	NAME OF SCHOOL.	Grant Issued.	Local Expenditure.	No. on the Roll.		
				Boys.	Girls.	Total.
		£ s. d.	£ s. d.			
3	Mount Fletcher .. ..	20 0 0	20 0 0	43	17	60
4	Ncambele .. ..	51 5 0	10 0 0	59	40	99
5	Mahlungulu .. ..	20 0 0	12 8 6	23	38	61
6	Bogotwana .. ..	21 0 0	20 15 0	29	40	69
7	Sigungquini .. ..	25 10 0	21 0 0	23	17	40
8	S. Augustine's .. ..	20 0 0	29 10 0	15	19	34
9	Ncolosi .. ..	20 0 0	38 10 0	30	12	42
10	Roza .. ..	7 10 0	50 19 0	29	20	49
11	Gqaqala .. ..	7 10 0	39 13 6	20	12	32
12	Tsitsana .. ..	7 10 0	22 7 0	23	19	42
13	Nqadu .. ..	24 0 0	13 0 0	19	19	38
14	Pabalong .. ..	28 0 0	18 5 0	43	35	78
15	Khabisong .. ..	29 0 0	..	22	18	40
16	Tsekong .. ..	10 0 0	14 10 0	16	5	21
17	Sekhobong .. ..	15 0 0	2 6 0	29	4	33
18	Kokstad (Independent) .. ..	112 0 0	80 0 0	97	113	210
19	Etembeni .. ..	48 0 0	12 0 0	30	35	65
20	May's Place (Diep Kloof) .. ..	20 0 0	14 0 0	29	19	48
21	Mpulu's (Krom Hoek) .. ..	23 0 0	15 0 0	36	39	75
22	Boschfontein .. ..	20 0 0	19 0 0	22	12	34
23	Engungini .. ..	21 0 0	9 0 0	24	27	51
24	Osborne .. ..	80 0 0	30 0 0	91	109	200
25	Mvuzi (Ulutateni) .. ..	15 0 0	..	..	..	..
26	Cancele .. ..	20 0 0	10 0 0	25	23	48
27	Equngadlavu .. ..	20 0 0	10 0 0	16	25	41
28	Umtshazi .. ..	30 0 0	20 0 0	35	31	66
29	Empemba .. ..	20 0 0	10 0 0	35	49	84
30	Inhlabeni .. ..	20 0 0	10 0 0	16	24	40
31	Ensikeni .. ..	20 0 0	..	..	..	..
32	Emngano .. ..	20 0 0	30 0 0	17	18	35

	NUMBER LEARNING														No. of Teachers.		
	To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.	
					Simple Rules.	Higher Rules.											
34	..	..	22	20	14	13	15	..	10	34	..	14	13	1	..	..	
80	..	..	54	9	36	27	24	9	9	99	25	17	..	1	1	1	
40	..	..	16	8	27	8	10	..	..	61	..	17	61	1	..	..	
41	..	..	41	22	20	21	12	..	..	..	30	28	..	1	..	..	
40	..	..	24	12	11	12	12	..	3	40	..	15	40	1	..	..	
34	..	..	34	19	16	4	16	..	15	34	19	..	..	1	..	..	
42	..	..	42	22	..	..	16	..	16	..	12	..	..	1	..	..	
43	..	..	48	7	31	7	7	..	7	..	..	..	..	1	..	..	
28	..	..	28	7	7	..	..	..	..	32	..	4	..	1	..	..	
38	..	..	38	6	6	..	..	..	..	42	..	4	..	1	..	..	
29	..	..	38	7	10	10	10	..	10	20	..	18	20	1	..	..	
45	..	..	52	16	41	17	52	..	10	78	26	25	46	1	..	1	
17	..	..	26	9	16	10	26	..	..	40	..	14	17	1	..	..	
19	..	..	21	7	10	7	19	..	7	21	..	2	19	1	..	..	
19	..	..	28	5	25	5	28	..	..	33	..	4	..	1	..	..	
210	71	..	..	45	142	18	118	10	54	210	..	56	154	1	1	..	
65	..	..	65	17	31	17	17	..	17	..	30	2	65	1	..	1	
34	..	..	39	25	28	2	15	2	2	48	..	7	48	1	..	..	
66	..	..	66	13	50	13	13	13	13	75	..	12	13	1	..	1	
18	..	..	18	3	15	3	3	3	3	..	..	9	..	1	..	..	
48	..	..	39	13	18	7	5	1	5	51	..	..	51	1	..	..	
136	..	..	136	49	58	78	78	18	49	99	50	64	136	1	1	1	
Closed	31.3.88.	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
38	..	..	38	13	26	13	13	..	5	39	..	9	13	1	..	..	
24	..	..	19	10	6	2	2	..	..	35	..	11	8	1	..	..	
41	..	..	22	7	34	7	7	..	2	54	..	37	66	1	..	..	
67	..	..	67	17	17	17	17	..	6	67	..	17	84	1	..	..	
18	..	..	31	14	21	13	14	..	3	40	..	9	..	1	..	..	
No	Return.	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	
35	..	..	20	5	13	5	18	..	7	..	..	..	..	1	..	..	

TABLE XI<sub>B</sub>.

Number.	NAME OF SCHOOL.	Grant Issued.	Local Expenditure.	No. on the Roll.		
				Boys.	Girls.	Total.
		£ s. d.	£ s. d.			
33	Tinana .. ..	24 0 0	21 0 0	18	31	49
34	Ezincuka .. ..	24 0 0	39 0 0	30	34	64
35	Bethesda .. ..	24 0 0	8 0 0	31	48	79
36	Qumbu .. ..	20 0 0	20 0 0	22	20	42
37	Buchanan .. ..	18 0 0	20 0 0	22	20	42
38	Emqokolweni .. ..	20 0 0	10 0 0	54	23	77
39	Tsolo .. ..	21 0 0	10 0 0	16	16	32
40	Ncela .. ..	20 0 0	10 0 0	18	18	36
41	Upper Tsitsana .. ..	24 0 0	16 0 0	48	24	72
42	Mafube .. ..	32 0 0	43 6 2	33	42	75
43	Hebron .. ..	7 10 0	36 12 6	23	27	50
44	Mapfontein .. ..	11 5 0	31 4 3	16	15	31
45	Rode .. ..	30 0 0	20 0 0	73	65	138

## ABORIGINES' DAY SCHOOLS.

NUMBER LEARNING													No. of Teachers.		
To Read English.	To Read Dutch.	To Read Kafir.	To Write in Copybooks.	Arithmetic.		Geography.	History.	English Grammar and Composition.	Music.	Sewing (Girls).	Infant Lessons.	Object Lessons.	Master.	Mistress.	Assistants.
				Simple Rules.	Higher Rules.										
32	..	32	13	36	13	49	..	..	49	23	8	37	1	1	..
55	..	60	23	64	..	64	..	..	64	..	9	..	1	..	..
53	..	78	25	57	22	30	..	4	79	..	..	..	1	..	..
32	..	23	11	21	11	12	..	5	41	20	..	41	1	..	..
31	..	42	..	14	1	1	..	..	..	20	3	42	1	1	..
25	..	25	11	15	10	10	..	..	..	..	23	..	1	..	..
30	..	32	13	16	10	10	..	3	..	17	3	..	..	1	..
27	..	27	11	16	11	11	..	6	..	18	9	..	..	1	..
37	..	26	26	19	26	26	..	7	37	..	19	26	1	..	..
28	..	..	12	25	5	75	..	..	75	39	20	12	1	1	..
18	..	..	12	12	5	50	..	9	50	..	15	..	1	..	..
22	..	..	22	13	2	15	..	..	27	..	4	7	..	1	..
72	..	138	25	49	23	23	..	13	138	..	74	138	1	..	1

III.  
APPENDIX.

NAMES OF PROFESSORS AND LECTURERS UNDER THE HIGHER EDUCATION ACT.

Rev. H. M. Foot, B.A., LL.B.,	South African College,	Cape Town.
P. D. Hahn, M.A., Ph. D.,	"	"
J. C. Watermeyer,	"	"
W. Ritchie, M.A.,	"	"
F. Guthrie, B.A., LL.B.,	"	"
P. MacOwan, B.A.,	"	"
C. E. Lewis, M.A.,	"	"
J. van der Tuuk,	"	"
G. W. Vipan, M.A.,	Diocesan College,	Rondebosch.
A. A. Bodkin, M.A.,	"	"
F. W. Aulsebrook, B.A.,	"	"
J. Martin, B.A.,	"	"
J. A. Liebmann,	"	"
W. Thompson, M.A., F.R.S.E.,	Victoria College,	Stellenbosch.
A. Macdonald, M.A.,	"	"
Rev. T. Walker, M.A.,	"	"
C. Murray, M.A.,	"	"
N. Mansvelt,	"	"
Dr. Marloth,	"	"
J. F. Marais, B.A.,	"	"
P. W. T. Warren, M.A.,	S. Andrew's College,	Graham's Town.
A. Matthews, M.A.,	"	"

TEACHERS' NAMES.

NOTE.—[\*] denotes Certificated Teacher.

<i>Aberdeen.</i> —J. E. Billingham, Undenominational Public School, Aberdeen.		
John S. du Plessis, Dutch Church, Aberdeen.		
<i>Albany.</i> —R. Dale, M.A., Undenominational Public School, Graham's Town.		
A. Goodger,	"	"
W. R. Bett,	"	"
J. Pemberton	"	"
S. B. Shaw,	"	Salem.
Caroline Shaw,	"	"
*P. F. de Wet, Undenominational Public Schol,	Riebeeck East.	
Rev. J. P. Whiteside,	"	Sidbury.
Arthur Tofts,	"	Manley's Flats.
Rev. J. R. Godfrey,	"	Alicedale.
Mrs. Godfrey,	"	"
Frank King,	"	Kariega Valley.
Albert Harris,	"	Seven Fountains.
Rev. W. H. Turpin, St. Philip's Kafir School,	Graham's Town.	
Miss Turpin,	"	"
Mrs. Chapman, Wesleyan Mission (Shaw Hall)	"	"
Miss Wall,	"	"
Miss Jube,	"	"
Mrs. Porter, St. Bartholomew's Girls' and Infant Schools,	Graham's Town.	



- Albany (Contd.)*—Miss Scamell, Good Shepherd Mission, Graham's Town.  
 Miss Pickthall, " "  
 Kate Jerome, " "  
 The Nuns, Roman Catholic School (St. Joseph's), "  
 Reuben Maneli, Wesleyan Fingo Location, "  
 Martha Dlepu, " "  
 Stephen Mdliva, Wesleyan Mission, Farmerfield.  
 Rachel Prince, " "  
 Fanny Ndlazi, Wesleyan Mission, Coyi. "  
 S. B. Shaw, Boarding Department, Salem.  
 Mrs. Whiteside, " Sidbury.  
 Rev. R. J. Mullins, Kafir Institution, English Church, Graham's Town.  
 Peter Kawa, Kafir Institution, English Church, Graham's Town.
- Albert.*—J. R. Cuthbert, Undenominational Public School, Burghersdorp.  
 \*Edith E. Kidwell, " "  
 \*Henrietta McIntyre " "  
 Gustav Geyer " Venterstad.  
 \*Miss J. Neethling, " "  
 E. G. Wilson, " Molteno.  
 Maria F. Green, " Bosjesman's Poort.  
 Susanna v. Rensburg, " "  
 \*Jacob Tshangela, Wesleyan Mission, Burghersdorp.  
 Adriaan J. Prinsloo, Dutch Mission, Venterstad.  
 D. H. du Plessis, " Badsfontein.  
 Stephen Malan, " Wildebeest Kuil
- Alexandria.*—\*Miss G. de Villiers, Undenominational Public School, Alexandria.  
 Miss M. van Rooyen, " (Girls) "  
 H. A. Basson, " Graafwater.  
 Mrs. Bosman, " Sandflats.  
 N. A. Smith, " Doorn Kloof.
- Aliwal North.*—H. B. Sidwell, B.A., Undenominational Public School, Aliwal North.  
 Blanche Townsend, Undenominational Public School, Aliwal North.  
 Edith E. Orsmond, " "  
 E. J. J. van der Horst, " James Town.  
 F. W. Schmidt, " Dwarsvlei.  
 P. S. van der Merwe, " Bosjeslaagte.  
 S. Malherbe, " Lady Grey.  
 Elizabeth Ross, " "  
 Rev. Geo. H. Butt, Primitive Methodist Mission School, Aliwal North.
- Barkly East.*—\*C. J. N. Visser, Undenominational Public School, Barkly East.  
 \*Annie Mills, " "
- Barkly West.*—Rev. C. E. Scratchley, M.A., Undenominational Public School, Barkly West.  
 Rev. F. W. Ecker, Berlin Mission, Pniel.  
 Eliesa Haal, " "  
 Joseph H. Wright, English Church Mission, Boetsap.  
 Ethel Franklin, " Barkly West.
- Bathurst.*—John Quail, Undenominational Public School, Clumber.  
 \*S. B. Bartlett, " Kleinmond.  
 W. Maskrey, " Cuylerville.  
 Rev. D. Dodd, " Port Alfred East.  
 Rose Dodd, " "  
 Rev. A. Lomax, " Southwell.  
 Alfred B. Sampson, " Shaw Park.  
 Simon Nqana, Wesleyan Mission, Port Alfred.  
 Ida Ndarane " Barville Park.  
 Frederick Makubalo, English Church, Southwell.

- Beaufort West.*—P. Reynolds, Undenominational Public School, Beaufort West.  
 R. Snyders, " Beaufort West.  
 Miss E. de Villiers, Dutch Church, Beaufort West.  
 Miss Gantz, Dutch Church, Beaufort West.
- Bedford.*—Rev. D. D. Fraser, Undenominational Public School, Bedford.  
 Angus MacCuaig, " "  
 Tryphena Birkett, " "  
 Cengani Nkosana, United Presbyterian Mission, Glenthorn.  
 John B. Polley, Independent Mission School, Bedford.  
 \*Alfred Balfour, " Cowie Bush.  
 Annie McMahon, Roman Catholic Mission, Bedford.
- Bredasdorp.*—E. Sullivan, Undenominational Public School, Bredasdorp.  
 \*J. F. Fischer, " Vogelvlei.  
 Mrs. Groenewald, " Zout River.  
 Mrs. Morgenrood, English Church, Bredasdorp.  
 Josephine Moore, " "  
 Miss Herbert, " Napier  
 Miss M. Herbert, " "  
 Lucy Pieters, " "  
 Thos. Leff, " Struys Bay.  
 John Baatjes, " Wagenhuis Krans.  
 Petrus Beukman, Moravian Mission, Elim.  
 Joseph Hans, " "  
 W. Uys, " "  
 Mary Beukman, " "
- Caledon.*—J. C. Gericke, Undenominational Public School (Boys) Caledon.  
 \*Catherine Buchanan, " (Girls) "  
 \*Anna Theron, " "  
 Frederica Scheublé, " (Prep. Dept.) "  
 \*J. N. Coetzer, " Roodehoogte "  
 J. A. Goets, " Klein River, (Stanford).  
 Barbara Goets, " "  
 P. W. J. van Zyl, " Hermanus Pietersfontein.  
 Ursula Solms, " Greyton.  
 Anna Solms, " "  
 \*Susanna M. le Roux, " Bot Rivier.  
 Gertrude de Kock, " Drogats Rivier.  
 Susan S. de Kock, " Schild's Kloof.  
 Kate van Coppenhagen, " Rooivlei.  
 Cornelis Teves, " Goudini.  
 S. J. Cilliers, " Villiersdorp.  
 Deborah Cilliers, " "  
 Martha de Kock, " Driefontein.  
 Lawrence Rossel, " Fairfield.  
 G. Delpport, " Langkuil.  
 Josie Vos, " Nethereourt.  
 Rev. W. Middleton, English Church, Caledon.  
 Catharine Steyn, " "  
 Georgina Divine, " "  
 Dan van Blommestein, " Hermanus Pietersfontein.  
 Jane Paterson, " "  
 Maria V. Scheublé, Dutch Church, Caledon.  
 M. Pietersen, " "  
 \*Joshua Jonker, Moravian Mission, Genadendal.  
 Anna Mauritz, " "  
 Martha Groenewald, " "  
 Edouard Weber, " "

*Caledon (Contd.)*—Jan F. le Roux, Dutch Church, Palmiet River.  
 Miss Pretorius, Dutch Church, Villiersdorp.  
 Mrs. E. Moore, English Church, Stanford.  
 Margaret Moore, " " "  
 Mrs. Osterloh, " Greyton.  
 Richard F. Heurtley, " Hawston.  
 Mary Jackson, " Houwhoek.  
 Gertrude M. Jackson, " Glebe.  
 Peter S. Pfeiffer, Moravian Mission, Twistwyk.  
 Martha Pfeiffer, " " "  
 Nathan Jager, " Berea.  
*Calvinia.*—\*Mrs. v. d. Merwe, Undenominational Public School, De Drift.  
 Ethel Eaton, " Spitzkop.  
 J. Moens, " Middel Hoek van Spruit.  
 Mrs. Farquhar, " Matjesfontein.  
 E. Stals, " Brandvley.  
 Susan Leeuwner, Boarding Dept. " "  
 Mrs. v. d. Merwe, " De Drift.  
 Mrs. Farquhar, " Matjesfontein.  
 Mrs. v. d. Merwe, " Spitzkop.  
*Cape Division.*—Dr. Shaw, Undenominational Public School, Cape Town.  
 W. T. Birch, M.A., " "  
 J. van der Tuuk, " "  
 J. Davidson, " "  
 Isabella Horn, " (Girls) "  
 Louisa Steytler " " "  
 Miss Twycross " " "  
 \*C. J. Häfele, " Durbanville.  
 Caroline E. Kolbe, " "  
 Neil Mackay, " Woodstock.  
 Mrs. Binckes, " "  
 Jane Macdonald, " "  
 H. J. Nixon, " (Boys) Wynberg.  
 Wm. B. Rowan " "  
 P. D. Immelman, " Philadelphia.  
 G. T. Hosking, B.A., " (Boys) Green Point.  
 Jas. H. Brown, " " "  
 Mrs. van Elsen, " (Girls) "  
 \*Henrietta Williams, " " "  
 Cornelius van Schoor, " " Brak Kuil.  
 Martin Ernst, " " Wynberg Flats  
 \*Fred W. B. Louw, " " Eensgezind.  
 Rev. T. H. Peters, M.A., District Boarding School, Zonnebloem.  
 \*Miss Stewart, Undenominational Pub. School (Girls) Wynberg.  
 \*Albina Birkett, " " "  
 Miss v. d. Schuyt, " " "  
 Petronella Brink, " " "  
 Miss Dreyer, Boarding Department, (Girls), Wynberg.  
 George Irving, Scotch Church, St. Andrew's, Cape Town.  
 Georgina Scott, " " "  
 Jessie R. Guild, " " "  
 \*Beatrix de Villiers, Dutch Church, St. Stephen's "  
 Miss M. van Schoor, " " "  
 Miss Groenewald, " " "  
 Mrs. de Roubaix, South African Mission, "  
 Miss A. Heckroodt, " " "  
 Miss Thuynsma, " " "  
 Fredrick C. M. Voigt, Lutheran Mission, Hout St., "

*Cape Division (Contd.)*—\*Bessie Harrison, School of Industry, New St.,  
 Cape Town.  
 Frances K. E. Smith, " " "  
 Marie Le Quilbecq, " " "  
 Sister Theodora, S. Michael's Eng. Church, Keerom-st. Cape Town.  
 Alice Mahoney, " " "  
 Mary Brian, " " "  
 \*Louisa Williams, S. George's Orphanage, Cape Town.  
 Ann Daoma, " " "  
 J. B. Gatt, Congregational Mission, Barrack St., "  
 Mary Keet, " " "  
 Elizabeth Wilters, " " "  
 \*Miss M. Kirsten, Dutch Church, Bree St., "  
 Miss Groenewald, " " "  
 Miss Wasserfall, " " "  
 \*W. Thomas, Wesleyan Mission, Sydney St., "  
 Edith Thomas, " " "  
 Heinrich Rabe, S. Martin's Mission School, "  
 C. F. Pietersen, " " "  
 Anna Fischer, " " "  
 Ann C. Browning, English Church, St. John's, "  
 \*Florence de Croes, " " "  
 Charles Kinsley, " Trinity, "  
 Ida E. Dodwell, " " "  
 \*Johanna C. Forbes, " " "  
 Elizabeth Hanafey, " " "  
 Ada Clayton, " St. Mark's, "  
 Miss Brown, " " "  
 \*Annie Clayton, " " "  
 Miss Olthoff, Dutch Church, Hanover St., "  
 \*Lucy Mason, " " "  
 Miss M. Berrangé, " " "  
 Sister Elfrida, S. Philip's, " " "  
 \*Susan Chaney, " " "  
 The Marist Brothers, Roman Catholic, S. Aloysius' (Boys),  
 Cape Town.  
 The Sisters of S. Dominic, " S. Bridget's (Boys),  
 Cape Town.  
 Henry F. Dawson, English Church, S. Paul's, Cape Town.  
 Harriet Page, " " "  
 Grace Lightfoot, " " "  
 \*Margaret Kennedy, Roman Catholic, Sir Lowry St., "  
 \*Margaret M. Whyte, " " "  
 Sisters of S. Dominic, " Somerset Road, "  
 Mrs. Tutton, Harbour Works, "  
 Mrs. Soper, " " "  
 Rev. T. F. Dreyer, Dutch Church, Roggebay, "  
 Mrs. Afuhr, " " "  
 S. Dreyer, " " "  
 Adolf Pfeiffer, Moravian Mission, Frere St., Cape Town.  
 Maria Pfeiffer, " " "  
 Helen S. Smith, English Church, Woodstock. "  
 Gustav Wildshut, " " "  
 Mary Byrne, " " "  
 Jacobus de Beer, Dutch Church, "  
 Mrs. de Beer, " " "  
 Johanna de Beer, " " "  
 Annie Kilkelly, Roman Catholic, Salt River.

*Cape Division (Contd.)*—Miss Kenny, Roman Catholic, Salt River.  
 Miss Martin, " "  
 Miss Bengough, English Church, Salt River Junction.  
 Miss Kettleby, " "  
 Miss Short, " "  
 \*Annie Musson, S. Anne's, Maitland.  
 Miss van Reenen " "  
 David Gordon, S. Peter's, Mowbray.  
 John Hunt " "  
 Maria B. Cleghorn, S. Peter's, Mowbray.  
 Annie E. B. Cleghorn, " "  
 Louisa Gersbach, " "  
 Alice Thomas, Wesleyan Mission, Mowbray.  
 Annie Munnik, " "  
 \*Alf. B. Wilkinson, S. Paul's, Rondebosch.  
 Mrs. Garcia, " "  
 Mrs. James, " "  
 Helen Hare, English Church, Camp Ground.  
 Johanna Adams, " Black River.  
 Miss C. M. Barry, Roman Catholic, Rouwkoop.  
 Miss Carroll, " "  
 \*Sarah Stevenson, English Church, Neylands.  
 Annie Smith, " "  
 \*John J. Simons, " Protea.  
 Mrs. Meyer, " "  
 Jas. Giddings, English Church, Claremont.  
 Louisa Gordon, " "  
 Dora Edwards, " "  
 \*Elizabeth Walter, Claremont Flats.  
 \*W. Hurst, English Church, Plumstead.  
 Emily Freeman, " "  
 \*Jeanie Wilson, School of Industry, Wynberg.  
 Sophia Kamp, " "  
 Helena van den Bos, Dutch Church, "  
 Catherine Kronenberg, " "  
 Lily Booms, " "  
 Sisters of S. Dominic, Roman Catholic, Wynberg.  
 Joseph A. de Croes, English Church, Constantia.  
 Laura de Croes, " "  
 Rev. N. Meeser, Dutch Church, Hout Bay.  
 Christian Meeser, " "  
 Miss McLeod, Wesleyan Mission, Diep River.  
 Ann McLeod, " "  
 J. F. Dreyer, Dutch Church, Cape Downs.  
 B. Gildenhuis, Wesleyan Mission, Klipfontein.  
 Florence Gildenhuis, " "  
 Mrs. Lawrence, English Church, Durbanville.  
 Agatha van Sittert, " "  
 Simeon Mentor, " Belleville.  
 \*Esau A. de Leeuw, " Eighth Mile Stone.  
 Anna Rath, Rhenish Mission, Sarepta.  
 Maria Thomas, " "  
 Matilda Dryden, Mission School, Sea Point.  
 M. Meiklejohn, " "  
 B. Tubb, " Robben Island.  
 Sophia Drew, " "  
 Sisters of S. Dominic, Deaf and Dumb Institution, S. Mary's, Cape Town.

*Carnarvon.*—Adolf W. Schumann, Undenominational Public School, Ca. n.  
 E. B. Auret, " " Kalbasput.  
 Maria Bosman, " " Kleerefontein.  
 Rev. G. Schmolke, Rhenish Mission, Carnarvon.  
 Wilhelmina Sterrenberg, " "  
 Catherine Daniels, " "  
*Cathcart.*—Sydney A. Mortimer, Undenominational Public School, Cathcart.  
 Nicolai J. Nixon, " " Coverside.  
 Percy Woodhouse, " " Spanover.  
 Ebenezer Quail, " " Tarsus.  
 John Mack, " " Toise River  
 Wm. Bowden, Undenominational Public School, Thomas River.  
 \*Wm. Mazwi, Moravian Mission, Goshen.  
 Henoeh Zanla, " "  
 Notsekwa Mgede, " "  
 \*Adelaide Mantsayi, United Presbyterian Mission, Henderson.  
*Clanwilliam.*—Rev. R. Sheard, M.A., Undenominational Public School, Clanwilliam.  
 Emily van Wyk, Undenominational Public School, Clanwilliam.  
 Dinah D. de Villiers, " Heerenlogem  
 Maria Brink, " Kleinfontein.  
 Mrs. Reinbach, " Spruitdrift.  
 J. C. van Zyl, " Drooge Rivier.  
 Miss Leipoldt, Rhenish Mission, Wupperthal.  
 Johanna Jack, " "  
 Sarah Salomo, " "  
 Amelia Zimri, " "  
 Rev. N. H. Smit, Augsburg Mission, Clanwilliam.  
 A. G. le Roux, Dutch Church, Eland's Kloof.  
 H. F. le Roux " "  
 Wm. J. Downes, English Church, Clanwilliam.  
 Klaas Azia, Rhenish Mission, Honingvalley.  
 Rev. J. L. Leipoldt, Rhenish Mission, Ebenezer.  
 P. J. A. de Villiers, Boarding Department, Heerenlogement.  
 Mrs. Van Zyl, Boarding Department, Kleinfontein.  
*Colesberg.*—Arthur Scott, B.A., Undenominational Public School, Colesberg.  
 \*Henrietta Clementz, " "  
 \*Annie Roehlin " "  
 Mrs. Spindler " Nauwpoort.  
 Mrs. Roehlin, Boarding Department, Colesberg.  
 Elijah Mdolomba, Wesleyan Mission, "  
 Annie Chaai, " "  
 \*Thos. Mzozoyana, Dutch Church, "  
 Jane Mzozoyana, " "  
*Cradock.*—Geo. W. Cassé, B.A., Undenominational Public School, Cradock.  
 John Locke, " "  
 Geo. W. Wilson, " "  
 Anna Murray, " (Girls) "  
 Frances Fryer, " "  
 Christina Schiele, " "  
 \*Margaret J. Wither, " (Prep. Dept.) "  
 \*Henrietta Taylor, " "  
 G. J. Rossouw, " "  
 \*Caroline Berning, " Steynsburg.  
 W. H. Murray, " Kleinplaats.  
 \*Franz D. Conradie, " Ganna Vlakte.  
 \*Johanna E. Reeders, " (Groot Kom) Frischgewaagd.  
 J. C. de Villiers, " Paarden Kloof.  
 " Brakvallei.

- Cradock (Contd.)*—S. de Kock, Undenominational Public School, Maraisburg.  
 J. F. B. Schumann, " Lelielokloof.  
 Pieter J. C. Brink, " Palingkloof.  
 Martha S. Malan, " Langkloof.  
 \*Caroline Berning, " Kleinplaats.  
 James Madaki, Wesleyan Mission, Cradock.  
 Hans Swartbooi, Wesleyan Mission, Cradock.  
 Sana Kamies, " "  
 L. C. W. Venter, Dutch Church, Steynsburg.  
 \*Henry J. Niekerk, Congregational Mission, Cradock.  
 Miss. du Plessis, Boarding Department (Girls), Cradock.  
 Mrs. Van Zyl, " Waterkloof.  
*East London.*—Rev. H. Muller, Undenominational Public School, Panmure.  
 Robert Rein, " "  
 E. J. Starkey, B.A., " "  
 Anna Spring, " "  
 Alice McKay, " "  
 R. Dix, " East London.  
 G. A. Laumer, " Lilyfontein.  
 Joseph R. Pitt, " Thorn Valley (Farm 146).  
 Edward Hardman, " Thornvley (Farm 166).  
 \*L. L. Vincent, Udenom. Public School, Fort Jackson.  
 Julius von Kürsinger, " Potsdam.  
 Arthur Gibbon, " Gonubie.  
 Anderton Ngesi, Wesleyan Mission, East London.  
 Sisters of S. Dominic, Roman Catholic (Boys), Panmure.  
 (Girls), "  
 Miss M. G. Bond, English Church, S. Luke's, Newlands.  
 \*Wm. Mjokozela, " "  
 Rosamond Nkova, " "  
 \*Charles Martin, Native School, Kwelegha.  
 Rev. H. Muller, Boarding Department (Boys), Panmure.  
*Fort Beaufort.*—Dr. Dall, Undenominational Public School, Fort Beaufort.  
 \*Adeline E. Dall, " (Boys), Adelaide.  
 James Lamont, " (Girls), "  
 \*Elizabeth H. Davidson, " Springvale.  
 Arthur Richards, " "  
 \*Charles Mjodi, English Church, Boundary Hill.  
 Mrs. Mnyakama, " "  
 \*Robert L. Magezeni, Wesleyan Mission, Fort Beaufort.  
 Mary Ann Radas, " Tini's Location.  
 Setie Menye, " "  
 Sarah A. Petrose, Independent Mission, Dorrington's  
 Miss Pringle, United Presbyterian Mission, Adelaide.  
 James Lightfoot, Native Institution, Heald Town.  
 Thos. Webster, " "  
 John Mtobi, " "  
 Mrs. Lightfoot, " "  
 Aaron Mali, " "  
 A. M. B. Holford, " "  
 Mary A. Kubevana, Outstation, Uweza.  
 Philip Lutuli, " Nobanda's.  
 Mary J. Catsha, " "  
*Fraserburg.*—\*Anna E. Stucki, Undenominational Public School, Fraserburg.  
 \*Louisa Meiring, " Ayasfontein.  
 J. L. Pretorius, " Leendersfontein.  
 Helen van Breda, English Church, Fraserburg.  
 Adriana Jooste, Dutch Church, Sutherland.

- Fraserburg (Contd.)*—Mrs. le Roex, Boarding Department, Ayasfontein.  
*George.*—P. J. le Roux, Undenominational Public School, George.  
 \*W. D. Lötter, " "  
 (Christina P. van Niekerk " (Girls) "  
 Laura Kiddell, " "  
 Johanna J. van Niekerk, " "  
 H. J. Raubenheimer, " Ganzenkraal.  
 Rev. E. Newton, " Blanco.  
 Miss Knight, " "  
 \*Fanny Searle, " Great Brak River.  
 Johannes Hamer, " Voorbrug.  
 Henry Denyssen, " Ronde Vallei.  
 \*J. B. C. Knobel, " Buffelsdrift.  
 \*Geo. R. French, English Church, George.  
 Jane Hill, " "  
 Sophia Swemmer, Dutch Church, "  
 Elizabeth Swemmer, " "  
 Jonathan Gelderbloem, " (Coloured) George.  
 Susannah Gelderbloem, " "  
 Herman Wessels, " Ezelsjagt.  
 Fred Baalie, " Watsonsdorp.  
 Rev. G. B. Anderson, Independent Mission, Pacaltsdorp.  
 M. H. Dreyer " "  
 Rev. W. Kittelwesch, Roman Catholic, George. "  
 P. J. le Roux, Boarding Department (Boys), George.  
 Mrs. van Niekerk, " (Girls), "  
*Glen Grey.*—John Walsh, Undenominational Public School, Lady Frere.  
 Fynn Mashiyi, Wesleyan Mission, Agnes.  
 Stephen Kalipa, " Zwartwater.  
 Joseph Mpaki, " Gqebanya.  
 Peter Hlati, " Cacadu.  
 Zechariah Mhlebi, " Matyantya.  
 Herbert Mzeleni, " Macubeni.  
 Solomon Mona, " Msintsila.  
 Ruth Mona, " "  
 Enoch Daniel, " Bowden.  
 Wm. Ntongane, " Bengu.  
 Phoebe Johnson, " "  
 Soni Xapa, " Vaal Bank.  
 Henry Hlahle, English Church, Indwe.  
 Emily Somana, " "  
 Robert Nonyongo, " Komana's.  
 David Malasi, Native School, Mount Arthur.  
 James Mpila, " "  
 Rev. C. F. Patten, Native Institution, Bolotwa.  
 Mrs. Patten, " "  
*Graaff-Reinet.*—B. P. J. le Roux, Undenominational Public School (Boys),  
 Graaff-Reinet.  
 Geo. Ferguson, B.A., Undenominational Public School (Boys), Graaff-  
 Reinet.  
 E. Ferguson, " "  
 \*Helen Murray, Undenominational Public School (Girls), "  
 Marion Roberts, " "  
 \*Annie Murray, " "  
 \*Caroline Hugo, " "  
 C. J. Immelman, " New Bethesda.  
 \*J. Jacoba Roux, " "  
 D. v. d. Ryst, " Adendorp.  
 [G. 8-'89.] " c c

*Graaff-Reinet (Contd.)*—Mrs. van Blerk, Undenominational Public School, Petersburg.  
 \*Charlotte Adendorff, " Groenkloof.  
 \*W. Philip Momoti, English Church, Graaff-Reinet.  
 Alex. C. Sinclair, Dutch Church, "  
 \*Mabel de Graaf, " South-East End, "  
 C. P. Brink, " Stockenstrom-street, Graaff-Reinet.  
 Miss M. Dippenaar, " "  
 Miss S. Tas, " "  
 \*Louis Joel, Independent Mission, "  
 Christina Dippenaar, " "  
 Rosa Fransch, " "  
 \*Jacob January, " (Basutos) "  
 Sister M. Claver, Roman Catholic, "  
 Sister M. Joseph, " "  
 Johanna van Renen, Boarding Department (Girls), "  
*Hanover.*—\*A. C. Nelson, Undenominational Public School, Hanover.  
 Mrs. Kriel, " "  
 Alida Wessels, Dutch Church, "  
*Herbert.*—George Kane, Undenominational Public School, Vetberg.  
 F. Engels, " Campbell.  
*Herschel.*—Johannes Kumalo, Wesleyan Mission, Wittebergen.  
 Mrs. Hurt, " "  
 Timothy S. Monyakuane, " Tapoleng.  
 Joel Gundwana, Wesleyan Mission, Manxebu's Kraal.  
 \*Robert Rexe, " Bamboos Spruit.  
 John S. Mbongwe, " Ntunja.  
 Ebenezer Marela, " Ndofela.  
 \*Silas Mlameli, " Blikana.  
 Moses Sipamla, " Jozana's Hoek.  
 Henry Moncholome, " Meyi's Kraal.  
 \*Josias Khiba, French Mission, Hohobeng.  
 Philip Seboka, " Sethaleng.  
 Solomon Gawe, English Church, Qibira.  
 Fagan Ntsangani, " Qoboshani.  
 Stephen Louw, " Walaza's Kraal.  
 \*Geo. Baker, sen., Native Institution, Bensonvale.  
 \*Jonathan Jabavu, " "  
 Mrs. Start, " "  
 \*William Mboni, Native School, Dulcie's Nek.  
 Miss Ellis, " "  
*Hope Town.*—Thos. S. Golightly, Undenominational Public School, Hope Town.  
 \*Anna Fick, " Hope Town.  
 Stephen du Plessis, District Boarding School, Roodepau.  
 Jacobus J. Snibbe, " "  
*Humansdorp.*—Samuel H. Mitchell, Undenominational Public School, Humansdorp.  
 Miss Rademeyer, " "  
 Chas. F. Page, " Meist Kraal.  
 Mrs. Stone, " Palmiet Vlei.  
 Henry Bateman, " Klipfontein.  
 Fred. W. Bampton, " Andries Kraal.  
 George Varnfield, " Essensbosch.  
 Walter E. Jones, " Kabeljauw's River.  
 Sam. Wilkinson, " Storm's River.  
 Bernard von Dewitz, " Patentie.  
 Richard Smith, " Quagga.

*Humansdorp (Contd.)*—Rudolph Balie, Moravian Mission, Clarkson.  
 Edward Louis, " "  
 Johanna Goliath, " "  
 Johannes Zwelibanzi, " Zitzikama River.  
 \*Adolf Zwelibanzi, " Snyklip.  
 \*Louisa Kayser, Independent Mission, Hankey.  
 Isabel Kayser, " "  
 \*Nathaniel Matodlana, " Rooiheuvel.  
*Jansenville.*—R. J. P. Slabbert, Undenominational Public School, Jansenville.  
 \*Annie E. Joubert, " "  
 \*Adriana J. Louw, " "  
 \*Samuel Ndubela, Wesleyan Mission School, "  
 Sybrand J. Mostert, Undenominational Public School, Buffelsfontein.  
 Maria Naudé, " Commando Kraal.  
 Wm. Whitehead, " Uintjes Vlake.  
*Kimberley.*—W. Norrie, M.A., Public School (Boys), Kimberley.  
 A. Müller, B.A. " "  
 Joseph L. Scrutton, " "  
 E. Louise Redford, " (Girls) "  
 May Locke, " "  
 \*M. Emma Bottomley, " "  
 \*Mary E. F. Cornwall, " "  
 J. H. Collins, Public School, Beaconsfield. "  
 Emma Roberts, " "  
 Miss Harris, " "  
 Miss Viljoen, " "  
 J. H. Gauche, " Warrenton.  
 Emily C. Mustell, English Church, S. Matthew's, Kimberley.  
 Jane Hartley " "  
 \*Sister Catherine, " S. Cyprian's, "  
 Bertha Briggs, " "  
 Minna Luyt, " "  
 Rev. A. F. Bulmer, Congregational Mission, Barkly St., "  
 Ernest Jonas, Wesleyan Mission, Newton.  
 Mrs. Mvambo " "  
 Henry Gordon, Wesleyan Mission, Bean-street, Kimberley.  
 Ellen Vickers, " "  
 Rev. G. E. Westphal, S. Paul's Berlin Mission, Newton.  
 Agnes Scamell, All Saints', Beaconsfield.  
 Miss Hall, " "  
 Miss S. Brown, " "  
*King William's Town.*—J. S. Pressly, M.A., Undenominational Public School, (Boys), King William's Town.  
 H. S. Wood, Undenominational Pub. Sch. (Boys), King Wm.'s Town.  
 J. G. Tooke, B.A. " "  
 F. A. Cluver, " "  
 \*G. H. Ball, " (Prep. Dept.) "  
 Jane E. Martindale, " (Girls) "  
 Mrs. Adamson, " "  
 Ada Tudhope, " "  
 Regina Pick, " "  
 Katie Hoekly, " "  
 Lily Gordon, " "  
 Rev. C. Böhmke, " "  
 Sophy Böhmke, " Frankfort.  
 Rev. R. Martin, " "  
 J. E. Mooney, B. A., " Kei Road.  
 F. C. Sheridan, " Berlin.  
 " Welcomes Woods.  
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King Wm.'s Tn. (Contd.)—\*Agnes Cumming, Undenominational Public School, Middledrift.

Carl Bluhm,	„	Breidbach.
Mary Lishman,	„	Gxulu Valley.
Paul Drescher,	„	Hanover.
*Johanna Cluver, Lutheran Mission,	King	William's Town.
F. Broster,	„	„
Miriam Pamla, Wesleyan Mission,	„	„
*Benjamin Sakuba,	„	Ngqokwebi.
Esther Mabengeza,	„	Izeleni.
*Henry C. Kildasi,	„	Annshaw.
Hester Sandilli,	„	„
Thos. Tunyisa,	„	Peuleni.
Dorcas Hashe,	„	„
*Henry Bambisa,	„	Idebe (Marela's)
E. Jane Tumela,	„	„
Walter Stofile,	„	Matubele's.
Sarah Vutula,	„	„
Maria Mama,	„	Emdizeni.
Elijah N. Zazini,	„	Emxumbu.
Elsie Mbam,	„	Rabula.
John Gasa,	„	Sitiyi's.
Niven Gasa,	„	Ezincuka.
Joseph Mpinda,	„	Emnqaba.
Selina Kamee,	„	„
Fanny Mahlutshana,	„	Nhlankomo.
Charlotte Levana,	„	Cata.
Elijah Shosha,	„	Amatole Basin.
Lena Mhlambiso,	„	„
Renton Gasa,	„	Tyamko's.
Harry Sitela,	„	Keiskama Hoek.
*James Matshoba,	„	Mount Coke.
Sarah Ann Yiba,	„	„
Lilian Bongco,	„	„
*John A. Ntsiko,	„	Tamacha.
Elizabeth Ngqase,	„	„
Annie Mali,	„	Eququala.
*Eli Ntlonze,	„	Erode.
Eliza Mtoba,	„	„
Alfred Mji,	„	Izimbaba.
Elizabeth Mbilase,	„	„
*John B. Yekele, Independent Mission,	Brownlee's	
Clara Koen,	„	„
Agnes Yekele,	„	„
Ellen Ginza,	„	Tafeni.
*Adelaide Mantsayi,	„	Balassi.
*Emma Gezani,	„	Intsikizeni.
Adelaide Nyalashe,	„	„
Christina Majombozi,	„	Tshatshu's.
*Peter Tyamzashe,	„	Mgesha.
Maria Tyamzashe,	„	„
Barnabas Gqobose,	„	Harperton.
Emily Dikweni,	„	„
*Ellie Meyilie,	„	Olivedale.
Elizabeth Matwele,	„	„
Robert Gaba,	„	Ngudhli's Kraal.
Jane Gaba,	„	„
James Njoli,	„	Knapp's Hope.

King Wm.'s Town (Contd.)—Sarah Yekele, Independent Mission, Brownlee's, Knapp's Hope, Donnington.

David Dwashu,	„	„
Eunice Falati,	„	„
William Ntsikana, Free Church,	Pirie.	„
Helen Blair,	„	„
Jane Ross,	„	„
Caroline Ross,	„	Blair Helen
Margaret B. Ross,	„	Jafta's Location.
Jacob Vena,	„	Knox.
Elizabeth Ntuli,	„	Muir.
Kate Dikweni,	„	Rankine.
*Solomon Govo,	„	Burnshill.
*Nomfazwe Mtshemla,	„	„
James Gulwa,	„	Debe.
Thos. Bottoman,	„	Falconer.
Nokwenza Mganu,	„	Emnyameni.
Robert Nthla,	„	Njikelana's.
Henry Magocoba,	„	Gillton.
Matilda Loza,	„	„
Lydia Loza,	„	Macfarline.
Daniel Mbaza,	„	Kwezana.
Jude Madolwana,	„	Amatole.
Isaac Tshwete, Berlin Mission,	Petersberg.	„
Henry Mfula,	„	Etembeni.
*Beatrice Deary, English Church,	Cathcart St., King Wm.'s Town.	„
The Sisters of Dominic, S. Joseph's,	Roman Catholic, (Boys), King Wm.'s Town.	„
The Sisters of Dominic, S. Joseph's	Roman Catholic, (Girls), King Wm.'s Town.	„
*Charles Sinxo, Eng. Church,	S. Matthew's, Keiskama Hoek.	„
Daniel Gudula,	„	„
Kate Lishman,	„	(Girls) „
Maria Petshwa,	„	„
Thos. Mjodi, Outstation,	Gxulu.	„
Jervis Mjodi,	„	Rabula,
Wm. Nongawuza,	„	Ngxalawe.
Alexander Masiza,	„	Amatole Basin.
Miss Sturrock, Native Training Institution	(Girls), Peelton.	„
Miss L. Sturrock,	„	„
Miss Davis,	„	„
*Rev. Walter Rubusana,	„	(Boys), „
Yaso Mackenzie,	„	„
*Attwell Hobohobo,	„	„
Niven Ntengu,	„	Peelton.
J. S. Pressly, M.A., Boarding Department	(Boys), King William's Tn.	„
Miss Martindale,	„	(Girls), „
Knysna.—T. Leith, Undenominational Public School,	Knysna.	„
*Mary Melville,	„	„
Miss Hare,	„	„
*F. J. Stofberg,	„	Wittedrift.
*Margaret du Toit,	„	„
Maggie Meyer,	„	Doucamma.
*Maria J. Malan,	„	Westford.
*Jasper Vlok,	„	Uplands.
Louisa Just,	„	Millwood.
John G. H. Tulleken,	„	Kraaibosch.
Bettie Bergh,	„	Concordia.

- Knysna (Contd.)*.—Wm. Breach, English Church, Knysna.  
 Mrs. Cowley, " Redford.  
 Mary Gibbs, " Plettenberg's Bay.  
 Miss L. Truter, Dutch Church, Kruis Valley.  
 Rev. F. N. Schonken, " Leeuwbosch.
- Komgha*.—Rev. R. Cormick, Undenominational Public School, Komgha.  
 Lewis Eaton, " " "  
 Ellinor J. Morgan, " Kei Bridge.  
 Hermina Dickason, " Mossgrove.  
 Cornelius Langa, English Church, Komgha.
- Ladysmith*.—\*J. R. Frylinck, Undenominational Public School, Ladysmith.  
 \*Sophia van Niekerk, " " "  
 \*Jan C. Joubert, " Buffelsfontein.  
 M. P. Bloemkolk, " Hoeco.  
 Rev. J. C. Prozesky, Berlin Mission, Ladysmith.  
 Mrs. Prozesky, " " "  
 Peter Kleinhaus, " " "  
 \*Matilda A. Schmidt, " Amalienstein.  
 Mrs. Schmidt, " " "  
 Lisobeth Alexander, " " "  
 Anna Hufke, " " "  
 Hendrik Timi, " Zoar.  
 " " Pot River.
- Maclear*.—C. J. Coetzee, " " "
- Malmesbury*.—A. P. W. Immelman, Undenominational Pub. Sch., Malmesbury.  
 Mrs. Kidd, " " "  
 C. Werdmüller, " " "  
 \*A. B. M. de Villiers, " " "  
 Mrs. Ehlers, " (Prep. Dept.) "  
 Matthys Walters, " Vredenburg.  
 \*T. C. Stoffberg, " Riebeek West.  
 Sarah Joubert, " " "  
 Evert J. Booyesen, " " "  
 Dr. Changuion, " Langebaan.  
 \*D. M. Bresler, " Hopefield.  
 Mrs. Bresler, " " "  
 A. W. v. d. W. Smit, " Klipheuvel.  
 J. J. v. d. W. Smit, " " "  
 Jacob Cats, " Darling.  
 D. J. Krige, " Riebeek's Kasteel.  
 \*Ella Meiring, " " "  
 Patrick Spratt, " Hooikraal.  
 Mrs. Spratt, " " "  
 François C. Goosen, " Weltevrede.  
 Johannes F. Zeeman, " Paardenberg.  
 C. J. Heise, " Droogevlei.  
 Nicolaas A. de Vries, " Ysterfontein.  
 \*Daniel W. Zeeman, English Church, Malmesbury.  
 Mrs. Zeeman, " " "  
 Mercy Wyatt, " " "  
 \*Sebastian M. Sedeman, " Langebaan.  
 John W. Sedeman, " Hopefield.  
 J. Johannes, Moravian Mission, Mamre.  
 Andreas Weber, " " "  
 Mrs. Kunick, " " "  
 \*Adriaan F. Engelbrecht, Dutch Church, Malmesbury.  
 Francina Abramse, " " "  
 \*Peter Cloete, " Groen River.  
 Hendrika Cloete, " " "

- Malmesbury (Contd.)*.—Miss R. Hendricks, Dutch Church, Riebeek's Kasteel.  
 \*M. A. Retief, " Riebeek West.  
 Isaac H. Sampson, English Church, Abbotsdale.  
 Mrs. Bergemann, " " "  
 Margaret Clementson, " Hoetjes Bay.  
 William Webbe, " Berg River Mouth.  
 G. A. Lloyd, " Boerplein.  
 Ludwig F. Roll, " Small Paternoster.  
 Maria Muller, " Stumpnose Bay.  
 Carl Jonas, Moravian Mission, Katzenberg.  
 Mrs. Jonas, " " "  
 Ezekiel Pfeiffer, " " "  
 J. F. Zeeman, Boarding Department, Paardenberg.  
 P. Spratt, " Hooikraal.  
 T. C. Stoffberg, " Riebeek West.  
 J. Smit, " Klipheuvel.  
 D. Bresler, " Hopefield.  
 Dr. Changuion, " Langebaan.  
 Jacob Cats, " Darling.
- Middelburg*.—David K. Theron, Undenominational Public School, Middelburg.  
 \*Susan Frick, " " "  
 Elizabeth Bennie, " " "  
 \*A. P. K. de Wet, " " Leeuwfontein.  
 Rev. A. F. Weich, Dutch Church, Middelburg.  
 Joseph Noble, " " "  
 John Zini, Wesleyan Mission, " "  
 Ida Zini, " " "
- Mossel Bay*.—Geo. W. Leith, Undenominational Public School, Mossel Bay.  
 \*Jane Powrie, " " "  
 \*Mrs. Just, " (Girls) "  
 \*Elizabeth Mills, " " "  
 \*Jessie Mitchell, " " "  
 Mrs. Reeders, " " "  
 Horace J. McClure, " " Herbertsdale.  
 Mrs. Griffiths, " " Brandwacht.  
 John Griffiths, " " Brakfontein.  
 W. S. Lawrence English Church, Mossel Bay. Zorgefontein.  
 Maria Matthews, " " "  
 Caroline Cuff, " " "  
 William Witboy, Dutch Church, Gonnakraal.  
 Rev. J. Kikillus, Berlin Mission, Herbertsdale.  
 Mrs. Kikillus, " " "  
 Rev. P. Ballesty, Roman Catholic, Mossel Bay.  
 Rev. C. Gerneke, Berlin Mission, " "  
 Christina Macepane, " " "  
 G. W. Leith, Boarding Department, " "
- Murraysburg*.—T. Kyd, M.A., Undenominational Public School, Murraysburg.  
 Daniel J. de Kock, " " "  
 Augusta E. Rittmann, " " "  
 Maria Lynn, " " "  
 \*John F. W. Stadlender, Dutch Church Mission, " "
- Namaqualand*.—Rev. C. Earp Jones, Undenominational Public School, Port Nolloth.  
 T. Quirk, Undenominational Public School, O'kiep.  
 Emily E. Leicester, " " "  
 Sister Augustine, District Boarding School, Pella.  
 Sister Martin, " " "  
 Rev. M. Dönges, " " Concordia.

<i>Namaqualand (contd.)</i> —Emma Schroeder, Rhenish Mission, Kammaggas.		
Johanna Ramsden,	"	"
Caroline Dönges,	"	Concordia.
Maria Cloete,	"	"
Wilhelmina van Niel,	"	"
*Sophy Brecher,	"	Steinkopf.
Catherine Hein,	"	"
Jakob Vries,	"	"
F. C. Böhm, English Church,	O'okiep.	
Mrs. von Schlicht,	"	Anenous.
Annetta Dreyer,	"	Port Nolloth.
John Dirk, Wesleyan Mission,	Lily Fountain.	
Sister L. Augustine, Roman Catholic,	Matjeskloof.	
<i>Oudtshoorn.</i> —*Richard Matchett, Undenominational Public School, Oudtshoorn.		
J. Hoek,	"	"
A. Mortimer,	"	"
Kate Lynn,	"	(Girls) "
Florence Humphries,	"	" "
Lucy Nason,	"	" "
Christina Deas,	"	(Prep. Dept.) "
J. Klinck,	"	Calitzdorp.
Miss Stephenson	"	"
W. E. Verschuur,	"	"
P. D. Jordaan,	"	Nooitgedacht.
David J. G. Conradie,	"	Jan Fourie's Kraal.
Emily C. Keet,	"	Rietfontein.
*Johanna Herholdt,	"	Langverwacht.
J. N. Stassen,	"	Matjesgoed Vallei.
*H. J. Geysler,	"	Kruis River.
*Mrs. Gebhard,	"	Vergelegen.
*Anna J. Cornelissen,	"	Groenfontein.
W. E. Verschuur,	"	Gamka.
Sebastian V. Woeke,	"	Buffeljagts Fontein.
John Glynnwright,	"	Hazenjagt.
A. P. de Vos,	"	Wynand's River.
Fanny J. Blant, English Church,	Oudtshoorn.	
*J. H. Wagner, Independent Mission,	Oudtshoorn.	
*Minna Helfritz,	"	"
Theodore Pfeiffer,	"	Matjes River.
J. Pieter Swemmer,	"	Dysselsdorp.
Rev. Dr. Minkenberg, Roman Catholic,	Oudtshoorn.	
<i>Paarl.</i> —Dr. Zahn, Undenominational Public School (Boys), Paarl.		
J. Inglis, M.A.,	"	"
Coenraad G. Murray	"	"
Elizabeth T. Tobias	"	(Girls) "
*Ellen Kitchingman,	"	"
Cornelia Stucki,	"	"
*Miss McLachlan,	"	"
Mrs. Gordon	"	"
J. Rettie, M.A.,	"	(Gymnasium) "
D. A. Pauw,	"	"
R. MacCrone, M.A.,	"	(Boys) Wellington.
C. E. Z. Watermeyer,	"	"
J. C. Goosen,	"	"
J. Malherbe,	"	"

<i>Paarl (contd.)</i> —Miss Bliss, Undenominational Public School (Girls), Wellington.		
Miss Wells,	"	" "
Miss Palmer,	"	" "
Miss Malherbe,	"	" "
Miss Brink,	"	" "
Miss C. C. Martin,	"	" "
Miss Spyker,	"	" "
G. Hutchinson, Undenominational Public School,	Simondium.	
Judith E. Smuts,	"	" "
S. J. de Villiers,	"	Wagonmakers' Valley.
Johanna P. le Roux,	"	" "
C. J. Ackermann,	"	French Hoek.
Anna Marais	"	" "
Jacob C. Dreyer,	"	Klein Drakenstein.
Miss Malan,	"	" "
A. J. Pepler,	"	North Paarl.
Susan Immelman,	"	" "
Philip Theunissen,	"	Lower French Hoek
C. P. Hoogenhout,	"	Groenberg.
*Helena Marais,	"	" "
G. van Copenhagen,	"	Slot van der Paarl.
Miss v. Copenhagen,	"	" "
*Fred. C. Euvrard	"	Dal Josaphat.
Susanna de Leeuw, Undenominational Public School,	Drakenstein.	
*François P. le Roux,	"	Zoetendal.
Deborah Russouw,	"	" "
Bernardus A. L. Dykman	"	South Achter Paarl.
M. J. Stucki, District Boarding School (Upper) (Boys),	Blauwvalley	
J. Wium,	"	(Lower) " "
*Elizabeth H. Russouw,	"	" "
Miss Ferguson, Boarding Department (Girls),	Wellington.	
Miss Landfear,	"	" "
Miss Cummings	"	" "
Rev. G. R. Ferguson, Boarding Dept. (Boys),	"	" "
*A. Hendricks, Zion Chapel (Independent Mission),	Paarl.	
W. A. van Zitters,	"	" "
Geo. C. Curlewis, English Church,	Lower Paarl.	
Mrs. G. Calder,	"	" "
E. Brechlin,	"	" "
Rev. R. M. Clark,	"	Upper Paarl.
Mary Clark	"	" "
Alice Bleksley,	"	" "
Jan July, Dutch Church,	Wagonmakers' Valley.	
A. Ruiter,	"	Wellington.
J. Brink,	"	" "
C. Adams	"	" "
Mrs. Lategan,	"	Oude Pont.
Edward Marsh, English Church,	Klein Drakenstein.	
Esther Marsh,	"	" "
Daniel J. de Villiers, Dutch Church,	Paarl.	
Mrs. van der Spuy,	"	" "
Johanna J. Marais,	"	French Hoek.
Rev. T. F. Stegmann, Mission,	Pniel.	
Sophy Bahouss,	"	" "
Miss Schröder, St. Peter's Mission,	Paarl.	
Regina Fortuin, Independent Mission,	South Paarl.	



- Peddie*.—\*Walter G. Harty, Undenominational Public School, Peddie.  
 Thos. W. Godden, " Hamburg.  
 Mrs. Bonaker, " Bell.  
 Harriett Powell, " Bonton.  
 \*Marie Jensen, " Newcastle.  
 Fred Fischer, " Sea View.  
 Claude C. A. Gordon, " Goosha River.  
 Geo. Mgudlandlu, Wesleyan Mission, Matiwani.  
 John Mafonga, " Erura.  
 Rachael Mgudlandlu, " " Gwalana.  
 Samuel Ncuka, " " Geebula.  
 John Ngaka, " " Nobumba.  
 Chas. Mgudlandlu, " " Cesira.  
 Charlotte Msindwana, " " D'Urban.  
 Louisa Mtotywa, " " " "  
 Mark Mpahla, " " " "  
 Walter Ngwanya, " " Empekwani.  
 Petros Sidzamo, " " Etytyaba.  
 Dinah Gadoloze, " " " "  
 Solomon Mwahla, " " Newtondale.  
 Ellen Kawa, " " " "  
 Alexander Jokweni, " " Enquebepeni (Horton).  
 Rebecca Mpahla, " " " "  
 Ida Maqanda, " " E'Tuwa (near Bell).  
 David Bolani, " " Ngwekasi (Bira).  
 Esther Belu, " " " "  
 Martha Sakuba, " " Kwa Tuku.  
 Eliza Mkangisa, " " Qamyana.  
 Mary A. Douglas, Native Institution, D'Urban.  
 Marianne G. Gedye, " " " "  
 Mrs. Gedye, " " " "
- Philipstown*.—C. F. Human, Public School, Petrusville.  
 Solomon Motsieloa, Wesleyan Mission, Philipstown.
- Piquetberg*.—W. J. H. Wilson, Undenominational Public School, Piquetberg.  
 \*P. B. de Ville, " " " "  
 \*Wilhelmina de Lint, " " " "  
 \*G. F. Pienaar, " " Porterville.  
 Wilhelmina M. Klaverwyden, " " " "  
 Philip R. Crowhurst, " " Twenty-four Rivers.  
 Miss Malan, " " Uitkyk.  
 Isaac Uys, Moravian Mission, Goedverwacht.  
 Jacoba Less, " " " "  
 Sophia Uys, " " " "  
 Sarah J. Bell, Dutch Church, Piquetberg.  
 Maria E. Wiid, " " Porterville.  
 Fred. Adams, Moravian Mission, Wittewater.  
 Dorothea Beukis, " " " "  
 W. J. H. Wilson, Boarding Department, Piquetberg.
- Port Elizabeth*.—E. Noaks, M.A., Undenominational Public School (Grey Institute), Port Elizabeth.  
 William G. Woodford, B.A., Undenominational Public School (Grey Institute), Port Elizabeth.  
 W. le Cornu, M.A., " " Port Elizabeth.  
 T. W. Wilson, " " " "  
 F. E. Geoghegan, " " " "  
 Miss Walker, " " " "  
 J. T. Eaton, " " North End, " "  
 Marian B. Herbert, " " " "

- Port Elizabeth (Contd.)*.—\*Lavinia Board, Undenominational Public School, North End, Port Elizabeth.  
 G. Burbidge, " " (Grey Institute), South-end, Port Elizabeth.  
 Lucy Herbert, Undenominational Public School (Grey Institute), South-end, Port Elizabeth.  
 Frances M. Johnson, Undenominational Public School (Grey Institute), South-end, Port Elizabeth.  
 Frances Weisbecker, Undenominational Public School, Kragga Kamma.  
 Rev. G. Smith, Eng. Ch., St. Peter's Mission, Port Elizabeth.  
 Sarah Hughes, " " " "  
 Florence Crawford, " " " "  
 The Nuns, Roman Catholic Convent School, " "  
 The Marist Brothers, Roman Catholic (Boys), " "  
 \*Matilda G. Morley, St. Paul's (Girls), " "  
 Miss Crawford, " " " "  
 Mary Kinna, Roman Catholic, North-end, " "  
 Marcella Kinna, " " " "  
 \*John Magaba, Wesleyan Native School, " "  
 Sarah Job, " " " "  
 Rev. Philip R. Mollet, St. Paul's (Boys), " "  
 \*Robert Gallant, Independent Mission (Central), " "  
 J. C. Walton, " " " "  
 S. Seefeldt, " " " "  
 \*R. W. Clarry, English Church, White's Road " "  
 Dorothea Forbes, " " " "  
 Katie Douglas, " " " "  
 Rev. J. W. Gawler, St. Stephen's, " " "  
 Mrs. Gawler, " " " "  
 \*Mary Ann Daly, Roman Catholic, South-end, " "  
 Jessie Daly, " " " "  
 P. von Vuuren, Independent Mission, Bethelsdorp.  
 Martha Kitchingman, " " " "  
 Benjamin G. Sinuka, " " (Edwards') Port Elizabeth.  
 Mrs. Wauchope, " " " "  
 Rev. H. T. Cousins, Baptist Mission, " "  
 Jessie Hay, " " " "  
 Naomi Geard, " " Walmer.  
 Michael M. Roman, Independent Mission, North-end, Port Elizabeth.  
 A. P. Roman, " " " "
- Prince Albert*.—W. G. Kleinschmidt, Undenominational Public School (Boys), Prince Albert.  
 Kitty Louw, Undenominational Pub. Sch. (Girls), Prince Albert  
 Annie Auret, " " " "  
 \*Wessel van Dyk, " " Riet Vley  
 F. G. Odendal, " " Antjes Kraal.  
 Leonora de Beer, " " Stinkfontein.  
 \*Helen Swemmer, " " Baviaanskloof.  
 Miss Goch, Dutch Church, Prince Albert.  
 Miss Eksteen, " " " "  
 J. Gertrude Dyason, English Church, Prince Albert.
- Queen's Town*.—F. Beswick, Undenominational Public School, Queen's Town.  
 T. Broster, " " " "  
 Kate Armstrong, " " " "  
 \*Winifred Cotterell, " " " "  
 Joseph W. Wostenholm, " " Whittlesea.  
 \*Elias S. Makalima, " " Musa.  
 Andrew Z. Siyobi, " " Cimezile.

- Queen's Town (Contd.)* James Maqungo, Moravian Mission, Shiloh.  
 Benjamin Mazwi, " "  
 Marianne Sibeni, " "  
 \*Frances E. Parker, Free Mission, Queen's Town.  
 Mary Green, " "  
 Elizabeth Mary Baker, " "  
 Edward Ndlangisa, Moravian Mission, Engotini.  
 Elizabeth Makunga, " "  
 \*Joseph Mtombeni, " " New Hope.  
 Richard Nukuna, Kafir Mission, Queen's Town.  
 Mrs. Nukuna, " "  
 \*Thomas Matumbu, Independent Mission, Hackney.  
 Sarah J. Matumbu, " " "  
 Zachei Kondlo, " " Eardley.  
 Mary Galpin, Girls' Training Institution, Lesseyton.  
 Charles Msikinya, Native School, Lesseyton.  
 Wihl Bambani, " " "  
 Sanna Mvana, " " Kamastone.  
 Kate Plaatjes, " " Hukwa.  
 \*Isaac Arends, " " Bull Hoek.  
 \*Jonas Goduka, " " Wesleyan Mission, Queen's Town.  
 Mitta Marutla, " " " "  
 Philip Sifuba, " " Didimana.  
 Barnabas Samson, " " Mcewula.
- Richmond.*—F. McIntyre, Undenominational Public School, Richmond.  
 John A. Louw, " " "  
 Elizabeth Theron, " " "  
 J. H. L. Schumann, Public School, Britstown.  
 Catherine M. Kirsten, " " "  
 Harriette L. Burke, " " De Aar.  
 J. V. McLean, Dutch Church, Richmond.  
 Thos. Haylett, " " De Poort  
 D. Gildenhuisen, Boarding Department, Daggafontein.  
 B. T. G. Richards, District Boarding School, Rasfontein.
- Riversdale.*—C. F. W. Rosenow, Undenominational Public Schools, (Boys), Riversdale.  
 \*P. B. Borchers, " " "  
 Ellen A. Cummings, " " (Girls) "  
 Miss Weber, " " "  
 \*Maria Louwrens, " " " "  
 Carl Juffernbruch, " " Blandsdrift.  
 Miss Cummings, Boarding Department, Riversdale.  
 Rev. G. W. Anderson, English Church, " "  
 Mrs. Beerling, " " "  
 Kate Anderson, " " "  
 \*Peter Kannemeyer, " " Melkhoutfontein.  
 Frieda Heese, Berlin Mission, Riversdale.  
 W. Hencke, " " "  
 E. Kleinhaus, " " "
- Robertson.*—H. Hill. B.A., Undenominational Public School, Robertson.  
 M. Nicol, " " "  
 Aletta M. Ebeling, " " "  
 W. Fouché, " " "  
 J. G. Euvrard, " " " Montagu.  
 Marth E. Pienaar, " " "  
 Miss Smit, " " "  
 S. Weich, " " " Lady Grey.

- Robertson (Contd.)*—J. G. le Roux, Undenominational Public School, Klaas Vogt's River.  
 Maria Burger, " " Concordia.  
 Hendrik W. Geyer, " " Wagenboomsberg.  
 John le Roux, " " Kruis.  
 Johannes Bronn, " " Boschjesman's River.  
 Fredrika Ebeling, " " Hoofs River.  
 Mrs. le Roux, " " Kruispad.  
 Miss Geyer, " " Riet Rivier.  
 Josias A. de Kock, " " Middelvoetpad.  
 C. H. Siebert, Dutch Church, Montagu.  
 Aletta Malherbe, " " "  
 Sophia Malherbe, " " "  
 John F. Goliath, Wesleyan Mission, Robertson.  
 Anna Siljeur, " " "  
 \*J. D. Schaefer, " " " Lady Grey.  
 Abraham Harkenbergh, " " "  
 Mrs. McGregor, Boarding Department, Robertson.  
 J. G. Euvrard, " " " Montagu.
- Simon's Town.*—W. van Alphen, Undenominational Public School, Kalk Bay.  
 Mrs. Gildenhuis, " " "  
 Leonora Osmond, English Church, " "  
 Margaret Osmond, " " "  
 Rev. J. Duignam, Roman Catholic, " "  
 Wm. Hennesy, " " "  
 J. H. Tulleken, Dutch Church, Noord Hoek. "  
 Anna Malherbe, " " Wildschutsbrand  
 Hannah Jones, Wesleyan Mission, Elsjes River.  
 Ellen Gray, English Church, School of Industry, Simon's Town.  
 Ann Harke, " " "  
 Emily Hide, " " "  
 \*P. de Wit, English Church, " " "  
 Louisa Napier, " " "  
 Alfred H. E. Nissen, " " " Klaver Valley.  
 John F. Crankshaw, Wesleyan Mission, Simon's Town.  
 \*Millicent Rawbone, " " "  
 Mabel White, " " "  
 Miss Rittmann, Dutch Church, " "
- Somerset East.*—R. MacWilliam, M.A., Undenominational Public School, (Gill College), Somerset East.  
 D. Craib, M.A., " " "  
 A. Driver, " " "  
 Margaret Mackenzie, " " (Girls), Somerset East.  
 Kate M. Sutherland, " " "  
 \*Elizabeth Eksteen, " " "  
 Miss Hofmeyr, " " "  
 Miss Conrad, " " "  
 Annie Toogood, " " " Cookhouse.  
 \*Andrew H. Naudé, " " " Pearston.  
 John W. Swemmer, District Boarding School, Commadagga.  
 Esther Swemmer, " " "  
 Miss Hofmeyr, Boarding Dept. " " Somerset East.  
 Alexander Msutwana, Wesleyan Mission, Somerset East.  
 P. Gatsibe, " " "  
 \*Thos. Groepe, Independent Mission, " "  
 Emily Barnabas, Wesleyan Mission, Cookhouse. "  
 Daniel Vandala, United Pres. " " Glenavon.  
 Mrs. Vandala, " " "

*Stellenbosch*.—W. Milne, Udenominational Pub. School, (Boys), Stellenbosch.

Peter J. de Vaal	"	"	"
Alexander Walker,	"	"	"
A. B. Bartmann,	"	"	"
Jacob Krige,	"	"	"
Miss Colby,	"	(Girls),	"
Miss Fiske,	"	"	"
Miss Waitt,	"	"	"
Miss van Wyk,	"	"	"
Miss van Pelt,	"	"	"
Laura Neethling,	"	"	"
Ellen Metcalf,	"	"	"
Miss Thomas,	"	"	"
*A. E. Keet,	"	Somerset West.	"
Johanna Theunissen,	"	"	"
C. M. Villet,	"	Kuils River.	"
Mrs. Villet,	"	"	"
D. J. Joubert,	"	Vlaggeberg.	"
*Margaret Roux,	"	Moddergat.	"
W. McGregor,	"	Somerset West Strand.	"
Elizabeth de Waal,	"	Happy Vale.	"
Rev. J. Hahn, Rhenish Mission,	Stellenbosch.		
Elizabeth Lawrence,	"	Stellenbosch.	
Florentina Pool,	"	"	
C. W. Hendrikse, Wesleyan Mission,	Stellenbosch.		
Mrs. Hendrikse,	"	"	
Jacoba Daniels,	"	"	
J. H. de Smidt,	"	Somerset West.	
*Sarah Rhoda,	"	"	
Regina Visser,	"	"	
Martha Bergsteed,	"	Strand.	
Sarah van Boom,	"	"	
Johanna van Stavel,	"	"	
F. H. Wagner,	"	Raithby.	
Maria Wagner,	"	"	
Elizabeth S. Goets,	"	Sir Lowry's Pass.	
Lucy Ward, English Church,	Klapmuts.		
*Margaret A. Legg,	"	Stellenbosch.	
*Katherine M. Legg,	"	"	
Cornelia Luff,	"	"	
E. H. Samuels,	"	Somerset West.	
Georgiana Humphrys,	"	"	
Jane Colling,	"	Welmoed.	
Ann Colling,	"	"	
M. P. J. Moyle,	"	Eerste River.	
Mrs. Moyle,	"	"	
D. J. de Keck, Boarding Department, (Boys),	Stellenbosch.		
Miss Colby,	"	(Girls),	"
J. D. Krige,	"	(Home),	"

*Stookenstrom*.—W. Matthew, Udenominational Public School, Seymour.

Ellen Botha,	"	"	"
Wm. S. Nzeku,	"	Wilsontou.	"
Albert Groepe,	"	Hertzog.	"
George Richards,	"	Upper Blinkwater.	"
Mrs. Richards,	"	"	"
Geo. P. Davies,	"	Balfour.	"
*M. Vokwana,	"	Readsdale.	"
Johanna M. on,	"	Greykerk.	"

*Stookenstrom (Contd)*.—Dirk P. Pieterse, Udenom. Pub. School, Mancazana.  
Caroline Ntsiko, Wesleyan Mission, Seymour.

*Stutterheim*.—Rev. W. Rein, Berlin Mission, Wartburg.

Simon Ngxamgxa	"	"	
Stephen Shwen,	"	"	
William Mtoba,	"	Kobusi.	
Elizabeth Myango,	"	"	
Cherith Kayser, Independent Mission,	Isidenge.		
*Kenneth Ngcapayi, Presbyterian Native School,	Umgwali.		
Margaret W. Hope, Girls' Training Institute,	Umgwali.		
*Frances Soga,	"	"	
Ntombi Njkelana,	"	"	
Naomi Smith,	"	"	

*Swellendam*.—J. Peddie, Udenominational Public Sch. (Boys), Swellendam.

Ellen Midelton,	"	(Girls),	"
Ella Bramley,	"	"	"
Johanna Human,	"	"	"
Johanna Steyn,	"	"	Buffelsjagt's River.
Mrs. Giani,	"	"	Good Hope.
J. D. Herholdt,	"	"	Heidelberg.
*A. B. Bisschop, English Church, St. Luke's,	Swellendam.		
Mary Bramley,	"	"	"
Ella Bramley,	"	"	"
C. B. Pattison,	"	"	Zuurbraak.
Mrs. Pattison,	"	"	"
Hester C. Cloete,	"	"	"
Johanna Soph,	"	"	Buffelsjagt's River.
Elizabeth Olkers,	"	"	Slang River.
Aletta Muller, Dutch Church,	Swellendam.		
Mrs. Schuld,	"	Klip River.	
Anna Siebert,	"	"	"
Daniel Kretzen,	"	Zuurbraak	
D. Jantjes,	"	"	
H. M. A. Kretzen,	"	"	
Mrs. Holtzhausen,	"	Barrydale.	
Maria Bosman,	"	Malagas.	
Charlotte Helm, Independent Mission,	Heidelberg.		
Sarah Helm,	"	"	
Miss Midelton, Boarding Department (Girls),	Swellendam.		

*Tarka*.—Miss Mitchell, Udenominational Public School (Girls), Tarkastad.

Catherine Küpferburger,	"	"	
Mrs. Dudley,	"	"	
Miss A. Mitchell,	"	"	
Jan H. Bignonault,	"	"	Sleephoek.
Miss M. J. Mitchell, Wesleyan Mission,	Tarkastad.		
Eleanor Wright,	"	"	
Solomon Matolo, Independent Mission,	"	"	
Paul de Klerk, District Boarding School,	Goedverwacht.		
Mina Fick,	"	"	

*Tembuland*.—C. H. Beckerling, Udenom. Pub. School, Erf 21, Embokotwa.

Wm. Whitaker,	"	Engcobo.	
Neil MacKinnon,	"	Cala.	
John C. Pinkerton,	"	St. Mark's.	
*Annie Fuller,	"	Butterworth.	
Mrs. McGill,	"	"	
	"	Nthlambe.	

*Transkei*.—G. B. Whyatt, " " Butterworth.

- Transkei (Contd.)*—\*Lettie Hart, Undenominational Public School, Springs.
- Tulbagh.*—G. J. Joubert, " Tulbagh.  
 Miss de Booy, " "  
 John Ross, " "  
 Joseph Fourie, " Ceres.  
 \*Anne M. Symington, " "  
 Helena Wiese, " Drostdy.  
 Maria Hautfleisch, " Conradie's.  
 Louisa Krige, " Winterhoek.  
 D. G. Roux, " Prince Alfred's Hamlet.  
 Wilhelmina Roux, " "  
 Kitty Adams, " Ceres Road Station.  
 William Wooding, English Church, Ceres.  
 Louisa Affendell, " "  
 Leah Geldenhuys, English Church, Prince Alfred's Hamlet.  
 Magdalena Titus, Dutch Church, Ceres.  
 Miss M. Lategan, " "  
 Johanna Weber, Rhenish Mission, Saron.  
 Sophia Abrahamse, " "  
 Martha Barron, " "  
 Christina Valentine, Rhenish Mission, Tulbagh.  
 Anna Sawal, " "  
 Sanna Mozes, " Steintal.  
 Sophia Barron, " "
- Uitenhage.*—Rev. G. Y. Jeffreys, Uden. Pub. Sch. (Boys), Uitenhage.  
 Thos. Halcrow, " "  
 Eleanor L. Y. Brown, " (Girls), "  
 Kate Cumming, " "  
 Miss Eaton, " "  
 Rev. A. G. Rainier, " Thornhill.  
 Elizabeth Langford, " Wolffontein  
 E. Meulen, " Noaga's Hoogte
- \*Solomon Mnyakama, Wesleyan Mission, Uitenhage.  
 Elizabeth Radas, " "  
 The Nuns, Roman Catholic Mission, Uitenhage.  
 Adolf Brauer, Moravian Mission, Enon.  
 Hermine Brauer, " "  
 Joseph D. Mzamo, English Church, S. Anne's, Uitenhage.  
 Sarah Roqo, " "  
 John S. Dlakiya, Independent Mission, " "  
 Miss van Rooyen, " "  
 Lavinia Goodford, " "  
 Miss Brown, Boarding Department (Girls), "
- Uniondale.*—G. L. van Heerde, Undenominational Public School, Uniondale.  
 Maria Reeders, " "  
 Maria Schoonees, " Misgund.  
 J. Jurgens, " Ongelegen.  
 Thos. Cairncross, " Krakeel River.  
 W. E. Jorissen, " Twee Rivieren.  
 Mrs. Horscroft, Independent Mission, Uniondale.  
 Theophilus Groenewald, Berlin Mission, Haarlem.  
 Mrs. Groenewald, " "  
 Elizabeth Hicken, Dutch Church Mission, De Vlucht.  
 Mrs. Haese, Boarding Department (Boys), Uniondale.
- Victoria East.*—Jessie Brown, Undenominational Public School, Auckland.  
 Moni Dantje, " "  
 Laurentius G. S. de Beer, " Kemp.  
 Wm. Piet, Free Church, Ely.

- Victoria East (Contd.)*—Elizabeth Citiva, Free Church, Ely.  
 Joseph D. Mzimba, " Sheshegu.  
 Dabise Ntshona, " "  
 Dubula Sihawu, " Aroxweni.  
 Nziweni Sodidi, " "  
 Robert Fini, " Gqmahashe.  
 Sarah Cumla, " "  
 Duff Matayo, " Gaga.  
 Nomkotane Konqo, " "  
 Henry R. Ngcayiya, " Evergreen (Sompondo's).  
 Rev. W. J. B. Moir, M.A., Missionary Institution, Lovedale.  
 Hector Calder, Missionary Institution, Lovedale.  
 Rev. T. D. Philip, B.A., " "  
 Alex. W. Roberts, " "  
 H. Brinckmann, " "  
 Susan D. McGillivray, Elementary School, "  
 Mrs. Muirhead, Girls' Industrial School, "  
 May Muirhead, " "  
 \*Catherine Dick, " "
- Victoria West.*—W. J. M. Marren, Undenominational Pub. Sch., Victoria West.  
 Maria Marais, " "  
 H. C. Blundell, District Boarding School, Kleinbeyer's Fontein.  
 \*Mrs. Blundell, " "  
 Louis W. Short, Undenominational Public School, Prieska.  
 J. S. Bosman, Undenominational Public School, Schimmelfontein.  
 Pieter Roux, " " Leeuwfontein.  
 Mrs. van Heusden, " " Biesjesdam.  
 Rev. D. Z. de Villiers, Dutch Church, Victoria West.  
 Miss van Heusden, English Church, "
- Willowmore.*—\*A. Tulleken, Undenominational Public School, Willowmore.  
 Louisa J. Joubert, " "  
 H. Würdemann, " Steytlerville.  
 S. Pitout, " Hoogekraal.
- Wodehouse.*—O. J. Oliver, Undenominational Pub. Sch. (Boys), Dordrecht.  
 T. Haimes, B.A., " "  
 Mrs. Human, " Kikvorsfontein.  
 Daniel Mndevu, Wesleyan Mission, Mhlanga.  
 Ponas Toyi, " Dordrecht.
- Worcester.*—H. Nixon, B. A., Undenominational Pub. Sch. (Boys), Worcester.  
 D. Bland, " "  
 John Z. Rowan, " "  
 Miss N. A. Smith, " (Girls), "  
 Miss A. E. Smith, " "  
 Miss Hatch, " "  
 Miss Scholz, " "  
 Hester Naudé, " "  
 Cornelia Cilliers, " "  
 Mary G. Bumstead, " "  
 Maria J. de Villiers, " (Prep. Dept.) "  
 Miss Schaerf, " "  
 S. G. du Toit, " Rawsonville.  
 Magdalene Malherbe, " "  
 M. M. Naudé, " Lower Hex River.  
 C. J. C. Gie, " Wagenboom River.  
 Adrian P. Smuts, " Doorn River.  
 M. J. van der Spuy, " Goudienia.  
 Rev. Edward Matson, " Touw's River.  
 Edith Schlüssler, " "

*Worcester (contd.)*—John G. Hugo, Undenominatl. Pub. School, Darling Bridge

J. H. Norris,	"	Matjesfontein.
Mrs. Hugo,	"	Over Hex River.
Mrs. Naudé,	"	Moort Kuil.
*Caroline Titus, Rhenish Mission, Worcester.		
Cornelia February,	"	"
Mrs. Esselen,	"	"
B. J. G. de Labat, Deaf and Dumb Institution, Worcester.		
M. J. Besselaar,	"	"
Miss Smith, Boarding Department (Girls),	"	"
C. J. C. Gie,	"	Wagenboom River
M. J. van der Spuy, Boarding Department, Goudienia.		
S. G. du Toit,	"	Rawsonville.
John Smith,	"	Gatberg.
T. C. Roux,	"	Gubenxa.
Miss de Wet,	"	"
George Franz,	"	Maxongo's Hoek.
Mrs. Barry,	"	Slang River.
W. B. Abbott,	"	Xuka, No. 1.
Miss Sutherland,	"	Lower Xuka, No. 2.
Anna Wannenberg,	"	Xuka, No. 3.
Frances Venter,	"	Bloemvlei.
Mrs. Hodges,	"	Renegal.

TRANSKEI.—*Fingoland.*—

John E. Irving, Native Training Institution, Blythswood.		
W. W. Anderson,	"	"
*Thomas Ngecoza,	"	"
Miss Ross,	"	"
*Geo. Pamla, Native School, Butterworth.		
Emma Kentani,	"	"
Mrs. Hacker,	"	"
Jonathan Nangu,	"	Kobodi
Eliza Mhlahli,	"	"
*Theodore Ndwandwa,	"	Veldman's.
Annie Ndwandwa,	"	"
Nakasie Ndwandwa,	"	"
*Paul L. Mamba,	"	Hlobo.
Sarah Ann Mangelela,	"	"
Julius S. Tshainca,	"	Cegcuana.
Emma Xabanisa,	"	"
*Solomon Bala,	"	Magodlas, (Wes.)
Josiah J. Binasi,	"	Bulube's.
Lydia Binasi,	"	"
Geo. Mpongwana,	"	Ngonyana.
Elijah N. Ntisana,	"	Mgomanzi.
Jessie Mapunyi,	"	"
Solomon D. Maqina,	"	Tyinira.
Richard Sibanga,	"	Zangwa.
James Mkentani,	"	Tyekana's.
Shadrach Sopela,	"	Mpukane.
Emily J. Mzamo,	"	"
Aaron B. Nguza,	"	Mgagasi.
*Patrick Xabanisa,	"	Ungcwe.
Ebenezer Platyi,	"	Neoncolora.
*Nathaniel Daniel,	"	Caba.
Isaiah Malgas,	"	"
Mrs. Daniel,	"	"

TRANSKEI.—*Fingoland (Contd.)*—James Madotyeni, Native School, Lower Neulu (Nofotyos).

Mary A. Situli, Native School, Lower Neulu (Notofyo's).		
*P. S. D. Masiza,	"	Xilinx.
Emma Gwele,	"	"
Alexander Tembu,	"	Ngudhle's.
John Hlaba,	"	Hebehebe.
Isabella Moss,	"	"
Luke Daman,	"	Ntseshe.
David Nginda,	"	Zagwityi's.
Margaret Nginda	"	"
John Mahaley,	"	Mbnlukweza.
Joseph Hlaba,	"	Mtwaku.
Bertha Gabrial,	"	"
Isaac Dlambulo,	"	Qutsa (Sijula's).
Lizzie Mahamba,	"	Ndakana (Ntikintiki's).
Rev. A. Perry,	"	Tsojana.
Florence Perry,	"	"
*M. N. Galela,	"	Matolweni's.
Julia Kunene,	"	"
Kolis Mhletywa,	"	Upper Xolobe.
Thomas Matolengwe,	"	Piet Landu's.
*Sizani Mpondo,	"	Cunningham.
Helen Ross,	"	"
Mrs. Mpondo,	"	"
*William R. Ntloko,	"	Faleni.
Pato S. Lusaseni,	"	Ndakana (Mavuso's).
Joel J. Mxoli,	"	Nqutu.
Simon April,	"	Springs.
William Ngono,	"	Cecuwana.
*Alexander C. F. Sidziya, Native School, Lower Zolo.		
Harriet Mabokela, Native School, Lower Zolo.		
Tasie Thos. Ngono,	"	Magodla's
Booy Piliso,	"	Ceru-Bawa.
Alexander Pamla,	"	Mpeta's (Govan).
Stanton Nzoyi,	"	Toboyi.
*Theophilus R. Curnick,	"	'Tsono.
Jackson Ntozini,	"	"
Kali Newana,	"	Newana's.
Sigonyela Mashiyi,	"	Intsito.
*John Masiza,	"	Dingiswayo's.
Letta Masiza,	"	"
Joel Mavayeni,	"	Gqogqora.
*Mary Ann Ntanta,	"	Ndondo's.
Harriet John,	"	"
Elizabeth Mlokoti,	"	"
*Joseph J. Sikwebu,	"	Nomaheya.
Fanny Sikwebu,	"	"
Bushula Qina,	"	Mtshabe.
William Maqina,	"	Tsojana.
Theo. J. Binase,	"	Jikezi.
Henrietta Binase,	"	"
*Joel M. Soqobile,	"	Lumani's.
Abel Kupa,	"	Mlondleni's (Wes.).
Sina Kentane,	"	"
Simon Mabula,	"	Tshangana's.
Fumba Sidziya,	"	Upper Zolo.

TRANSKEI—*Fingoland (Contd.)*—Elizabeth Magengelele, Native School,  
Upper Zolo.

Philemon Matstobe, Native School, Cibala.	
Richard Ndungane, " Neisininde.	
George Ndima " "	
Alice Sopete, " "	
*Elias J. Mqoboli, " Mbulu (Paterson).	
Zuziwe Jacob, " "	
Manasseh Mbeki, " Lutuli's.	
Catherine Jikelana, " "	
Henry D. Gaju, " Esigubudwini (Jobe's).	
Notishe Jacob, " "	
<i>Indutywa Reserve.</i> —Joel D. Dotwana, Sipiko's.	
Anthony Soyizwayi " Douglas	
Ebenezer Tsewu, " Dale.	
*David Nkome, " The Residency.	
Jeremiah John, " Morrison.	
*Walter Shosha, " Nqabara.	
Esther Tsewu, " "	
<i>Gcalekaland</i> —Faniso Bukani, " Leslie.	
Chas. Nombembe, " Columba.	
Ludidi Gongwana, " Lusizi.	
*William Xatasi, " Tutura.	
Theresa Finca, " "	
William Magutyana, " Cebe.	
Isaiah Makapela, " Ingcutyana.	
Matilda Ntsiko, " "	
*Josiah Mlokti, " Mendu.	
Elizabeth Zwartbooi, " "	
Chas. Mkentani, " Mevana.	
James Koboka, " Philip Damon's.	
Lydia Cose, " "	
Bango Dunga, " Ramra.	
Emily Sunduza, " "	
Collis Matikinea, " Qakazana.	
*Joseph James, " Malan.	
Eleazar Mbalo, " Egwadu.	
Martha Mbalo, " "	
*Elisha Mda, " Mahasana.	
Julia Mafani, " "	
David Bikitsha, " "	
Nathaniel Finca, " Isigangala.	
Catherine Mlyalo, " "	
Benjamin Mavi, " Weza.	
Josiah Xakekile, " Iqina.	
Henry S. Tsimango, " Nompozolo.	
Enoch Fanti, " Nqabara.	
Ida Somtunzi, " "	
Isaiah Mbeu, " Ntsimbakizi.	
Zelpha Sipuka, " "	
*Pearse Magaba, " Bancolo.	
H. Bala, " "	
John R. Ngcebetsha, " Shixini.	
Thos. Bikitsha, " Maki's.	

TEMBULAND—*Tembuland Proper*—J. Wallace, Native Institution (Boys),  
Umtata.

\*Ebenezer Hannie, " ,

TEMBULAND—*Tembuland Proper (Contd.)*—Andrew Mtintso, Native Sch.,  
Umtata.

Sister Catherine, Native School (Girls), Umtata.	
Sarah J. Ndungane, " " "	
Pieter Mazwi, " " Tabase.	
Moses Naku, " " S. Alban's.	
*Paulus Mguni, " " Baziya.	
Salomo Petela, " " "	
Joseph N. Limana, " " All Saints.	
E. Myovane, " " "	
Rev. H. W. Davis, B.A., Training Institution, (Boys), Clarkebury.	
*Wm. Jojozi, " " "	
Amelia Tsengiwe, " " (Girls), "	
Eliza Matyolo, " " "	
*Geo. Sokako, Native School, Neehana.	
Philip Mkomokazi, " Cwecweni.	
*Geo. Mpondo, " Cojana.	
Josiah Mazibu, " Morley.	
*Alfred Nzibi, " Tora.	
Jane Nzibi, " " "	
*Elias Franz, " Qokolweni.	
Esther Ngqoboli, " " "	
Samuel Qangule, " Kambe.	
Collis Mpamba, " Main.	
Herbert Xoxo, " Qutubeni.	
Hargreaves Ntikinca, " Queque.	
Joel S. Dunga, " Manzana.	
Samuel J. Mkumla, " Wilo.	
Robert Danster, " Elucwecwe.	

*Emigrant Tembuland.*—\*Bennie Tele, Native School, Wodehouse Forests.

Ellen Titus, Native School, Wodehouse Forests.	
Albert Ncapai, " Southeyville.	
George Mvumbi " Ngwaru.	
Luke Ntanta, " Isikoba.	
Eliza Ntanta, " " "	
David Binase " Seplan.	
Ellen Mvumbi, " " "	
Tom Tele, " Indwana.	
John Jacobs " " "	
Hezekiah Mashiyi, " Mceula.	
Andrew Toyi " Neora.	
*Nkohla Falati, Training Institution (Boys), St. Mark's.	
Hubert Mcanyangwa " " "	
Harriet Toni, " (Girls), "	
Nora Mahonga, " " "	
Jane Kusse, " " "	
*Wm. Daniel, Native School, Tshingeni.	
Sophia Makapela, " " "	
Peter Yoyo, " " "	
Nathaniel Mbassa " Nyalasa.	
Jeremiah Ntwassa " Confinvaba.	
Leah Ntwassa, " " "	
Julius G. Mboza, " Umxi.	
J. Mandzuna, " " "	
Joseph G. Mbombela, " Mamzimdaka.	
Philip Siwundla, " Lafuta.	
James Nqukwane, " Papasa.	

<i>Griqualand East.</i> —Jeremiah Mvamba, Native School, Bogotwana.		
David Kwatsha,	”	Sigungquini.
Francis Sargeant, Native Boarding School (Girls), Shawbury.		
Sophia Kiviet,	”	”
Matilda Pamla,	”	”
*Chalmers Nyombolo, Native School, Shawbury.		
Philemon Qangule,	”	Culunce.
*Jeremiah Tolibadi,	”	Mount Fletcher.
James Siyengo,	”	Ncambele.
Mrs. Masumpa,	”	”
Sarah Ntonintshi,	”	”
*Joseph Ndungane,	”	Nqadu.
Henry Dhlambula,	”	Emahlungulu.
Arnold Lebenya,	”	Pabalong.
Adèle Motsuakae,	”	”
Sella Thamae,	”	Khabisong.
Joseph Nakin,	”	Tinana.
Mrs. Padel,	”	”
Johannes Nakin,	”	Ezincuka.
*Yanyan Gomba,	”	Bethesda.
Rev. W. Murray,	”	Kokstad.
Mrs. de Bruin,	”	”
Petrus Masiko,	”	Emngano.
Wm. Msentwa,	”	Ensikeni.
Philip Mayeza,	”	Etembeni.
Caroline Ndima,	”	”
Wm. S. Ntloko,	”	Mpulu's.
Lena Sekeleni,	”	”
*Albert White,	”	Osborne.
Wm. Dikwayo,	”	”
Jane King,	”	”
Alice Ngcopantsi,	”	”
Stephen Malunga,	”	Tsekong.
Magosi Molefi,	”	Sekhobong.
Yapi Ndima,	”	May's Place.
Samuel H. Jozi,	”	Boschfontein.
John Cumbela,	”	Equngadlavu.
James Malusi,	”	Inhlabeni.
William Ndulana,	”	Cancele.
*Elias J. Ngxola,	”	Umtshazi.
S. Ngxola,	”	”
Wm. Mampunye,	”	Clydesdale.
Moses Mzizi,	”	”
Adam Nkubungu,	”	Empemba.
James Mcetywa,	”	Mvuzi.
Elias Mayekiso,	”	S. Augustine's.
R. Tshele,	”	Ncolosi.
Joseph Ntobongwana,	”	Qumbu.
Philip D. Majiza,	”	Enqokolweni.
Jessie Mabandla,	”	Tsolo.
*William J. Mama,	”	Upper Tsitsana.
Jane Sangela,	”	Ncela.
Matthew Setlabo,	”	Mafube.
Jane R. Cochet,	”	”
Stephen Adonis,	”	Roza.
Ebenezer Jwara,	”	Gqaqala.
Robert Jwara,	”	Tsitsana.
Marthinus Myangweni,	”	Enqungini.

<i>Griqualand East (Contd.)</i> —Henry Gomba, Native School, Buchanan.		
Mrs. Stirling,	”	”
Jacob Serongoane,	”	Hebron.
Adelina Mokheseng,	”	Mapfontein.
*Enoch N. Majambe,	”	Erode.
Samuel Gxumisa,	”	”

CAPE OF GOOD HOPE.

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SUPPLEMENT TO THE REPORT

OF THE

SUPERINTENDENT-GENERAL OF EDUCATION

For 1888.

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SPECIAL REPORTS OF INSPECTORS OF SCHOOLS.

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Presented to both Houses of Parliament by command of His Excellency the Governor.  
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## CONTENTS.

- I. Letter of Instructions.
- II. Mr. Rowan's Report.
- III. Mr. Brady's Report.
- IV. Mr. Ely's Report.
- V. Mr. Samuel's Report.
- VI. Do. do. New Zealand.
- VII. List of Certificated Teachers introduced during the year.

## CAPE OF GOOD HOPE.

### SUPPLEMENT to the Report of the Superintendent- General of Education for the Year 1888.— Special Reports of Inspectors of Schools.

Presented to both Houses of Parliament by command of His Excellency the Governor.  
1889.

#### I.—LETTER OF INSTRUCTIONS ADDRESSED TO THE DEPUTY INSPECTORS OF SCHOOLS.

Department of Public Education,  
Cape Town, 11th July, 1888.

SIR,—I have the honour to request you to prepare a Special Report at the close of the year on the general condition of the Schools comprised in your Circuit, and on the work of Education generally so far as it comes within your own actual experience.

As this information is required with the view of being laid before Parliament at its next session, it is desirable that your report should reach me on or before 31st January, 1889.

The points to which your attention is directed are :—

##### I.—General.

1. The qualifications of the teachers and assistants.
2. The accommodation for school and teacher.
3. The furniture, school materials and other appliances.
4. The salaries paid to teachers and assistants.
5. The fulfilment of obligations by the managers.
6. Arbitrary dismissal of teachers; and hardships (if any) incidental to the removal of teachers being in the hands of local managers.
7. The constant changes of teachers; how far due to managers; how far to teachers themselves.

##### II.—Teaching (Elementary).

Reading, writing, arithmetic, geography, and history, elementary science; your opinion and remarks on the instruction in these subjects, and the extent to which the Dutch language is studied.

##### III.—Teaching (Higher).

The instruction of the pupils beyond Standard VI so far as it has come under your own observation; the effects of the examinations for Public Schools Certificates and of the School Examinations conducted by the University.

##### IV.—Hindrances.

1. Arising from parents wishing to enter children only for Dutch, or only for what is necessary as a preparation for the Aanneming.
2. Arising from the diversity of languages, English, Dutch, German, Kafir, Sesuto, Sechuana.
3. Truancy, irregularity of attendance.
4. Other.

##### V.—School Property and School Fees.

1. Encumbrances on school buildings; actual debt: interest payable, whether paid out of local income. A tabulated list of each school, with amount of debt and annual interest payable, is desired.
2. School Fees—usual range in elementary schools; superior schools; whether fairly within the means of the parents.
3. Free Scholarships—to what extent bestowed.

##### VI. Private and other Unaided Schools.

To what extent these supplementary agencies supply the wants of the people.

##### VII. Children not at School.

An estimate of the number of children of school-going age (5 to 15 years) not yet reached by any agency, either public or private.

Your own experience will probably suggest other matters which you think of sufficient importance to be brought before Parliament; and any remedial measure which you may propose will have attention.

I am aware that the business of collecting some of the information, especially as regards the encumbrances on school property, will involve some time and trouble; but it is of the greatest importance to ascertain the liabilities of the School Managers.

I have, &c., &c.,  
(Signed) LANGHAM DALE,  
Superintendent-General of Education.

## II.—MR. ROWAN'S SPECIAL REPORT ON THE STATE OF EDUCATION IN THE WESTERN DISTRICTS.

Stellenbosch, February 5th, 1889.

The Superintendent-General of Education.

SIR,—In accordance with your letter dated July 11th, 1888, I beg to submit the following Special Report on the state of education in my district.

Since the date of my last Special Report (January 30th, 1886), my district has consisted of the following divisions, viz:—

Cape, Simon's Town, Stellenbosch, Paarl, Malmesbury, Tulbagh, Worcester, Robertson, Piquetberg, Clanwilliam, Namaqualand, and Calvinia.

During the year 1886 I visited and inspected schools in all those divisions, with the exception of Namaqualand. In 1887 my work extended over all the divisions, excluding Namaqualand and Calvinia; and in 1888, in consequence of my visit to Namaqualand, where the schools are few and far apart, my illness and other causes, I was prevented from visiting the divisions of Clanwilliam, Worcester, Robertson, Calvinia, Piquetberg, and Malmesbury.

The number of schools inspected during the year 1886 was 164, containing 259 departments. Of these schools, 60 were Undenominational, 96 Denominational, 1 Normal College (Boys), 2 District Boarding Schools, 1 Aborigines Department, 2 Deaf and Dumb Institutions, 1 Practising and 1 Model Infant School. Besides these, 22 Boarding Departments were inspected.

In 1887 the number of schools inspected was 164, with 237 departments. Of these, 49 were Undenominational, 108 Denominational, 1 Normal College (Boys), 2 District Boarding Schools, 1 Aborigines Department, 2 Deaf and Dumb Institutions, 1 Practising School, and 1 Model Infant School. In addition to these, 20 Boarding Departments were inspected.

In 1888 I inspected 135 schools, with 223 departments. Of these, 41 were Undenominational, 87 Denominational, 1 Normal College (Boys), 2 District Boarding Schools, 1 Deaf and Dumb Institution, 2 Practising Schools, and 1 Model Infant School. To these must be added 10 Boarding Departments. The number of Schools of all classes on my list in 1886 was (plus minus) 231 with 30 Boarding Departments; in 1887 it was 237 with 33 Boarding Departments; and in 1888 the number was 244 with 35 Boarding Departments. This is far too large a number for one inspector to overtake in one year. The number of inspection days in the year seldom exceeds 180, from which must be deducted days spent in travelling and rainy days, leaving, on an average, from 150 to 160 days for actual inspection, and some years less.

The following table exhibits the results of inspection during the years 1886, 1887, and 1888:—

Year.	Number of Schools on List.	Number Inspected.	Number of Pupils on the Books.	Present at Inspection.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI. (Preliminary).	Standard VI. (Final).
1886	231	164	15272	11165	5396	1904	1317	1459	630	459	..	..
1887	237	164	14523	10123	4713	1673	1351	1334	590	462	..	..
1888	244	135	13597	10172	5151	1575	1268	1224	519	404	27	4

In 1886 the percentage of passes in the higher standards was 23; in 1887 it was 23; and in 1888 it was 21. This, however, cannot be taken as a sufficient test of the progress made in education, as many of my best schools were not inspected during the year 1888.

Having given you a brief summary of my work during the last three years, I will now endeavour to report, to the best of my ability, on the points to which our attention has been directed.

### I.—GENERAL.

#### 1. *The Qualifications of the Teachers and Assistants.*

Of the teachers in charge of Undenominational Public Schools, Boarding Schools, Normal Departments, and Practising Schools, 8 have University degrees, 1 Middle Class and Intermediate, 7 Middle Class and Matriculation, 8 Matriculation and 26 Teachers' Certificates; 45 are uncertificated, 7 of the assistants have University degrees, 2 Middle Class and Intermediate, 6 Middle Class and Matriculation, 5 Matriculation and 39 Teachers' Certificates; 26 have no certificates. Of the Mission School teachers and assistants, 1 has a University degree, 1 Matriculation and 58 Teachers' Certificates; the rest have no certificates.

From the above it will be seen that a large number of teachers and assistants, especially of Mission Schools, are without certificates. Many of them have been long in service, and have done their work faithfully and to the best of their ability. Of the great majority of the teachers, I have no hesitation in saying that they are zealous and conscientious in the discharge of their duties. Not a few of them have, by their conduct and deportment, gained the respect and confidence of the communities in which they are labouring. Still, it cannot be denied that want of proper training is the cause of many teachers in my elementary schools producing such slender results; they have never seen a well organised school, and are unacquainted with the methods adopted by those who are masters of the craft. The consequence is that the number of pupils under their charge who pass in the higher standards is very limited. Our Normal Departments have already done much towards supplying our schools with properly trained teachers, and I trust that the time may soon come when none but those who have received a special training for their profession will be found in charge of schools.

#### 2. *The Accommodation for School and Teacher.*

As a rule, the school-houses in my district (excepting those in the more remote parts) are well built and commodious, and, on the whole, kept in good repair. Of the schools inspected during the last three years, 43 had mud floors, three lime and two brick floors; the rest were boarded. The schools unprovided with boarded floors are to be found chiefly in the outlying parts of Malmesbury, Piquetberg, Calvinia, Tulbagh, Robertson, Clanwilliam and Namaqualand. 103 schools are provided with teachers' residences; a good many are very comfortable, and not a few have gardens attached, affording profitable employment and healthful recreation to the hard-worked teachers after school-hours.

Since my last Special Report 19 new school-buildings have been erected, and several old ones enlarged and renovated. The managers and others interested in the cause of education in my district deserve great praise for their laudable exertions in supplying suitable school accommodation to meet the growing educational requirements of the present time.

Several of the schools (mostly Denominational) are used for public worship, lectures, &c., which often interferes very seriously with the order and discipline of the pupils. When these schools are visited the day after such meetings have taken place, the disarrangement of the furniture, the ink stains on desks and floors, and the general untidiness of the rooms are very apparent in more than one instance. Sometimes the desks and forms are arranged to suit church and not school purposes. My own opinion is that school-rooms should be used for no other than school purposes.

#### 3. *The Furniture, School Materials, and other Appliances.*

Thanks to the liberality with which the Department has come to the assistance of managers, the schools are now for the most part supplied with suitable furniture and appliances. The equipment of 27 schools may still be classed as bad; 41 as middling. In several of the schools, the furniture and school appliances are of the very best description. While in many of the schools a fair supply of school requisites is maintained, in not a few want of maps, books, slates, &c., is far from uncommon. In schools attended by children of the poorer classes, books, slates, pencils, &c., have often to be supplied gratis in order to carry on the regular work of the school. The aid given by the Department to such schools in the way of school materials is gratefully acknowledged by both managers and teachers.

4. *The Salaries paid to Teachers and Assistants.*

In Class I, Order A (Boys' and Mixed), the salaries of principals range from £250 to £480 per annum; 3 have free residences. Of Girls' Schools from £100 to £200, with free board and lodging. Assistants in the former get from £80 to £250; very few regular assistants get less than £120. In the latter the salaries of assistants range from £60 to £100; in most instances with free board and lodging.

In Class II, Order A, the salaries of head masters range from £120 to £240; almost all the teachers with salaries below £200 have free residences. The salaries of assistants in this class vary from £30 to £100, in some instances with free board and lodging; the average may be put down at about £70 per annum.

In Class III, Order A, the usual run of salaries in the case of teachers is from £60 to £150; only two teachers have salaries of £200 per annum each. The assistants in this class are few in number, and their salaries vary from £30 to £60; only one has £90 per annum.

The salaries of Mission School teachers in the Cape Division vary from £24 to £100 per annum; one receives £209, one £172, and one £170; average rate of salary about £60 per annum. Assistants receive from £12 to £60; one gets £120, and four upwards of £70. In the other divisions of my district, the salaries of Mission School teachers range from £20 to £100; four have salaries above £100, and one has £209, but this includes remuneration for mission work. Assistants receive from £15 to £30; five have salaries ranging from £35 to £50 per annum.

5.—*The Fulfilment of Obligations by the Managers.*

On the whole, I have every reason to believe that the managers do their best to fulfil their obligations as regards the salaries of the teachers and other expenses incidental to the keeping their schools in a fairly efficient state. A few of the teachers complain that the equivalent to be made up by the managers is not punctually paid, and hence the delay in making the required declaration and forwarding it to the department at the appointed time. Managers, as a rule, are not over well supplied with private means, and when fees and contributions come in slowly and irregularly, it is often impossible for them to meet their engagements on the appointed day. I have always thought that it would be better that the treasurer of the school committee should make the declaration that the teacher had actually received that part of his salary which the managers are bound to make up. The temptation to which teachers are often exposed to make a declaration not strictly within the bounds of truth is very great, as the receipt of the Government grant depends upon such declaration. In more than one instance it has been brought to my notice that teachers are in the habit of contributing largely to the support of their own schools, not only in the way of subscriptions, but also in the payment of the fees of poor children. Where the school is supported by shares the teacher is expected to take some, although he may have no children of his own attending it. More than once it has been argued in my presence by both managers and teachers that, when once the teacher has received his salary, he can dispose of it as he pleases. My contention has always been that, so long as a teacher fulfils the obligation of an ordinary parent in supporting the school there can be no objection, but as soon as he goes beyond it the practice must be considered as irregular, and I am glad that I have your approval in this matter. The responsibilities resting upon managers are no doubt very great; too often they are called upon to make good any deficiency that may occur out of their own limited means. This is a great hardship, and I trust that the time may not be far off when the managers will be relieved from this responsibility, and the burden thrown upon the ratepayers.

6. *Arbitrary Dismissal of Teachers, and Hardships (if any) incidental to the Removal of Teachers being in the hands of Local Managers.*

I cannot recall any well authenticated instances of arbitrary dismissal of teachers by managers in my district. The income of the school depends so much upon the teacher that, when he fails to command the confidence of the parents, a change becomes imperative, and the teacher finds it to his interest to send in a timely resignation. To the credit of the majority of managers it must be said that they treat their teachers with the utmost consideration, often putting up with the shortcomings of an inefficient teacher until the pressure of public opinion compels them to make a change. A gentle hint through a friendly channel to the teacher to resign is the usual way of discharging a not very agreeable duty.

7. *The constant Changes of Teachers, how far due to Managers, how far to Teachers themselves.*

During the last three years the changes of Teachers in Classes I and II (Undenominational) have not been very great, and, where they have occurred, are due to the Teachers themselves, and not, as far I am aware, to any action taken by the managers.

The most frequent changes have taken place among teachers of Class III (Undenominational) and among assistants of all classes, and in these cases, too, I have no reason to believe that any blame attaches to the managers. The prospect of more lucrative and congenial employment has tempted more than one of the teachers to leave their situations. Many of the undenominational teachers have been in service from 5 to 20 years, and a few above 20 years.

II. **TEACHING (ELEMENTARY).**

1. *Reading.*
2. *Writing.*
3. *Arithmetic.*
4. *Geography.*
5. *Elementary Science.*

*Opinion and Remarks on the Instruction in these subjects, and the extent to which the Dutch Language is studied.*

1. *Reading.*

Reading with distinct and accurate pronunciation, proper emphasis, together with an intelligent appreciation of the subject matter of the lesson, is far from common in my district. No great change has taken place in the proficiency in reading and explanation since last Report; intelligent reading is the exception and not the rule in the majority of the schools. I attribute this unsatisfactory progress to the little attention given by the generality of teachers to the explanation of the subject matter. Year after year I have to remind the same teachers that reading without intelligence is all but useless. Want of time is the usual excuse for this neglect.

2. *Writing.*

Proficiency in writing is, on the whole, satisfactory. The supervision is now more careful than before, and the results are apparent in the improved state of the copy-books and exercise-books shown at inspection. The paper work of the superior schools is in most cases neatly and carefully done. Still there are several schools where the children are allowed to scribble away at their own sweet will, whilst the teacher is engaged in some other work in a different part of the room. Slate writing receives due attention, especially in Mission Schools, but I would impress upon the teachers the necessity of setting the copies on the blackboard with care and neatness, so as to render them models worthy of imitation.

3. *Arithmetic.*

In the better class of schools marked progress has been made in this useful branch of study. Both theory and practice receive due attention, and the blackboard is more frequently called into requisition to elucidate any difficulties that may arise. More attention is now paid to promptness and accuracy than before, and with good results. In the majority of the Mission Schools, however, this branch is far from satisfactory, and contrasts very unfavourably with the proficiency in other branches. More frequent use of the blackboard and more careful correction of the arithmetical exercises would soon bring about a better state of things. Of the almost general neglect of mental arithmetic I have still to complain, and I am glad that this useful branch will now form one of the requirements in Standard IV.

4. *Geography and History.*

Geography continues to be the favourite subject in almost all the schools, and the instruction in it in many of them has undergone marked improvement. More intelligent methods are now superseding the old practice of repeating long lists of places and pointing them out on the maps. Globes and blank maps, however, are still conspicuous by their absence in most of the schools. Cape Geography is not neglected.

History (Cape and British) is taught in 72 schools. The instruction in this branch is better than before, but still capable of much improvement. The Text Books in common use are Collins' British Empire, Nelson's Royal History, and Wilmot's History of the Cape Colony.

5. *Elementary Science.*

The remarks which I made on this subject in my last Special Report are still applicable to a great extent, and will continue so long as our elementary teachers are not properly trained to impart instruction in this useful subject. Object lessons, given in rational manner in the junior classes, should prepare the way to the teaching of

Elementary Science in the more advanced classes; and I am glad to note some improvement in this direction. Physical Geography, one of the requirements of Standard V, is taught in 72 schools, and with fairly satisfactory results. Since the introduction of Standard VI, in which science subjects find a prominent place, a little more activity has been shown in the teaching of elementary science in a few of the better class of schools, but in the majority of them the subject is either altogether ignored or else taught in a very perfunctory manner.

#### 6. Dutch Language.

In my district the Dutch element is very strong, and there are very few schools in which the study of the Dutch language does not form an integral part of the school curriculum. The subjects usually taught are reading with explanation of the subject matter, dictation, grammar, translation, and composition. Of late an increased attention has been paid to Dutch in schools where formerly it had been all but neglected. In most of the schools the usual English reading lesson is translated into Dutch, and *vice versa*. When a pupil cannot give the meaning of a word occurring in his English reading lesson, he is allowed to explain it in Dutch, and if he does so successfully there is fair ground for supposing that he understands what he is reading about. The Civil Service Examination, in which Dutch is now one of the compulsory subjects, has afforded an additional stimulus to the study of that language in schools where hitherto it has been left out in the cold. The Dutch language has now a fair and open field, and although real idiomatic Dutch will not, as a rule, be correctly spoken in the Colony, a compromise will be effected, and it is not improbable that, in the course of a few generations, a language may arise under our sunny sky less inflectional and more musical than the language of Holland.

### III. TEACHING (HIGHER).

#### 1. The Instruction of the Pupils beyond Standard VI.

Several of the superior schools show marked improvement in the Higher Branches; in a few the work is of a very commendable character. 34 schools take up Latin, 30 Greek, 38 Euclid, and the same number Algebra. 8 of the schools prepare candidates for Matriculation, and with fair results. Physical Science, including chemistry, dynamics, physiology, &c., receive careful attention in these schools. A few schools have laboratories, of which good use is made. In English Literature, too, good results have been achieved. In a few of the superior schools German and French are taught.

#### 2. The effects of the Examinations conducted by the Department and by the University.

In schools which prepare candidates for the Public Schools Certificates increased attention has been given to science teaching, to more careful instruction in reading, writing, and English composition, and to greater promptitude and accuracy in commercial arithmetic.

Year by year a large number of candidates, chiefly young women, passes the Third Class Teachers' Examination; many take situations as teachers, and, on the whole, do good work, but the superior attractions of matrimony in the case of females and the prospect of bettering their condition in other and more lucrative employments in the case of males are constantly thinning the ranks. The Middle Class Examination is gradually furnishing the Second and Third Class U. P. Schools with teachers who have been properly trained to the work.

As regards the school examinations conducted by the University, there can be no doubt that they have afforded a stimulus to education and done much to check the premature withdrawal of promising children from school; that they are an unmixed good few will assert.

### IV. HINDRANCES.

Hindrances arising from parents wishing to enter children only for Dutch, or only for what is necessary as a preparation for the Aanneming are fast disappearing. In most of the schools children are entered for both Dutch and English; in a few the different arrangement of the pupils for Dutch and English, forms a disturbing element in the classification. The Aanneming class, formerly so prominent a feature in many of the country schools, is becoming small by degrees and beautifully less, and will ere long be relegated to the domain of history.

The greatest hindrances to the progress of education in my district are truancy, irregularity of attendance, and premature withdrawal. This subject has already been fully discussed in my former Special Reports, and I have always urged the necessity of adopting a modified form of compulsion for the larger centres of population. A Truancy Law on the lines of that in force in the United States of America would, perhaps, suit our circumstances best.

### V. SCHOOL PROPERTY AND SCHOOL FEES.

#### (Undenominational Schools).

#### 1. School Property; Encumbrances on School Buildings, &c.

The collection of information on this subject gave me much trouble and led to a great deal of correspondence, which the limited time at my disposal could but ill afford.

The following table gives the names of such Undenominational Public Schools as have encumbrances on their properties or other debts. For the sake of economising space, I have left out those schools which have no encumbrances or other debts.

Name of School.	Actual Debt.			Interest payable.			How paid.
	£	s.	d.	£	s.	d.	
1. Good Hope Seminary (Girls')	4,500	0	0	270	0	0	From Local Income.
2. Wynberg (Boys')	280	0	0	11	10	0	" "
3. Green Point (Boys')	50	0	0	..	..	..	" "
4. Wynberg (Girls')	1,000	0	0	60	0	0	From Local Income.
5. Wynberg Flats ..	60	0	0	3	12	0	" "
6. Stellenbosch (Boys')	850	0	0	51	0	0	" "
Eikenhoff (Boarding Dept.)	1,000	0	0	60	0	0	" "
Home ( " " )	905	0	0	45	3	0	" "
7. Stellenbosch (Girls)	660	0	0	43	4	0	" "
Bloemhof (Boarding Dept.)	3,000	0	0	152	0	4	" "
8. Vlaggeberg ..	100	0	0	..	..	..	" "
9. Kalk Bay ..	400	0	0	20	0	0	From Local Income.
10. Paarl (Boys')	600	0	0	30	0	0	" "
11. Paarl (Girls')	600	0	0	30	0	0	" "
12. Wellington (Boys')	300	0	0	18	0	0	" "
" (Boarding Dept.)	1,500	0	0	90	0	0	" "
13. Huguenot Seminary ..	2,455	0	0	122	15	0	" "
14. North Paarl ..	1,300	0	0	78	0	0	" "
15. Tulbagh ..	550	0	0	38	10	0	" "
16. Prince Alfred's Hamlet..	200	0	0	..	..	..	" "
17. Winterhoek ..	12	0	0	..	..	..	" "
18. Riebeck West ..	1,010	0	0	62	10	0	From Local Income.
19. Paardenberg ..	380	0	0	22	16	0	" "
20. Klipheuvel ..	375	0	0	22	10	0	" "
21. Brandvley (now closed)..	15	0	0	..	..	..	" "
22. Worcester (Girls')	5,000	0	0	300	0	0	From Local Income.
23. Darling Bridge ..	88	0	0	7	0	9 $\frac{1}{2}$	" "
24. Lady Grey ..	50	0	0	3	0	6	" "
25. Blauw Valley District B. School ..	588	0	0	16	5	0	" "
Total ..	27,828	0	0	1,567	16	7 $\frac{1}{2}$	

Nine of the above schools have encumbrances on the school buildings amounting to £13,540. The value of school property in my district is very considerable. In and around Wellington alone it exceeds the whole debt of the Undenominational Schools under my inspection.

#### 2. School Fees, Usual Range, &c.

In Class I, Order A, (Boys), the school fees range from 6s. to £1 1s. in the junior classes, and from 12s. to £3 10s. per quarter in the senior classes. In the Girls' Schools of the same class, they are from 4s. 6d. to £1 1s. in the junior classes, and from £1 15s. to £3 3s. per quarter in the senior classes.

In Class II, Order A, the school fees vary from 3s. to £1 2s. 6d. in the junior, and from 9s. to £2, per quarter in the senior classes.

In Class III, Order A, the range of school fees in the junior classes is from 4s. 6d. to 15s., and in the senior classes from 6s. to £1 13s. per quarter.

[G. 8—'89.]

3. *Free Scholarships.*

Liberal provision is made in the Undenominational Schools of my district for the education of white children whose parents are in poor circumstances. From the returns I received from the teachers, I find that there are at present more than 500 free scholars on the books. Besides these, a large number is taken in at reduced fees.

## VI. PRIVATE AND OTHER UNAIDED SCHOOLS.

*To what extent these supplementary agencies supply the wants of the people.*

My information under this head, notwithstanding all the trouble I took, is, I am sorry to say, of a very fragmentary character.

In Cape Town and suburbs there must be more than 100 private elementary schools with attendances varying from 6 to 50 pupils; the fees in most of them are very low and, I believe, the instruction very rudimentary. Besides these, there are 10 or 12 superior schools attended by children of the better classes. At a moderate estimate, there must be upwards of 1,200 children attending private schools in Cape Town and suburbs. From seven of the superior private schools I obtained the following information which may be useful for comparison with aided schools of the same class:—

1. Educational Institute (Boys'), Cape Town; attendance 128; school fees from £9 to £12 per annum; boarding fee £60 including tuition; weekly boarders £45 per annum.

2. Collegiate School (Boys'), Cape Town; attendance 80; school fees from £10 10s. to £16 16s. per annum; boarding fee £63 inclusive; weekly boarders £52 10s. per annum.

3. St. Joseph's Academy (Boys'), Cape Town; attendance 90; school fees from 7s. 6d. to 15s. per month.

4. Vredenburg (Girls') Cape Town; attendance 122; school fees from £6 6s. to £12 12s. per annum; boarding fee £50 8s. inclusive.

5. Springfield (Girls'), Wynberg; attendance 67; school fees from 10s. to £1 per month; boarding fee from £35 to £40 per annum, inclusive.

6. St. Cyprian's (Girls'), Cape Town; day scholars 34; boarders 18; school fee £12 per annum; boarding fee from £35 to £40 per annum.

7. St. Mary's Convent (Girls'), Cape Town; attendance 140; school fees from 5s. to £1 per month.

Simon's Town has two or three private schools, and Kalk Bay one; attendance not stated.

At Stellenbosch, the Rhenish Institute (Girls') has an attendance of 84 day-scholars and 33 boarders; school fees from 7s. 6d. to £2 5s. per quarter; boarding fee £40 inclusive, per annum. Besides this, there are three small schools; attendance about 20. Somerset West has two small private schools; attendance about 10 each.

At the Paarl, Mrs. De Villiers' school (Girls') has 111 pupils of whom 14 are boarders; school fees from 3s. to 10s. per month; boarding fee £3 per month. In addition to this, there are 4 or 5 elementary schools with attendances ranging from 20 to 34.

About 20 or 30 children attend private schools (2 or 3) at Ceres.

Malmesbury has 2 very small elementary schools; attendance not stated.

At Porterville there is 1 small private school; attendance 14; school fees from 2s. to 2s. 6d. per month.

Port Nolloth has 1 with an attendance of 13; school fee from 6s. to 7s. 6d. per month.

Worcester supports no less than 7 private schools with 155 in attendance; school fees from 1s. to 7s. 6d. per month. Robertson 4, with 50 pupils; school fee 1s. per month. With the exception of Montagu, Ookiep, Clanwilliam, Piquetberg, Tulbagh, and a few very small villages, there is no town or village in my district where private schools are not to be found side by side with those aided by the Government. The majority of them in the country parts are attended by very young children. The work is very elementary and the fees low. On the farms, too, a large number of tutors and governesses of a better class than formerly are employed. The old-fashioned meesters, whose main object was to prepare candidates for aanneming, are gradually being replaced by young men and women educated in our best schools.

## VII.—CHILDREN NOT AT SCHOOL.

The last census is no longer a safe guide in estimating the number of children of a school age, and, consequently, it is impossible to make even an approximate guess of the number of children (between 5 and 15) not reached by any agency, either public or private. My own belief is that in my district fully 25 per cent. of the children of a school age are not attending any school at all.

## BRIEF NOTES ON SUBJECTS NOT IN THE LETTER OF INSTRUCTIONS.

Grammar is taught with fair intelligence in most of the Undenominational and in some of the better class of Denominational schools; in the superior schools parsing and analysis receive very careful attention.

English composition has, on the whole, improved during the last three years; letter and essay writing is now extensively practised in almost all the superior schools. Dictation and spelling are among the best taught subjects in my district.

Book-keeping is very much neglected.

Needlework, except in a very few schools, is as unmethodical as ever.

Singing from notes is the exception and not the rule.

Drill receives a little more attention than formerly, but I should like to see it more extensively practised. The value of drill, as an aid to discipline, is not yet adequately recognised.

Freehand drawing is gaining ground, but, as a rule, the instruction in it is far from effective; more careful supervision of the work is required.

Kindergarten and object lessons, though a little better than before, are still far from what I should like them to be.

Discipline is fairly maintained in most of the schools; in a few it is all that can be desired.

The sanitary arrangements of the majority of the schools are still open to much improvement.

## SUGGESTIONS.

For the improvement of our schools I take the liberty of making the following suggestions:—

1. That arrangements be made for relieving managers from the responsibility of making good any deficiencies that may occur in the management of their schools.

2. That the declaration required by the Department before the grant in aid of the teacher's salary is issued be made by the chairman or treasurer of the local school committee, and not by the teacher.

3. That a directress of needlework be appointed.

4. That, for the promotion of elementary science-teaching in our schools, special certificates be given to such Normal students as have shown proficiency in elementary science, and that, in the meantime, the introduction into the Colony of a few qualified science-teachers be encouraged.

5. That, in order to inculcate habits of thrift in the rising generation, teachers should be urged to establish Penny Savings Banks in connection with their schools; the money thus collected to be deposited in the Post Office or other Savings Bank.

6. That, as soon as possible, arrangements should be made for establishing one or more Technical Schools to meet the growing want of a properly trained artizan class.

7. That on Mission Stations every encouragement should be given to instruction in industrial work.

8. That, for the better maintenance of discipline in large schools, assistant teachers, recommended by the head teachers and approved of by the Department, be allowed to inflict corporal punishment under certain restrictions.

9. That, for the purpose of checking truancy, irregularity of attendance, and early withdrawal from school, a modified form of compulsion be adopted for the large centres of population.

## CONCLUDING REMARKS.

At the date of my last Special Report the Colony was passing through a period of deep depression, and I then ventured to express the hope that the Government would not relax the generous policy it had hitherto pursued with reference to education. My hope has not been disappointed. By the liberality of Parliament the staff of Inspectors has been increased, a Teachers' Pension Act passed, and education brought to the very doors of our farming population. And now that the golden gates are once more flung wide open, and the Colony has entered upon another course of prosperity, I have no fear that education will be left out in the cold. Let us all unite, then, in promoting a cause which every true lover of his country (whether by birth or adoption) ought to have at heart, and it will be our privilege to help in forming, at this remote corner of the world, a nation fully alive to its high responsibilities as pioneers of civilisation, and spreading life and light throughout this vast but dark continent.

In conclusion, I have to thank you for having relieved me from so large a portion of my circuit work. To one who has already passed the limit of three score, and has been in active service for nearly forty years, such relief is very acceptable, and will be gratefully remembered.

I have the honour to be, Sir,  
Your most obedient servant,  
A. N. ROWAN, Deputy-Inspector.

## III.—MR. BRADY'S SPECIAL REPORT.

Department of Public Education,  
Cape Town, February 13th, 1889.

Langham Dale, Esq., M.A., L.L.D., Superintendent-General of Education.

SIR,—In accordance with your instructions, I have the honour to submit to you my report on the general condition of the schools comprised in my circuit, and on the work of education generally so far as it comes within my own actual experience.

My circuit comprises the divisions of Caledon, Bredasdorp, Swellendam, Riversdale, Ladysmith, George, Knysna, Oudtshoorn, Mossel Bay, Uniondale, Willowmore, Humansdorp, Uitenhage, Port Elizabeth, Alexandria, Albany, and Bathurst, an extent of country stretching from Sir Lowry's Pass on the west to the Great Fish River on the east, and averaging about 60 miles in breadth; or a total area, roughly speaking, of about 28,000 square miles, with a population of about 130,000. Not including 70 Aided Private Farm Schools, which educate 615 children, and of which very few come under my inspection, this district has 12 First Class Public Schools with 1048 pupils and 43 teachers, 19 Second Class Public Schools with 904 pupils and 29 teachers, 85 Third Class Public Schools with 2027 pupils and 92 teachers, 101 Mission Schools with 7962 pupils and 198 teachers, and 1 Kafr Training Institution with 40 pupils and 4 teachers, making a total of 218 schools with 11,981 pupils and 366 teachers.

As you are aware, the work of inspecting the schools in this great district has of late been too much for me to overtake, and part of it has consequently had to be taken by special inspectors.

I will take the various points to which you wish me to direct my attention in the order specified in your letter of July 11th, 1888.

I.—1. *The Qualifications of the Teachers and Assistants* in the various classes of schools are shown in the accompanying table:—

(a). *Table of Qualifications.*

Description of Teachers.	First Class Schools.	Second Class Schools.	Third Class Schools.	Mission Schools.	Training Institution.	Total.
Graduates .. .. .	5	1	..	1	..	7
Holding Certificate of Intermediate Examination ..	1	1	..	..	..	2
Holding English or Scotch Privy Council Certificate	6	4	2	2	..	14
Holding Cape Middle Class Teachers' Certificate ..	1	4	3	..	..	8
Holding Cape Third Class Teachers' Certificate ..	10	7	17	34	2	70
Members of an Educational Brotherhood or Sisterhood	..	..	..	16	..	16
Ordained Ministers of Religion .. .. .	..	3	3	15	1	22
Holding Matriculation (or equivalent) Certificate ..	10	2	4	..	..	16
Holding School Higher (or equivalent) Certificate ..	2	1	1	1	..	5
All other Teachers .. .. .	8	6	62	129	1	206
Total .. .. .	43	29	92	198	4	366

From the above list it will be seen that very few have received any preliminary professional training. The importance of providing trained certificated teachers cannot be over-estimated, I consider that the best educational investment the country can make is the provision of a number of thoroughly well trained teachers who hold the Privy Council Certificate. Not only do they at once fully repay the outlay in the ordinary course of their work, but their influence is more widely felt through pupil teachers and others, who, after leaving them, take schools of their own in small country places, and propagate their method and discipline and organization in ever widening circles of good.

In the majority of cases, except in the First and Second Class Public Schools, the teachers have not only had no training for their work, into which as a rule they have merely drifted, but they have scarcely had even the rudiments of a liberal education.

In spite of this, however, many of them, in a wonderfully short time, make fairly efficient teachers; and I am convinced, from their almost universal readiness to act on a suggestion and to receive friendly counsel and advice, that if a scheme could be devised and carried out of giving them a little training in the theory and practice of teaching (e.g., by courses of lectures given at certain centres), they would eagerly avail themselves of the opportunity, and derive very great and permanent benefit.

I.—2. *The Accommodation for School and Teacher.*

The accompanying table shows the nature and quality of the school premises, and the number of schools which possess a teacher's residence:—

(b). *School Premises.*

Description.	First Class Schools.	Second Class Schools.	Third Class Schools.	Mission Schools.	Kafir Institution.	Total.
Possessing good and satisfactory premises ..	8	4	14	25	1	52
Possessing fairly satisfactory premises .. ..	3	11	23	34	..	71
Possessing poor premises .. .. .	..	4	21	29	..	54
Possessing very bad premises .. .. .	1	..	11	11	..	23
Possessing premises never visited by me ..	..	..	16	2	..	18
Total .. .. .	12	19	85	101	1	218
Specially erected, or converted and more or less perfectly adapted for school purposes ..	10	15	31	75	1	132
Church buildings imperfectly converted, but used now solely for school purposes .. .. .	1	3	..	..	..	4
Church buildings used on Sundays for Church purposes, and very often crowded with furniture not used in the school .. .. .	..	..	9	19	..	28
Domestic premises, including outhouses, imperfectly adapted and fitted up .. .. .	1	1	29	5	..	36
Not visited by me .. .. .	..	..	16	2	..	18
Total .. .. .	12	19	85	101	1	218
Possessing a teacher's residence as part of school property .. .. .	8	9	19	..	1	37

There are many localities in which the farmers would gladly do all they could to provide fairly satisfactory accommodation for school and teacher, in the way of quarrying stone, making bricks, cutting beams and thatch, lending wagons and oxen, and even giving a freehold site; but, when all this is done, there still remains the necessity for boards, doors and windows, cement and furniture, for which money is needed; and this in many cases it is beyond their power to contribute. A carefully devised scheme of aid in building small third class schools and teachers' houses would cost the Treasury comparatively little, and would with proper safeguards concerning transfer, &c., and regulations concerning the maintenance of the school for a minimum number of years and the amount of free assistance to be rendered by the local people, give to rural schools the much desired element of stability, and in other respects do very great good.

I.—3. *Furniture, School Materials and other Appliances.*

The work of education is frequently carried on under such drawbacks arising from unsuitable school premises, insufficient or badly designed furniture, and want of the most indispensable apparatus, that it would be unfair to expect any very great results. Indeed of some schools it might with truth be said that they have no school furniture

or apparatus. Free grants of books, stationery, wall-cards and general apparatus have been made of late to many of the poorer schools, and have done much good—not least by cheering and encouraging the teachers. I should like to see this liberality greatly extended. I have heard of many cases in which the teacher has to be responsible for the local share of the payment for goods obtained through the Education Office on the half-grant system, as also of course for the cost of packing and transport. Even if he sold and were paid for all, he would, in some distant out-of-the-way places, be a loser; but he had very often either to give the things away, or to sell them knowing very well that he will never receive payment. A great extension of free gifts of furniture and apparatus to the poorer third-class and mission schools would bring an excellent return for the outlay in increased efficiency.

I.—4. *Salaries paid to Teachers; and*

I.—5. *Fulfilment of Obligations by Managers.*

The yearly salaries paid vary, as in the following list:—

		<i>c. Salaries.</i>	
*First Class Boys' Schools	.. ..	Principals ..	£300 to ?
		Assistants ..	£120 to ?
"    Girls'    "	.. ..	Principals ..	£130 to £225
		Assistants ..	£30 to £140
Second Class Boys' "	.. ..	Principals ..	£200
		Assistants ..	£30
"    Girls'    "	.. ..	Principals ..	£100
		Assistants ..	£40 to £80
"    Mixed    "	.. ..	Principals ..	£130 to £200
		Assistants ..	£40 to £100
Third Class Schools "	.. ..	Teachers ..	£36 to £120
		Assistants ..	£20 to £70
Mission Schools "	.. ..	Teachers ..	£20 to £175

In addition to these salaries the Principals of Public Schools generally get free residence or house allowance.

I am convinced that much unfairness towards teachers and many evasions of the Government Regulations concerning the local subscription to the teachers' salaries are constantly taking place; but it is difficult or impossible to suggest a certain remedy.

It is a rule of the Department that teachers of Undenominational Public Schools should receive from the local managers a sum of money at least equal to the Government grant, and each teacher has to make a declaration that he has *bonâ fide* received such sum for his own sole use and benefit before he can get the Government moiety. The spirit, however, if not the letter of this regulation, especially in the case of small third-class schools on farms and hamlets, is very frequently broken; and the teacher not only does not dare to complain, but is actually made an accessory by being induced to make a not quite straightforward (even if not absolutely false) declaration, in order that he may get what part of his salary he can. The means used are various, but the end is the same, viz., that the local managers, or some of them, may be enabled to evade their responsibilities, and in some cases even make a profit out of being a guarantor. The following are some of the methods:—

a. A teacher has to buy his corn, sheep, &c., from one of the managers; he receives a very poor article, and in addition is frequently overcharged to the extent of from 15 to 50 per cent.

b. A teacher, instead of receiving the local share of his salary in cash, has to content himself with unnegotiable Good-fors, or I.O.U.'s or Promissory Notes. This is of very frequent occurrence, and is productive of great inconvenience and loss to the teacher. A Principal of a Second-class Public School writes:—"We have to accept Good-fors every quarter as part payment of our salaries to enable us to sign the declaration required by the Education Department. We are obliged to do this for fear of losing our situations." I know of a case in which a teacher, after he had left a certain school for more than a year, had still in his possession some of these worthless documents given him by the managers more than three years before, and said that he had no intention of trying to recover on them, as it would be simply a waste of money.

\* I have no information on this point from the Grey Institute, Port Elizabeth.

c. A teacher makes an agreement with the managers that he will pay the fees of a certain number of scholars. The Principal of a Second-class Public School writes:—"My salary is... subject to the following arrangement with the managers—Should the school fees be insufficient to make up the moiety of my salary, I will pay for five scholars." In another case the teacher of a Third-class Public School and his assistant signed the requisite declarations, when they had only in reality received one-third of the amount specified, having themselves contributed two-thirds of the amount required under the pretext of paying the school fees of a certain number of pupils.

d. Many third-class public schools on farms are under young women who live with their parents or friends, and teach mainly their own brothers and sisters and relatives. They pay for board and lodging to the extent of half their salary. In my opinion there is nothing reprehensible in this arrangement.

e. Delay in payment even of the half which has been sent from the Education Office is a frequent source of trouble. The Principal of a Second-class Public School writes:—"The salaries are not paid punctually, being often four, five, and even seven months in arrear." The teacher of a Third-class Public School writes:—"I find the treasurer very slow in his payments. I do not receive the grant until two months after it has been, I suppose, received by him.... the school fees are paid to the day."

f. In one case the principal and assistants of a First-class Public School for girls have to pay the committee of the boarding department £50 per annum for board and lodging—an excessive charge, even not taking into consideration the services they render in the establishment without payment, and the fact that there is a Government grant of £50 per annum towards the boarding department, of which the principal is superintendent.

In addition to these various ways of straining the spirit of the regulation, one cannot have much intercourse with the country teachers without having more than a suspicion that cases not unfrequently occur in which an absolutely false declaration is deliberately made.

To prevent this is impossible; but it would not be impossible either to render it more difficult, or to take away (or lessen) the temptation. To do the first and keep the existing regulations, I would propose that the treasurer of every public school should be required at the end of each quarter to pay in the local moiety of the teachers' salaries to the Civil Commissioner, who should, upon receipt of the proper documents from the Education Department, pay the teachers their full salaries. This precaution might of course be evaded; but, to do so, the teachers and managers would have to enter into an undisguised conspiracy to defraud. To do the second it would be necessary to abrogate or modify the existing financial regulations with regard to public schools, or, better, with regard to that class of them in which alone, as a rule, such change would be beneficial, viz., the smaller third-class schools, many of which are practically filling the same place and doing the same work as the aided private farm school, the supporters of which are neither under obligations to take in all comers nor to provide an equivalent to the Government grant. If the Government could provide two-thirds of the amount of the salaries in third-class schools, instead of a half, I believe that not only would the evil of which I have been speaking be lessened, but that some of the larger schools would be enabled to reduce fees materially, and thus widen their influence.

I.—6. *Arbitrary Dismissal of Teachers; and*

I.—7 *Constant Changes of Teachers.*

In reply to a letter sent to the teachers in my circuit, some cases of apparent injustice and hardships were reported, but a very different complexion might of course have been given had the other side been heard. Even from the teachers' own statements it was evident in two or three instances that the exercise of a little tact and temper and patience might have smoothed over the difficulty. Although managers, especially in rural districts, are not always influenced by the wisest motives in the choice of a teacher, I do not remember meeting with any undoubted case of unfair treatment. On the contrary, I have known many instances of the reverse, in which managers have for months and even years shrunk from dismissing a teacher who was known to be incompetent or otherwise unfit for his post out of kindness to the man himself or out of consideration for his wife and family.

The constant change of teachers is due, I think, mostly to the fact that so many of them merely take to the work as a make-shift, and leave it directly any other opening presents itself. A large proportion, too, consists of young women, who get married within three or four years of their first appointment. Another cause is the short inter-

mittent life of many of the third-class schools in farm places. From an examination of 80 cases picked at random from all classes of schools, it appears that, taking the average, each teacher has been occupied in educational work in connection with the department a little less than seven years, and during that time has held two appointments.

## II. Elementary Teaching.

I am able to report a distinct improvement during the past three years in elementary teaching.

*Reading* is now frequently taught very fairly, sometimes excellently. The English reading-books are, except in very few schools, interesting and well illustrated. The Dutch reading-books are still very often unsuitable in subject matter and unevenly graded. There is a tendency with untrained teachers, especially in Dutch-speaking neighbourhoods, to use English reading-books which are in advance of the pupils' powers.

*Writing* is now in most schools well and carefully taught.

The rules of *Arithmetic* are very fairly mastered, and a liberal share of the school hours is devoted to the subject in most time-tables. Explanations of processes, however, and applications of rules to ordinary questions of every-day life and to easy commercial examples are not taught as commonly as they ought to be. Much good will, I think, be done to this subject in the higher schools by the institution of Standard VI, and in the lower ones by the diminution of the amount required for Standard IV, whereby the temptation to teach what is (in the particular circumstances) of no great use will be taken from the teachers of the smaller third-class and mission schools.

*Geography* and *History* are still weak points, and, as taught in many schools, are calculated chiefly to exercise the memory. The introduction of good Geographical and Historical Readers, which is now becoming pretty common in the better-class schools, and which I should like to see universal, will, I hope, act beneficially.

*Physical Geography* is also a weak point in many schools. It is a subject, which, if the full benefit is to be got from its teaching, requires either apparatus and diagrams, or the ability on the part of the teacher to improvise them for himself. Unfortunately very few have this ability; nor will it be common till drawing is, as it ought to be, as universally taught as writing.

*Drawing* is as yet, I am sorry to say, taught systematically in very few schools.

*Singing*.—The use of the tonic sol-fa system is spreading, and with excellent results. In many schools the pupils are able to read an easy new exercise fairly readily, and with accuracy in tune and time.

On the teaching of *Elementary Science* I am not able to speak with any authority. Except in a very elementary form, it is taught mostly to pupils preparing for the Public Schools Certificate, who are examined from the Office by means of printed papers set and looked over by experts. From the absence, however, of any special apparatus in the very great majority of schools, I fear that it is taught to a great extent from book only, and that the pupil is not led to cultivate that power of observation and comparison and that manual dexterity which should be one of the chief educational advantages of its study. In some of the boys' schools *Book-keeping* is now taken instead of science as one of the special subjects for Standard VI, and, in girls' schools, *Domestic Economy with Laws of Health*. These are excellent subjects, and the latter will, I hope and believe, help much in making the future housewives and mothers of this country intelligent and skilful cooks, economical managers, and good nurses, while the former ought to help their husbands in the sometimes delicate and difficult work of keeping a balance to the good. *Human Physiology* is often taken; and Blackie's excellent little hand-book on the *Principles of Agriculture* is finding a place in many of the country schools; properly taught, this should be of great and abiding service. *Botany* and *Chemistry*, too, have places in the curriculum in some schools.

*Dutch* is as a rule poorly taught, the teachers themselves often having only the most superficial knowledge of the language. The reading is fair, and the dictation good; but the grammar is very seldom even moderately well taught. The power to write Dutch grammatically is very seldom met with, even in the best schools.

In first class schools about one-fifth of the pupils learn Dutch and all learn English; in second class schools about one-third learn Dutch and all but 2 (out of 904) learn English; in third class schools half learn Dutch and four-fifths learn English; in mission schools two-fifths learn Dutch, one-tenth learn Kafir, and nine-tenths learn English. The Dutch and Kafir, however, in the majority of cases only mean Dutch and Kafir reading and spelling. The accompanying table shows approximately in a compendious form the extent to which the three languages are taught in the various classes of schools.

## (d). English, Dutch and Kafir Languages.

	First Class Schools.	Second Class Schools.	Third Class Schools.	Mission Schools.	Kafir Institution.
Percentage of Pupils learning English and Dutch ..	21	35 $\frac{1}{2}$	31	30	..
" " " " " Kafir ..	..	..	..	9 $\frac{1}{2}$	100
" " " " only (of the 3 languages) ..	79	64	50	49	..
" " " Dutch " ..	..	1	19	11	..
" " " Kafir " ..	..	..	..	1	..
Total ..	100	100	100	100	100

It should be mentioned that those who learn only Dutch or Kafir, especially in Mission schools, are as a rule the pupils in the infant classes. The medium of instruction, except with beginners, is English. I only know of two schools (both third class schools) in which no English is taught, and in one of these, I believe, a change is to be made.

Some of the 19 per cent. in third class schools, who learn Dutch only, are big boys and girls, who are sent to school for a few months that they may learn enough reading and writing to enable them to be confirmed. It is hard to say what should be done with these. It may be in some cases that the parents are so miserably poor that they cannot afford, even when school fees are remitted, to lose the services of their children; but in the majority of instances the neglect arises from ignorance, indifference, or even prejudice. Whatever the cause may be, the presence in school of these pupils is often an unmitigated nuisance. They have passed the age at which it is easy or natural to begin to learn; the teacher who has often, apart from them, four or five classes to take single-handed, must make a special class; owing to the urgency of the case, the survival of the old six-months'-meester notion, and the natural stupidity of this class of pupils, he has to devote an undue proportion of his time to them; and finally the mixture of those who might almost be called men and women with little children is ruinous to discipline, and in many ways obnoxious and unbecoming.

But many of the 19 per cent. are children of the proper school-going age, who ought to be learning English, and who, if they did learn it, would thereby be greatly helped in their Dutch. Moreover, by not taking English, they are shut out in many cases from partaking of the geography, grammar and history lessons given to their schoolfellows, and are seriously handicapped in their arithmetic. These evils, however, real and serious as they are, are as nothing in comparison with the injury inflicted on them by debarring them from the only opportunity they may ever have of acquiring any facility in speaking and writing English. Ignorance and prejudice are hard to overcome, but they are being gradually overcome, and I find every year that more and more children are allowed to receive all the benefit possible from their schools.

III. *Higher Teaching*.—The accompanying table shows approximately the extent to which the higher subjects are taught in the first and second-class schools:—

## (e). Higher Subjects.

	In First Class Schools for Boys.	In First Class Schools for Girls.	In Second Class Schools.
Percentage of Pupils learning Latin .. ..	55	7	28
" " " Greek .. ..	10	..	1
" " " a Modern Language (other than English) ..	55	39	38
" " " Algebra .. ..	20	12	14
" " " Geometry .. ..	22	5	6
" " " Science (generally very elementary) .. ..	33	25	17



I have found as a rule that mathematics and science are far better taught than literature; and this is to be expected from the antecedents of the majority of the teachers. To write Latin prose elegantly, the only test of good Latin scholarship, or to read a Greek play with appreciation, requires long practice and good teaching; whereas any industrious student of average ability can make himself fairly proficient in the elementary branches of mathematics in a short time and with little help.

*Latin.*—The advanced pupils of the schools in my circuit are as a rule preparing the set subject for the School Higher Examination or for Matriculation. The specified translation is prepared carefully, and questions on accidence and parsing are answered satisfactorily; but the knowledge of syntax is in most cases vague and the composition poor, though in some schools there has been a distinct improvement during the last three years. The plan of having set subjects for the public Examination, especially the lower ones, is a pernicious one. If all the translation were unseen, a suitable vocabulary of course being appended, thoroughness would be encouraged and cram impossible.

*Greek.*—Very little taught.

*Dutch.—French.—German.*—I have previously spoken of the extent to which the first of these languages is taught, and the quality of the teaching. French is not taken in many schools. As a rule very little time is devoted to it; and it is often taught from obsolete and worthless text-books. German is only taken in two or three schools, and is thoroughly well taught.

*Algebra.*—As a rule very well taught. I should like to see it much more common, and begun lower down in the schools.

*Geometry.*—The book work is carefully and intelligently prepared, and easy deductions are in many schools readily solved. A course of geometrical drawing would be of much benefit. Besides its own value, both educationally and in regard to its usefulness in many professions, it would be an excellent introduction to the more logical and difficult methods of synthetic geometry.

I feel some diffidence in expressing an opinion concerning the effects on teaching of the various examinations, especially as there is much diversity of opinion among the teachers themselves; some maintaining that the number and variety of the examinations are prejudicial to good steady work, and that some of them clash with one another; others again, of equal authority, saying that their influence on work is good (or at least not prejudicial), and that they find no difficulty in arranging the classes in accordance with them. My own experience is that, in the majority of schools, examinations are allowed to interfere to a quite unnecessary extent with the ordinary curriculum. In first class schools sometimes whole classes put aside all the higher subjects for a term, in order that the pupils may devote all their time to preparation for the school elementary examination. Whenever this special preparation is practised to an unnecessary degree, examinations are prejudicial. Taking into consideration the fact that the public is too much disposed to judge of the efficiency of a school from its success in examinations, and that teachers would be more than human, especially under the guarantee system, if they took no account of this feeling, I consider that every possible means should be tried to lessen the evils which are almost certain to result from the multiplication of examinations. The following is a list of the examinations, and some schools present pupils for five or even six of them:—

*f. Examinations.*

Examining Board.		Name of Examination.	Date.
Education Department ..	1	Ordinary Inspection .. ..	
" " ..	2	Public Schools Certificate (Special) .. ..	November.
" " ..	3	Third Class Teachers' Certificate	September.
University of Cape of Good Hope .. ..	4	School Elementary Examination	March.
	5	School Higher Examination ..	March.
	6	Matriculation .. ..	June.
	7	Intermediate (very seldom) ..	June.
Civil Service Commission ..	8	Civil Service Examination ..	December.

From this it will be seen that the excitement and inevitable interruption to sober, steady work are extended over the whole year; and no one, I think, can doubt that through this much extra worry and work are needlessly thrown on teachers, and that

it is made much more difficult for them to follow a thorough, well considered scheme of work. It would be an immense advantage if all the examinations could be held in June. Whatever difficulties this would entail on the various Boards of Examiners concerned would be more than counterbalanced by the minimizing of an inevitable evil, the improvement in work and the cure of a real and avoidable hardship.

IV. HINDRANCES ARISING.

(1) from parents wishing to enter their children only for Dutch, or only for what is necessary as a preparation for *Aanneming*;

(2) from diversity of language;

(3) from truancy, irregularity of attendance.

The first two points have already been treated of. With regard to truancy, such a thing is hardly known in country schools. In many of them there is, especially at certain times of the year, great and inevitable irregularity, arising in some cases from impassable roads and streams, which occasionally empty schools for a week at a time; in other cases from the need of all available assistance in urgent farming operations, such as ploughing and reaping; in other cases from want of shoes or decent clothing; in other cases from epidemics, which have been frequent and severe of late. It is very pleasant, however, to bear witness to the fact that in a great number of even the poorest schools, including mission schools, the attendance is wonderfully regular. This is chiefly noticeable in schools with good teachers and satisfactory premises, furniture, and apparatus.

In towns and villages where there are two or more mission schools, harm is sometimes done through a want of agreement among the various managers as to admission of pupils from other schools.

V.—1. ENCUMBRANCES ON SCHOOL BUILDINGS, &c.

I append as complete a tabulated statement as I can of the encumbrances on first and second class schools.

(g). Encumbrances on School Buildings.

School.	Owners.	Debt.	Interest.	How Paid.	Remarks.
Caledon, A. 1, Girls'	Dutch Reformed Church .. ..	£ Nil	—	—	Old Church Building.
George, A. 1, Boys'	" " .. ..	750	6%	Local Income	School Committee is the nominal owner. Rented by the Committee.
George, A. 1, Girls' Graham's Town, A. 1, Boys' .. ..	The Principal .. School Committee ..	— 532	— 6%	— ..	— ..
Mossel Bay, A. 1, Girls' .. ..	Dutch Reformed Church .. ..	Nil	—	—	Old Church Building.
Oudtshoorn, A. 1, Boys' .. ..	School Committee ..	2000	7%	.. ..	Borrowed under Act 11 of 1882. Interest includes 2% sinking fund. £280, principal and interest, has been repaid.
Oudtshoorn, A. 1, Girls' .. ..	—	—	—	—	One building borrowed; one rented.
Port Elizabeth, Grey Institute .. ..	Grey Institute Board ..	—	—	—	I could not obtain any information on these points. I believe that £6,000 was borrowed under Act 11 of 1882, and that £600, principal and interest, has been repaid.
Riversdale, A. 1, Boys' .. ..	School Committee ..	500	6%	.. ..	Also £273 from previous boarding department.
Riversdale, A. 1, Girls' .. ..	Dutch Reformed Church .. ..	600	£12	.. ..	A very large debt has been paid off in the last few years.
Uitenhage, A. 1, Boys' .. ..	Divisional Council ..	1100	—	—	Borrowed under Act 11 of 1882. No interest has been paid for years, and the present committee deny their liability. £88, principal and interest, has been repaid.
Uitenhage, A. 1, Girls' .. ..	Dutch Reformed Church .. ..	442	?	.. ..	The much needed enlargements and improvements which are now being carried out will increase the debt to about £1,240.

(g). *Encumbrances on School Buildings—(continued).*

School.	Owner.	Debt.	Interest.	How Paid.	Remarks.
Salem, A. 2 ..	The Principal ..	—	—	—	Rent Free.
Alexandria, A. 2 ..	Dutch Reformed Church ..	—	—	—	No information.
Port Alfred East, A. 2 ..	—	—	—	—	—
Southwell, A. 2 ..	English Church ..	—	—	—	Rent Free.
Clumber, A. 2 ..	Wesleyan Conference ..	—	—	—	—
Bredasdorp, A. 2 ..	Dutch Reformed Church ..	Nil	—	—	—
Caledon, A. 2, Boys'	..	100	6%	..	Part of Old Church Building.
Blanco, A. 2 ..	School Committee ..	Nil	—	—	Rent Free.
Humansdorp, A. 2 ..	Dutch Reformed Church ..	—	—	—	—
Knysna, A. 2 ..	Municipality ..	1000	£76	Rate of ¼d. in £	Borrowed in 1884 under Act 11 of 1882. £190, principal and interest, has been repaid. Interest includes sinking fund.
Wittedrift, A. 2 ..	School Committee ..	Nil	—	—	—
Ladysmith, A. 2 ..	Dutch Reformed Church ..	680	6%	—	Including £180 on Principal's residence. No interest has been paid for years.
Mossel Bay, A. 2 ..	School Committee ..	555	6%	Local Income	Including £555 on Principal's residence.
Boys' ..	..	—	—	—	—
Calitzdorp, A. 2 ..	Dutch Reformed Church ..	40	—	—	—
Swellendam, A. 2 ..	School Committee of 1873 ..	200	6%	..	..
Boys' ..	..	—	—	..	..
Swellendam, A. 2 ..	School Committee ..	600	6%	..	..
Girls' ..	..	—	—	..	..
Heidelberg, A. 2 ..	Dutch Reformed Church ..	Nil	—	—	—
Uniondale, A. 2 ..	..	—	—	—	No information.
Willowmore, A. 2 ..	..	—	—	—	No information.

It is unnecessary to make a similar table for the third class schools, as very few of the buildings belong to committees, most of them being private property.

It is evident that many schools are altogether overweighted with debt; and, until they are relieved from the burden, there is no possibility of healthy expansion and development. In the case of the Boys' School at Mossel Bay, the local rates and interest on debt amount to about £2 10s. for each pupil. In the Boys' School at George, the mere interest on the debt causes an addition of £1 10s. to the school-fees of each paying pupil. It is useless to urge on committees the benefits of low fees when there are preliminary charges like these to be met.

This matter—that of a school committee borrowing money—is deserving of attention from another point of view. The borrower is a body whose corporate existence comes to a complete end in (at the most) three years. I may remark *en passant* that it has always been a subject of astonishment to me that the members of such a corporation have the courage to borrow money, and that they can find anyone to lend it. When this committee retires at the end of its term, the successors do not by any formal instruments take over their predecessors' liability, and, even if they did, the members of the original committee would still be severally and jointly responsible. The subject is of importance, and may be brought into prominence before long in at least two cases.

## V. 2.—SCHOOL FEES.

The following list gives the school-fees payable yearly in the various classes of schools:—

## h. Fees.

In First-Class Schools for Boys .. ..	£2 10 0 to	£12 12 0
.. .. Girls .. ..	1 10 0 ..	12 0 0
.. Second .. .. Boys .. ..	3 0 0 ..	7 0 0
.. .. Girls .. ..	1 16 0 ..	7 10 0
.. .. Mixed Schools .. ..	12 0 ..	5 8 0
.. Third .. .. Schools .. ..	— ..	8 0 0
.. Mission Schools .. ..	— ..	3 0 0

In Third-class Schools the average fee is about 3s. a month, and in Mission Schools about 6d.

In some schools a reduction of the fees would, I am sure, cause a great increase of pupils, but the authorities have to make the school pay its way, so that there may be no necessity for making a call on the guarantors. If therefore there is reason to believe that any material diminution in the fee would cause a deficiency at the end of the quarter, the reform is out of the question. As a rule, especially in Third-Class Mission Schools, there is a very praiseworthy elasticity in this matter, and those who cannot pay the full fee are either admitted free or at reduced rates.

A variation of the guarantee system has been tried in some country schools with complete success. Instead of having a body of guarantors, who are expected to make up any deficiency, and who very often look upon their obligation as a merely nominal one, which they would feel much surprised and disgusted if they were called upon to fulfil, all who have children of a school-going age, or who, not having them, are willing to help their poorer neighbours, subscribe a certain fixed sum, which they pay quarterly. The amount is usually small (at Hoeko, Division Ladysmith, it is I believe less than £2 per annum), and for it each subscriber can send as many children as he likes of his own, or one child of somebody else's. This plan has many good points, and does away with several difficulties.

## V. 3.—FREE SCHOLARSHIPS.

The following tables give approximately the number of free scholars in the various classes of schools, and their proportion to the grant in aid:—

## i. Free Scholars.

	First Class Schools.	Second Class Schools.	Third Class Schools.	Mission Schools.	All Schools.
Number of Free Scholars .. ..	83	40	240	1300	1663
Number of Schools in which all are Free Scholars .. ..	..	..	1	7	8
Number of Schools in which there are no Free Scholars .. ..	2	7	24	38	71
Number of Free Scholars for every £100 of grant in aid .. ..	3	2	7	25	13

In the case of one school free scholarships are given after competitive examination; in some cases when there is a certain number of paying scholars from the same family; but as a rule they are awarded solely on the ground of poverty.

## VI. To what extent Unaided Schools supply the wants of the people.

I cannot attempt to answer this question with any approach to numerical accuracy. In the large towns are many important unaided schools; at Port Elizabeth there are the Convent School for Girls, the Collegiate (Undenominational) School for Girls, the Diocesan Grammar School and the Marist Brothers' School; at Grahamstown there are the Convent School, the Diocesan School for Girls, the Wesleyan High School for Girls, St. Andrew's College School (English Church), and St. Aidan's College (Roman Catholic); at Uitenhage there is the Marist Brothers' School. There is also in these places a very large number of private venture schools, some of good repute, but others, I believe, under utterly inefficient management. It is impossible for me to say how many pupils are receiving their education in these schools.

In country places it is easier to get information on this point, and my opinion is that, omitting these three towns, there are in my circuit about 90 unaided schools with about 700 pupils. Most of these are under utterly incompetent teachers, some of whom are moreover notoriously disreputable, worthless characters. Some of these schools are in places where Third-class Schools might advantageously be started if the people would consent to engage suitable men as teachers.

## VII. Children not at School.

I am disposed to think that there are in my circuit about 8,000 children of a school-going age who are not in any school, aided or unaided. Of these more than half are coloured children, who live beyond the reach of any mission or other agency, and who will grow up absolutely illiterate. The remainder, about 3,500, are the children of small landowners or poor bijwoners. Most of these will receive instruction in reading and writing from their parents, and very few indeed will grow up without any

education, as the Dutch Church authorities in most places expect that candidates for Confirmation should be able to read. Many of these children will doubtless be reached by the Circuit Schools.

Before ending this report, I would direct attention very briefly to four matters which I consider of moment.

#### 1.—Technical Education.

It is in my opinion of vast importance that aid and encouragement in opening and carrying on technical or trade classes should be given to such schools as give promise of being able to carry out the scheme with fair efficiency. In towns and villages and large mission stations instruction might be given in one or more of the following (or similar) courses.

##### *Market Gardening,*

Including budding, grafting, planting and pruning; nature and properties of soils and choice of manures; structure and growth of plants; packing.

##### *Poultry and Bee-keeping.*

Including needlework, cooking, baking, preserving, nursing, laundry work.

##### *Preparation and Working of Leather.*

##### *Carpentry.*

##### *Basket and Straw Work.*

##### *Preparation and Working of Fibres,*

Including cultivation and preparation of native fibres; rope, twine, and sackmaking; scouring, combing, carding and spinning of wool.

The great obstacle to the scheme is obviously the want of qualified teachers; but the same difficulty presents itself in every country, though not indeed to such an extent as in ours.

Inducements might be offered in two ways. 1st, by a Government grant on the pound for pound (or other) principle in providing land, workshops, apparatus and instructors; and, 2nd, by scholarships not exceeding £2 per annum to all (? poor) scholars, who, having passed Standard III in mission schools or Standard IV in public schools, remain to carry on their industrial training.

#### 2.—Compulsory Education.

Judging merely from what I have observed in my own circuit, I am of opinion that legislation in this direction will soon be as practicable as it is desirable. Such legislation should of course be cautious, and as free as possible from any element of irritation; and the regulations should be framed with due regard to the peculiar conditions of the country, and the natural right of the poorer inhabitants to have their children's services in such urgent agricultural operations as reaping and ploughing. The compulsory standard might be fixed very low—say Standard III.; the number of attendances *per annum* might be made very small—say 190, leaving 14 clear weeks of holiday; the law might be made to apply only to those who live in towns or villages or within two miles of a Government aided public school; and provision might be made for free education to the children of the very poor. Our people are essentially, as far as I know them, a law-abiding one, and there would be no necessity for the services of the attendance officer except in the large towns.

#### 3. Decadence of Village schools and Boarding Departments.

Some of the higher schools are in a very precarious state, and, unless something is done to put them on a more satisfactory financial footing, the struggling existence of some of them will soon come to an end. First-class schools in many places have been degraded to second-class, and can even then scarcely be kept going. The causes are various, and the majority of them are irremediable. The increasing number of farm schools is one factor, though I hope that in time these may become feeders of the village schools; the decreasing population in many villages is another; the late depression has been another; and the facilities for travelling and the increasing favour in which the large Boarding Schools at Cape Town, Stellenbosch, Wellington and other places are held, together form another. It seems a pity that these schools should fall into decay; but, if they are to be kept going, it can only be effected in many cases by increased Government aid, or by the support of Divisional Council or Municipal rates.

#### 4. Qualifications of Teachers.

The fact that there are so many uncertificated and unqualified teachers is much to be regretted. Some day I hope to see the profession of the teacher put on the same

footing in one respect as that of the chemist or doctor or lawyer; *i.e.*, in the matter of its being open to none but those who hold a license given only to such as have some qualifications and training for the work.

In concluding this report I take the opportunity of bearing testimony to the comforting fact that education and the desire for education are spreading more and more widely. With the better times which we all hope are now coming there will, I believe, be such a demand for help from hitherto neglected and out-of-the-way nooks and corners as to be full of hope and encouragement for the future.

I have the honour to be, Sir,

Your obedient servant,

J. H. BRADY, M.A.,

Deputy Inspector of Schools.

#### IV.—MR. ELY'S SPECIAL REPORT ON THE STATE OF EDUCATION IN SOME OF THE EASTERN DISTRICTS.

The districts assigned to me last year were Queenstown, with Glen Grey, Cathcart, Stutterheim, Komgha, East London, King William's Town, Victoria East, Stockenstrom, Fort Beaufort and Peddie.

Owing to the press of work I was unable to inspect the Peddie Schools, but I have through the courtesy of managers and teachers, succeeded in obtaining some information about them, which I have embodied in this report.

The number of schools which I inspected last year was smaller than in the previous year. This must be attributed to the greater efficiency of the elementary schools, which consequently took a longer time to inspect, and so rendered it impossible for me to visit all the districts in my circuit.

The following tables give a comparative statement of the results of inspection in 1885 and 1888.

#### HIGHER SCHOOLS.

##### *1st and 2nd Class Udenominational Public Schools and Training Institution.*

Year.	No. of Schools inspected.	On books.	Present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI. Preliminary.	Standard VI. Final.
1885	31	2211	1960	378	260	423	475	224	200	—	—
1888	19	2023	1655	257	180	280	440	304	166	19	9

#### LOWER SCHOOLS.

##### *3rd Class Udenominational Public Schools and Mission Schools.*

Year.	No. of Schools inspected	On books.	Present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI. Preliminary.	Standard VI. Final.
1885	139	6523	4761	2424	901	932	444	57	3	—	—
1888	126	7234	5456	2584	1009	980	697	155	27	4	—

## TOTAL.

Year.	No. of Schools inspected.	On books.	Present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI. Preliminary.	Standard VI. Final.
1885	170	8734	6721	2802	1161	1355	919	281	203	—	—
1888	145	9257	7111	2841	1189	1260	1137	459	193	23	9

## POINTS ON WHICH INFORMATION IS SPECIALLY REQUIRED.

*Qualifications of Teachers.*

Head Masters of Public Schools and Principal Teachers of Mission Schools.	Qualifications.	Assistant Teachers.
1	LL.D	—
2	M.A.	—
—	B.A.	5
—	Intermediate	1
1	Matriculation with honours	—
—	Matriculation	3
—	3rd Class Lit. and Sc.	1
1	School Elementary Examination	—
5	Ministers of different denominations	—
6	European Certificates	10
1	Cambridge Higher	—
1	Glasgow Junior	—
11	Elementary Teacher's (Honours)	5
35	" (Competency)	14
8	" (Provisional)	2
71	Uncertificated	64

Besides the above, there are 18 Sewing Mistresses who do not otherwise assist in the work of the Schools to which they are attached.

[G. 8—'89.]

Tabulated Statement showing Liabilities of Managers of Public Schools, &amp;c.

Name of School.	Salaries p.a. paid to Principal.	To Assistants.	No. of Assistants.	Debt on Buildings.	Interest or Rent p.a.	How interest or rent is paid.	No. of Free Scholars.
<b>A. I.</b>							
Fort Beaufort .. ..	£250 and house ..	£100 ..	1	..	£1 Repairs and Ins. on £500	Local Income ..	8.
King Wm.'s Tn. Boys' ..	£350 do. ..	£625 ..	3	£1,000	£60 .. ..	Rent of land granted by Gov.	14.
„ Branch ..	£195 do. ..	£24 ..	1	..	£30 .. ..	12 Free Scholars	1 at half-price.
„ Girl's ..	£225 and Board and Lodging .. ..	£398 and Boarding & Lodging for 2	8*	£3,000	£200 .. ..	Local Income ..	11.
Komgha .. ..	£250 and house ..	£150 ..	1	..	.. ..	..	1 half-price; 2 on account of Presby. Ch. which gives £30 p.a. in aid of the School.
Panmure (E. London) ..	£300 as Principal, £100 as Superintendent	.. ..	..	..	.. ..	..	8.
Queen's Town .. ..	£350 and £70 for house	£572 ..	4*	..	.. ..	..	15 to 20.
Seymour .. ..	£250 and house ..	£400 ..	3	£600	£36 .. ..	Do.	14 at half-price.
Seymour .. ..	£250 and house ..	£48 ..	1	..	.. ..	..	7.
<b>A. II.</b>							
Lady Frere .. ..	£200 and house ..	.. ..	..	..	£18 .. ..	Do.	2.
Frankfort .. ..	£150 as teacher, £50 as minister, and house	£30 ..	1	..	.. ..	..	..
Whittlesea .. ..	£150 .. ..	.. ..	..	..	£12 .. ..	Do.	3.
Stutterheim .. ..	£200 and house ..	.. ..	..	..	.. ..	..	6 at reduced price.

\* And a Pupil Teacher.

Tabulated Statement.—(Continued).

Name of School.	Salaries p.a. paid to Principals	To Assistants.	No. of Assistants.	Debt on Buildings.	Interest on Rent p.a.	How interest or rent is paid.	No. of Free Scholars.
<b>A. III.</b>							
Cathcart .. ..	£150 .. ..	.. ..	.. ..	.. ..	£120 <sup>†</sup> ? ..	Local Income ..	4.
East London West .. ..	£120 and house .. ..	.. ..	.. ..	.. ..	.. ..	Do.	2.
Potsdam .. ..	£60 .. ..	.. ..	.. ..	.. ..	£6 .. ..	.. ..	Every 3rd child of a family is free.
Fort Jackson .. ..	£100 .. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..
Kei Road .. ..	£120 and house .. ..	.. ..	.. ..	.. ..	£12 .. ..	Not stated ..	4.
Middledrift .. ..	£60 .. ..	.. ..	.. ..	.. ..	.. ..	.. ..	2.
Berlin .. ..	£100 .. ..	.. ..	.. ..	.. ..	.. ..	.. ..	1.
Hanover .. ..	£80 .. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..
Peddie .. ..	£150 .. ..	.. ..	.. ..	.. ..	.. ..	Local Income ..	.. ..
Hamburg .. ..	£110 .. ..	.. ..	.. ..	.. ..	.. ..	.. ..	4.
Bell .. ..	£60 and £12 for house rent .. ..	.. ..	.. ..	.. ..	.. ..	.. ..	1.
Upper Blinkwater .. ..	£120 .. ..	£60 .. ..	1	.. ..	.. ..	.. ..	Every 4th child of a family [is free.
Balfour .. ..	£60 .. ..	.. ..	.. ..	.. ..	.. ..	.. ..	9.
Grey Kirk .. ..	£50 and allowance for Board .. ..	.. ..	.. ..	.. ..	.. ..	.. ..	4.
Cemezile .. ..	£60 & £12 for house rent .. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..
Musa .. ..	£60 & £12 for house rent .. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..
Gxulu Valley .. ..	£60 .. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..
Breidbach .. ..	£60 & £12 for house rent .. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..
Auckland .. ..	£60 .. ..	£15 .. ..	1	.. ..	.. ..	.. ..	.. ..

Managers are also responsible for necessary repairs to buildings.  
<sup>†</sup> The amount mentioned in the Manager's Letter. Is it not a clerical error for £12?

*School Fees.*

In First and Second-class Undenominational Public Schools these range from 2s. 6d. to £1 15s. per month, the highest fees being paid only by those who are preparing for the University Examinations; in Third-class Schools and in preparatory departments from 1s. 3d. to 10s. per month; and in Mission Schools from 1s. to 4s. per month.

In many of the Mission Schools in towns, and in most of those among the natives, the payment of fees is practically optional. Parents are seldom, if ever, pressed for payment if they plead inability to pay.

The managers of Public Schools all report that in their opinion the fees charged in their respective schools are fairly within the means of the parents.

*School Buildings, Furniture and School Materials.*

The school buildings and furniture of the Higher Schools, as well as the supply of school materials, are on the whole good; but one or two of the buildings are sadly in want of repairs, and managers are eagerly looking forward to the time when Government will place a sum of money on the Estimates to aid them on the pound-for-pound principle in putting the buildings into thorough order. The great fault about the schoolrooms lies in their defective acoustic properties—a fault which they share with almost every public building (churches excepted) in the Eastern Province.

As to Native Mission Schools, I regret to say that many of the school huts are in anything but a satisfactory state. There has been a decided falling off in this respect since I last specially reported on them in 1885. The only way to remedy this is to suspend the grant to any school of which the Inspector complains, unless the necessary repairs are effected within a given time after the Inspector's report reaches the Education Office. We are doing the natives no kindness by allowing them to shirk their responsibilities. They are asked to satisfy two conditions before receiving a grant—to employ a competent teacher, and to provide a suitable school hut. If they do not fulfil these conditions I should have no hesitation in refusing a grant, or withdrawing one already issued.

*Fulfilment of Obligations by Managers.*

I have always found the managers of Public Schools ready to adopt any suggestions made to them, and to carry them out as far as their means would permit.

*Managers and Teachers.*

The relations existing between managers and teachers are on the whole satisfactory. Although great power is placed in the hands of the managers, and the ill-will or even caprice of an individual may make a teacher's position extremely uncomfortable, yet this power is seldom exercised in an arbitrary manner. Instances of an abuse of power have no doubt occurred occasionally; but I think that it says a great deal for both managers and teachers that they work together with so little friction.

*The Guarantee System.*

What teachers do complain of is the uncertain tenure on which they hold their offices. The Principal of a First Class Public School told me that at the end of every three years he and his assistants regularly received notice that their services would be dispensed with. This was, of course, a mere form to secure the retiring managers from responsibility on the expiration of their term of office; but it serves to show that, as long as the present Guarantee System continues in force, teachers can never be sure of employment for more than three years.

It is quite possible that on the retirement of one set of managers, their successors may wish to appoint an entirely new staff of teachers; or it may even happen that guarantors, when called for, will not come forward, and so the school collapses and the teachers are thrown out of work.

This last cause will, perhaps, more than any other, account for the constant changes of teachers.

*Remarks on Subjects Taught.*

*Reading.*—Good in the Higher Schools; but in the Native Mission Schools I have still to complain of an inability to grasp the idea that one ought to read to gain information, and not to get through so many pages of a book. As the wife of a missionary put it: "Natives read as if they thought that reading was a kind of charm which was going to do them good in some way, but how they did not quite know."

*Writing.*—In native schools I have year after year to go on pointing out the same mistake. A good deal of writing is got through, but very little taught. I cannot get the teachers to see the necessity of making the younger children write between lines, so as to acquire a habit of forming their letters correctly. Even when lines are used, they are generally so badly drawn that they do more harm than good. I have requested some of the stationers to order ruled slates from England, and if teachers would only introduce them into their schools, some improvement might be looked for. If it were possible in the Inspector's quarterly reports to expose the more common errors they would very soon disappear. By adopting this plan I, in a single year, almost entirely cleared the schools of those careless mistakes in registers and time-tables to which I drew attention in my last Special Report.

*Geography.*—I am glad to see that the Department has issued more definite instructions with regard to the teaching of this subject.

For a pass in Standard III I have for some years past insisted upon a knowledge of the geography of Africa, with special reference to that of the Cape Colony and the neighbouring States. It seemed to me very absurd that children should know that Cape York was the northernmost point of Australia, and yet not know the name of the large river which flowed within ten miles of their school-room door.

*Grammar.*—Good.

*Outlines of History.*—Fair.

*Arithmetic.*—Too often the answer only is aimed at, while little or no attention is paid to method and style of work. Even in higher schools pupils often show ignorance as to the meaning and use of signs.

These two forms of questions appear to be particularly puzzling. Find the value of:

$$(1) \frac{1}{2} + \frac{2}{3} - 2\frac{1}{2} + 3\frac{1}{2}$$

$$(2) 2\frac{1}{2} + 4\frac{1}{2} \times 1\frac{1}{2} - \frac{1}{2}$$

*Elementary Science.*—This subject is now to some extent more practically taught, so as to meet the requirements of the final Examination for Standard VI.

*Object Lessons.*—The improvement in method has been very marked in native schools.

An object lesson used to be given somewhat in this fashion:—

(Teacher): "Ke! We are going to talk about the largest animal in the World. What is that?" (Pupils): "The elephant." (Teacher): "He! yes; very good. Kanene! (a long pause). How's his head?" (Pupil): "Very big." (Teacher): "He! very good! Kanene!"—another long pause, and so on, and so on.

Here is another in a rather more pretentious style:—

(Teacher): "How many parts are there in the Atmosphere." (Pupils): "Two parts." (Teacher): "Two parts; yes, very good! What are the two parts?" (Pupils): "Oxygen and Nitrogen." (Teacher): "Oxygen and Nitrogen; yes. What is Oxygen?" (Pupils): "Oxygen is the air we breathe." (Teacher): "Yes; Oxygen is the air we breathe." What else is there in the Atmosphere?" (Pupils): "Carbonic Acid Gas." (Teacher): "Yes; Carbonic Acid Gas. What is Carbonic Acid Gas?" (Pupils): "Carbonic Acid Gas is the air we breathe;"—not so wide of the truth in some school huts. (Teacher): "Yes; Carbonic Acid Gas is the air we breathe. What is Nitrogen?" (Pupils): "Nitrogen is the acid which makes the salt."—At this point I put a stop to the lesson.

Now the majority of the teachers take the trouble to get up a lesson before giving it, and one or two even attempt a sketch on the blackboard of the animal they may be describing, and although the domestic cock may look as if he were a survivor of times of famine, the ostrich be somewhat weak in the legs, and the diminutive spider appears more like the victim than the devourer of the gigantic fly in the corner of his web, yet this is a great stride in advance of the heavy, stupid lessons of which I have given two examples.

*Modern Languages.*—Dutch is taught in the Public Schools at King William's Town (Boys'), Komgha, Kei Road, and East London; German in those at King William's Town, East London, Frankfort, Potsdam, and Breidbach; French in those at Queenstown, King William's Town (Girls'), East London, Fort Beaufort, and Seymour. In none of the Public or Mission Schools in my districts is Dutch the only language taught.

#### *Infant Department.*

Excepting in some of the towns and a few of the larger Mission Stations, Infant School teaching is still of the poorest kind, and must continue to be so until we get trained teachers to take up that branch of the work.

#### *Standards V and VI.*

Teachers had felt rather aggrieved that the rules of the Department necessitated the yearly re-examination for Standard V of pupils who had already passed that Standard, and who remained at school to prosecute their studies in more advanced subjects.

The concession recently made in doing away with re-examination has been highly appreciated.

As there are many pupils who do not care to present themselves for Standard VI, but wish instead to proceed at once from Standard V to subjects required for the University examinations, I would suggest that Standard V should be made the highest compulsory standard in schools, and that those who pass it should then be allowed to choose between Standard VI and the University school examination. When the standard subjects for 1889 were first published I was afraid that it would tell hardly upon native candidates for Standard V to be required to pass in English composition, but further consideration led me to see that it would be decidedly beneficial to the natives themselves. Naturally enough, the natives find great difficulty in expressing their thoughts in English, and the only way to overcome this difficulty is to give them plenty of exercise in composition. If it does no other good it will at least help us to get rid of the nonsense in which they now indulge when necessity compels them to take pen in hand.

I give a few instances. A teacher writing to an elderly gentleman addressed him as "Almighty and Spanking Sir!" Another, who wished to get married, informed his missionary that "the consistency of his courtship lived at———". A pupil concluded a letter to his teacher, a clergyman, with the words "Yours in the bonds of jollification."

#### *Examinations beyond Standard VI.*

A young lady last year took her B.A. degree from the First Class Public School at Panmure; but at present matriculation is the highest examination for which candidates are being prepared in any of the Public Schools under my inspection. Teachers complain that there are too many examinations, that they do not dovetail into one another, and that a subject required for one examination is frequently of no use to a candidate preparing for the next in the ascending scale. Thus two science subjects are required for Standard VI., but only one for the University School Examination, and so time which might be given to one of the subjects required for the University has to be given to one which is thrown aside as soon as it has served its purpose. It is also said that the subdivision of work to which preparation for the different examinations necessarily leads, is injurious to the general efficiency of a school examination for the Elementary or Third Class Teacher's Certificate.

It would be well if some simple text-book on the Laws of Health were added to the list of subjects for this Examination, so that native candidates especially may obtain some idea of the necessity of proper ventilation, personal cleanliness, &c.

It is not an uncommon thing to find every door and window of a native school hut or building closed. The atmosphere in such a hut may be imagined.

On the other hand, it often happens that, owing to the windows not being glazed or not fitting properly, the children are exposed to draughts, which must seriously affect their health.

#### *Number of Children at School.*

With the insufficient data at my command I find it impossible to form even an approximately correct estimate of the number of children *not* at school; but from information supplied to me by teachers, to whom my thanks are due for the trouble they have taken in collecting it, I gather that there are in my districts (including Peddie), 61 private schools with 946 pupils on their books. These added to the number on the books of Government Aided Schools of all kinds gives a total of 12,598 children who are receiving some kind of instruction.

#### *Hindrances to Education.*

*Diversity of Languages.*—With a mixed population such as ours, the different languages in use among the different classes of the community render the teachers' work more difficult than it would if they had to deal with but one language. Of Dutch and German I have already spoken, but of Kafir I wish to say something more.

The substitution of Kafir for English, when children fail in the latter, enables natives to reach a higher standard than they would do if they were compelled to pass in English only. Native teachers, however, sometimes complain that the Kafir reading books in use in schools, having been written by foreigners, are not always in idiomatic Kafir, and that the children are at times puzzled to know what the writer means. Be that as it may—I do not know enough of Kafir to express an opinion—the complaint comes with but a bad grace from men who, as a class, have done more than all the Europeans in the country together to ruin the Kafir language. Whether the language in the reading books is Kafir or not I leave to those to decide who are better qualified than myself to judge; but this I do say, that the "lingo" spoken in the schools by the majority of native teachers is neither Kafir, English, nor any other language. Unless



some great improvement takes place in this particular, I should feel inclined to make English the sole medium of instruction in native schools, for if the children don't read Kafir, and the teachers don't speak it, I don't see why we should waste time in pretending to teach it. Lest it should be thought that I have been too severe upon the native teachers, I quote, in support of what I have said, from a letter addressed to me by the Rev. E. J. Barrett, an excellent Kafir scholar, and one of the Revisers of the Kafir Bible:—

"The natives are taught English, but are left very much to themselves about their Kafir, and as they are unwise enough to suppose that they know their own language so well as to be able to speak and write it correctly without any formal instruction, or at least, with very little, this self-confidence of theirs is likely to be their ruin. They are getting to talk a very poor and rubbishy Kafir; many of them who suppose themselves to be educated cannot write their own language grammatically, nor properly divide their words, nor translate a few simple sentences with perfect correctness, and unless steps are taken to secure their being better taught, we shall scarcely prove to have been doing them a kindness in giving them an imperfect and superficial knowledge of English, which seems to rob them of the purity and dignity of their own tongue."

#### *Truancy and Irregularity of Attendance.*

I have had no complaints about truancy; but mission school teachers tell me that their schools suffer greatly from irregularity of attendance. Parents, both European and Native, so constantly need their children's services for domestic and field work that anything like regular attendance can hardly be expected.

#### CONCLUDING REMARKS ON NATIVE EDUCATION.

##### *Lower Schools.*

I am afraid that denominational zeal has made a mistake in crowding these together, and has led to a needless multiplication of them. Thus, in the Tyumie Valley there are three Free Church schools in a line not exceeding ten miles in length; in the Amatole Basin, in a line about six miles long, we have an English Church, a Wesleyan, and a Free Church school.

Instances might be multiplied. A much larger area would have been covered, and a much larger number of natives reached, had the denominations each taken a particular part of the country for its operations.

I fully agree with what Canon Taylor said in a recent article on missions. "There is abundant work for every agency, and the work done would be better done if there were less rivalry among the societies, and each of them had a clear and defined field of labour."

It might be advisable to frame some rule on this subject. Distance alone would hardly be a fair objection to the issue of a grant, as there might be natural obstacles, such as rivers, to prevent children from attending a school in their immediate neighbourhood. Numbers would be a good test, and perhaps the best plan would be to refuse a grant to any school within reasonable distance of another unless the *actual* daily attendance is at least thirty.

##### *Efficiency of Lower Schools.*

I have already mentioned that the native mission schools are in a more efficient state as far as the standards are concerned than they have been. This is largely due to the rule that Standard III should be the limit of teaching in schools in which more than half the pupils were below standard. Teachers were always anxious to have one or two pupils in Standard IV, no matter how the rest of the school stood, and the consequence was that too often the majority of the children were neglected. Since the imposition of the rule more attention has been paid to the younger children.

But the efficiency of a school does not depend entirely on the percentage of pupils who pass in the standards. Other things have to be taken into consideration, such as punctuality, method, cleanliness, and courtesy, all of which are important factors in the education of a child, and this is exactly what the ordinary native teacher does not understand. His idea is that reading, writing, and arithmetic make up the sum total of education, and so he ignores or pays little heed to what he considers minor points. The result is that I find teachers waiting for pupils, or not opening their schools at the proper time; pupils coming in at all times; slates being cleaned (?) with saliva; boys and girls sitting like logs of wood while others have to clamber over their knees to reach the teacher's desk when called up.

#### *Training Institutions.*

These continue to carry on their good work, and I should be glad if funds would allow the grants to be restored which were withdrawn during times of financial depression. The work done by these institutions is of the greatest importance in every way. They not only give education higher than that given in the ordinary mission schools, but in them the moral and religious training of the pupils is carefully attended to. Moreover, in the Industrial Institutions young people of both sexes are systematically taught to work—a most important consideration when we have to deal with a people who are by nature disinclined to labour.

I repeat what I said three years ago. If reductions must be made, it is better that the smaller schools should suffer than that the efficiency of the institutions should be impaired for want of financial support.

F. HOWE ELY,

Deputy-Inspector of Schools.

Queenstown, 22nd January, 1889.

#### V.—MR. SAMUEL'S SPECIAL REPORT ON SCHOOLS.

Burghersdorp, 18th January, 1889.

To the Superintendent-General of Education, Cape Town.

Sir,—In obedience to instructions contained in your letter of the 5th October last, I have the honour to submit the following Special Report on the Schools in my Circuit visited during the quarter just ended. These schools, 33 in number, are in the divisions of Beaufort West, Fraserburg, Carnarvon, Victoria West, Murraysburg, Richmond, Middelburg, Colesberg, and Philipstown.

##### I. GENERAL.

1. *Qualifications of Teachers and Assistants.*—In the schools above-mentioned there are 51 teachers—30 males, and 21 females; of whom 42 were white and 9 coloured. They possessed the following qualifications:—

Bachelor of Arts Degree	..	..	..	..	2
Intermediate Examination	..	..	..	..	2
Matriculation and Middle Class Certificate	..	..	..	..	2
Matriculation only	..	..	..	..	6
Third Class Certificate	..	..	..	..	12
Uncertificated	..	..	..	..	27
					—
					51

It thus appears that more than half possess no certificate. Under the head of uncertificated teachers must be placed one assistant in a First Class Girls' School, one assistant in a Second Class School, 12 teachers in schools of the Third Class and Boarding Schools, and 13 teachers in Mission Schools.

2. *School Accommodation.*—Of Public Schools in towns and villages seven have good buildings, four fair, and four poor ones, and of Mission Schools six possess good buildings, one fair, and three unsatisfactory ones. The Farm Schools have, in general, the worst possible accommodation, a small, uncomfortable, ill-ventilated out-room with little furniture being supposed to be good enough for children. The towns where the best Public School buildings are situated are Richmond, Murraysburg, Middelburg, and Fraserburg, and the credit of erecting these belongs to the Dutch Church. In Beaufort West, Carnarvon, and Victoria West the school is accommodated in makeshift buildings.

3. *Teachers' Accommodation.*—In the Town Public Schools three teachers have good houses, two have good quarters at private houses, and two (Carnarvon and Beaufort West) have not houses satisfying Government requirements. In other cases an equivalent in money is paid. The teachers on farms have quarters supplied. In Mission Schools the salary given covers house-allowance.

4. *School Furniture, Materials, &c.*—In eleven schools the furniture is good and comfortable, in five it is fairly so, and in 17 it is poor, uncomfortable, and generally unsuitable. Fifteen schools are well equipped with maps, black-boards, wall-cards, &c., ten fairly so, and eight badly.

5. *Fulfilment of Obligations by Managers.*—In general these obligations are strictly fulfilled, the salaries being punctually and fully paid. Teachers of Third Class Schools on farms frequently receive not only full salary, but board and lodging free.

6. *Arbitrary Dismissal of Teachers.*—In the districts under review no instance of arbitrary dismissal has come under my notice.

7. *The Frequent Changes of Teachers* is due partly to mere restlessness and desire of change, partly to a wish to better themselves, the Transvaal with its goldfields affording great scope to our young men in making their fortunes. The dulness of life in South African villages and the smallness of their salaries make some teachers dissatisfied. Judicious teachers, however, with a fair amount of tact, find it easy to work with their Committees and to improve their condition without change.

## II.—TEACHING (ELEMENTARY).

There is a steady improvement in the all-important subject of *Reading*, the sense is more attended to, there being hardly a school in which the meaning of what is read is not carefully explained. There is still lack of expression, and poetry is very little read.

As a rule, the *Dictation* exercises on slates are neat and correct.

*Writing* on paper is not so well taught as it should be, many teachers of higher classes writing a slovenly hand themselves, and permitting their pupils to do likewise.

I am glad to say that *Arithmetic* is well taught, and that the questions put are generally accurately and sensibly worked.

The teaching of *Geography* leaves much to be desired. It is still too much a mere matter of naming without description. In one school *Blackwood's Geographical Readers* have been introduced. No better books could be found for awakening the interest of children in the world they live in.

*English Grammar* is in general well taught.

*History* is still too much a mere catalogue of events and dates, the connexion between which is often not studied or understood. There is no excuse for this in teaching English history; but as yet there is no good, accurate text-book of South African history.

With the exception of physical geography very little *Physical Science* is taught.

The English language is the medium of instruction in all the schools visited, but *Dutch* is also studied, though not to any great extent.

## III.—TEACHING (HIGHER).

Of the nine Public Schools of the First and Second Class inspected, two have pupils reading *Cicero*, four have pupils reading *Caesar*, and three pupils studying *Principia Latina* or similar elementary text-books.

One school has three pupils beginning the study of *Greek*.

Two schools have pupils studying *Dynamics*.

Eight schools presented pupils in *Geometry*, the text-book in every case being *Euclid's Elements*. The subject is carefully taught, but in only one school have pupils gone beyond the First Book.

In *Algebra* five schools have pupils able to solve simple equations and work exercises in fractions correctly.

Great complaint is made that the examinations are too numerous and do not harmonise. Acting on the information contained in the Education Manual, many teachers considered it their duty as well as interest to prepare their promising pupils for the University Examinations, including the School Elementary, the School Higher and Matriculation. Parents and the public have been accustomed to look to the printed lists of the results and to estimate the progress of the children by their success or failure here. Teachers now find their work in this direction no longer recognised, and a new examination (Standard VI) substituted for it. Their complaint is that they cannot satisfy the Department in both directions, which requires that Latin, Greek, Geometry and Algebra shall form part of the curriculum as a First Class School, but which takes no account of these subjects in the examination for Standard VI.

## IV.—HINDRANCES.

1. In a few Third Class Schools on farms, the parents are anxious that their children should learn Dutch only. In all town and most country schools parents insist on the teaching of English. A few teachers are to be found who permit the formation of a class for the purpose of preparing young people for Confirmation in the Dutch Church. I have always pointed out that Public Schools are not intended to meet such cases.

2. In the districts in my circuit the following languages are in daily use in schools:—English, Dutch, Kafir and Sesuto; the two last only in Herschel and Wodehouse divisions. The children learn first to read and write Kafir and Sesuto—their mother tongues—and subsequently are taught English. Geography, arithmetic, &c., are wholly taught through the medium of English.

3. Except in Mission Schools for coloured children, there is little or no truancy. In these schools the attendance is very irregular, and the progress made is proportionately slow.

4. In this circuit the chief hindrance is the sparseness of the population, which prevents good large schools being formed.

5. It is a pity that the Educational System rests wholly on voluntary effort, and not on a regular scheme worked by School Boards, such as is found in Great Britain and her chief colonies. In some places committees have the greatest difficulty in procuring means to carry on their schools. They find themselves called on to pay not only for the education of their own children, but, when a deficiency arises, for the children of others. Civil Commissioners are not inclined to sign the guarantee, as they are liable to removal at any moment, and have had in some cases to pay up their guarantee in two separate schools, in neither of which they had children. Their example is a damper to others.

In some towns there is great apathy and want of public spirit. In one, the Civil Commissioner, the minister of the Dutch Church, and the leading citizen, have each opened private schools in their own houses, where they provide tuition for the children of their neighbours as well as their own. The Girls' Public School has, in consequence, collapsed. In another town the clergyman of the Dutch Church finds time to conduct a school in opposition to the public school; he acts as principal, and his wife as assistant.

## V.—SCHOOL PROPERTY AND FEES.

1. *Encumbrances.*—In only two schools, the Boys' and Girls' Public Schools at Murraysburg, is there any debt. The amount is £295, bearing interest at 6 per cent. paid out of the school-fees. The debt arose out of arrears of rent due to the Kerkeraad of the Dutch Church. Since the 1st of October last no rent has been charged, the Kerkeraad having arranged with the Managers to send free scholars instead.

A former committee of the Second Class Public School at Beaufort West contracted a debt of £200, but the present Committee repudiate all liability.

Out of 22 schools visited, 14 occupy their buildings rent free. The rent paid by the others is as follows:—

Beaufort West .. .. .	£38 per annum.
Carnarvon .. .. .	12 "
Victoria West .. .. .	24 "
Colesberg .. .. .	48 "
Middelburg .. .. .	45 "

2. *Fees.*—In First Class Schools the fees range from 2s. 6d. (for infants) to 12s. per month; in Second Class Schools from 2s. 6d. to 15s.; and in Third Class Schools the average fee is 5s. In Mission Schools the fees are nominal.

2. *Free Scholarships.*—The following list shows the number of free scholarships in each school:—

First Class.—Richmond .. .. .	18
Murraysburg Boys .. .. .	10
do. Girls .. .. .	10
Second Class.—Beaufort West .. .. .	7
Carnarvon .. .. .	9
Victoria West .. .. .	8
Colesberg .. .. .	8
Philipstown .. .. .	7
Petrusville .. .. .	5
Middelburg .. .. .	12
Third Class.—Fraserburg .. .. .	2

In Third Class Schools on farms all pupils pay fees.

## VI. THE NUMBER OF CHILDREN BEING EDUCATED AND NUMBER UNPROVIDED FOR.

It is somewhat difficult to ascertain the exact white population of the districts mentioned, but, through the kindness of the clergymen and Civil Commissioners, I have been able to make a fair estimate. At the last census 28 per cent. of the whole white population of the Colony was between the ages of 5 and 15 years, and this has been adopted as the basis of calculation in estimating the number of children of school age. In each district is given below the number of children attending Public and Private Schools respectively, and the number left unprovided for.

[G. 8—'89.]

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*Beaufort West* :—

Estimated Population, 3,000.		
Attending	Public School .. ..	74
"	Private Schools in town ..	148
"	" " on farms .. ..	84
Total .. ..		306 or 10·2 per cent.
Total No. children (5 to 15 years) ..		840
	At school .. ..	306
	Unprovided .. ..	534 or 17·8 per cent.

*Fraserburg* :—

Estimated Population, 3,000.		
Attending	Public Schools .. ..	42
"	Private Schools .. ..	74
Total .. ..		116 or 4 per cent.
Total No. children (5 to 15 years) ..		840
	At school .. ..	116
	Unprovided .. ..	724 or 24 per cent.

*Carnarvon* :—

Estimated Population, 3,100.		
Attending	Public Schools .. ..	41
"	Private and other Schools ..	99
Total .. ..		140 or 4·5 per cent.
Total No. children (5 to 15 years) ..		868
	At school .. ..	140
	Unprovided .. ..	728 or 23·5 per cent.

Schools are needed at Van Wyk's Vley, Kenhardt and Celeryfontein, which have at least 100 children of school age.

*Victoria West* :—

Estimated Population, 3,000.		
Attending	Public Schools .. ..	117
"	Private Schools .. ..	89
Total .. ..		206 or 6·9 per cent.
Total No. children (5 to 15 years) ..		840
	At school .. ..	206
	Unprovided for .. ..	634 or 21·1 per cent.

*Murraysburg* :—

Estimated Population, 1,350.		
Attending	Public Schools .. ..	86
"	Private Schools .. ..	36
Total .. ..		122 or 9 per cent.
Total No. children (5 to 15 years) ..		378
	At school .. ..	122
	Unprovided for .. ..	256 or 19 per cent.

*Richmond* :—

Estimated Population, 1,886.		
Attending	Public Schools .. ..	121
"	Private Schools .. ..	98
Total .. ..		219 or 11·6 per cent.
Total No. children (5 to 15 years) ..		528
	At school .. ..	219
	Unprovided for .. ..	309 or 16·4 per cent.

*Middelburg* :—

Estimated Population, 3,000.		
Attending	Public Schools .. ..	108
"	Private Schools .. ..	123
Total .. ..		231 or 7·7 per cent.
Total No. children (5 to 15 years) ..		840
	At school .. ..	231
	Unprovided for .. ..	609 or 20·3 per cent.

In one half of the private schools the children are merely prepared for Confirmation in the Gereformeerde Kerk.

*Colesberg* :—

Estimated Population, 2,000.		
Attending	Public Schools .. ..	129
"	Private Schools .. ..	73
Total .. ..		202 or 10·1 per cent.
Total No. children (5 to 15 years) ..		560
	At school .. ..	202
	Unprovided for .. ..	358 or 17·9 per cent.

*Philipstown* :—

Estimated Population, 2,400.		
Attending	Public Schools .. ..	86
"	Private and other Schools ..	94
Total .. ..		180 or 7·5 per cent.
Total No. children (5 to 15 years) ..		672
	At school .. ..	180
	Unprovided for .. ..	492 or 20·5 per cent.

*Estimated Population.*

Beaufort West .. ..	3000
Fraserburg .. ..	3000
Carnarvon .. ..	3100
Victoria West .. ..	3000
Murraysburg .. ..	1350
Richmond .. ..	1886
Middelburg .. ..	3000
Colesberg .. ..	2000
Philipstown .. ..	2400
Total .. ..	22736

No. of Children of School Age (5 to 15 years.)					
Beaufort West	..	..	..	..	840
Fraserburg	..	..	..	..	840
Carnarvon	..	..	..	..	868
Victoria West	..	..	..	..	840
Murraysburg	..	..	..	..	378
Richmond	..	..	..	..	528
Middelburg	..	..	..	..	840
Colesberg	..	..	..	..	560
Philipstown	..	..	..	..	672
Total	..	..	..	..	6366

	No. of Children attending		
	Public Schools.	Private Schools.	
Beaufort West	74	232	
Fraserburg	42	74	
Carnarvon	41	91	
Victoria West	117	89	
Murraysburg	86	36	
Richmond	121	98	
Middelburg	108	123	
Colesberg	129	73	
Philipstown	86	94	
Total	804	918	

No. of Children attending Public Schools	..	..	804
„ „ Private Schools	..	..	918
Total	..	..	1722

No. of Children unprovided for.					
Beaufort West	..	..	..	..	534
Fraserburg	..	..	..	..	724
Carnarvon	..	..	..	..	728
Victoria West	..	..	..	..	634
Murraysburg	..	..	..	..	256
Richmond	..	..	..	..	309
Middelburg	..	..	..	..	609
Colesberg	..	..	..	..	358
Philipstown	..	..	..	..	492
Total	..	..	..	..	4644

#### VII.—Subsidising Private Schools.

Great dissatisfaction is everywhere expressed both by managers and teachers of Public Schools at the proposal to subsidise Private Schools in towns. It is felt by all that the Public Schools will be seriously injured and in some cases ruined. In no town in my Circuit, except Kimberley, are there grounds for issuing such grants, the population being too small to admit of two good schools. One zealous promoter of the Kimberley Public Schools has assured me that, should Parliament sanction these grants, he will immediately apply for one for his own denomination, other churches will do the same, and the children connected with them will be promptly withdrawn from the Public Schools.

It is worthy of note that the present Public Schools are really voluntary; the guarantors subscribe and the Committees manage of their own free will in the interests of education. There is no compulsion, the inhabitants are invited to establish schools, and grants-in-aid are promised. If this new proposal is carried, we shall have a fresh set of voluntary or private schools subsidised to destroy those already in existence.

I have the honour to be, Sir,

Your obedient servant,

JOHN SAMUEL,

Deputy Inspector of Schools.

## VI. MR. SAMUEL'S MEMORANDUM ON THE EDUCATIONAL SYSTEM OF NEW ZEALAND.

Department of Public Education,  
Cape Town, 31st May, 1888.

### Primary Education.

In New Zealand primary education is free, compulsory, and secular. A parent selects whatever school he likes for his child, and changes it as often as he considers necessary or convenient; and the child is admitted without question asked. No fee of any kind is charged, but all school-books, slates, copy-books, &c., must be paid for. The law which makes attendance compulsory during certain years of a child's life cannot be enforced, and practically remains a dead letter. In only one school visited or heard of was religious instruction tolerated, and this was in deference to the express wish of a majority of the inhabitants.

### Funds.

The early pioneers of the colony were far-sighted men with high aims, who made education a first consideration, and, especially in the South Island, set apart large sections of good land as educational reserves. These lands are let at a yearly rental. The Colonial Parliament also votes an annual sum, and from these two sources more than £500,000 is available for the support of primary and other schools.

### Minister of Education.

The control of these funds, as well as of the whole educational system, is in the hands of the Minister of Education, who is a member of the Cabinet. Occasionally the office is held in conjunction with another; last year, for instance, the two offices of Solicitor-General and Minister of Education were united.

### Secretary of Education.

Under him is the Secretary of Education, who is also Inspector-General of Schools and has a staff of clerks to assist him. His duties are to allocate the funds and to draw up the syllabus of instruction. This document is approved and issued by the Governor in Council, and minutely lays down the subjects to be taught, the standards of education, the books which may be used, and generally the conditions on which grants may be received. The Secretary also receives and tabulates all reports sent in by the School Boards, and prepares reports to be presented to Parliament.

### School Boards.

For the purposes of primary education the Colony of New Zealand is divided into thirteen (13) school districts, under the supervision of separate Boards, viz.:—Auckland, Taranaki, Hawke's Bay, Wanganui, Wellington, Nelson, Marlborough, North Canterbury, South Canterbury, Grey, Westland, Otago and Southland. Each Board consists of nine members, who are elected by the School Committees of the district. The members remain in office three years, three retiring each year. The annual election takes place in the month of March. The Board has absolute control of education in its own district, and appoints its own secretary, clerks, and inspectors. From funds supplied by the Colonial Parliament it erects school-buildings, including schoolrooms, residences for teachers, fences, out-offices, &c. These erections are handed over to the local school committees, and a certain sum is also voted each year for keeping them in proper repair, the vote covering firing, cleaning, and painting. The Board fixes and pays the salaries of its secretary, clerks, teachers, pupil teachers, &c.

### Board Secretaries.

The duties of the Board Secretary are to collect all scholastic information for the Board, to tabulate all returns, such as attendances, averages, &c., and to pay the salaries of the clerks, inspectors, teachers, &c., according to the scale prepared by the Board. All committees and head teachers have to furnish reports, the figures of which are tabulated by the secretary, not only for the information of his own Board, but also for the Secretary of Education. He is a servant of the Board, and does not belong to the Civil Service.

### INSPECTORS OF SCHOOLS.

The Inspectors of School are likewise unconnected with the Civil Service, being appointed by and responsible to their respective Boards only. They are not under the Secretary for Education, and receive no order from him, communicating with their own Board only. It is their duty to see that the education of the district is carried out

according to the syllabus issued by the Governor in Council, and each Inspector or rather group of inspectors, attached to a Board takes its own view of how the syllabus is to be interpreted. There are wide differences in this respect. They examine every school under their care once a year, classifying the children according to the standards. Each child advances a standard or not, according to their decision. The examination is exceedingly minute. Notice is given beforehand of the day, and a report is afterwards sent to the Board. In smaller schools the Inspectors go singly, in large ones they go in pairs. Besides this, the Inspectors during the year make surprise visits, when half-a-day or even a whole day is spent in a school. An entry is then made in the Teachers' books, expressive of the Inspector's opinion on the school in general, and a careful report is afterwards sent in to the Board on the attendance, discipline, manners of the children, condition of the school-rooms, out-offices, and play-grounds, and any other points worth mention.

The Inspectors also examine the pupil teachers by making them teach a class in their presence. They also prepare examination questions for them every year, examine the papers, and pass or reject the candidates. At the request of the Secretary of Education, they usually sit as Commissioners at the annual examination of teachers in their district, but this is optional, and they may appoint others. The papers written on these occasions are examined elsewhere.

There are seventeen Inspectors in all. Small districts have only one; but large districts like Otago or Canterbury have two or three, one of whom is Senior Inspector. Their salaries range from £400 to £600 per annum. Their travelling allowance varies from £50 upwards. Some districts are so limited that the Inspector returns home every evening, and his expenses are small. In Otago the allowance amounts to twenty-five shillings per *day* when on the road, and twenty shillings per *week* when engaged in or around Dunedin.

#### *School Committees.*

The Board district is again subdivided into school districts, each under a Committee of seven or nine members elected by the householders. The election is annual, and the members choose their own chairman. They have the entire management of the school, having to keep the buildings and fences in repair, to provide for cleaning, firing, &c., and to see that the school is kept open, and the work goes on in the absence of the Inspector. They decide when the school shall be opened and closed. The teacher is required to supply them with information every month, and they form, generally, the medium of communication between the teacher and the Board. By law they may compel every child of school age in their district to attend; but, as has been said before, the compulsory clause, save in one Board District, remains a dead letter. As primary education is absolutely free and highly valued, every group of families wishes a school near at hand, and the demand for fresh schools is great.

Great interest is taken in the doings of the Committees and School Boards, and their meetings are fully reported and commented on in the local newspapers.

#### *Teachers.*

In the case of a vacancy for a teacher an advertisement is issued by the School Board of the district calling for applications. When these are received the Board selects a short list of qualified candidates, which is forwarded to the School Committee, with a list of their official qualifications and the length of time each has been in the colonial service. From this list the Committee make their choice, which is final. A teacher holds office during good behaviour, and can be dismissed only by the Board, though the Committee may recommend it.

The head teacher is responsible for the carrying out of the syllabus and the efficiency of the teaching. In large town schools he has no class of his own, but merely organises and superintends. In the case of negligence or inefficiency on the part of his subordinates, he is bound to report to the committee and the inspector, both of whom hold him responsible. Under-teachers who have large classes are frequently assisted by pupil-teachers, who are trained and taught by the head teacher. It is also the duty of the latter to look after the buildings, and see that they are kept clean and in good order.

The duties of the under-teachers is limited to teaching their own classes and superintending them in the play-ground. A majority of the primary teachers in New Zealand are females.

The head teacher has a dwelling-house or an allowance in lieu thereof. Salaries vary from £70 to £400 per annum. They are calculated on the average attendance. For each child a capitation grant of three pounds fifteen shillings per head is made by the Government to the School Board, to allocate according to their judgment. Besides the salary an annual bonus is given. Teachers are divided into nine ranks, partly according to position attained after examination, and partly according to the decision

of the Inspector after his surprise visit. The bonus descends from £70 in the highest or first rank to £10 in the seventh. Teachers in the eighth and ninth ranks receive no bonus.

Due provision is made for the education of elementary teachers, first as pupil teachers, and afterwards as students at the Normal Colleges; and arrangements are made for an annual examination, on the result of which the teacher's status partly depends. Teachers resident in Dunedin are frequently permitted to attend the University classes during certain hours of the day, with a view to their taking degrees, and the professors arrange their classes as far as possible to suit such cases, sometimes giving extra lessons when classes of sufficient size can be formed, especially in Latin, Mathematics, and Chemistry.

#### *Pupil Teachers.*

Every pupil teacher is apprenticed to the School Board for four years. The head teacher recommends candidates to the Inspector, who requires them to teach a class in his presence, and selects the most promising. They are then indentured to the School Board, whose servants they remain, and are under the direction of the head teacher and Inspector, but not of the School Committee. During a large part of school hours they are engaged in teaching, making up registers, superintending in the play-ground, &c., and, besides this, they receive regular tuition from the head teacher. It lies in the power of the Board to regulate the conditions of apprenticeship, the term of service, the number of hours to be spent in teaching, the rate of pay, the time to be devoted to their instruction, the remuneration for the same, and the programme of annual examinations. For these last a scheme is drawn out by the Central Government, but the whole conduct of the examinations is left in the hands of the Inspectors. The salary of pupil teachers varies in different parts of the colony, but in the school district of Otago it rises from £25 to £55 per annum.

After four years' service pupil teachers are expected to attend the Normal School for two years, males receiving £50 and females £25, on condition that they pass the necessary examination at the end of each year.

#### *Normal Schools.*

The Normal Schools are directly under the School Boards, without the intervention of Committees. Hitherto separate grants have been made for them by the Central Government, but this year the grants have been withdrawn. The Boards have nevertheless resolved to carry them on.

The following description applies to the Dunedin Normal School, the others not having been visited. The school is divided into two parts, the Normal Department for students of both sexes, and the Practising School. At the head of all is a Rector with a salary of £550 a year, under him a Matron with £200, and several assistants with £300 a year each. The Practising School has a Head Master with a salary of £450, and seven subordinate teachers, besides seven pupil teachers. To the Practising School four of the largest town schools are affiliated, and certain of their classes are at the disposal of the Rector of the Normal School, who sends his students for the practice of teaching every fifth week. One lesson must be taught before the Head Teacher, who makes a special report on the student's manner, method, and power of securing the attention of his pupils. The lesson is specially prepared, the notes being handed to the Head Teacher, who forwards them, together with his report, to the Rector.

According to the latest printed returns there were 32 male and 47 female students in attendance at this school.

There are, in all, four Normal Schools:—Dunedin, Christchurch, Wellington and Auckland. Christchurch had an attendance of 15 males and 30 females, and Wellington 5 males and 13 females. No return for Auckland could be found.

#### *District High Schools.*

On the demand of the School Committee in a town of importance the Primary School is made into a District High School, and the Head Master is termed Rector. All the subjects taught in an elementary school continue to be taught as before, but, in addition, extra subjects, such as Latin, French, Geometry and Algebra must be taught. The Rector decides what these subjects shall be, and generally selects those required for matriculation at the University. In spite of its imposing name, a District High School is really a Public School with higher subjects taught to a small first class, in which a fee of ten shillings per quarter is paid for each pupil. The parents select what subjects their children shall study.

The salary of the rector of a District High School is a fixed sum instead of being dependent on the attendance. At Port Chalmers, for instance, it is £375 per annum, besides a free residence; the first assistant also receives £30 a year more than would be paid to the first assistant of a Public School of the same standing.

*Infant Schools.*

In all large town-schools there is a separate Infant Department, with appropriate furniture and apparatus. What is called the Kindergarten Method does not seem to be much employed.

*Subjects of Instruction.*

The subjects taught are nearly the same as those prescribed by the English code, and are minutely laid down in the syllabus. They form, of course, the groundwork of a good English education. The school-books used have hitherto been those of England, such as the *Royal Reader Series*, but these are being rapidly superseded by excellent readers of every kind, written, illustrated, printed and published in the colony. They are more suitable, as they describe colonial animals, scenes, and products. For some time suitable geographical and arithmetical class-books written in New Zealand have been in use. Even the excellent birds-eye map of the islands is lithographed in the colony.

*Buildings and Furniture.*

In one or two towns the school buildings are of stone or burnt brick, but the great majority are picturesque structures of colonial wood, neatly painted, erected at small cost, well lighted, warmed and ventilated, and in every case floored. They have the advantage of being easily enlarged. Many people claim that these wooden structures are cooler in summer, warmer in winter, and a better protection against rain than porous brick or stone; and in districts liable to earthquakes they are of course safer.

The furniture is in every case made of colonial wood, and is substantial, convenient, and inexpensive, but it wants the extreme neatness and comfort of the most improved models.

A New Zealand school is in short a handsome, well situated, well furnished building, adapted to the needs of the colony.

*Holidays.*

Each school committee determines the holidays for its own school, with no interference from the Board or Central Government. In the country the holidays are regulated to suit harvesting operations. The usual holidays in towns and villages are from four to six weeks at midsummer (December and January), one week at mid-winter (June), from Friday till Monday, inclusive, at Easter and the Queen's and Prince of Wales' birthdays. There are also local holidays, such as St. Andrew's Day, Anniversary Day, &c.

*Private Schools.*

In a colony where primary education is everywhere gratuitously and lavishly provided, private schools have very little standing room. Nevertheless, according to the latest returns, there were 288 such schools, with 12,497 pupils. The Roman Catholic Church objects to the educational system of New Zealand, and it is not surprising to learn that 8,263 of these pupils belong to that denomination. These Private Schools receive no aid or recognition from the Education Department.

*Native Schools.—Public.*

The native population of New Zealand amounts to about 40,000 souls. To meet their requirements there are seventy-nine (79) public schools for native and half-caste children, with a few Europeans also in attendance. These schools are immediately under the Department of Education, and are controlled by the Secretary. In every case except one the teachers are Europeans. An Inspector, who is an excellent Maori scholar, pays an annual visit, and when not thus engaged acts as a clerk in the Education Office. He has written several school-books in the native tongue, but the teachers generally understand English only, and the teaching of Maori is discouraged.

During the last year reported there were 1,752 children present at inspections, and of these 275 passed in the First Standard, 246 in the Second, 112 in the Third, and 64 in the Fourth (highest).

The number of teachers in day schools was as follows:—60 masters with salaries ranging from £210 to £60; 10 mistresses, £145 to £80; 26 assistant mistresses, from £35 to £20; and 30 sewing mistresses, £20 each.

Of the seventy-nine Native Schools mentioned above seven are Boarding Schools.

*Native Schools.—Private.*

There are two private schools for native children with an attendance of 79. They are not under Government supervision or control.

*Secondary Education.*

It has been noticed above that where the town is important and the inhabitants express a wish, a Secondary Department is added to the Primary School, which is thenceforth termed a "District High School." The education given enables the pupils to matriculate at the University.

Besides, there are twenty-three (23) Secondary Schools. A hard and fast line is not drawn between the Colleges affiliated to the University and Secondary Schools, as four of the former, viz., Auckland College, Wellington College, St. John's College, Auckland, and Nelson College, were recognized as Secondary Schools at a Conference of the teachers of such schools in February last.

Fourteen of these schools have endowments, and nine of them receive grants from Government of £150 to £1,000 per annum. It is the duty of the Inspector-General to inspect these schools, but his other duties interfere, and he has only time to pay a hurried visit. They have each a separate Board of Management nominated by Government, but no further control is exercised, and Government does not inquire whether the teaching stands in due relation to the Primary Schools or to the University. Several of them have elementary classes.

One of the oldest and most highly valued is Christ's College Grammar School, which is well supported by church endowments, fees, &c. The Dunedin High Schools for boys and girls, respectively, Christchurch Boys' High School, and Wanganui Endowed School are also held in high esteem. These schools generally have handsome buildings, are well equipped, and the colony may well be proud of them.

*University of New Zealand.*

In 1874 the University of New Zealand received a Charter from the Crown. The following is its Constitution:—

The Governor of New Zealand is the visitor and has the power of veto.

Under him are the Chancellor and Vice-Chancellor, chosen by the Senate.

The governing body is the Senate, consisting of twenty members called Fellows, ten of whom are elected by the Senate itself and ten by Convocation. Though the University is strictly a secular body, the fellows may be clergymen. Its power is great, as it practically controls the affiliated Colleges by appointing Examiners, and drawing up all regulations for degrees, scholarships, and matriculation-examinations. All reports are received by the Senate, but it has no direct definite control of the Colleges, and does not interfere by prescribing the courses of study.

From the Consolidated Fund the sum of £3,000 is annually paid to the Senate for University purposes, and this sum is expended on examinations, scholarships, and the travelling expenses of Fellows. Scholarships are of two kinds, senior and junior, open to all New Zealand, a junior scholarship being tenable for three years and a senior for two.

The Senate selects Examiners resident in England, generally those of London University. The examination papers are printed in London and sent out under seal, and the answers are in like manner returned for examination. The results are finally posted to the University. The Senate considers that a greater variety of competent Examiners can thus be secured.

The Members of Convocation are all Bachelors of Arts of two years' standing and others who have obtained a higher degree. They have the right to elect the Fellows, and to make suggestions to the Senate.

Unlike the Primary and Secondary Schools, the University has no land reserves; these belong to the affiliated Colleges, of which the following is a list:—

1. Otago University, Dunedin.
2. Canterbury College, Christchurch.
3. Auckland University College.
4. Nelson College.
5. St. John's College, Auckland.

The best equipped of these is Otago University, and Canterbury College is not far behind. These really give a University education. The last three are usually reckoned among Secondary Schools.

Of Otago University the Government has control to the extent of appointing the Council of twelve managers, who again elect their own Chancellor and Vice-Chancellor. These hold office for three years. Its original buildings cost £100,000, and were presented by the old Provincial Government. Being found unsuitable they were sold, and the present handsome ones, including the Professors' houses, were erected on land also presented by the Provincial Government. It has a large museum, and the classrooms, laboratories, &c., are fitted up according to the most approved models.

Its annual revenue of £10,000 is derived from 300,000 acres of land reserved at the foundation of Otago. This is applied to maintaining the buildings in repair and paying the salaries of the Professors and Lecturers. The Presbyterian Church of Otago likewise devotes one-third of her land revenues to the University, and has founded and endowed three chairs, viz.:—1, the Chair of Mental and Moral Philosophy; 2, that of Physics; and 3, that of English Language and Literature, with Constitutional History.

The other chairs are those of Classics, Mathematics, Anatomy and Physiology, Chemistry, and Mineralogy and Metallurgy. There are also Lectureships on Surgery, Materia Medica, Midwifery, Mental Diseases, Medical Jurisprudence, the Eye, Pathology, Law, French, and German. A Professor is required to devote his whole time to the University, a Lecturer only a portion of it, usually an hour a day. The Medical Lecturers are the most distinguished Physicians and Surgeons in Dunedin, and they are entitled to give clinical lectures in the hospital.

Under the Council is a Professorial Board, consisting of all the Professors and a representation of the Lecturers, which controls the discipline of the University and advises the Council with reference to classes and courses of lectures. The Professors each receive a salary of £600 per annum with fees. Some of them have also residences within the College bounds. Their total income amounts to £800 or £1,000. The Lecturers are paid £100, £150 or £200 per annum, and receive the fees of their respective classes.

There is a uniform fee of three guineas (£3 3s.) for each class. There are no free students, but there are five University Scholarships tenable during the first year in the Arts course.

Canterbury College has 220,000 acres of land reserved for educational purposes at the foundation of the settlement. It has six Professors and two Lecturers. It has a magnificent museum, handsome buildings, and well-equipped lecture-rooms. It also devotes £700 per annum to maintaining in Christ Church a large Reference and General Library and Reading Room, which are free to all visitors. It is controlled by a Council elected by all graduates on the books of the College.

Auckland University College has four Professors, and receives £4,000 per annum from the Consolidated Fund. It has a Council of six members, three of whom are nominated by the Government.

St. John's College, Auckland, is merely a Church of England Grammar School, preparing lads for the Matriculation Examination of the University.

Nelson College has its governing body appointed by the Government.

#### School for Deaf-mutes.

There is a boarding-school for deaf-mutes at Sumner, in the province of Canterbury with an attendance of about 40. The grant for the year 1886 amounted to £3,128 16s. 10d. The pupils are taught on the lip-system, and the results are said to be most encouraging.

#### Agricultural School.

At Lincoln, in Canterbury, is a large and flourishing Agricultural School, on which the sum of £2,155 18s. 11d. was expended by the Government in 1886. It is entirely under Government control.

#### Industrial Schools.

These schools answer to the Reformatory at the Cape. According to the latest return, the number of scholars on the books of the Industrial Schools of New Zealand during one year was 1,566, and the annual grant was £16,466 17s. 9d.

#### Railway Tickets.

As education is nominally compulsory, when there is no public school at hand children are conveyed to the nearest school by railway free of expense. In case the parents prefer to send their children to a school not the nearest, tickets are issued at very low rates. Such tickets are also available for students attending the University, Art Classes, &c., and for those attending Secondary Schools.

#### Cost of Education.

The annual cost of education in New Zealand is very heavy, reaching, according to the last return, to £509,038. As the population is reckoned at 600,000, this sum amounts to more than 16s. 8d. per head. If a proportionate expenditure were made in Cape Colony the annual vote required would be a million sterling. The following is a list of the various items of expenditure for 1886.

#### Expenditure for the Year ending 31st December, 1886.

	Expenditure.			Recoveries.			Net.		
	£	s.	d.	£	s.	d.	£	s.	d.
University of New Zealand ..	2,990	8	8	793	10	9	2,196	17	11
Auckland University College ..	4,315	17	8	..	..	..	4,315	17	8
Canterbury College .. ..	7,316	7	0	1,379	11	4	5,936	15	8
Otago University .. ..	9,645	8	7	1,306	11	3	8,338	17	4
Lincoln Agricultural School ..	4,895	6	5	2,739	7	6	2,155	18	11
Thames High School .. ..	1,538	0	5	337	10	6	1,200	9	11
Other secondary schools .. ..	59,988	7	1	25,400	0	0	34,588	7	1
Schools for Primary Education—									
Native schools .. ..	20,890	0	8	..	..	..	20,890	0	8
Chatham Islands school .. ..	244	3	0	..	..	..	244	3	0
Industrial schools .. ..	21,919	15	0	5,452	17	3	16,466	17	9
School for Deaf-mutes .. ..	3,514	12	8	385	15	10	3,128	16	10
Education Boards .. ..	412,075	0	6	2,500	0	0	409,575	0	6
Totals .. ..	549,333	7	8	40,295	4	5	509,038	3	3

The following Table is a Summary of the Scholastic Institutions in New Zealand, and of the Pupils in attendance:—

#### Table.

European Schools.		No. of Pupils.		
No. of Schools.		European	Native	
Public Schools .. ..	1,054	105,853	475	106,328
Colleges, &c. .. ..	23	..	..	2,358
Industrial Schools .. ..	10	..	..	791
Private do. .. ..	288	12,473	24	12,497
Public Schools .. ..	79	436	2,072	2,508
Private do. .. ..	2	..	..	76
Total .. ..	1,456			124,558

#### Resumé.

No. of Europeans attending School .. ..	121,911
„ Natives .. ..	2,647
	124,558

The population of the Colony is reckoned at 600,000; it must therefore be gratifying to all patriotic New Zealanders to find that nearly twenty-one per cent. of these are attending school or college.

JOHN SAMUEL,  
Deputy Inspector of Schools.

#### VII.—LIST OF CERTIFICATED TEACHERS INTRODUCED DURING THE YEAR.

	Date.
Rev. J. Edward, M.A. .. ..	September, 1887.
Miss L. Kiddell .. ..	.. ..
Miss H. B. Tyrie .. ..	March, 1888. "
Wm. R. Bett .. ..	June, ..
Miss Gillie .. ..	August, ..
F. van Heijst .. ..	.. ..
G. Gilchrist, B.A. .. ..	September, 1888.
— McEwan .. ..	.. ..
Miss McNaughton .. ..	.. ..
Miss Roodhuysen .. ..	October, ..
Miss Pride .. ..	December, ..