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CAPE OF GOOD HOPE.

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DEPARTMENT OF PUBLIC EDUCATION.

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REPORT



OF THE

SUPERINTENDENT-GENERAL

OF

EDUCATION,

FOR THE YEAR 1896.

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Presented to both Houses of Parliament by command of His Excellency the Governor.  
1897.

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## CONTENTS.

	PAGES
<b>REPORT OF THE SUPERINTENDENT-GENERAL</b> ..	1—30
I. ADMINISTRATION .. .. .	4
II. SUPPLY OF SCHOOLS ( <i>New Schools: Distribution of Gain and Loss among the Divisions: Distribution of Gain and Loss among the Circuits: Closing of Schools: Distribution of Lapsed Schools among the Divisions: Distribution of Lapsed Schools among the Circuits: Schools for the Poor: Industrial Schools: Educational Survey</i> ) ..	4—10
III. ENROLMENT AND ATTENDANCE ( <i>Enrolment: Attendance: Ratio of White to Coloured</i> ) .. .. .	10—12
IV. INSPECTION OF SCHOOLS ( <i>Formal Visits for Detailed Examination: Informal Visits: Casual Examiners</i> ) .. .. .	12
V. PUPILS' ATTAINMENTS ( <i>Pupils Present at Inspection: Pupils' Standards at Inspection: Attainments in the Mission Schools: Attainments in the Poor Schools: Attainments in other White Schools</i> ) .. ..	13—14
VI. ANNUAL PROGRESS OF PUPILS ( <i>Schools and Pupils twice Examined: Pupils advanced a Standard</i> ) .. .. .	14—15
VII. LIBRARIES .. .. .	15
VIII. SCHOOL BUILDINGS AND FURNITURE .. .. .	16
IX. SUBJECTS OF INSTRUCTION ( <i>Boys' Handicraft: Girls' Handicraft: Drill: Vocal Music: Drawing: Science</i> ) .. .. .	16—18
X. TEACHERS ( <i>Qualifications: Sex: Supply: Pupil-Teachers: Pupil-Teachers in the Inspectorates: Examination of Pupil-Teachers: Central Pupil-Teacher Classes in Cape Town: The First of the New Training Schools: Aborigines Training Schools: Middle-Class Teachers' Certificate: Training College for Middle-Class Teachers: First-Class Teachers' Certificate: Special Needlework Certificates: Special Woodwork Certificates: Special Music Certificates: Vacation Courses of Training</i> ) .. .. .	18—27
XI. COLLEGES .. .. .	27—28
XII. FINANCE ( <i>Apportionment of Education Vote: Total Cost to Government per Pupil: Rate of Grant per Pupil</i> ) .. .. .	28—29
XIII. CONCLUSION .. .. .	29—30
 <b>ANNEXURES—</b>	
I. REPORTS OF CIRCUIT INSPECTORS (Index: p. 2a) .. .. .	1a—85a
II. REPORTS OF EDUCATIONAL SURVEY OFFICERS (Index: p. 2b) .. .. .	1b—27b
III. SCHOOL STATISTICS (Index: p. 2c) .. .. .	1c—122c
IV. FINANCE (Index: p. 2d) .. .. .	1d—10d

## CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

### Report of the Superintendent-General of Education for the Year 1896.

Presented to both Houses of Parliament by command of His Excellency the Governor.  
1897.

Department of Public Education,  
Cape Town, 31st March, 1897.

THE HONOURABLE THE COLONIAL SECRETARY,

SIR,—I have the honour to submit to you herewith my Report on the work of the Education Department for the year 1896. As usual it deals with the state of Education in the Colony as a whole, any details which it may contain in regard to particular districts being inserted merely to illustrate a general statement or because a particular district forms an exception to a general rule. The matter is arranged in twelve distinct sections, most of which again are divided under several sub-headings, the object being to facilitate to the utmost the obtaining of information on any definite point.

The First Annexure contains the Reports of the Inspectors, arranged according to alphabetical order of the writers' names. Here will be found the fullest details regarding the educational condition of each of the various Circuits into which the Colony is divided; and as the Inspectors have been asked to adopt the same headings and sub-headings as are used in the main Report it is hoped that no difficulty will be felt in following up any particular subject throughout the whole series of Reports.

The Second Annexure contains the latest instalment of the work of the Educational Survey, which was set agoing in 1893 with the object of getting minute and accurate information regarding the wants of the most neglected Divisions.

The Third Annexure contains the School Statistics under various headings. The first and by far the longest part of this Annexure is of much greater value than the corresponding part in previous reports, as in addition to the usual figures regarding enrolment and attendance it now contains the results of inspection for every school visited during the year.

[G. 10—'97.]

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The Fourth Annexure is mainly Financial, giving the details of State Expenditure on Education, the Good Service List, and the Pension List.

The aim has been to present as accurate a picture as possible of the state of education, to show what has been accomplished during the year, and in doing so to give a fairly clear insight into the mode of working of the Department. In the case of readers who are trained educationists this aim is not difficult of attainment: something more, however, is hoped for, viz., that the work may have been done with sufficient simplicity and clearness to make it understood by all ordinary persons who are thoughtful enough to be interested in the intellectual, moral, and material welfare of their country.

#### I.—ADMINISTRATION.

The most important change effected during the year concerned the Accounting Branch of the Office. Probably ever since the formation of the Department it had been the practice to make payments to individual schools in all parts of the Colony by means of Treasury Drafts sent direct from the Office. The number of these drafts issued every quarter had latterly become very great indeed; and for this reason, and for others still more important, a different system was imperatively called for. The natural procedure of course was to utilize the Civil Commissioners, and this has consequently been done, every payment due to a resident of a Division being obtainable only from the Commissioner of the Division, to whom instructions regarding all such payments are sent and who accounts in turn to the Department for disbursements made.

The additional inspectorate referred to in last year's Report was constituted early in 1896, seven being formed out of the six previously in charge of Inspectors Le Roux, Bartmann, Mitchell, Murray, Theron, and Brice.

By the illness and death of Inspector Crawshaw, one of the Transkei Circuits suffered serious loss. Mr. Crawshaw was most methodical and thorough in all his work, and his services were particularly valuable where Aborigines schools were concerned.

During the year Inspector Bartmann was offered a more lucrative post in the Transvaal, and much to my regret accepted it. During his few years' connection with the Department he had been most enthusiastic in the work of establishing new schools, and more than once his Circuit had to be diminished in consequence. He was equally in earnest to improve existing schools, and to interest teachers in better methods, and no Inspector in the same period made more progress as an educationist.

By reason of the continued illness of Inspector Brady the Cape Division has again been deprived of that experienced supervision which it stands so much in need of, and the Examining Branch of the Office has been strained to the utmost. On this account it will be found that, as in 1893, there is a blank in the collection of Inspectors' Reports.

#### II.—SUPPLY OF SCHOOLS.

*New Schools.*—The establishment of new schools has not advanced at nearly so great a pace as it did in 1895, 1894, or 1893. At the close of the year there were only 34 more in existence than there were twelve months before, whereas the increase in the preceding year was 218.

The details regarding the 34 are:—

1st Class Public Schools	...	...	...	3
2nd Class Public Schools	...	...	...	4
3rd Class Public Schools	...	...	...	-24
Poor Schools	...	...	...	34
Farm Schools	...	...	...	-11
Evening Schools	...	...	...	-6
Mission Schools	...	...	...	0
Native Institutions	...	...	...	-4
Aborigines Schools	...	...	...	37
Special	...	...	...	1
				—
Total	...	...	...	34.

The increase in the number of 1st and 2nd Class Public Schools is considerably greater than it was last year, and this is so far a pleasing sign. The diminution in the number of Third Class Schools is much to be regretted, even although it be counterbalanced in one way by a greater number of Poor Schools. The schools classed as "Native Institutions" have purposely been made fewer, in order to secure concentration of effort and greater efficiency. Looking at the result as a whole, however, and considering how much room there is yet for schools, of a lower grade especially, one cannot but feel disappointed.

Adding the 34 to the lists previously reported we find an increase of 820 for the four-year period 1892-96, the classification being as follows:—

1st Class Public Schools	...	...	...	14
2nd Class Public Schools	...	...	...	21
3rd Class Public Schools	...	...	...	131
Poor Schools	...	...	...	156
Farm Schools	...	...	...	316
Boarding Schools	...	...	...	-5
Native Institutions	...	...	...	-4
Mission Schools	...	...	...	74
Aborigines Schools	...	...	...	110
Evening Schools	...	...	...	5
Unclassified	...	...	...	2
				—
Total	...	...	...	820.

*Distribution of gain and loss among the Divisions.*—The Division which has made greatest progress during the year is Wodehouse, which has 8 additional schools to show. Last year it occupied the same honourable position, with 14 additional schools. Its progress indeed since 1892 is quite unique, there being now 40 schools in place of 4. The next in order are Fort Beaufort and Albert. Steynsburg also seems to have awakened—a fact all the more noteworthy when it is known that most of the other Divisions of the same Circuit have been losing ground. In the Transkei the Magistracies which seem to have made most advance are Umtata and Tsolo.

Of the Divisions which have fallen back the most striking are Fraserburg, Cudtshoorn, Cradock, Richmond, and Stockenstrom. The first two of these had formerly a good record, and one of them, viz.: Fraserburg, could ill afford to recede. In the Transkei the laggard Magistracies are Unzimkulu and Matatiele.



For the four-year period 1893-96 the most progressive divisions from this point of view are:—

	Additional Schools.
Wodehouse ... ..	36
King William's Town ... ..	33
Riversdale ... ..	26

In the case of the first of these, great credit is due to the Rev. W. A. Alheit and the Rev. D. S. Botha, and in the case of the third to the Rev. W. A. Joubert.

*Distribution of gain and loss among the Circuits.*—The Circuits which show most advance during the year are: Inspector Milne's\* with ten additional schools, and Inspector Murray's † with nine additional schools. In Inspector Bartmann's seven additional schools have been established, but unfortunately the enrolment of pupils has not progressed in like ratio. In the Transkei Inspector Woodrooffe's circuit shows most progress; it includes the four Magistracies under the Transkei General Council.

The only Circuit which shows a serious falling off in the number of schools is the new Circuit, ‡ of which Inspector le Roux has had charge during 1896. Here there are 15 fewer schools than at the same date last year. In Inspector Fraser's Circuit there has also been a loss of schools, but the enrolment has considerably increased.

*Closing of Schools.*—In regard to number of schools which have had an untimely end, there is no hopeful fact to record. During the year 390 ceased to exist; and this is 9 more than the corresponding number for last year. The detailed list is as follows:—

Class of School.	No. closed during 1896.
1st Class Public Schools ... ..	0
2nd Class Public Schools ... ..	0
3rd Class Public Schools ... ..	74
Poor Schools ... ..	29
Farm Schools ... ..	253
Boarding Schools ... ..	1
Mission Schools ... ..	14
Aborigines Schools ... ..	14
Evening Schools ... ..	5
<b>Total ...</b>	<b>390.</b>

Exactly as was the case last year the three largest items are associated with the Private Farm Schools, 3rd Class Public Schools, and Poor Schools. Indeed the facts for the two years agree with a closeness that is quite surprising.

	Schools that died	
	in 1895;	in 1896.
Private Farm Schools ... ..	233	253
3rd Class Public Schools ... ..	86	74
Poor Schools ... ..	31	29
<b>Total ...</b>	<b>350.</b>	<b>356.</b>

\* Albert, Aliwal North, Cradock, Somerset East, Tarka, Wodehouse.

† Aberdeen, Humansdorp, Jansenville, Knysna, Uniondale, Willowmore.

‡ Britstown, Colesberg, Graaff-Reinet, Hanover, Middelburg, Philipstown, Richmond, Steynsburg.

*Distribution of lapsed Schools among the Divisions.*—This year the worst Divisions are:—

	Schools closed.
Somerset East ... ..	18
Wodehouse ... ..	15
Willowmore ... ..	14
Fraserburg ... ..	14
Jansenville ... ..	11

Of these Willowmore, Somerset East, and Jansenville had a similar notoriety a year ago: the two others, Wodehouse and Fraserburg, are less to be wondered at considering the abnormal increase of schools which took place in them during 1895. The worst of all offenders is Somerset East, which year after year is as near as may be at the top of the list.

*Distribution of lapsed Schools among the Circuits.*—Here again there is a wonderful agreement with the statistics of last year. The facts are as given in the following table:—

Circuit.	Lapsed Schools.
Inspector Milne's ... ..	53
Inspector Theron's ... ..	47
Inspector Murray's ... ..	40
Inspector le Roux' ... ..	39
Inspector Brice's ... ..	35
Inspector Fraser's ... ..	28
Inspector Bennie's ... ..	22
Inspector Clarke's ... ..	22
Inspector Mitchell's ... ..	21
Inspector Hofmeyr's ... ..	20
Inspector Noaks' ... ..	15
Inspector Bartmann's ... ..	14
Inspector Rein's ... ..	13
Inspector Ely's ... ..	9
Inspector Woodrooffe's ... ..	9
Inspector Brady's ... ..	3
<b>Total ...</b>	<b>390.</b>

The points worthy of note in regard to the list are (1) that two of the Circuits near the top—the most unfavourable position—are exactly the two which remained at the end of the year with the highest balance of schools to the good, viz., Inspector Milne's and Inspector Murray's: (2) that the order of the Circuits closely resembles their order in the corresponding list of last year, the inference being that the school death-rate for a Circuit is approximately constant: (3) that the Circuits in which Mission Schools predominate occupy the most favourable position, viz., the bottom. The Circuit which forms a marked exception to the two last observations is Inspector Bennie's; a year ago it stood alongside the other Mission School Circuits, but this year is seventh on the list. The reason for this will be apparent on reading Inspector Bennie's own report.

*Schools for the Poor.*—The increase in the number of "Poor" Schools is almost exactly the same as it was for 1895, being 34 as compared with 31. The full number in operation during December 1896 was 191, which is very



close on five times the number in existence four years before. The following are the figures for the period 1892-96:—

Year.	Poor Schools in operation.			
December, 1892	...	...	...	41
" 1893	...	...	...	69
" 1894	...	...	...	126
" 1895	...	...	...	157
" 1896	...	...	...	191.

The number of additional schools actually started during the year was 63, but 29 of them did not survive. A similar record had to be made in 1895 when 62 were set agoing and only 31 survived. It would seem therefore that those who toil to establish Poor Schools must reckon upon half of their labour being in vain. This fact is one of the strongest arguments for the passing of a School Attendance Act. What is wanted is not so much *increased facilities* for education, but rather the *desire to use the facilities* so amply offered.

The Divisions in which the Poor Schools are most numerous are:—

Wodehouse, with 15 Schools.
Riversdale, " 11 "
Knysna, " 10 "
Uniondale, " 10 "

Prince Albert which last year stood second on the list is now much lower down, and yet has a higher school attendance than at the same date in 1895. This is an example worth following. The willingness in some quarters to be stigmatised as poor is most regrettable: and while the real poor ought to be assisted in every possible way, the sham poor ought to receive no consideration.

*Industrial Schools.*—In last report the characteristics of the two types of Industrial Schools for which provision is made by the Department were pointed out, and a comparison made between the Cape Town example of the one type, and the Uitenhage example of the other. On account of the marked success of the former, it was considered that it had got beyond the experimental stage, and ought to be extended and developed. The necessary steps in this direction have been taken, and it is hoped that next year's report will show that the number of apprentices in it has been doubled.

It has been agreed that owing to the difference in circumstances the Uitenhage school ought not to engage in the same work as the Cape Town school, but that it should take up as its specialty the subject of Agriculture. The need for attending to agricultural education cannot be questioned; in the end more farmers will be wanted than tradesmen, and it would therefore be a great mistake to try to produce only the latter. Of course field and garden work would not be the only occupations engaged in, because a certain amount of instruction in woodwork and metal work could not be dispensed with. The difference from the present system, however, would be that these subjects would not be taught as trades; they would only be entered into as far as might be requisite for use on an up-country farm. If the zeal of the Uitenhage promoters should be successful in showing that a *Farm Industrial School* of this kind is capable of realization, and that it can be economically worked, they will have solved one of the most important problems which press upon us.

*Educational Survey.*—During 1896 three additional Divisions of the Colony have been surveyed, viz., Uniondale, Sutherland and Piquetberg. A sketch survey was also made of Bechuanaland shortly after its annexation.

The reports on these four surveys are given as an annexure, and like all their predecessors are worthy of very serious attention. Practically the survey as originally designed in 1893 is now complete. The one neglected Division is Kenhardt, which would also have been undertaken in 1896 if the long protracted drought had not made cart travelling almost impossible.

On starting in 1893 it was strongly urged that the only way to alleviate educational destitution was to set about the work in a more business-like and thorough manner. "The mode of procedure at present," it was stated, "is such that nothing but incomplete and casual success is possible. The workers are the Inspectors, who only visit a neighbourhood once in a year, and local persons interested in education, mainly ministers, who have their hands well filled with other work. Methodical and continuous effort on well defined lines is thus past hoping for." With a view to inaugurating something better, the so-called *survey* was proposed, and there can be little doubt that even this initial stage in the work of supplying schools has been productive of much good.

In all 18 divisions have been visited by the officers, the following being a summary of the details in regard to the schools proposed:—

Year.	DIVISION.	No. of proposed Schools.	Pupils in Vicinity.	Annual cost to Government.		
				£	s.	d.
1893	Jansenville .. .. .	25	370	931	10	0
1894	Aberdeen .. .. .	34	281	755	10	0
1894	Steynsburg .. .. .	25	357	599	10	0
1894	Fraserburg .. .. .	35	458	831	0	0
1895	Prieska .. .. .	44	698	1039	10	0
1895	Wodehouse .. .. .	31	725	1236	0	0
1895	Barkly East .. .. .	19	493	721	0	0
1895	Hopetown .. .. .	50	453	980	0	0
1895	Carnarvon .. .. .	24	209	574	0	0
1895	Hay .. .. .	25	580	947	0	0
1895	Herbert .. .. .	12	233	456	0	0
1895	Barkly West .. .. .	15	220	436	0	0
1895	Humansdorp .. .. .	31	357	844	0	0
1895	Calvinia .. .. .	21	350	782	0	0
1895	Riversdale .. .. .	43	830	1302	0	0
1896	Piquetberg .. .. .	63	1101	1452	0	0
1896	Sutherland .. .. .	50	418	919	0	0
1896	Uniondale .. .. .	24	397	828	0	0
	Total .. .. .	571	8530	£15,634	0	0

Taking the first on the list, viz., Jansenville, which was surveyed in 1893 by Inspector Murray, and which has remained in his Circuit since that date, we have the following figures to attest the progress which has been made:—

#### JANSENVILLE.

	Schools in operation in December,	
	1892	1896
Second-Class Schools	...	1
Third-Class Schools	...	5
Farm Schools	...	13
Poor Schools	...	7
Mission Schools	...	1
Total	...	27.



The next three on the list, which were surveyed the year following, have not of course made so much progress; nevertheless, one of them, Fraserburg, has doubled its number of schools since then.

Now that the wants of these divisions are more accurately known, the next step is to press on the people the need for action. This can be done in a variety of ways,—by a special educational officer set apart for the purpose, by the Inspector of the Circuit, by clergymen or other persons locally interested; but there is only one thoroughly effective way, and that is by passing a School Attendance Act.

### III.—ENROLMENT AND ATTENDANCE.

*Enrolment.*—Progress in enrolment has again to be recorded, though the increase in the number of pupils enrolled during 1896 is rather less than the increase for 1895. In December, 1895, the total number of pupils on the school rolls was 108,947; in December, 1896, it was 115,059. There was thus a clear increase for the year of 6,112 children, whereas for the preceding year the increase was 6,956. It is not for want of children that the former rate of increase has not been maintained. In some districts physical causes have been conspicuously against us, but there can be little doubt that the reduction in the number of "Survey" officers has also had an unfavourable effect, these officers having always supplemented their Survey work by trying to establish schools where the results of the "Survey" indicated a need.

Going back to 1892 when the present system of statistics was inaugurated we find the following facts:—

On Roll in December Quarter, 1892	...	...	83,347
" " " 1896	...	...	115,059
Increase in four years	...	...	31,712.

There has thus been a 38 per cent. increase for the period in question.

The distribution of the increase of enrolment over the four quarters of 1896 has been as interesting as ever. The summary of facts is as follows:—

1st Quarter, 4,700 of increase,	
2nd Quarter .. 148 of decrease,	
3rd Quarter, 5,416 of increase,	
4th Quarter .. 3,856 of decrease.	

We thus have:—

Increase in 1st and 3rd Quarters	...	10,116
Decrease in 2nd and 4th Quarters	...	4,004

and therefore Net Increase 6,112.

as above stated. In most countries the phenomena of enrolment are quite different from these, there being generally a rise at the commencement of the school year and a fall at its close. With us there is a *double* rise-and-fall, due to the fact that the school year in some parts of the Colony begins in January and in others begins in July. In 1896, however, the up-and-down movements have been excessive as the following figures show:—

Quarterly Increases in 1895	...	4,629, 698, 4,145, -2,516.
" " 1896	...	4,700, -148, 5,146, -3,856.

It is much to be feared that an underlying cause is shortness of school life.

*Attendance.*—The returns of average attendance for the four quarters were:—

1st Quarter	...	...	85,046
2nd "	...	...	84,206
3rd "	...	...	88,934
4th "	...	...	84,960

where a similar rise-and-fall is again visible. The increases and decreases will be found to be

5,269,	-840,	4,728,	-3,974,
--------	-------	--------	---------

and consequently the nett increase

5,183.

In the first quarter the attendance formed 74·83 per cent. of the enrolment, and in the remaining quarters 74·19 per cent., 74·78 per cent., 73·84 per cent. It is thus seen that not only does the enrolment fall in the 2nd and 4th quarters, but that the fewer children on the roll during these quarters attend worse. This is notably the case in the December quarter; and in the preceding year the same fact had to be recorded. The figures as a whole, however, are more favourable than those of last year, for the average of the four is 74·41, whereas in 1895 the corresponding average was 73·86. In 1894 the number was still lower, viz., 73·73. These percentages

73·73	for the year 1894,
73·86	" " 1895,
74·41	" " 1896,

indicate a slow but steady improvement in school attendance which one is glad to note. If it could be continued for a few years much good would follow.

In this matter of irregular attendance no circuit of the Colony figures worse than the metropolitan circuit; for, whereas the average attendance for the whole Colony is 74·4 per cent. of the enrolment, for the Cape Division alone the corresponding number is 68·4. Surely no stronger argument could be furnished for bringing Cape Town and its suburbs under a Compulsory Attendance Act.

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

White	{ Boys	...	24,905	} 48,723.
	{ Girls	...	23,818	
Coloured	{ Boys	...	31,089	} 66,236.
	{ Girls	...	35,247	

It is thus seen that the white boys still maintain the preponderance over the white girls, and that the reverse still holds good as regards coloured children. The preponderance in the former case, however, is less than it was a year ago, while in the latter it is much greater.

Further it will be observed that of the pupils in State-aided schools

42·34 per cent.	are white, and
57·66 per cent.	are coloured;

or, roughly speaking, out of every 7 school-going children, 3 are white and 4 are coloured. This indicates great neglect of the means of education among the coloured people, for according to the Census of 1891 the coloured population out-numbered the white by 3 to 1.



The ratio of white to coloured pupils has remained practically constant for the last three years; in 1896 it was as near as might be a mean between the ratio for 1894 and the ratio for 1895.

#### IV.—INSPECTION OF SCHOOLS.

*Formal Visits for detailed examination.*—The number of detailed inspections during the year was 2,327—a number which is almost 1,000 more than the corresponding number in 1892. As the number of schools in existence at the close of the year was 2,305, it is evident that few schools could have remained uninspected. When it is borne in mind, however, that a large number of schools lapsed during the year, and that in the case of a considerable proportion of these the annual examination must have fallen due before they ceased to exist, it must be evident that there is considerable difficulty in overtaking all the work. This is not as it should be, for one visit per annum to each school is absolutely essential, and in the case of schools with inefficient teachers or managers the more visits the better.

In some of the northern districts the visiting of schools has almost been impossible, because of the rinderpest and the regulations consequent on its appearance. In the Cape Division also inspection has been carried on with difficulty and with less efficiency than was desirable, by reason of the regretted absence of Mr. Brady and the necessary employment of more than one temporary substitute. The need of a Relieving Inspector has thus again been brought forcibly into notice.

The figures for the last five years with reference to inspection stands as follows:—

Year.	Schools Inspected.
1892 ... ..	1,376
1893 ... ..	1,742
1894 ... ..	2,102
1895 ... ..	2,223
1896 ... ..	2,327.

*Informal Visits.*—It will be readily understood from the foregoing that Inspectors have had little time to pay a second visit, however short, to any of their schools. Where it has been possible, however, good has followed, and I have not given up hope that more of this helpful intercourse between inspectors and teachers will yet be brought about. It is to be regretted that some of such visits have led to the discovery of serious breaches of the school regulations. In a few cases teachers were found to be absent from duty, and in not a few the attendance was lamentably small in comparison with the number on which the grant for the school had been reckoned.

*Casual Examiners.*—The number of schools examined by a local substitute for the ordinary Inspector is still larger than it should be, and unfortunately is not less than the corresponding number for last year. The figures for the three years are:—

Year.	No. of Schools.
1894 ... ..	48
1895 ... ..	35
1896 ... ..	43.

The great majority of them are in the Eastern Province in the Circuits of Inspectors Fraser (11), Ely (9), Milne (7), and Clarke (6). There is no reason why the number should not be largely diminished during 1897, and I hope every effort will be made to do so, it being absolutely necessary that the permanent official of the circuit be familiar with the condition of every school under his charge.

#### V.—PUPILS' ATTAINMENTS.

*Pupils present at Inspection.*—The total number of pupils on the rolls of schools inspected during the year was

107,803,

and of these there were present at inspection

92,064.

The latter number forms 85·4 per cent. of the former. Last year the percentage was 83·88; and as even this was far from being unsatisfactory, there is considerable cause for congratulation in regard to the percentage now reached. Placing together the facts for the last three years regarding enrolment, average attendance, and attendance at inspection we have the following table:—

	Year 1894.	Year 1895.	Year 1896.
Average attendance, as percentage of enrolment.	73·74	73·86	74·41
Attendance at Inspection, as percentage of enrolment.	84·5	83·88	85·4.

It is thus seen that the attendance at inspection not only keeps ahead of the average attendance, but that the difference of the percentages is uniformly so high as ten. This is a good feature in the statistics.

As was the case last year the best attendance at inspection is to be found in Private Farm Schools, where the amount of the grant is dependent on the number of pupils present. It is worst in the Mission Schools, where it falls considerably below the average for the whole Colony, being 83·92 for the Aborigines Schools and 80·09 for the Mission Schools proper.

*Pupils' Standards at Inspection.*—The 92,064 pupils present at inspection were after examination classified as follows:—

Sub-standard	42,181	<i>i.e.</i> , 45·81 per cent.
Standard I	14,545	15·8 "
Standard II	13,688	14·87 "
Standard III	9,658	10·49 "
Standard IV	5,847	6·35 "
Standard V	2,698	2·93 "
Standard VI	1,442	1·57 "
Standard VII	394	·43 "
Ex-Standard	262	·28 "
Unclassified	1,349	1·47 "

In so far as these percentages differ from those of last year, the difference is on the right side, indicating, as it does, an increase in all the higher standards and a corresponding decrease in the lower.

The figures for comparison stand as follows:—

	Stand. V.	VI.	VII.	Unclassified.	Total.
Year 1895 ...	2·86	1·3	·33	1·33	5·82
Year 1896 ...	2·93	1·57	·43	1·75	6·68.

This means that whereas in 1895 there were above Standard IV. only 58 school children out of 1,000, in 1896 the number had increased to 67. It is true that the number is still small, nevertheless the commencement of an upward movement which has been long desired is very welcome. So



long, however, as we have nearly 46 per cent. of all the school children below Standard I. the less said by way of self-eulogy the better.

*Attainments in Mission Schools.*—For the dragging down of the foregoing averages the Mission Schools are mainly responsible. In the Mission Schools proper scarcely 3 children in 1,000 pass beyond Standard IV., and so many as 621 of the 1,000 never get into Standard I. In the Aborigines Schools the state of affairs is not quite so bad, but even there more than half of the children are below Standard I.

*Attainments in the Poor Schools.*—The Poor Schools and Evening Schools serve also to make the general results look worse. In 1895 the Poor Schools were almost on a par with the Aborigines Schools: in 1896 when so compared they appear to slightly more advantage. This, however, is not by reason of any great improvement in the former. The figures for the two years stand as follows:—

	1895.	1896.
Sub-Standard ... ..	48.96	48.36
Standard I. ... ..	21.74	19.75
Standard II. ... ..	16.76	18.69
Standard III. and above ..	12.54	13.20.

It is thus seen that in both years almost half of the pupils were below Standard.

*Attainments in other White Schools.*—The order of merit for the remaining schools is exactly the same as it was last year, viz.:

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

In the case of the First-Class Public Schools there is distinct evidence of an upward movement. In 1895 there were in Standard VI. and above it 15 children out of 100; in 1896 the percentage has risen to 18.

#### VI.—ANNUAL PROGRESS OF PUPILS.

*Schools and Pupils twice examined.*—Of the 2,327 schools inspected in 1896, as many as 437 were visited for the first time. This was not because inspection was neglected the previous year, but because the schools were not then in operation or had been so short a time at work that examination for Standards was not considered desirable. In addition to these there were 43 whose examination results could not be compared with those of the previous year, because the registers of the latter year had been lost or destroyed—an occurrence much more common than it ought to be. There were thus only 1,847 schools in which the progress made by pupils during the year could be satisfactorily estimated. In the year 1895 the corresponding number was 1,732, that is to say 115 fewer—a fact which at first sight might appear to be evidence of increased stability, but is in reality due to the falling off in the rate of establishing new schools.

The number of pupils present at inspection in these 1,847 schools was 79,994, but more than half of them were useless for the purpose in view, either because in 1896 they were not present at the previous inspection, or because they were still so low placed in the school that they could not be presented for any Standard. In fact, only 36,998 who were presented for Standards in 1896 had been present at the previous inspection. From the performance of these 36,998 pupils, therefore, our conclusions must be drawn.

*Pupils advanced a Standard.*—The number of pupils who passed a Standard out of the 36,998 just referred to was 23,499, or 63.51 per cent. This is the same as to say that rather more than one-third of the pupils who had been preparing for a year to pass a certain Standard, were condemned to continue for another year at the same work. The result is not by any means encouraging, but it should not be forgotten that in arriving at it, all classes of schools have been slumped together.

Taking the different kinds of schools separately the following is the order of merit:\*

First-Class Public Schools	...	81.5	per cent.
Second-Class „ „	...	76.13	„
District Boarding „	...	75.47	„
Poor Schools	...	71.81	„
Third-Class Public Schools	...	70.77	„
Private Farm Schools	...	69.85	„
Aborigines Schools	...	53.67	„
Mission Schools	...	52.04	„
Evening Schools	...	51.35	„

Great importance need not be attached to the low position of the Evening Schools, because they are few in number and because their pupils are more than ordinarily transitory. The slow rate of progress, however, in both kinds of Mission Schools is a much more serious matter. Whatever may be the causes of it—irregular attendance, poor teaching, or natural incapability of the pupils—the fact is deplorable.

In the First-Class Public Schools the progress made by pupils is very creditable, and the percentage standing opposite them is not a bad guide to an anxious parent about to place his child at school.

#### VII.—LIBRARIES.

The year's progress in the formation of School Libraries has been very gratifying. Taking, as formerly, the First and Second Class Schools only, we have the following figures:

Year.	New Libraries.
1894 ... ..	12
1895 ... ..	11
1896 ... ..	18.

Perhaps the most praiseworthy case of the eighteen is that of Ceres, where the number of books acquired and the number of readers are most satisfactory in view of the size of the village and the condition in which the school was a comparatively short time ago.

In the period 1892-96 there have been altogether 61 libraries founded in connection with the two highest classes of schools. This is of course a very pleasing fact, but it is impossible to rest satisfied with it. The lowest ideal to be aimed at must be, "No school without a suitable library," and teachers and Inspectors are counselled to keep such an ideal steadily in view.†

\* These percentages ought not to be compared with those of last year, on account of an alteration in the mode of dealing with the sub-standard pupils.

† The following First-Class Schools have as yet no Library:—

Burghersdorp.	Knysna.
Beaufort West (Girls).	Komgha.
Beaufort West (Boys).	Malmesbury (Boys).
Bedford.	Malmesbury (Girls).
Cape Town, Normal (Boys).	Oudtshoorn (Boys).
Cape Town, Normal (Girls).	Oudtshoorn (Girls).
Cape Town, S.A. College.	Paarl (Upper) (Boys).
Simon's Town.	Montagu.
East London East (Boys).	Swellendam (Girls).
Adelaide.	Uitenhage (Boys).
Fort Beaufort.	



## VIII. SCHOOL BUILDINGS AND FURNITURE.

As regards school buildings and furniture, the progress of last year has been more than maintained, increased activity having been manifested in almost every inspector's circuit. The total amount of building loans applied for shows an increase of about 50 per cent. In addition to this, free grants for school buildings, not costing more than £400, were offered to neglected country districts, and before the close of the year forty sites had been approved of and the grants promised.

Of the larger new school buildings, the most noteworthy are those erected for the Girls' High School at Uitenhage and for the Boys' High School at Simonstown.

There are still many places ill provided with proper school accommodation, and it is therefore hoped that the present movement will be fostered by all who have the cause of education at heart. No large town is in a worse plight in this respect than East London, where from one cause and another delay has taken place until the position of a most flourishing school has become really critical.

## IX.—SUBJECTS OF INSTRUCTION.

*Boys' Handiwork.*—The teaching of handiwork to boys is making very satisfactory progress, the enthusiasm and zeal of the Instructor at the Vacation Courses having stirred up a number of the younger teachers to take an interest in the matter. About 400 more boys have been brought under instruction than was the case a year ago, the exact figures being:—

Year.	No. of Schools.	No. of Pupils taught.
1895	34	1,063
1896	42	1,443
Increase	8	380.

The character of the work at some of the centres has also improved. To the annual examination in December a large number of well-made articles were sent in, and in accordance with a decision taken last year a selection of them was exhibited first in the Hall of the Education Office, and afterwards at Stellenbosch, Kimberley, and other places. It is hoped that this may excite further interest in a branch of school work which deserves every attention, and the teaching of which ought to be as widespread as the teaching of Needlework to girls.

The results\* of the examination were as follows:—

	1st Grade Certificate.	2nd Grade Certificate.	Total.
First Woodwork Standard	38	155	193
Second " "	35	22	57
Third " "	3	5	8
Totals	76	182	258.

The corresponding numbers for

last year were ... .. 36 126 172.

*Girls' Handiwork.*—The teaching of Needlework continues to make good progress, being much further advanced than the teaching of Woodwork. About 2,400 more girls have been brought under instruction than was the

\* For details see *Government Gazette*, Education Office Notice No. 12 of 1897.

case a year ago. The following are the facts regarding its progress for the last three years:—

Year.	No. of Schools.	No. of Pupils taught.
1894	1,141	28,023
1895	1,290	33,357
1896	1,185	35,749.

*Drill.*—Still more progress has been made in the matter of Drill and physical training, the number of children receiving instruction in 1896 being actually 7,000 more than the corresponding number in 1895. The figures for the last three years stand as follows:—

Year.	No. of Schools.	No. of Pupils taught.
1894	252	17,508
1895	320	21,390
1896	432	28,400.

*Vocal Music.*—But even the great increase in the number of pupils receiving Physical Training is overtopped by the increase in the number being taught to sing from notes, the latter increase being so high as 11,000. The advance since 1894 will be clear from the following:—

Year.	No. of Schools.	No. of Pupils taught.
1894	545	34,477
1895	627	36,110
1896	798	47,165.

*Drawing.*—In the case of Drawing there is also a marked advance, although only one year has elapsed since the attempt was made to place the subject on a better footing. The figures in regard to it are:—

Year.	No. of Schools.	No. of Pupils taught.
1895	343	14,166
1896	406	18,337.

*Science.*—The beginning made last year towards the encouragement of the systematic teaching of science has been followed by a gratifying amount of success. In the aggregate number of candidates who presented themselves for examination there was an advance of upwards of 43 per cent.; and in the case of Agriculture, Chemistry, and Domestic Economy, the examiners reported marked improvement in the character of the work.

In Botany there was little evidence of a change for the better; and, considering the fact of the absence of a suitable text-book, nothing else could be hoped for. Marloth's South African edition of Edmonds' Botany, prepared under the auspices of the Department is, however, now ready, and if properly used by teachers, should have the effect of disseminating a love for the subject. The opportunities for studying it properly are much greater than in the case of Human Physiology, which has hitherto been a more popular subject.

A prospect has opened for the preparation of a similar book on Agriculture, and every effort will be made during 1897 to have it published and to encourage its use.



The following are the results\* of the examinations:—

SUBJECT.	1st Grade Certificate.	2nd Grade Certificate.	Total.
Agriculture .. ..	3	14	17
Botany .. ..	6	5	11
Chemistry .. ..	20	40	60
Domestic Economy ..	1	9	10
Physics .. ..	5	2	7
Physiology .. ..	20	49	69
Totals .. ..	55	119	174
Corresponding totals for 1895..	46	90	136

#### X.—TEACHERS.

*Qualifications.*—In the 2,327 schools inspected in 1896 there were 3,831 teachers employed, pupil-teachers not being counted. As regards University Education they were divided as follows:—

Holders of University Degree .. ..	111
Holders of Intermediate Certificate .. ..	48
Holders of Matriculation Certificate .. ..	191
Holders of no Academic Certificate .. ..	3,481
Total .. ..	3,831.

The total of the first three of these classes is 350, whereas last year the corresponding number was 315. This is so far satisfactory, but it has also to be remembered that 350 is only 9·1 per cent. of the whole.

In the matter of Professional Training they were divided as follows:—

Holders of European Government Certificates .. ..	162
Holders of Cape 1st and 2nd Class Certificates .. ..	131
Holders of Cape 3rd Class Certificates .. ..	1,377
Holders of no Professional Certificate .. ..	2,161
Total .. ..	3,831.

The total of the first three of these classes is 1,670, whereas last year the corresponding number was 1,351. The percentage of uncertificated teachers, however, is still high, viz., 56·42.

Of the 2,161 who had no professional certificate only 165 had some form of academic certificate: consequently 1,996 had no certificate of either the one kind or the other. The only gratifying fact connected herewith is that last year the number of such doubly deficient teachers was 2,573, that is to say, 577 more.

\* For details see *Government Gazette*, Education Office Notice No. 15 of 1897.

The percentages of certificated teachers for the four-year period 1893–96 are as follows:—

Year 1893 .. ..	26·6
„ 1894 .. ..	27·5
„ 1895 .. ..	33·3
„ 1896 .. ..	43·6.

The continued and increasing rate of progress here made manifest is a most encouraging sign. As was the case last year the greatest increase occurs under the head of Cape Third-Class Certificates, but the number of Second and First-Class Certificates is also steadily improving. The underlying cause for this marked advance is the new pupil-teacher system; and as it has not yet had full time to show its capabilities the next two years will almost certainly present like signs of progress. Teachers trained under this system find situations with ease; indeed, one of the Lady Principals who had a considerable number of pupil-teachers entered for their Third Year's Examination in December was able to report that almost every one of them had situations by the time the schools opened on the 1st February of this year.

In some districts the percentage of certificated teachers is of course considerably higher than 43·6, and in others very much lower. Taking the division of the country into Inspection-Circuits we find the following order:—

Circuit.	Percentage of Certificated Teachers.
Inspector Brady's .. ..	52·0
Inspector Noaks' .. ..	51·3
Inspector Fraser's .. ..	51·2
Inspector Le Roux's .. ..	46·8
Inspector Milne's .. ..	45·5
Inspector Bartmann's .. ..	42·0
Inspector Clarke's .. ..	40·9
Inspector Ely's .. ..	40·3
Inspector Brice's .. ..	38·1
Inspector Mitchell's .. ..	35·5
Inspector Theron's .. ..	34·1
Inspector Murray's .. ..	32·9
Inspector Hofmeyr's .. ..	29·7
Inspector Rein's .. ..	27·1
Inspector Woodrooffe's .. ..	24·7
Inspector Bennie's .. ..	24·3.

It is thus seen that three of the Circuits have more certificated than uncertificated teachers, that two of them have not one certificated teacher in four, and that the three lowest on the list are mainly composed of Aborigines Schools. In each of the last three there are now the beginnings of proper Training Schools, viz., at Bensonvale, All Saints' and Clarkebury in Inspector Bennie's Circuit; at Blythswold and Emgwali in Inspector Woodrooffe's; and at Shawbury and Umtata in Inspector Rein's. With proper attention to the development of these Training Schools a great change for the better might soon be effected.

*Sex.*—The ratio of male to female teachers in 1896 is not known; care will be taken that an accurate record be kept of the data necessary for giving [G. 10—'97.]



this ratio for 1897. In the case of pupil-teachers the facts are as stated in the following table :—

Pupil Teachers	European.		Aborigines.	
	Male.	Female.	Male.	Female.
Of 1st Year .. .. .	15	231	268	173
Of 2nd Year .. .. .	38	221	81	33
Of 3rd Year .. .. .	46	334	49	19
Total .. .. .	99	786	398	225
Percentage .. .. .	11.18	88.82	63.88	36.12

It will thus be seen that out of 9 European pupil teachers only 1 is a male, while in the case of Aborigines the preponderance is the other way, there being roughly speaking only 4 females for every 7 males. The differences between these percentages and those of last year are very considerable, the percentage of male European pupil teachers having fallen from 17.7 to 11.18, and that of the male Aborigines from 72.5 to 63.88. The latter fall is exactly what has been much desired, for in the words of last year's report, "the want of female teachers capable of taking the infant classes and of teaching sewing is one of the greatest drawbacks to the advancement of education in Aborigines Schools." Had the other fall been a rise, there would have been cause for unmixed satisfaction with the statistics.

*Supply.*—Although the number of qualified teachers is increasing, the number available for appointments in certain districts remains pretty much as before. The reasons for this have been fully specified in previous reports, and, shortly stated, are (1) that the districts in question do not train their own teachers, and (2) that the teachers from other districts have not sufficient inducement, especially as regards house accommodation and society, to make a change. It may be added that there is also some evidence of reluctance on the part of good teachers from a distance to apply for such vacancies, because they have found by experience that other qualifications than professional are taken into account, appointments being given to relatives of members of committee or to adherents of this or that particular church.

In order to retain good teachers in the service, the policy referred to a year ago of increasing the number of Good Service Allowances has been steadily pursued. Not only so, but the intention intimated at the same time "to remove the disabilities at present attaching to large classes of teachers, so that in future every State-aided teacher may be eligible for Good Service Allowance," has been more than fulfilled, Parliament having passed the necessary resolution for doing this, and likewise for raising generally the rate of the allowance.

During 1897 it is hoped that another and much more direct step in the same direction will be possible, viz., to raise the scale of salary grants. In certain of the lower-grade schools this ought to effect a marked change, if managers will only be scrupulously careful to seek out the very best teachers which the grants at their disposal can command.

*Pupil-Teachers.*—A year ago it was announced that the success which had attended the new pupil-teacher system had become embarrassing, and

that some change in the conditions would need to be introduced if a similar increase in the number of candidates took place in 1896. As a matter of fact the increase has turned out to be very considerably greater, the following being the figures for the three years :—

Year.	No. of Pupil-teachers.
1894 .. .. .	789
1895 .. .. .	1,100, increase 311.
1896 .. .. .	1,508, increase 408.

Were the examination of pupil-teachers conducted merely in writing there would be no great difficulty in coping with such a large number of candidates; but in addition to being examined on paper in certain subjects, each candidate has to be examined in reading, recitation, physical exercises, and black-board management by the Inspector of the Circuit, and has to teach a class in his presence. The work entailed is thus enormous, and in the case of unpaid pupils, who need not afterwards take to teaching as a profession, it is labour almost wasted so far as the Department is concerned. The cure for the evil is (1) the institution of an entrance examination for aided pupil-teachers, so as to obtain the very best candidates, and (2) the restriction of the examination to these alone.

*Pupil-Teachers in the Inspectorates.*—The distribution among the Inspection-Circuits will be seen from the following table :—

Circuit.	No. of Pupil Teachers.	
Inspector Clarke's .. .. .	285	<i>i.e.</i> , 1 for every 16 pupils.
„ le Roux' .. .. .	67	„ „ 45 „
„ Noaks' .. .. .	150	„ „ 46 „
„ Bennie's .. .. .	114	„ „ 49 „
„ Fraser's .. .. .	74	„ „ 50 „
„ Woodrooffe's .. .. .	128	„ „ 51 „
„ Ely's .. .. .	137	„ „ 53 „
„ Brady's .. .. .	171	„ „ 66 „
„ Milne's .. .. .	60	„ „ 70 „
„ Bartmann's .. .. .	52	„ „ 81 „
„ Brice's .. .. .	46	„ „ 87 „
„ Mitchell's .. .. .	37	„ „ 113 „
„ Rein's .. .. .	47	„ „ 151 „
„ Hofmeyr's .. .. .	19	„ „ 185 „
„ Murray's .. .. .	14	„ „ 218 „
„ Theron's .. .. .	9	„ „ 230 „

The ridiculously high number in Inspector Clarke's Circuit is due to the fact that the two largest Native Training Schools fall within it; the number, however, is far more than any one Inspector can properly attend to. On the other hand, the Circuits at the bottom of the list—and especially the last two—are not doing their full share of training for school work. There may be difficulties in Inspector Murray's Circuit, but in Inspector Theron's, where there are Four First Class Public Schools, something better ought to be done; the school committees of such a town as Beaufort West, for example, may well be expected to help.

*Examination of Pupil-Teachers.*—The success of the 1,508 candidates just referred to was as follows :—

	No. entered.	No. passed.	Percentage of failure.
1st Year's .. .. .	687	390	44.5
2nd Year's .. .. .	373	315	18.
3rd Year's .. .. .	448	381	15.



These results are considerably better than those of last year, unless in the case of the 1st year's candidates, who still require to be thinned out with a vigorous hand. It should be borne in mind too that if any difference existed in the character of the papers set in 1896, or in the standard required for a pass, it was not on the side of leniency. The improvement in the 2nd and 3rd years' candidates which has taken place since 1894 is made clear by the following figures:—

Year.	Percentage of Failures in Candidates of		
	1st Year.	2nd Year.	3rd Year.
1894 .. .. .	45	38	32.5
1895 .. .. .	41	20	23
1896 .. .. .	44.5	18	15

Except, therefore, among the first year's candidates the rate of failure is less than half of what it was two years ago.

Among the Aborigines candidates there are of course far more failures than among the European candidates: were it not for this these percentages would be markedly lower. Separating the 1,508 candidates into Aborigines and European we have the following results:—

	Candidates examined.	Failures.	Percentage.
Aborigines	623	311	50
European	885	111	12.5.

The rate of failure for European pupil-teachers is thus seen to be a fourth of that for Aborigines, among whom one in every two fails.

Again, separating the 885 European candidates into paid and unpaid we find a similar discrepancy but not so great, the figures being:—

	Candidates examined.	Failures.	Percentage.
Paid	509	50	9.8
Unpaid	376	61	16.2.

*Central Pupil-Teachers Classes in Cape Town.*—These classes have now been in operation for three years, and notwithstanding the difficulties connected with the system have accomplished a great amount of good. The business-like way in which the pupil-teachers of even the first year now handle a class is in very marked contrast to the helplessness of those of the third year in 1893. In the annual examinations they also now take a good position, the following being the facts for 1896:—

	Examined.	Failed.	Percentage.
1st Year	41	8	20
2nd Year	41	2	5
3rd Year	42	2	5

Of those who passed as many as 32 were of the 1st grade.

Greater difficulty than ever is now experienced in the teaching of these classes, as they are forced to meet in a building quite unsuited for Training School purposes. Not a stone, I regret to say, of the new Pupil-Teacher Institute authorised by Parliament last year has as yet been laid.

*The First of the New Training Schools.*—In last report the main features of the new Training School then just opened at Wellington were sketched, the paragraph on the subject closing with the statement "a year hence it will be possible to form some estimate regarding the success of the scheme."

Early in the year it was evident that so far as the attendance was concerned there could be little doubt about the success, the average number in each of the three classes being about 30. This high figure was attained without in any way lowering the attendance at the Girls' Seminary or the Boys' High School, indeed notwithstanding the opening of the Training School these schools had a higher enrolment than ever. Towards the end of the year a considerable addition to the building was resolved upon, and it is hoped that by the middle of 1897 the new rooms will be ready for occupation. One of them has been set apart for a *college* rather than a *school* class, it being intended to make a start in training matriculated students for the Middle-Class Teachers' Examination.

In the pupil-teacher examinations the pupils from the new school made a very creditable appearance, the following being the results concerning them:—

	Examined.	Failed.	Percentage.
1st Year	21	4	20
2nd Year	34	2	6
3rd Year	45	4	8.8
Total ...	100	10	10.

The percentage of failures is thus seen to be lower than that for European candidates in general, and next year, the second of the experiment, we may be sure that it will be still more favourable.

*Aborigines Training Schools.*—The steps taken to ensure better organisation for the training of teachers for Aborigines Schools were briefly sketched in the Report for 1894, and some of the effects were referred to a year ago, it being however then pointed out that "the change for the better would be made clearly evident in 1896." This forecast, it is gratifying to note, has been amply verified. The number of pupils under training in 1896 was exactly double the corresponding number for 1895, and their increased success in the lower teachers' examinations may be judged from the fact that whereas in 1895 there were 148 successful candidates, the number rose in 1896 to 312. The facts for the three years are:—

Year.	No. under training.	No. successful.
1894	220	92
1895	331	148
1896	653	312

The number of pupils already arranged to be under training during 1897 again shows a noteworthy increase, as the following table giving their distribution among the various Missionary Churches and also among the three different years of training makes clear:—

#### ABORIGINES UNDER TRAINING TO BE TEACHERS.

Managing Church.	Pupils of			Total.
	1st Year.	2nd Year.	3rd Year.	
Wesleyan ...	244	78	44	366
Free Church ...	184	35	28	247
English Church ...	82	23	3	108
United Presbyterian ...	28	10	...	38
Primitive Methodist ...	19	5	2	26
Total ...	557	151	77	785
	Total at the same date in 1896 ...			680
	Increase ...			105



The distribution of the increase among the various churches stands thus:—

	Wesleyan.	Free Church.	English Church.	United Presbyterian.	Primitive Methodist.	Total.
Year 1895	283	266	79	31	21	680
Year 1896	366	247	108	38	26	785
Increase	83	-19	29	7	5	105.

It will be seen from the first of these tables that the number of pupil-teachers for the third year is only about half the number for the second year, and that the number for the second year is a still smaller fraction of the number for the first year. This is a serious matter, as it means that there is a large expenditure of energy on the first and second years' classes which never bears fruit. In the case of pupil-teachers for whom maintenance grants have been given it is doubly objectionable, and if no improvement seems likely to come about it may be necessary to consider whether a regulation should not be passed to enforce a refund after the manner followed in the case of white pupil-teachers.

Further, it will be evident from the same table that, although the number of Wesleyan Training Schools has been reduced by three and the English Church Training Schools by two, there is still a great waste of teaching power to be found among those remaining. In the third year's class the Wesleyan Schools have in all 44 pupils, who could be comfortably and efficiently taught by two teachers, and are really occupying the time and energy of four: a similar statement holds good in regard to the Free Church: and in the case of the English Church matters are still worse, although here it must not be forgotten that a considerable change for the better has taken place since the date of last report.

In the changes which have been found necessary for making proper provision for the training of coloured teachers the Missionary Churches have on the whole been sympathetic and helpful, the three principal churches having spent money on buildings and equipment in no niggardly spirit: to the Wesleyan community especially I am indebted for the business-like way in which it took up the question of reform and the breadth of view which led it to subordinate the interests of individual persons and institutions to the good of the whole. Now that the main lines of advance have been agreed upon, it is earnestly to be hoped that the superintendents of Aborigines Schools will in the first place pass on all their promising pupils to the Training Schools, and in the second place will appoint as teachers only those who have really had some training for their profession.

*Middle-Class Teachers' Certificate.*—Notwithstanding a considerable increase in the number of obligatory subjects,—Drawing, Music, Mental Arithmetic and Handiwork having been added—there has been no falling off in the number of candidates for the Middle-Class Certificate; in fact the number has again risen to what it was in 1894 before the examination took the more extended and more professional form which it now has. The results for the last five years are:—

Year.	No. examined.	Passed 1st Grade.	Passed 2nd Grade.
1892	23	7	12
1893	32	9	9
1894	45	15	18
1895	33	7	13
1896	44	17	19.

The favourable character of the result in 1896 is unquestionably due to the larger number of candidates who delayed their examination until a year after matriculating. This course will, I trust, soon become universal.

*Training College for Middle-Class Teachers.*—The only College of this kind is still the Normal College, Cape Town. Its curriculum has been more than once referred to, and was in last year's report rather adversely criticised on the ground that too much was attempted to be done in the two years of study, and that the professional training had not that importance given to it which is its due. The formation of a real *College* class, that is to say, a class of matriculated students, for the purpose of devoting their full time to purely professional training, was earnestly advocated, and the hope expressed that in due course these would be the only students eligible for admission.

Early in the year the Curators of the College agreed to give the proposal a trial, and I am not aware that they have since had any reason to regret their decision. A class of *ten* students was formed, and the work accomplished was satisfactory to all concerned,—students, lecturers, and examiners. The experiment will be continued during 1897, both in Cape Town and at Wellington, male students being more acceptable at the former place and females at the latter.

*First-Class Teachers' Certificate.*—The second year of the existence of this examination shows a fairly satisfactory advance, the number of candidates being practically the same as last year, but there being a higher average of ability among them. The two years' experience makes it clear that only graduates of a University or those with a similar education and training can hope to derive full profit from the study of the works recommended. To all such, however, the good obtainable, apart altogether from a certificate, is of the utmost value. Four aims ought to be kept steadily in view by candidates, viz., (1) to acquire a sound knowledge of the branches of Mental and Moral Science which bear on Education; (2) to make themselves familiar with the History of Education and the historical development of Educational Theories; (3) to know the best methods of teaching school subjects, of managing classes, and of managing a school; (4) to be able to put these methods into effective operation.

*Certificates for Special Subjects. Needlework.*—All that has been said above concerns the training of *general* teachers, that is to say, teachers without a specialty. As education advances, however, and especially as the size of schools increases, it becomes necessary to train teachers highly in individual subjects. The subjects of this kind with which a start has been made are Needlework, Woodwork, Vocal Music, and Drawing.

In the first of these considerable progress continues to be made. The following table shows the number of ladies who qualified themselves in 1896 to teach the various branches of Needlework:—

Branch.	1st Grade Certificate.	2nd Grade Certificate.	Total.
Plain Needlework	28	33	61
Mending	27	23	50
Cutting-Out	12	4	16
Knitting and Netting	15	11	26
Dressmaking	14	3	17
Totals	96	74	170.

These numbers are not so high as those of last year, when quite an extraordinary step in advance was taken. The figures for the last three years are:—

Year.	Plain Needlework.	Mending.	Cutting Out.	Knitting & Netting.	Dress-making.	Total.
1894	55	40	19	6	2	122
1895	53	51	34	50	28	216
1896	61	50	16	26	17	170.



It will be seen that the falling-off took place in the higher branches, and that as a consequence of this the total is 46 less than the total of last year.

The number of candidates, who as a result of this examination succeeded in passing in all five branches of the course, was 12. These together with those reported last year, give a total of 34 teachers of needlework who have received all their training in the Colony, and who, it is believed, are as highly qualified in this subject as the teachers produced in older countries.

Although the number of candidates was less, the quality of the work showed a remarkable advance upon that of last year. A selection of the specimens was exhibited in the Education Office Hall, and attracted large numbers of visitors for several days, Lady Rosmead and many others congratulating the Instructress on her work.

*Special Woodwork Certificates.*—No special certificates for Woodwork were granted in 1896, and none can fairly be hoped for until an Instructor's services have been secured.

*Special Music Certificates.*—The "School Teachers' Certificate" of the Tonic Sol-Fa College has been granted to six teachers during the year, so that, with those reported last year, there have now been 12 such teachers trained in the Colony.

*Vacation Courses of Training.*—The Vacation Courses of Training for acting teachers continue to give very satisfactory results. In 1896 only three courses could be arranged for, there being no course for coloured teachers similar to that held in 1895 at Lovedale. One was held in Grahamstown in June under Inspectors Ely and Fraser, one at Caledon also in June under Inspectors Bartmann and Brice, and one at Cape Town in December under Inspectors Ely and Clarke.

The attendances were as follows:—

Grahamstown	...	...	...	110
Caledon	...	...	...	75
Cape Town	...	...	...	132
Total				317.

In several respects the Caledon course was the most interesting of the three. At Cape Town and Grahamstown, courses have been held repeatedly, the object being to provide at the one place for the teachers of the Western Province, and at the other for those of the Eastern Province. The Caledon Course, on the other hand, was arranged for the teachers of one Inspection Circuit, and indeed mainly for the teachers of the Caledon Division. On this account the people of the town of Caledon interested themselves in the matter, their hospitality being such that the cost to the teachers for board and lodging was practically nothing. Naturally the Inspector was greatly pleased with the experiment. "I can only express the hope," he says, "that other places will copy the example. If this were done vacation courses could be organized for almost every village of importance in the Colony."

It is proposed to repeat the Caledon experiment at Oudtshoorn in June of 1897, and at Dordrecht in December, the Teachers' Association of the former Division having offered every assistance. Were there a Teachers' Association in every Inspection Circuit, as there ought to be, the organization of vacation courses of training could be safely left to the inspector of the circuit and the association. This ideal is, I trust, approaching reality.

The special feature of the Cape Town course was the presence of a number of University Graduates,—a fact that clearly attests to the dis-

appearance of a prejudice: such teachers are exactly those who ought to profit most by the lectures.

Of the 317 teachers who attended in 1896, certificates were awarded to 152, the details being:—

Second-Class Certificate	...	...	17
Third-Class Certificate, 1st Grade	...	...	70
Third-Class Certificate, 2nd Grade	...	...	65.

As in former years a number of certificates in addition to these would have been given if certain candidates had had a reasonable amount of practice in teaching. Satisfactory evidence from an Inspector that this defect has been supplied will ensure the issue of any certificate thus deferred. It is of the utmost importance that intending teachers should recognise the fact that a teacher's certificate can only be given when there is proof of skill in teaching.

#### XI.—COLLEGES.

As regards the Colleges there is very little difference to report between the years 1896 and 1895. Any changes are mere matters of detail. There has been no decrease in the waste of teaching power, no new University subjects provided for, no relief to the Professors from the drudgery of purely school work. The only exception worth specifying is the institution of a lectureship in Hebrew in the South African College. This was done on the initiative of the Rev. Joel Rabinowitz, by whose praiseworthy exertions also a very fair endowment has been provided. Although there is much yet to be done in this way for the "faculties" which exist, the most glaring defect of all is the absence of an entire faculty, and that of the greatest importance, viz., Natural History. It is certainly a curious subject for contemplation that in a country which is teeming with plant and animal life and which has so many subjects connected therewith calling aloud for investigation there is not a single professorship of any one of the Biological Sciences.

The number of the college students and the distribution of them in 1895 and in 1896 may be seen in the following table:—

CLASS.	Students in 1895.	Students in 1896.	Increase of Students.
M.A.	2	1	-1
B.A.	44	58	14
Intermediate	80	80	0
Mining	33	60	27
Survey	28	24	-4
Totals	187	223	36
Senior Matriculation	144	180	36
Junior Matriculation	69	61	-8
Totals	213	241	28
Grand Totals (College and School)	400	464	64



The main points of interest here are: (1) the very satisfactory increase in the number of B.A. students, and (2) the still more noteworthy increase in the number of Mining students. The increase in both of these cases is almost entirely due to the South African College, Cape Town. The increase in the senior matriculation class is of course not altogether a matter for congratulation: it arises at the Victoria College, Stellenbosch, which this year reports 53 pupils as against 29 of last year.

The preparations reported a year ago for the institution at Kimberley of an advanced branch of the School of Mines were sufficiently complete in July to enable work to be begun. Early in the year Professor Lawn of the London School of Mines was appointed to take charge, and a considerable amount of valuable apparatus was selected by him for class use. It was judged prudent to hire temporary buildings until the wants of the school should become better known; but now that the preparatory classes in Cape Town seem to be well established, the question of proper class-rooms and suitable boarding accommodation for students will have to be seriously considered.

## XII.—FINANCE.

*Apportionment of Education Vote.*—For the latest financial year that can be dealt with, viz., the year ending 30th June, 1896, the total expenditure was £197,608 15s. 4d., this being apportioned as follows:—

A. Office ... ..	£4,775	10	0
B. Inspectorate ... ..	13,744	1	6
C. Higher Education ... ..	10,600	5	0
D. Training of Teachers ... ..	6,784	3	1
E. Schools ... ..	161,704	15	9
Total; ... ..	£197,608	15	4.

All these items show an increase on the expenditure of the preceding year, the greatest relative increase being in the case of D (Training of Teachers). The following are the percentages for the two years;—

	Year ending 30th June.	
	1895.	1896.
E. Schools ... ..	82.85	81.83
B. Inspection ... ..	7.14	6.95
C. Higher Education ... ..	5.01	5.36
D. Training of Teachers ... ..	2.49	3.43
A. Administration ... ..	2.49	2.41.

*Total Cost to Government per Pupil.*—From the foregoing it will be seen that for the year ending 30th June, 1896, the school system of the Colony cost £187,008 10s. 4d., and as the average number of pupils in attendance for the same period was 83,108, the year's cost per pupil to the Government was £2 5s. 0d. This is slightly in excess of what it was in the preceding financial year, the figures for three consecutive years being:—

Year.	Total Cost.	Average Attendance.	Cost per Pupil.
1893-94 ... ..	£167,225 6 9	69,880	£2 7 10
1894-95 ... ..	£172,227 3 9	77,500	£2 4 6
1895-96 ... ..	£187,008 10 4	83,108	£2 5 0.

*Rate of Grant per Pupil.*—It is also seen that the net sum paid out to schools was £161,704 15s. 9d., so that taking again the average attendance at 83,108 we find that the average rate of grant per pupil was

£1 18 10 $\frac{3}{4}$ .

In 1894-95 it was... .. £1 18 10.

The schools which receive more than this are—roughly speaking—the white schools, and those which receive less are the coloured schools. The details on this point for 1896 are:—

Kind of School.	Government Grant per Pupil Present at Inspection.
Boarding Schools ... ..	£4 5 7 $\frac{3}{4}$
First-Class Public Schools ... ..	3 7 6 $\frac{1}{4}$
Poor Schools ... ..	2 13 0
Second-Class Public Schools ... ..	2 11 11
Private Farm Schools .. ..	2 5 3
Third-Class Public Schools ... ..	2 0 7 $\frac{3}{4}$
Aborigines Schools ... ..	0 15 5 $\frac{1}{4}$
Mission Schools ... ..	0 14 3.

## XIII.—CONCLUSION.

If all that precedes be now shortly re-examined in order to obtain its main features in a compendious form, it will be seen at once that the section which bulks most largely and which in many respects is the most important is the section concerning *Teachers*—the present supply of them, and the means taken to ensure a supply for the future, (pp. 18-27). Scarcely a paragraph of it but tells of progress, and under one or two headings there is progress so noteworthy in amount and at the same time so free from fluctuation that one cannot but feel hopeful as to coming years. The great increase, for example, in the number of certificated teachers, (an increase not fully indicated by the rise from a percentage of 26 in 1893 to a percentage of 43 in 1896, because the total number of teachers of all kinds has during the same time so largely increased); the vast increase in the number of young people under training to be teachers, the number being 789 in 1894 and 1,508 in 1896; the higher quality of the work done by these young teachers—all these are facts of the highest promise, and are not seriously marred by the slow progress as yet made in the training of teachers in such special subjects as drawing and woodwork.

The section which stands next in importance, viz., *Supply of Schools* (pp. 4-10), has not nearly so pleasant a tale to tell. There also, it is true, there are evidences of progress, but it is not the buoyant progress of the years 1895, 1894, and 1893. In those years, as may be remembered, the number of rural schools increased by the hundred; in 1896 the increase was practically nil, the total number of additional schools of all kinds being only 34. While, therefore, the four-year period 1892-1896 has permanently added 820 schools to our list, the last of the four years only contributed 34 of the 820.

The section on *Enrolment and Attendance* is on the whole satisfactory, and is in fact rather a counterweight to that just referred to, showing as it does that the enrolment has increased by 6,112, and that the attendance has advanced from 73.73 per cent. in 1894 to 74.41 in 1896.

The sections on *School Inspection and its Results* (pp. 12-18) show at least that any movements taking place are in the right direction, there being evidence of an increase of pupils in the higher standards, an increase in the



number of school libraries, an increase in the number of properly equipped school-rooms, and a marked increase in the number of pupils being taught such subjects as handiwork, music and drill.

On the whole, therefore, the signs are favourable, and there is considerable cause for satisfaction. The only regret—reasonable or unreasonable—arises from the reflection that far more favourable results are within our reach, and we do not take the one necessary step forward to secure them. This step, I need not repeat, is a School Attendance Act. Until we have more regular attendance and a longer school life, really good educational results cannot be hoped for.

I have the honour to be,

Sir,

Your obedient Servant,

THOMAS MUIR,  
Superintendent-General of Education.

## ANNEXURE I.

### INSPECTORS' REPORTS

TO THE

SUPERINTENDENT - GENERAL.



## INDEX TO REPORTS.

		PAGE.
1.	INSPECTOR BARTMANN'S .. .. .	3a
2.	„ BENNIE'S .. .. .	7a
3.	„ BRICE'S .. .. .	13a
4.	„ CLARKE'S .. .. .	19a
5.	„ ELY'S .. .. .	25a
6.	„ FRASER'S .. .. .	29a
7.	„ HOFMEYR'S .. .. .	35a
8.	„ MILNE'S .. .. .	39a
9.	„ MITCHELL'S .. .. .	47a
10.	„ MURRAY'S .. .. .	53a
11.	„ NOAKS' .. .. .	57a
12.	„ REIN'S .. .. .	63a
13.	„ LE ROUX'S .. .. .	69a
14.	„ THERON'S .. .. .	75a
15.	„ WOODROOFFE'S .. .. .	81a

## I.—INSPECTOR BARTMANN'S REPORT.

[CIRCUIT:—BREDASDORP, CALEDON, STELLENBOSCH, AND SWELLENDAM.]

SIR,—I have the honour to submit to you my Annual Report for the year 1896.

### SUPPLY OF SCHOOLS.

During the year 144 schools were inspected, and of these, three for the first time in Stellenbosch, nine in Caledon (including a re-established one), five in Bredasdorp, and nine in Swellendam (including three re-established ones). It is pleasing to report that the number of schools closed during the current year has been comparatively small.

The only school that caused some trouble and anxiety was the Second Class Public School at Swellendam. For a considerable time the school had been in a languishing condition, the reason apparently being that the public had not sufficient confidence in the committee, which was certainly not a representative body. Eventually, owing to lack of support, it was decided to close the school. Thanks to the assistance of the Rev. J. C. Truter of Montagu, a sufficient guarantee has recently been secured to re-establish the school from the commencement of 1897.

With other schools little difficulty was experienced. School committees have been brought in closer contact with teachers and school difficulties. This I look upon as a matter of vital importance, so far as educational prosperity is concerned.

### RESULTS OF INSPECTION.

After inspection the pupils were distributed into Standards as follows:—

Division.	Number of Pupils Registered.	Number of Pupils Present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Above Standard.	Unclassified.
Stellenbosch .. .. .	1,718	1,491	668	166	214	146	81	66	37	19	57	37
Caledon .. .. .	1,721	1,490	724	276	226	150	56	34	13	7	..	4
Bredasdorp .. .. .	1,016	844	472	130	108	88	28	11	4	..	..	3
Swellendam .. .. .	1,233	1,077	480	152	166	118	78	44	21	2	1	15
Totals .. .. .	5,688	4,902	2,344	724	714	502	243	155	75	28	58	59

The percentage of pupils present at inspection was:—Stellenbosch, 87; Caledon, 87; Bredasdorp, 83; Swellendam, 86. The corresponding figures for 1895 were 72, 80, 72, 83. It will thus be seen that there is a considerable numerical increase for 1896. Probably also we may conclude from this that the *general* attendance in 1896 has been better than in 1895.

*Annual Progress of Pupils.*—Of the 4,902 pupils present at inspection this year, 2,073 were also present last year, and of these 1,402 have advanced a Standard.

[G. 10—'97.]



The following table exhibits for 1895 and for 1896 the percentage of children in the different classes of schools who have reached higher Standards :—

Division.	A. I.		A. II.		A. III.		P. F.		Poor.		B.	
	1895	1896	1895	1896	1895	1896	1895	1896	1895	1896	1895	1896
	Stellenbosch .. .. .	72	89	67	70	47	80	69	52	..	..	28
Caledon .. .. .	74	90	84	..	51	74	45	47	..	100	37	52
Bredasdorp .. .. .	..	..	67	68	48	61	54	69	78	85	23	50
Swellendam .. .. .	63	88	74	80	83	79	69	76	50	65	29	76

It is thus evident that the progress this year is far in advance of what it was last year—a convincing proof that the properly graduated programme of work formulated by the Education Department has been better grasped and taught than in former years.

#### SCHOOL BUILDINGS, FURNITURE, &C.

Although last year's Report, dealing with the subject of new school buildings, indicated phenomenal results, and less was therefore to be expected this year, I have pleasure in stating that the good work continues. Honourable mention must be made of the excellent building erected by the managers of the Public School at Buffeljagts River in the Division of Swellendam; the building is a fitting monument to the enterprise and zeal of the managers.

More might have been done in the way of introducing suitable furniture.

#### SUBJECTS OF INSTRUCTION.

Arithmetic and writing were singled out in my last Report as subjects which were eminently unsatisfactory. As regards the former there has been some change for the better, while the latter has markedly improved by the introduction in several schools of the so-called Civil Service System. All the teachers who attended the Caledon Vacation Course were taught this system, and most of these again have introduced it into their own schools. Even those who have not been following the method have at least become aware that writing is a subject which can and must be taught in the same manner as other subjects. I am much indebted to Mr. Ramage of the Stellenbosch Gymnasium for his ready assistance in connection with this. He willingly gave extra time during the Caledon Course to make the teachers thoroughly acquainted with the system, and more recently at Stellenbosch collected a large number of pupil teachers from the Rhenish and Bloemhof Schools with the same good object in view.

#### TEACHERS.

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

Division.	Male.	Female.	M.A. or D. Sc.	B.A.	Intermediate.	Matriculation.	T. II.	T. III.	Special.	English or Scotch Privy Council.	South Kensington Science and Art.	Dutch or German University.	Certificated.	Uncertificated.	Total.
Stellenbosch ..	19	39	3	1	1	3	3	15	2	2	1	3	34	24	58
Caledon ..	14	57	..	..	..	..	3	16	2	..	..	..	21	50	71
Bredasdorp ..	11	35	..	..	..	..	1	7	..	1	..	..	9	37	46
Swellendam ..	7	56	..	2	..	1	1	24	..	1	..	..	29	34	63
Totals { 1896	51	187	3	3	1	4	8	62	4	4	1	3	93	145	238
{ 1895	54	165	2	3	3	5	6	38	9	5	1	5	77	140	217

It is gratifying to note that the number of teachers possessing Third Class Teachers' Certificates has greatly increased.

#### VACATION LECTURES FOR TEACHERS.

During the winter vacation a course of training for teachers was held at Caledon. It is hardly necessary to repeat here that the course was a very successful one. I have almost daily seen the results of the work done, and I can only express the hope that other places will copy the example of Caledon by providing free board and lodging to teachers anxious to improve themselves. If this were done, vacation courses could be organized for almost every village of importance in the Colony. Once again I must thank the Caledon people for their generosity, and for the interest manifested by them in the work.

#### THE SCHOOL SYSTEM.

*Private Farm Schools.*—These schools are beginning to do good work, and I am happy to say that teachers are now better paid than before, and that I have not found the Government grant to exceed the teacher's salary in a single instance this year.

*Mixed White and Coloured Schools.*—I have kept careful note of the schools which admit the two races of children, and I append the names of these schools with the respective numbers of white and coloured children enrolled.

I have spared no trouble to explain to managers, especially of Mission Schools, the desirability of separating the two classes of children, and still I have found superintendents of Church Schools doing their utmost to draw white children to their schools, although Government has made provision for their education in Public Schools or elsewhere.

#### CONCLUDING REMARKS.

Five years ago my circuit embraced Stellenbosch, Caledon, Bredasdorp, Swellendam, Robertson, Ladismith, and Riversdale; to-day, owing to the large increase of schools, only the first four remain. This is sufficient evidence of educational activity and progress. It is also gratifying to me personally, in as much as I find that my efforts to establish schools have not been without reward. With less purely inspection work on my hands this year I found time on one or two occasions to visit localities that require schools, with the result that at least three new applications for aid will be made before long.

In taking leave of the work I have done to the best of my ability for five years, I beg to express my appreciation of the assistance you have offered me from time to time. I can confidently assert that the zeal, interest, and ability displayed in the arduous duties you have to perform are already appreciated by the general public, and will be honourably thought of by coming generations when once education shall have reached the length and breadth of this land, and ignorance and prejudice have been dispelled.

I have the honour to be,

Sir,

Your obedient Servant,

A. B. BARTMANN.

Stellenbosch, 30th December, 1896.



	Boys.		Girls.	
	White.	Coloured.	White.	Coloured.
STELLENBOSCH.				
Stellenbosch English Church B. .. ..	11	14	2	32
Gordon's Bay Dutch Church B. .. ..	9	2	15	..
Sir Lowry's Pass Wesleyan B. .. ..	1	20	2	16
Eerste River English Church B. .. ..	7	32	3	28
Lynedoch English Church B. .. ..	2	26	3	40
Total .. .. .	30	94	25	116
CALEDON.				
Papies Vlei A. III. .. .. .	18	2	8	8
Zandfontein A. III. .. .. .	10	1	7	1
Caledon Dutch Church B. .. .. .	31	5	34	8
Hartebeest River English Church B. ..	10	4	5	10
Wolfgat P.F. .. .. .	2	..	3	1
Houwhoek English Church B. .. .. .	5	11	5	8
Palmiet River A. III. .. .. .	12	2	7	2
Witklipjeskloof A. III. .. .. .	9	2	7	2
Klein Steenboks River P.F. .. .. .	7	..	4	1
Glebe English Church B. .. .. .	2	14	2	14
Bot River A. III. .. .. .	3	3	4	9
Lower Bot River A. III. .. .. .	4	1	4	3
Greyton English Church B. .. .. .	6	25	2	41
Karnemelks River .. .. .	6	4	7	4
Stanford English Church B. .. .. .	3	8	12	23
Weltevreden P.F. .. .. .	..	..	5	2
Hawston English Church B. .. .. .	..	16	2	25
Hermanuspietersfontein English Church B. ..	16	3	34	2
Caledon English Church B. .. .. .	2	43	..	67
Total .. .. .	146	144	152	231
BREDASDORP.				
Elands Vlei P.F. .. .. .	7	..	4	2
Zout River P.F. .. .. .	2	1	6	2
Mafjeskloof A. III. .. .. .	9	..	7	2
Napier English Church B. .. .. .	7	15	8	26
Total .. .. .	25	16	25	32
SWELLENDAM.				
Bruinklip A. III. .. .. .	8	1	9	2
Brakfontein P.F. .. .. .	3	2	5	..
Swellendam Dutch Church B. .. .. .	6	16	5	33
Swellendam English Church B. .. .. .	..	25	4	33
Grootvadersbosch Poor .. .. .	14	..	6	2
Zuurbraak Dutch Church B. .. .. .	1	41	6	37
Klip River Dutch Church B. .. .. .	13	18	8	29
Buffeljagts River English Church B. .. ..	2	12	2	9
Barrydale Dutch Church B. .. .. .	5	6	8	9
Heidelberg Independent B. .. .. .	1	26	3	29
Heidelberg English Church B. .. .. .	16	8	11	21
Total .. .. .	69	155	67	204

## 2.—ACTING-INSPECTOR BENNIE'S REPORT.

[CIRCUIT:—BARKLY EAST, GLEN GREY, HERSCHEL, ELLIOT, ENCOBO, MACLEAR, ST. MARK'S, AND XALANGA.]

SIR,—I have the honour to submit my Report for the year 1896.

At the beginning of the year the Division of Herschel was added to my circuit. Consequently the year has been taken up entirely with inspections, and no time has been allowed for intermediate visits without notice, which are calculated to do much good. During the year 176 schools in this circuit have been inspected by me, besides two in an adjoining one; of these 29 were inspected for the first time. I was unable to reach six schools in the Barkly East Division, started since my annual visit to the district. Otherwise all the schools in the circuit have been inspected this year.

*Supply of Schools.*—I regret to have to report very little improvement in the supply of schools in my circuit. This is due to the poverty and distress consequent upon a succession of bad seasons. The schools in operation during the September quarter of the year are distributed as follows:—

DIVISION.	A.II.	A.III.	P.F.	Poor.	E.	B.	C.I.	C.	Total.
Barkly East .. .. .	1	11	7	..	..	..	..	..	19
Glen Grey .. .. .	1	1	..	..	..	20	..	2	24
Herschel .. .. .	..	..	..	..	..	24	1	2	27
Elliot .. .. .	..	7	3	8	..	..	..	2	20
Engcobo .. .. .	..	1	..	..	..	..	1	28	30
Maclear .. .. .	..	2	3	1	..	..	..	5	11
St. Mark's .. .. .	..	1	1	..	..	..	..	22	24
Xalanga .. .. .	1	..	2	1	1	..	..	21	26
Total .. .. .	3	23	16	10	1	44	2	82	181

In the year ending September 30th, 1896, 25 new schools were opened, and by the separation of the practising schools at Bensonvale and Clarkebury from the training schools, two more were added to Order C. In the same time 18 schools were closed. The classified figures are:—

	A.II.	A.III.	P.F.	Poor.	E.	B.	C.I.	C.	Total.
Opened .. .. .	..	5	7	3	..	2	..	8	25
Closed .. .. .	..	6	5	3	..	4	..	..	18
Increase .. .. .	..	-1	2	..	..	-2	..	8	7

Taken individually, three districts show an increase, viz.: Engcobo, 6; and Elliot and Barkly East 2 each; two show decrease, viz.: Glen Grey 2, and Herschel 1. The other districts preserve their numbers unchanged; in fact, in St. Mark's and Xalanga no schools have been opened and none closed during the year.

This small increase—3.9 per cent. as against 18 per cent. last year—is not encouraging, though the chief reason for it is not far to seek.

In the majority of cases, schools have been closed through the departure of the teacher and delay in getting another, and in others through the removal of families to other parts. But six of the closed schools are to my knowledge likely to be re-opened shortly; the difficulty is generally to get a suitable teacher.

[G. 10—'97.]



*Enrolment and Attendance.*—In my Report for last year I referred to the irregularity of the attendance, and wrote, "The agricultural prospect makes it likely that the attendance next year will be little better." That this remark has been more than verified will be seen from the figures given below. The first table shows the numbers enrolled during the third quarter of 1895 and 1896, the second table, the average attendance and the proportion of attendance to enrolment for the same quarters.

DIVISION.	1896.			1895.			INCREASE.			
	White.	Coloured.	Total.	White.	Coloured.	Total.	White.	Coloured.	Total.	Percentage of Increase.
Barkly East ..	376	..	376	395	..	395	-19	..	-19	-5.1
Glen Grey ..	124	1,384	1,508	146	1,355	1,501	-22	29	7	0.5
Herschel ..	2	1,497	1,499	4	1,457	1,461	-2	40	38	2.6
Elliot ..	218	67	385	465	1,318	1,783	-37	200	163	9.1
Xalanga ..	110	1,451	1,561							
Engcobo ..	35	1,866	1,901	39	1,649	1,688	-5	217	212	12.6
Maclear ..	126	132	258	138	117	255	-12	15	3	1.2
St. Mark's ..	28	1,220	1,248	29	1,282	1,311	-1	-62	-63	-4.8
Total ..	1,119	7,617	8,736	1,216	7,178	8,394	-98	439	341	4.1

DIVISION.	AVERAGE ATTENDANCE.			PERCENTAGE.		
	1896.	1895.	Increase.	1896.	1895.	Increase.
Barkly East ..	334	312	22	88.8	79.0	9.8
Glen Grey ..	1,108	1,155	-47	73.5	76.9	-3.4
Herschel ..	1,189	1,158	31	79.3	79.3	0.0
Elliot ..	318	1,303	52	69.6	73.1	-3.5
Xalanga ..	1,037					
Engcobo ..	1,379	1,243	136	72.5	73.6	-1.1
Maclear ..	196	205	-9	75.9	80.4	-4.5
St. Mark's ..	844	921	-77	67.6	70.3	-2.7
Total ..	6,405	6,297	108	73.3	75.0	-1.7

These figures are even less satisfactory than those relating to the supply of schools. From the first table it will be seen that there was a decrease in every district of white children enrolled in Government aided schools, and in St. Mark's of coloured children as well. There were 8 per cent. fewer white children on the roll, and only 6 per cent. more coloured. It is somewhat remarkable that at a time like this there should be so great a difference between the progress, as regards numbers at least, of white and coloured schools, in favour of the coloured. The conclusion to be drawn from this fact is either that the natives are more willing to make a sacrifice, or that their schools are worked upon a better system.

As regards average attendance, there is a decrease in total numbers in three districts, and decrease in the percentage of attendance on enrolment in all districts but two, pointing to greater irregularity of attendance. Last year, on the other hand, there was an increase of 25 per cent. in the enrolment and 22 per cent. in the attend-

ance. One cannot wonder, however, at this falling off, after going through the country and seeing how much real distress there is. I have inspected a school where neither the teacher nor the bulk of the pupils had had food that morning, and the circumstances of these people were not worse than those of most in that part. The attendance is likely to become still worse until the new crops are reaped. Whole families have removed to other districts from St. Mark's and Engcobo in search of food, and numbers of young men and women who were attending school last year have left home to seek work.

*Results of Inspection*—The following are the results of the year's inspections for the whole circuit; the percentages for last year are given for comparison:—

	Enrolled.	Present.	Below Standard.	Standard							Ex-Standard	Unclassified.
				I.	II.	III.	IV.	V.	VI.	VII.		
Total No. ..	8,238	7,068	3,661	1,302	1,137	621	291	38	9	4	5	..
Percentage ..		100.00	51.80	18.42	16.08	8.78	4.12	0.54	0.13	0.06	0.07	..
Percentage, 1895 ..		100.00	49.7	19.1	16.6	9.4	3.6	0.8	0.3	0.1	0.0	0.4

As compared with last year there is a slight lowering of standard, the percentage below standard being larger this year, and in Standard III. and above, smaller. This is not indicative of a lower quality of work. The leaving of the older pupils referred to in the last paragraph has much to do with it. And this year all inspections have been conducted strictly according to the new Standards, which native teachers find rather more difficult to prepare for than the old. I append a detailed table of results, according to classes of Schools.

Standard.	NUMBER.						PERCENTAGE.					
	AII.	AIII.	P.F.	Poor.	B.	C.	AII.	AIII.	P.F.	Poor.	B.	C.
Ex-Standard	5	..	..	..	..	..	3.5	..	..	..	..	..
VII...	3	1	..	..	..	..	2.1	0.3	..	..	..	..
VI...	4	4	1	..	..	..	2.8	1.1	0.8	..	..	..
V...	11	8	4	4	3	8	7.7	2.2	3.3	1.8	0.1	0.2
IV...	24	46	14	6	45	156	16.8	12.5	11.5	2.8	2.1	3.9
III...	22	53	16	27	172	331	15.4	14.4	13.1	12.4	7.9	8.2
II...	29	78	20	45	352	613	20.2	21.2	16.4	20.6	16.1	15.2
I...	20	77	32	44	400	729	14.0	20.9	26.2	20.2	18.3	18.1
Below ..	25	101	35	92	1,212	2,196	17.5	27.4	28.7	42.2	55.5	54.4

*Annual Progress.*—Of 176 schools inspected during the year, 29 were inspected for the first time, and in three others the record of the previous inspection was unobtainable. In the 144 schools remaining, 2,678 pupils of those presented for the Standards had been present at the inspection before; 1,335 of these passed into a higher Standard, 1,294 remained in the same, and 49 fell into a lower. The percentages for white and coloured, respectively and collectively, are—

	Higher Standard.	Same Standard.	Lower Standard.
White..	63.0	35.8	1.2
Coloured ..	47.5	50.6	1.9
All races ..	49.9	48.3	1.8

Unfortunately no comparison can be instituted with the corresponding results last year, since those who were present at last year's inspection, but are still in the sub-  
[G. 10—'97.]



Standards, have been excluded for the first time. The number of these in some schools is unduly large. In most Mission Schools the section below Standard I. makes the least satisfactory progress. Cases have come to my notice in which pupils have been at school for three, four and five years without passing the First Standard. The causes of this state of things are the bad attendance of the younger pupils, neglect of the parents to supply them with the necessary books and slates, and last, but by no means least, the common but absurd attempts to teach the alphabet and reading by rote. In some schools the teachers neglect this department, and all the teaching the infants get would appear to be from one of the pupils.

*School Buildings and Furniture.*—To give some idea of the state of school accommodation in my circuit, I have taken Barkly East as an example for white schools and Glen Grey for native. In Barkly East, of 16 schools inspected, seven were held in more or less satisfactory buildings, three in buildings fair, but too small, three in places decidedly poor, and three in sleeping rooms. In Glen Grey 24 native schools were inspected; eight of the school-rooms were fairly satisfactory, two were good as buildings, but too small, three were poor, and five unsatisfactory, requiring to be replaced by better. The teachers of certain schools would have my full support if they refused to teach in the rooms provided. In both Native Training Schools in this circuit there is great need for increased accommodation.

New school-rooms have been completed with the help of Government loans at Rhodes and Elliot. On the same system a school-room is being erected for the Engcobo Public School, and a school-room with master's residence for the Cala Second Class Public School. Two other schools will begin the erection of new buildings as soon as aid can be obtained.

Furniture shows no improvement, being frequently insufficient or unsatisfactory.

*Subjects of Instruction.*—Little new can be reported regarding the subjects of instruction. Teachers are becoming better acquainted with the subjects introduced into the school course for the first time last year, and it is satisfactory to observe in some cases how well suggestions for the improved teaching of these have been acted upon. Unfortunately the cases are not in the majority.

*Recitation.*—While the pieces presented for Dictation are usually well memorized, they are frequently ill-chosen, being above the comprehension of the pupils, and only a hazy idea of the meaning is got. Too little attention is also paid to correct pronunciation and clearness. A well known piece in the First Standard is often rendered "Mar' had ' lit' lamb." And marks of punctuation receive scant recognition, unless they occur at the end of a line.

*Writing.*—Though copy books are now used in all the Standards, there is not as yet any improvement generally in writing. The practice still largely obtains of leaving classes to write their copy books without any supervision, and the amount done in the year is at times absurdly small. Want of proper furniture is also a great hindrance. I could mention more than one school where, in the absence of any desks, the pupils kneel on the floor to write, and rest their books on the banks of clay which do duty for seats. Add to this the fact that they have little light but what comes through the door, and one cannot blame teacher or pupil for bad writing.

*Geography* in Standards II. and III., and *Grammar* in Standard III., both of which test the teacher's ability to teach intelligently, are sometimes very well got up. But there are still those who begin *Grammar* for Standard III. with orthography, etymology, and syntax, and make their pupils toil on by rote through diphthongs and polysyllables to the definition of the interjection. The analysis of Standards IV. and V. is generally disappointing in its want of thoroughness.

*Composition* is a subject which most find very difficult to teach; it cannot be memorized—though I had found pupils whose memory had been so well trained that they could reproduce a short story, read twice over, almost word for word. At the same time the subject is so important that too much time could hardly be given to it. It is seldom taught on a regular system, beginning with the construction of a simple sentence. The result is commonly a long chain of prose, much involved by relatives, and without punctuation. This applies even to English-speaking children in Standard V.

*Arithmetic.*—The new arithmetical tests have had the effect of compelling teachers to give more attention to simple problems as a means of training the pupils' intelligence, and though the improvement in this direction is not marked, it will doubtless go on. In Standard IV. great attention is given to a mechanical rule like "Practice," while any variation in the manner of setting an exercise in "Reduction" produces many failures. The same style of work is found even in the highest Standard. In most schools Mental Arithmetic shows improvement, and in some this is marked.

*Sewing.*—The requirements of the Sewing Standards were not insisted on last year, but this year I expected always to find at least some attempt to meet them. It was disappointing to see in how many cases the teacher of sewing had been allowed to go on with the old system of keeping the children at endless patchwork quilts, and garments showing little variety of stitch. Mission school teachers require some instruction themselves in the requirements, but much might be done by collecting all of one mission at the central station for this purpose during holiday time. Excellent work was shown in some of the Herschel schools. All the female assistants connected with Dulcie's Nek Mission had been thoroughly trained in this part of their work, with results highly creditable to those in charge.

*Woodwork.*—Manual work is taught in the native training or day schools. Some excellent joints in the first year's Woodwork Course were shown to me at Clarkebury.

Very little work is done in my circuit in subjects beyond the range of the Standards, as pupils who reach this stage are generally sent to one or other of the large Colonial schools.

*Teachers.*—Exclusive of 18 sewing or trade teachers, there were in the schools inspected this year 252 teachers; of these two had the Cape Second Class Certificate, 56 the Third Class, four the British Privy Council Certificate, and four certificates of teaching from other countries, making a total of 66, or 26.2 per cent. holding a teacher's certificate; the corresponding percentage last year was 21.5. Five teachers, or 2 per cent., had certificates to show that they had gone through part of the course of training. The remainder, or 71.8 per cent., had no professional certificate of any kind. Four of the teachers were undergraduates and one a graduate. 71 per cent. had no certificate, either academic or professional.

On the question of supply and demand, I can only repeat my remarks in a previous report, that the life and remuneration in most schools of my circuit are not sufficiently attractive to induce well qualified teachers to take up or to remain in these positions. Often a teacher of poor qualifications has to be tolerated, simply because the people could not give a trained man what he would expect, and the former can at least teach reading and writing to children who would otherwise grow up illiterate. The obvious remedy for this state of things would be to make teacherships more attractive by increasing the salaries attached to them and securing the occupants against injustice.

*Pupil Teachers.*—During the year 103 pupil teachers and candidates for the Third Class Certificate were examined by me in the practical part of the syllabus; 53 of these belonged to the first year, 35 to the second, and 15 to the final examination. The Native Training Schools at Bensonvale and Clarkebury sent in 91, Public Schools five, a Private School two, and five were teachers of Mission Schools who wished to obtain certificates.

*General Remarks.*—As regards country, public, and private farm schools, I would emphasize what I wrote last year, and express the hope that it will not be long before some new system is introduced under which these schools will come under the management of a responsible and intelligent body, instead of a few individuals. A teacher starting work with enthusiasm is sure to receive a series of checks before long, from parents or managers, who, however little educated themselves, yet consider that their opinion is worth more than the teacher's, and in fact infallible. And to keep his position the teacher must frequently act against his own judgment. In a recent case the parents, taking a dislike to the teacher, and wishing to avoid giving the usual notice to leave, removed their children without reason given, and so closed the school. Whether the teacher secured the legal satisfaction she was entitled to from the guarantors, I have not yet heard.

*Poor Schools,* as was to be expected, are struggling to exist just now. A fall in the attendance has led to a reduction in the salary of the teacher in some cases. Under these circumstances, where there are two or three schools at distances of three or four miles apart, education would be best served by centralizing for the higher Standards, i.e., that the central school be strengthened to enable a competent teacher to be retained, while the others should act as feeders, under assistant teachers, where young children living at a distance could begin their education. I hope to have this change effected eventually at Gubenxa and Mbokotwa; along with it will have to go the formation of a general board for the settlement, to control the attendance at the various schools. In the Elliot and Xalanga districts, the energy of the Rev. J. C. du Piessis of Elliot in the cause of education for poor whites, as well as for other sections of the community, deserves acknowledgment.



*Mission Schools.*—Had circumstances been better, I believe that Mission Schools would this year have shown a large increase in numbers. Where the distress is not as yet acute, I found at inspection cases of very satisfactory growth. And it is pleasing to note in such a district as Engeobo a growing interest taking the place of indifference or antipathy to education. The proof of this is the steady increase this district shows, an increase larger this year than that of any other in the circuit, both as regards the supply of schools and the number of pupils attending them. Speaking generally, however, the present is a very anxious time for the missionary superintendents of these schools.

I have the honour to be,

Sir,

Your obedient Servant,

W. G. BENNIE.

Alice, 24th December, 1896.

### 3.—INSPECTOR BRICE'S REPORT.

[CIRCUIT: BARKLY WEST, GORDONIA, HAY, HERBERT, HOPETOWN, KENHARDT, KIMBERLEY, MAFEKING, PREISKA, VRYBURG.]

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

In my last Annual Report I treated chiefly on the state of education in the Districts of Kimberley, Barkly West, Hay, Herbert, and Hopetown, inasmuch as those districts have been twice inspected by me, and less fully I gave details of the work in the Districts of Steynsburg, Middelburg, Hanover, Colesberg, and Philipstown, which districts I had visited only once.

I shall now adopt a similar course, as in consequence of changes in the circuit rendered necessary by the annexation of British Bechuanaland and Pondoland, these latter five districts were taken from my circuit, and Preiska, Gordonia, Kenhardt, Vryburg, and Mafeking added in their stead.

These changes took effect from last Easter, at which time I had already inspected the Districts of Steynsburg and Middelburg, one school in Colesberg, and four in Hanover. Since that time, with the exception of five schools—three inspected by substitutes and two not yet reached—I have inspected all the existing aided schools in the circuit, and I will now give details not only of this work, but also of that accomplished before the change.

*Supply of Schools, Enrolment, &c.*—In the five districts, which have remained to me unchanged since last year, the following tables will show for 1895 and 1896 the number of schools actually in existence at the time of inspection, the enrolment, the number of children present, and the classification into Standards, and also a comparison in totals with the results of 1894:—

SCHOOLS WITH PRACTICALLY ALL WHITE CHILDREN.

	No. of Schools.	Pupils on Roll.	Pupils present at Inspection.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
1895.											
Kimberley ..	18	1226	1024	343	137	186	143	123	48	38	6
Barkly West ..	9	292	252	115	52	48	18	16	3	..	..
Hay ..	4	95	89	25	15	26	12	9	2	..	..
Herbert ..	5	87	83	25	10	24	14	10	..	..	..
Hope Town ..	11	179	160	39	41	19	19	25	8	9	..
Totals ..	47	1879	1608	547	255	303	206	183	61	47	6
1896.											
Kimberley ..	18	1325	1204	460	157	181	151	147	73	26	9
Barkly West*	8	332	292	128	56	53	25	22	8	..	..
Hay*	3	108	104	27	19	19	17	18	2	2	..
Herbert ..	6	165	146	43	26	30	19	21	7	..	..
Hope Town ..	11	174	166	44	40	24	17	20	16	5	..
Totals ..	46	2104	1912	702	298	307	229	228	106	33	9
The corresponding totals for 1894 were	34	1518	1352	363	260	258	235	137	52	35	12

\* One Private Farm School in the Barkly West District, and one small Public School in the Hay District have not yet been inspected; these being included, the total would be 48, instead of 46.



## SCHOOLS WITH PRACTICALLY ALL COLOURED CHILDREN.

1895.	No. of Schools.	Pupils on Roll.	Pupils present at Inspection.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
Kimberley ..	13	1439	1032	584	168	150	80	49	1	..	..
Barkly West ..	7	401	291	230	44	13	4	..	..	..	..
Hay ..	1	29	29	15	8	6	..	..	..	..	..
Herbert ..	1	35	33	27	6	..	..	..	..	..	..
Hope Town ..	1	26	25	17	4	2	2	..	..	..	..
Totals ..	23	1930	1410	873	230	171	86	49	1	..	..
1896.											
Kimberley ..	13	1388	1160	687	187	133	93	50	10	..	..
Barkly West ..	9	436	321	251	39	26	4	1	..	..	..
Hay ..	..	..	..	..	..	..	..	..	..	..	..
Herbert ..	1	51	44	31	8	5	..	..	..	..	..
Hope Town ..	2	77	58	48	6	3	..	1	..	..	..
Totals ..	25	1952	1583	1017	240	167	97	52	10	..	..
Totals for all schools, } 1894	54	3132	2621	1129	486	406	328	173	52	35	12
White and } 1895	70	3509	3018	1420	485	474	292	232	62	47	6
Coloured. } 1896	71	4056	3495	1719	538	474	326	380	116	38	9

In my last Annual Report I stated with regard to these five districts that "these results in themselves are satisfactory, and from recent applications for grants for new schools I have reason to hope that the rate of progress will be maintained during the coming year. Still, while satisfactory as a whole, a very slight investigation will show that the progress referred to is only in the Districts of Kimberley, Barkly West, and Hope Town, and that Hay and Herbert are practically stationary," and now that 1896 has passed away I am thankful, not that the rate of progress has been maintained, but that there is an increase in the enrolment and attendance to report, for all these districts have been affected by the rinderpest—Kimberley, Barkly West, Herbert, and Hay directly, and Hope Town indirectly—and I have personal knowledge that in many cases the schools have been kept going in face of great difficulties. I am particularly pleased with the marked improvement in the enrolment and attendance in the Herbert District; this is owing to the establishment of schools at the villages of Campbell and Douglas, places hitherto much neglected.

In the remaining five districts of my present circuit the results of inspection are as follows:—

WHITE.	No. of Schools.	Pupils on Roll.	Pupils present at Inspection.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
Prieska ..	9	177	161	66	37	34	7	14	3	..	..
Kenhardt ..	4	81	75	53	19	2	1	..	..	..	..
Gordonia ..	1	27	2	14	9	3	..	..	..	..	..
Vryburg ..	6	226	189	74	33	32	28	7	8	3	4
Mafeking ..	2	91	75	43	12	7	9	3	1	..	..
Totals ..	22	602	526	250	110	78	45	24	12	3	4
COLOURED											
Prieska ..	..	..	..	..	..	..	..	..	..	..	..
Kenhardt ..	1	43	40	40	..	..	..	..	..	..	..
Gordonia ..	2	166	140	125	8	7	..	..	..	..	..
Vryburg ..	1	50	41	34	6	1	..	..	..	..	..
Mafeking ..	2	177	131	117	11	3	..	..	..	..	..
Totals ..	6	436	352	36	25	11	..	..	..	..	..
White and Coloured combined in foregoing five districts.	28	1038	878	566	135	89	45	24	12	3	4
Entire Circuit.											
White ..	68	2706	2438	952	408	385	274	252	118	36	13
Coloured ..	31	2388	1935	1333	265	178	97	52	10	..	..
Total ..	99	5094	4373	2285	673	563	371	304	128	36	13

All these districts are very inadequately supplied with schools, and the enrolment and attendance embrace but a small number of the children. For the present, and probably for some time to come, it is almost hopeless to expect much improvement in the Districts of Vryburg and Mafeking, where the ravages of rinderpest have left the majority of the farming population in a very impoverished state, especially those whose flocks perished after the removal of the Rinderpest Commission from Vryburg, and who consequently have not only lost their flocks, but also have not received compensation; the case of some of these men, who throughout strongly supported the Government in its endeavours to stamp out the disease, is particularly hard. The other three districts—Prieska, Kenhardt, and Gordonia—have as yet escaped the pestilence, though they have suffered much from drought.

The foregoing statistics will show that education in these districts, especially in Kenhardt and Gordonia, is in a very poor way, and although a Second Class School has since the inspection been opened at Upington, the outlook generally—and more particularly in Kenhardt—is very gloomy, and I have little hope of educational progress here until the population, at present so widely scattered and so nomadic from drought and other causes, becomes more settled by works for the conservation of water and consequent irrigation.



The results of the inspection in the Districts of Steynsburg and Middelburg were as follows:—

1895.	No. of Schools.	Pupils on Roll.	Pupils present at Inspection.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
Steynsburg:											
White ..	5	115	100	49	8	11	14	9	9	..	..
Coloured ..	1	38	33	12	7	10	4	..	..	..	..
Middelburg:											
White ..	19	298	285	60	41	63	48	41	25	7	..
Coloured ..	2	170	164	111	22	21	7	3	..	..	..
Totals ..	27	621	582	232	78	105	73	53	34	7	..
1896.											
Steynsburg:											
White ..	6	142	138	68	30	19	9	7	3	2	..
Coloured ..	..	..	..	..	..	..	..	..	..	..	..
Middelburg:											
White ..	22	353	339	102	50	54	40	45	33	12	3
Coloured ..	2	163	129	68	26	26	9	..	..	..	..
Totals ..	30	658	606	238	106	99	58	52	36	14	3

These results, although not as progressive as one might wish, are fairly satisfactory, and would look much better if the Mission School at Steynsburg, which was in abeyance at the time of inspection, had been working.

With regard to my inspection in the Districts of Hanover and Colesberg, details are hardly necessary, as Inspector le Roux took over these districts before the work was completed.

*Teachers and Pupil-Teachers.*—At the inspection of the various schools in the circuit there were 143 teachers, of whom 64, or 44 per cent., were distinguished by either professional or academic certificate. It is very striking how nearly the educational attainments of a district may be gauged by the qualifications of the teachers; thus, in Kimberley, the most progressive of my districts, 85 per cent. of the white teachers were certificated, while in Kenhardt and Gordonia, the most backward districts, not one was certificated. Last year I mentioned that in every case where parents or managers had asked me to recommend a teacher, the request had been for a "certificated one," and I am glad to find this desire for qualified teachers becoming very general; still there are a few so-called teachers left who are not only not qualified, but are also of such slight educational attainments as to be able to impart nothing but the merest rudiments. These are, as a rule, men who have failed in other callings; their sphere of action is remote from towns and railways, where it is difficult, frequently impossible, to obtain qualified *lady* teachers, because they are always unwilling to be too far from their homes, and male teachers, properly qualified, will not accept such appointments with salaries frequently less than servants' wages; I know several such cases. In Bechuanaland and Griqualand West, but particularly in the parts far from the railway, where transport is high and the population so scattered that there is practically no social life, much higher salaries must be paid to induce good teachers to accept appointments, and to remain any length of time. Apart from a general increase in salaries, the only other immediate remedy that suggests itself to me is the encouragement of pupil-teachers in such places as Kenhardt, Upington, Prieska, Vryburg, and Mafeking; lady teachers trained at any one of these places would accept

local appointments when it would be impossible to get teachers from Cape Town or Wellington; I say *lady* teachers, because in my circuit no males are being trained; out of some 40 pupil-teachers recently examined by me there was not one white male, and only one coloured one.

*Buildings.*—In the past year the new schools at Campbell and Strydenburg have been completed, and are now being used, and new schools or improvements to buildings are being undertaken at Kimberley, Vryburg, Mafeking, Beaconsfield, Douglas, and Keimoes.

In conclusion I have to heartily thank many gentlemen for their kind co-operation in the work, and their ready help in transport difficulties.

I have the honour to be,

Sir,

Your obedient Servant,

A. E. BRICE.



#### 4.—INSPECTOR CLARKE'S REPORT.

[CIRCUIT: CATHCART, FORT BEAUFORT, QUEENSTOWN, STOCKENSTROM, VICTORIA EAST.]

SIR,—I have the honour to present to you my Report for the year 1896.

One hundred and forty-three (143) schools have been inspected during the twelve months, but I regret that this year I am unable to say that all have been visited by myself—increase of work and pressure of other circumstances compelled me to employ a substitute in six cases. The continuance of the better understanding with boards and teachers, which was adverted to last year, is evidenced by a substantial increase in one's correspondence, and by constant appeals for help in the selection of teachers and other matters. There still are, and no doubt always must be, some stray individuals whom nothing short of all they ask is likely to satisfy, and whom it would be waste of time as well as mistaken policy to seek to propitiate. On the whole, however, there is to be noted a desire to co-operate cordially with the Department, or where a difference of opinion exists, a disposition to discuss the points at issue in a friendly and helpful spirit. The increasing mass of detail in the routine work makes it difficult to give sufficient attention to several matters of wider educational importance that have a claim on one's interest.

*Supply of Schools.*—There is a total increase of about 10 schools in my circuit since this time last year, and it is satisfactory to note that several have been opened in the districts that were mentioned as being insufficiently provided for. It is still a matter for regret that the greed and exclusiveness of some farmers are obstacles to the planting of conveniently situated schools. I have in my mind specially a case in which a number of farmers clamoured for a school in their locality, and yet not one of them would alienate a piece of ground for school purposes, although most of them would no doubt have been most happy to agree to the erection of a school building on their own farm at the public expense. The too frequent change of teacher has much to do with the uncertain duration of many schools, and also with the meagre progress made by the children. There are faults on both sides: sometimes the farmer or the board are quite unfitted to have the control of a school; sometimes the fact that the number of vacancies in schools is enormously in excess of the supply of competent teachers tends to make many teachers unsettled—they know that if they possess any capacity at all, they need have no fear of securing another post.

*Enrolment and Attendance.*—The following table gives a comparison of the figures for the 3rd Quarter of 1896, with those for the corresponding period of 1895:—

			On Roll.	Average Attendance.	Percentage.
Queenstown :					
3rd Quarter, 1895	.. ..	2131	1634	76.6	
3rd Quarter, 1896	.. ..	2285	1793	78.4	
Stockenstrom :					
3rd Quarter, 1895	.. ..	611	465	76.1	
3rd Quarter, 1896	.. ..	549	394	71.8	
Victoria East:					
3rd Quarter, 1895	.. ..	1867	1425	76.3	
3rd Quarter, 1896	.. ..	1901	1403	73.8	
Cathcart:					
3rd Quarter, 1895	.. ..	470	417	88.7	
3rd Quarter, 1896	.. ..	521	461	88.5	
Fort Beaufort :					
3rd Quarter, 1895	.. ..	1364	1044	76.5	
3rd Quarter, 1896	.. ..	1371	1081	78.9	



In all the divisions except Stockenstrom it will be seen that there is a satisfactory improvement in the enrolment. In this division and also in Victoria East, where there is a decrease in the attendance, it is in the Native Schools that the falling off has taken place. Almost all the Native Schools in these districts have been under the control of Native Missionaries or Native Boards, and the results of such a system seem to show that the development of the coloured races has not yet reached such a point that it is fair to Native education to throw such a responsibility on to their shoulders.

Queenstown:												
White	..	..	..	..	761	..	..	28				
Coloured	..	..	..	..	1524	182	..	..				
Stockenstrom:												
White	..	..	..	..	360	56	..	..				
Coloured	..	..	..	..	189	..	118	..				
Victoria East:												
White	..	..	..	..	157	1	..	..				
Coloured	..	..	..	..	1744	33	..	..				
Cathcart:												
White	..	..	..	..	369	49	..	..				
Coloured	..	..	..	..	152	2	..	..				
Fort Beaufort:												
White	..	..	..	..	481	121	..	..				
Coloured	..	..	..	..	890	..	114	..				

## INSPECTION RESULTS.

The comparative results of inspection for the last two years, as shown in the following tables, will probably be found interesting:—

## CLASSIFICATION OF PUPILS INTO STANDARDS.

## 1. ALL SCHOOLS.

No. of Pupils Registered	No. Present at Inspection.	Below St.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	Ex. St.	Unclassified.
1895 5791	4977	1789	796	858	696	478	147	26	15	16	156
1896 6148	5357	1951	814	846	777	472	144	48	10	29	266

Percentage of total present in different standards.	1895 ..	35.9	15.9	17.2	13.9	9.6	2.9	.5	.3	.3	3.1
	1896 ..	36.4	15.2	15.8	14.5	8.8	2.6	.9	.2	.5	5.0

Percentage in 1895 { 7.1 above Standard IV.  
16.7 in and above Standard IV.

Percentage in 1896 { 9.2 above Standard IV.  
18.0 in and above Standard IV.

## 2. (a) FIRST AND SECOND CLASS SCHOOLS.

	Below St.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	Ex. St.	Unclassified.
1895 ..	128	67	83	72	101	60	19	15	2	..
1896 ..	142	85	72	96	83	60	39	10	9	..

Percentage—											
1895 ..	23.4	12.0	15.1	13.1	18.4	10.9	3.4	2.7	.3	..	..
1896 ..	23.9	14.3	12.1	16.1	13.9	10.0	6.5	1.7	1.5	..	..

Percentage in 1895 { 17.3 above Standard IV.  
35.7 in and above Standard IV.

Percentage in 1896 { 19.7 above Standard IV.  
33.6 in and above Standard IV.

## (b) THIRD CLASS AND POOR SCHOOLS.

	Below St.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	Ex. St.	Unclassified.
1895 ..	161	84	72	86	24	7	..	..	..	..
1896 ..	220	119	115	115	51	13	1	..	..	..

## Percentage—

1895 ..	37.0	19.3	16.5	19.7	5.5	1.6	..	..	..	..
1896 ..	34.7	18.8	18.1	18.1	8.0	2.0	.2	..	..	..

Percentage in 1895 { 1.6 above Standard IV.  
7.1 in and above Standard IV.

Percentage in 1896 { 2.2 above Standard IV.  
10.2 in and above Standard IV.

## (c) FARM SCHOOLS.

	Below St.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	Ex. St.	Unclassified.
1895 ..	..	..	..	64	71	69	69	58	23	4
1896 ..	..	..	..	63	58	95	83	59	18	6

## Percentage—

1895 ..	..	..	..	17.8	19.8	19.2	19.2	16.2	6.4	1.1
1896 ..	..	..	..	16.5	15.0	24.9	24.9	15.3	4.7	1.6

Percentage in 1895 { 6.0 above Standard IV.  
15.2 in and above Standard IV.

Percentage in 1896 { 6.3 above Standard IV.  
21.6 in and above Standard IV.

## (d) NATIVE SCHOOLS.

	Below St.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	Ex. St.	Unclassified.
1895 ..	1436	574	634	469	295	57	3	..	14	156
1896 ..	1526	552	564	483	279	53	2	..	20	266

## Percentage—

1895 ..	39.4	15.7	17.4	12.8	8.1	1.5	.08	..	.3	4.2
1896 ..	40.1	15.0	15.1	12.9	7.4	1.4	.05	..	.5	7.1

Percentage in 1895 { 6.0 above Standard IV.  
14.1 in and above Standard IV.

Percentage in 1896 { 9.05 above Standard IV.  
16.5 in and above Standard IV.

It will be seen that there is in each class of school, as well as in the total, a distinct advance on last year. This is the more satisfactory, as it is only now possible to estimate the effect of the introduction of the new standards.

*Annual Progress of Pupils.*—The following tables exhibit the comparative efficiency of the different classes of schools. I regret that I had not sufficient data last year to compare statistics for the two years under this head:—

Class of School.	Presented for Standards.	Passed in Standards.	Presented in Standards who were present at previous Inspection.	Passed higher Standard.	Passed same Standard.	Passed lower Standard.
First and Second Class	466	345	291	238	53	..
Third Class and Poor ..	428	295	215	144	71	..
Farm ..	..	..	354	228	126	85
Native ..	..	..	2239	1238	1599	849
Totals for all Schools	3487	2106	2317	1357	930	30



Class of School.	Percentage who passed the Standard for which they were presented.	Percentage of those present at previous Inspection who passed higher Standard this year.	Percentage of total present who were present at the previous Inspection.
First and Second Class .. ..	74.0	81.7	62.4
Third Class and Poor .. ..	68.9	66.9	50.2
Farm .. ..	64.7	59.4	59.8
Native .. ..	55.2	53.0	71.4
All schools. . . . .	60.4	58.5	66.4

## SCHOOL CURRICULA.

*Elementary School Work.*—The new Standard system has now been long enough in operation to enable one to say that its results are much more satisfactory than those under the old arrangement. It is surprising, however, to notice sometimes with what perversity some teachers endeavour to make the new system nearly as mechanical as the old—this is particularly marked in Native Schools, and on no subject more than in Mental Arithmetic: anything outside the groove they have been kept in is regarded as a malicious attempt to upset the children.

*Higher School Work.*—There is little change to be noted in the regard in which higher subjects are held generally. Beyond the purely material results that are likely to accrue from a certain course of study, little value is usually attached. The importance of a subject is estimated by the extent to which it promises to promote a pass in some examination, and no teacher would ordinarily be expected—in some cases even allowed—to devote attention to anything from which an immediately tangible result does not proceed. It is most pleasing, however, in the midst of such a state of feeling to record one substantial step in the right direction. Acting on the suggestion of the Chairman of the School Board in Queenstown, one or two of our African millionaires have provided funds to make a commencement in establishing bursaries for promoting higher education for pupils of the High School. At present only one bursary to enable a pupil to proceed to Matriculation has been provided, but if the conceptions of the promoters are given effect to, facilities will be forthcoming for promising students to proceed to the higher examinations. The promotion of higher education seems impossible, unless such encouragement is much more largely given, and it is an object worthy the attention of others who have derived their fortune from the soil of South Africa. It is an exceedingly serious matter for the country when its professional and more cultured classes are so little recruited from the youth of the Colony; this is especially noticeable in the Eastern Districts.

*School Libraries.*—I am glad to be able to record an advance in the matter of school literature. During the year libraries have been established in connection with the Queenstown and Seymour Schools, and even in the case of country schools I have received more than an assurance that teachers are taking an increased interest in what their pupils read out of school. Very much still remains to be done to extend the range of interest and of ideas of the bulk of school children.

## SCHOOL BUILDINGS, FURNITURE, &amp;c.

*Public Schools.*—The improvement noted last year continues. In Queenstown and Adelaide steps are being taken to erect new buildings. In Sterkstroom, at Waku Station, and in the case of several country schools, good buildings have been erected. At Whittlesea a much needed school-room is at last provided. Alice must again be mentioned as deficient in school accommodation.

*Farm Schools.*—Comparatively few of these schools are now unprovided with proper rooms and equipment. The fashion of combining the teacher's bedroom with the schoolroom is very rare, and the use of inverted packing cases for seats is almost extinct.

*Native Schools.*—Little or no change is to be observed in the ordinary Mission School, except in the increase in the number of desks; recommendations in this respect have generally been attended to. Very substantial improvements and extensions in buildings have been made at both Lovedale and Healdtown. In the former case a large building, excellently equipped, has been erected for technical instruction, and

the buildings of the girls' school have been greatly extended. In the latter several new class-rooms have been provided, and further facilities for woodwork instruction are in contemplation.

## SUBJECTS OF INSTRUCTION.

*Reading.*—The faults that I drew attention to last year are still too prominent. Very much has yet to be done by the teachers to overcome their own weaknesses before they can hope to remedy those of the children.

*Arithmetic* is the subject that is on the whole least satisfactory. It continues to be taught in a mechanical fashion, particularly in Native Schools. Too little value is attached to the assistance given by well devised mental exercises; these are frequently looked upon as a fad to which some inspectors may be counted to give more prominence than others.

*Geography.*—The benefit of the instruction given at Vacation Courses is becoming evident, but the subject is generally poorly taught in Standards II. and III.

*Latin and Greek.*—The former languishes even in the First Class Schools; there are a few pupils who do creditable work, but this does not compensate for the slight regard in which the subject is generally held. I am glad to say that the study of Greek has been begun in the Seymour Public School.

*Grammar.*—Probably no subject varies so much; more intelligent methods of teaching are becoming more frequent, but the old ways die hard, and too many teachers fancy they have nothing yet to learn in the subject themselves.

*Science.*—It is matter for regret that the study of Science is still poorly provided for.

*Sewing.*—Very considerable improvement must be noted in this subject. Some of the Public Schools produced excellent results, and on Farm Schools, where the teachers had attended a Vacation Course, the benefit was apparent.

*Handiwork.*—In no public school has any provision yet been made for teaching handiwork. There is a hope that when the new Boys' School is erected in Queenstown, carpentry may find a place in the curriculum.

*Drill and Physical Exercises.*—An increasing number of schools are taking up Physical Drill. Queenstown High School and Heald Town continue to show the best results.

*Evening Preparation.*—I have been struck by the frequent complaints from intelligent parents as to the kind of work set by many teachers for preparation at home. It is chiefly in the case of young children that the evil is felt: what is set should not be excessive, nor of such a character as to necessitate the assistance of the parent.

## TEACHERS.

*Sex.*—In the schools inspected during the year I found 95 male teachers (38 Native and 57 European), and 132 female teachers (56 Native and 76 European).

*Training.*—Increasing attention is being given to the training of Native Teachers in the Lovedale and Heald Town Institutions, and there can be no doubt that the results repay in large measure the labour and expense involved. It will take a very long time to overcome the mechanical, unreasoning habits of the ordinary native, and the tremendous force of his prejudices. What is to be expected, for example, from students who are quite ready to answer or to teach their pupils that the earth is round, and turns once in twenty-four hours, but who do not for a moment believe it themselves? They find that examiners and inspectors hold what they consider eccentric and absurd views on these subjects, and that these great persons are to be conciliated with a view to examination results, so they learn or teach mechanically what is prescribed in the Manual. From a native candidate for Standard V., who will proceed in due course to the Pupil Teachers' Examination, I received recently the following as an answer to the question, why it was summer in the Southern Hemisphere when it was winter in the Northern:—"The axes are rounding with their spinings. When the winter is in the Northern, it takes 23½ degrees to North, and the summer takes the same way to the North Pole. All the seasons have axes. In the winter the sun goes upon the mountains." The spelling and grammar are quite correct, but what it means the candidate does not know any better than the examiner. It is not much worse than the case of a Third Class Certificated teacher whom I found instructing his class that Geography was divided into two parts, land and water. It is painfully ridiculous sometimes to find the kind of examples given as mental exercises in arithmetic. I found one teacher propounding the problem to a Standard III. class—"What would six oxen cost at 6d. each?" Not even the imminence of Rinderpest



surely could lower the market value to that figure. When asked to remedy the absurdity he proceeded to sell his oxen at £27. In writing and black-board work the Native Candidates do well in many cases, and drill and physical exercises are improving. The training given to pupils in the Girls' Industrial Department at Lovedale calls for special commendation, and the same applies to the woodwork instruction given to the boy pupil teachers; the equipment and organization of this latter department are exceedingly good.

The case of the white candidates does not show any marked advance on last year. There has been in one or two schools a disposition to treat the pupil teachers as junior teachers, and make them do actual teaching for the greater part of the day. A change was at once made, when it was pointed out that such an arrangement pressed too heavily on the pupil teachers.

#### THE SCHOOL SYSTEM.

*Farm Schools.*—With the increased proportion of certificated teachers in these schools, the rate of aid per head has increased so much that the farmers probably now receive a larger amount of grant per pupil than is assigned even to the First Class Public Schools.

I have the honour to be,

Sir,

Your obedient Servant,

W. E. C. CLARKE.

Cape Town, 31st December, 1896.

### 5.—INSPECTOR ELY'S REPORT.

[CIRCUIT: KING WILLIAM'S TOWN, EAST LONDON, AND PEDDIE.]

SIR,—I have the honour to submit to you my Annual Report on the state of education in my circuit.

*Supply of Schools.*—During the year ended 30th September, 1896, the number of schools in the above divisions was increased by twelve, seventeen having been opened and five closed.

*Enrolment and Attendance.*—On the 30th September there were on the roll 11,079 pupils (European 3,182, Coloured 7,897), with an average attendance of 8,087. For the corresponding period in 1895 there were on the roll 10,601 (European 3,169, Coloured, 7,432), and an average attendance of 7,868. We have thus an increase of 478 in the enrolment, and 219 in the average attendance. Unfortunately in the increase in the enrolment only 13 Europeans can be reckoned.

In private schools 641 European children, 100 more than last year, are being educated, so that we have 3,823 European children under instruction, and 928 still to be provided for, in my divisions.

*Classification under Standards.*—During the year just ended 177 schools were inspected, of which Mr. Jackson, Principal of the First Class Un-denominational School at East London West, inspected nine on my behalf, as I found it impossible to overtake the work.

The results of inspection are given in the following tables:—

On the Roll.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.
10,255	8303	86	3961	1396	1367	823	383	166	98	19	4
Percentage	100	1.0	47.7	16.8	16.4	9.9	4.7	2.0	1.2	.2	.04

Taking the different classes of schools separately we have—

#### A. I.

On the Roll.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.
869	809	17	151	91	123	127	100	97	80	19	4
Percentage	100	2.1	18.7	11.2	15.2	15.7	12.4	12.0	9.3	2.3	.5

[G. 10—'97.]



## A. II.

On the Roll.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.
305 Percentage	273 100	.. ..	62 22.7	50 18.3	59 21.6	57 20.9	37 13.6	6 2.2	2 .7	.. ..	.. ..

## A. III.

On the Roll.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.
1386 Percentage	1153 100	14 1.2	405 35.1	218 18.9	222 19.3	146 12.7	89 7.7	48 4.2	11 .9	.. ..	.. ..

## P.F.

On the Roll.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.
99 Percentage	95 100	.. ..	27 28.4	23 24.2	21 22.1	13 13.7	5 5.3	2 2.1	4 4.2	.. ..	.. ..

## WHITE MISSION AND POOR SCHOOLS.

On the Roll.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.
245 Percentage	194 100	.. ..	75 38.7	44 22.6	38 19.6	2 10.3	11 5.7	5 2.6	1 .5	.. ..	.. ..

## NATIVE INSTITUTIONS AND MISSION SCHOOLS.

On the Roll.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.
7351 Percentage	578 100	55 1.0	3241 56.0	970 16.8	904 15.6	460 8.0	146 2.5	8 .1	.. ..	.. ..	.. ..

*Progress.*—In 1895 there were present at inspection 7,313 pupils, of whom 4,380 were also present in 1896. 1,834 (41.9 per cent.) have advanced a Standard, 2,508 (57.3 per cent.) have remained stationary, and 38 (.8 per cent.) have gone down. Of those who have remained stationary, 1,325 (52.8 per cent.) are in the Sub-Standards.

Again dividing the schools into their respective classes we have the following results:—

Class of School.	No. Present.	Reached a Higher Standard.	The same.	A lower.
First Class .. .. .	390	243	146	1
Percentage .. .. .	100	62.3	37.5	.2
Second Class .. .. .	154	106	48	..
Percentage .. .. .	100	68.8	31.2	..
Third Class .. .. .	641	379	261	..
Percentage .. .. .	100	59.1	40.7	..
Private Farm .. .. .	42	30	12	..
Percentage .. .. .	100	71.4	28.6	..
White Mission and Poor .. .. .	82	50	31	1
Percentage .. .. .	100	61.0	37.8	1.2
Native Institution and Mission .. .. .	3071	1026	2010	35
Percentage .. .. .	100	33.4	65.5	1.1

From the above tables it will be seen that the poorest results are obtained in the Native Mission Schools; but though this is the case, it must be remembered that the progress of the natives is not to be measured merely by the Standards. Every little school, however disappointing its work in the Standards, is exercising a leavening influence, which must have a beneficial effect upon the people of the location in which it is situated, while the country at large is indirectly benefited, inasmuch as the natives attending these schools gradually learn to adopt European clothing and acquire a taste for European modes of living.

I am endeavouring to get teachers to aim at 75 per cent. of upward passes in European, and 50 per cent. in Native Schools. These results should not be impossible of attainment, if only regularity of attendance could be secured; but until this is done teachers will always have great difficulties to contend against. The Principal of a Second Class School said to me, with tears in his voice—"What am I to do? That boy is kept out of school once a week to mind the baby." The only remedy for such a state of things is compulsion, which in some form must come sooner or later, and the sooner it comes the better. There is in my circuit a section of the population whom no other means will reach, and unfortunately it is a section which specially stands in need of the schoolmaster's salutary influence.



*School Buildings.*—I regret to say that I have but little progress to report under this head. The Sisters of St. Peter's Home have purchased the excellent building in which their school is kept. The Free Church of Scotland has put up a good school-room at Spreull, and the Railway Schoolroom at Blaney has been improved and enlarged.

At East London the buildings on both banks of the river are sadly in need of repairs. The Girls' School on the East Bank is overcrowded to such an extent as to render the work of teacher and taught unnecessarily irksome.

In the English Branch School of the Dale College, repairs and improvements are also needed; but these will probably have been effected by the commencement of the next term.

*Vacation Course of Training for Teachers.*—A most successful course was held in Grahamstown during the winter vacation. All the lecturers remarked upon the diligence of the students and the interest they showed in their work. I do not think that the value of these courses can be overestimated. Their effect is plainly to be seen in all schools in which teachers are employed who have attended the lectures.

#### SUBJECTS OF INSTRUCTION.

*Reading and Recitation.*—In many European schools reading is still a subject which needs a good deal of attention. Too much of it is characterized by want of expression. Upon recitation a good deal of time and attention has been bestowed. As a rule the passages prepared are well recited in European schools, the meanings of the more difficult words known, and the references understood.

*Dictation.*—In this subject I think I may fairly say that there has been a steady improvement in all classes of schools. There are still a few native teachers who go blundering along in the old style; but most of them are beginning to see that if they are to do anything with their pupils in English subjects, English must to a large extent be the medium of instruction.

*Geography.*—In the higher Standards very fair work is produced; in the lower the subject still needs a good deal of attention.

*Composition.*—This is distinctly improving. Some of the work produced was extremely satisfactory, and many of the passages reproduced in Standard IV. were excellent.

*Arithmetic.*—This is still the weak subject in all schools, though the work this year was decidedly better than it was last year. Mental arithmetic also is improving, and as this improves we may look for a corresponding improvement in slate arithmetic. In some of the European schools mental arithmetic was very good.

*Classics and Mathematics.*—These are taught in the best schools only, and are fairly satisfactory.

*Dutch.*—In the Public Schools at King William's Town, East London, and Macleantown, Dutch is taught with very fair results.

*German.*—A large proportion of the people in the Division of King William's Town and East London are German. As the parents wish their children to have some knowledge of their mother tongue, German is taught—and well taught—in several of the schools in those divisions, but in some of the smaller schools the pupils attend so badly that very little progress is made.

*Singing.*—More and more attention is being given—even in Native Schools—to this subject.

*Sewing.*—Excellent work is being done in most of the European schools, and the Lady Superintendents of Mission Schools are doing their best to get native sewing mistresses to carry out the Departmental regulations on the subject.

*Drawing.*—Very fair work is being done in most of the European schools.

*Drill.*—Excellent work was produced in the First Class Public Schools on the East Bank at East London, at Macleantown, and at King William's Town.

*Home Work.*—Every now and again complaints reach me that the work set for preparation at home is either of such a kind that children cannot do it without help from their parents, who do not care to be "bothered" after their day's work, or is more than the children can do.

I have the honour to be,

Sir,

Your obedient Servant,

F. HOWE ELY.

Sea Point, 2nd January, 1897.

## 6.—INSPECTOR FRASER'S REPORT.

[CIRCUIT: ALBANY, ALEXANDRIA, BATHURST, BEDFORD, PORT ELIZABETH,  
AND UITENHAGE.]

SIR,—I have great pleasure in submitting my general report on the progress and condition of education in my circuit for the year ending September, 1896.

The number of schools inspected has been 161, of which two were inspected by deputies. Twenty-five (25) of them were inspected for the first time. As many of the new schools were situated in localities remote and difficult of access, it was impossible for me to overtake the work of my circuit.

The year under review has been a very trying one. The long-continued drought and the ravages of locusts impoverished the farmers, and brought the native population in many rural districts to the point of starvation. In one Mission School I found a mere fraction of the attendance shown by the register a month previous to my visit. In answer to enquiries I was informed that so long as the crops of prickly pears lasted the people stayed at home, but, when that food supply failed, they scattered in search of food elsewhere.

*Supply of Schools.*—The closing of schools has been almost as conspicuous as the opening of new ones. Two schools have been opened and closed within a few months, before it was possible to inspect them. One school was visited a few weeks after it had applied and obtained a grant. It was found closed, under circumstances which will probably lead to its removal from the list of aided schools.

Thirty new schools have been opened during the year. The number of schools closed is not easy to estimate. We know to a nicety when schools open, for they cannot be placed on the list for inspection without communication with the Education Office. In closing schools this formality is not always observed. Too often, the first intimation that the school is not working comes from observing that the Quarterly Returns have not been sent in. In many cases the retiring teacher removes the register, and leaves her successor helpless in the matter of statistics. Such conduct is highly censurable.

*Enrolment and Attendance.*—A comparative statement of the enrolment and attendance for the quarters ending September, 1895 and 1896, is given below.

Division.	Year.	On Roll.	Average Attendance.	Percentage.
Albany	1895	2090	1592	76.1
	1896	2237	1720	76.9
Alexandria	1895	281	236	84.0
	1896	242	210	86.8
Bathurst	1895	371	275	74.1
	1896	359	271	75.5
Bedford	1895	553	436	78.8
	1896	516	419	81.2
Port Elizabeth	1895	3504	2533	72.2
	1896	3637	2578	70.9
Uitenhage	1895	2003	1546	77.1
	1896	2113	1541	72.9

There is, thus, an increase in the enrolment of 302, and in the attendance of 121. The increase is in the Divisions with a large urban population. In the rural districts there has been a decrease. In Bedford the decrease is apparent only. The Mission School at Glen Lynden was closed during the September quarter, owing to the illness of the teacher. The percentage of attendance cannot be considered satisfactory, varying as it does from 72.9 to 86.8.

[G. 10—'97.]



The attendance was affected in some districts by the prevalence of children's diseases during the months of August and September. In several schools in Bathurst and Lower Albany, the average attendance for the September quarter ranged from 64 to 66 per cent. This was the case in European schools, where the attendance is generally good.

In Farm Schools the elder boys are often taken from school to look for horses, to assist in plucking ostriches, or to make themselves useful in one or other of the many forms in which their labour may be utilized. I give here the particulars of a Farm School recently inspected. There were nine children on the roll. An examination of the register showed the following absences, counting two attendances per day, viz.:—185, 81, 53, 24, 87, 50, 41, 38, and 47 respectively during the year previous to inspection. How can good work be done in these circumstances?

*Pupils' Attainments.*—There were 7,264 children on the books of the schools inspected in my circuit; of these 6,279, or 86 per cent., were present at inspection. This is exactly the same percentage as last year. After inspection they were classified as follows:—

Standard.	Number.	Percentage.	Percentage last year.
Unclassified	130	2.1	2.67
Sub-Standards	2623	41.9	40.63
Standard I	928	14.7	15.35
Standard II	1044	16.5	15.89
Standard III	695	11.1	12.15
Standard IV	447	7.1	7.31
Standard V	226	3.6	4.00
Standard VI	121	1.9	1.20
Standard VII	23	.4	.14
Ex-Standard	42	.7	.66

These results correspond closely with those of last year. We have more than two-fifths of the children below Standard, and nearly three-fourths of them below Standard III. How far Mission Schools are responsible for this state of matters will appear from the statement given below:—

PERCENTAGES OF PUPILS AT FINAL CLASSIFICATION.

Standard.	Schools.					
	A. 1.	A. 2.	A. 3.	P. F.	Poor.	B.
Unclassified	1	.5	.3	..	..	..
Sub-Standards	1.4	22.1	37.2	14.9	27.6	62.8
Standard I	8.1	12.0	16.1	17.2	31.0	16.4
Standard II	13.6	21.2	19.6	24.9	29.3	14.1
Standard III	16.6	15.1	14.2	21.2	10.3	5.6
Standard IV	17.2	14.5	9.0	6.0	1.8	1.1
Standard V	11.2	10.5	3.0	1.6	..	..
Standard VI	10.7	3.6	.6	..	..	..
Standard VII	2.3	.5	..	..	..	..
Ex-Standard	5.3	..	..	..	..	..

Here we see at a glance the standing of the various classes of schools after inspection. The Mission Schools with 11 out of 1,000 in Standard IV., and more than three-fifths of their pupils below Standard, do not appear to advantage.

*Leaving Standard.*—Reliable statistics are very difficult to obtain. The teachers often find it impossible to discover whether a child is removing to another school or has finished his school life. From the Public Schools I have obtained statistics which may be regarded as sufficiently accurate.

Standard.	Percentage of those leaving School.		Average age at leaving School.	
	1895.	1896.	1895.	1896.
First Class Public Schools:				
Standard I	1	2	13	15
Standard II	8	2	12	15
Standard III	14	12	13½	14½
Standard IV	26	20	16	15¼
Standard V	17	28	16	15
Standard VI	25	22	16½	15¾
Standard VII	6	12	19	16½
Ex-Standard and Unclassified	3	12	16½	17
Second Class Public Schools:				
Sub-Standards	4	..	12¾	..
Standard I	..	..	..	..
Standard II	8	10	14	12
Standard III	9	15	14¼	12½
Standard IV	35	22	14¼	13
Standard V	30	30	15	14½
Standard VI	14	23	17	14¾
Third Class Public Schools:				
Sub-Standards	15	2	9¼	11
Standard I	10	3	10½	11½
Standard II	17	25	12½	12¼
Standard III	27	34	13¼	13½
Standard IV	23	24	14	14½
Standard V	8	11	15¼	15¾
Standard VI	..	1	..	15

*Annual Progress of Pupils.*—The following tabulated statement shows, for each class of school, the progress made by the pupils:—

Schools.	No. present at two successive Inspections.	Percentage passed a higher Standard.	Percentage passed same Standard.	Percentage passed lower Standard.
A. 1	385	78.9	21.1	..
A. 2	351	77.2	22.5	.3
A. 3	652	71.9	27.5	.6
P. F.	245	54.3	42.9	2.8
Poor	8	62.5	37.5	..
B.	825	49.3	46.8	3.9

*Fluctuating Attendance.*—The greatest drawback to real progress is the roving character of our pupils. In many Farm Schools pupils are withdrawn for little or no reason. In towns the children roam from school to school, and make little genuine



progress. In an A. 1 school I find 149 children presented in Standards, of whom only 98 had been present at the previous inspection. In an A. 2 school the corresponding numbers were 34 and 18. In an A. 3 school, 19 and 10; in a B. school, 37 and 11.

#### SCHOOL CURRICULA AND SUBJECTS OF INSTRUCTION.

The introduction of the new Standards has made a much larger claim on the intelligence of teachers and pupils than was the case formerly. This demand has been well met in many cases, and good and improved methods of instruction are becoming more and more common year by year. One great fault—and it is not confined to any single class of school—is indistinct answering by the pupils. Only the teacher and the few pupils in the immediate vicinity of the child who is speaking can hear what is said. One or other of two consequences follows. Either the teacher accepts the answer given, the class hears nothing, and being uninterested becomes restless and negligent; or the teacher repeats the answer and time is lost.

*Reading.*—The principles of correct reading are not generally taught. The reading lesson is commonly regarded as one in which information is acquired, and, except in the case of gross blunders in pronunciation, little correction is made. In Port Elizabeth and Grahamstown there are schools where great care is bestowed on this subject and with conspicuous success.

*Recitation.*—The pieces for recitation are too often selected without judgment and repeated without expression. In the public schools situated in towns some very good work is done in this subject. Pieces are carefully selected by the teachers, clearly and forcibly recited by the pupils; and the scope of the passages, the allusions to historical events, and the meaning of words and phrases are well understood.

*Dictation.*—The spelling in the dictation test is usually good. In composition and other written exercises it is often very weak and unsatisfactory. The dictation test is taken from the reading book in use, except in Standard VII., and the words are familiar. In composition and other written exercises the pupil uses his own vocabulary. The defect here stated is common to most schools. The only way to remedy it is to introduce lessons on the principles of spelling at a convenient stage of the child's progress.

*Handwriting.*—The teaching of handwriting by means of the black-board is gradually becoming common. This has led to considerable improvement. It is, however, much to be regretted that there are so many systems of handwriting competing for popular favour. In the same town three or four neighbouring schools will be found teaching handwriting on as many different systems. In many of the rural and Mission Schools the copy books are foul and badly written.

*Arithmetic.*—There has been a conspicuous advance in the teaching of arithmetic. The subject is set forth with more intelligence, and the work is much less mechanical. In many schools the work is put on paper neatly and compactly, an evidence of careful training and strict supervision. In too many schools fingering and the use of mechanical aids may still be seen. A very considerable advance has been made in mental arithmetic. Up till quite recently this subject was greatly neglected, but there are now very few schools in which some attempt is not made to reach the Standard requirements. In several of the First Class Schools the work is quick and accurate. In Farm Schools and in Third Class Schools on Farms, the work is more elementary, and is sometimes very accurate, but always very slow. The great drawback is that the pupil endeavours to follow mentally the process he has learnt to use on the slate. Short methods are unknown, and when mentioned are regarded as something marvellous.

As for the other subjects of instruction, progress in them is not so marked as to call for mention. From this statement, however, I must except three subjects which have lately come into much prominence, mainly through the influence of the vacation course of lectures for teachers. These are singing, sewing, and drill.

*Singing.*—Most of the town schools and many of the rural schools teach singing from notes. Several of the pupil teachers in Port Elizabeth and Grahamstown have made rapid progress in both theory and practice.

*Sewing.*—This is taught in almost every school where a female teacher or assistant is engaged. Much of the work is good, but a considerable portion of it is done in a perfunctory and half-hearted fashion. In some cases, in Mission Schools, work is shown which appears to have been done by the sewing machine.

*Drill.*—This has made rapid advances. It is, in many cases, practised to musical accompaniments, but the best drill is done by simple word of command. There are instances in which the movements are slovenly in their execution, and I have been careful to point out that unless the drill is performed smartly and so as to bring the muscles into a state of tension, drill is a useless waste of time. Female teachers are not always careful to correct children for marching out of step. The drill and kindergarten games in Riebeeck College, Muir Academy, and Grahamstown Public School are deserving of very high commendation. The senior pupils in most of the Public Schools in Port Elizabeth have the advantage of being trained by an adept at the work, and their proficiency is marked and highly commendable.

*School Buildings.*—New school buildings have been erected at Riebeeck East and at Baviaansdrift. The committee of the latter school deserve great credit for their work. They have put up a neat and comfortable building, fairly equipped and furnished. The schoolroom at Dorschfontein has been done up in such a way as to be practically a new room. These two cases are specially mentioned as showing what a willing spirit can do, and that we have instances of farmers who are willing to provide better school accommodation so far as their means permit.

*Furniture.*—The most noticeable improvement is in the school at Glen Gregor in the Division of Bedford. Here the arrival of a new teacher of some experience led to a complete renovation of the furniture and equipment of the school, to the great comfort and advantage of all concerned. My remarks of last year still apply to the schools conducted by brotherhoods and sisterhoods; as a rule, these are well equipped and furnished. Rural schools and Mission Schools are generally very badly furnished.

*Teachers.*—The number of teachers of culture and ability is steadily increasing, but there are still many who are quite unfit to engage in the work of educating the young. The class of teacher generally is improving; nevertheless, there are still those, especially in the Farm Schools, who seem to regard the teaching profession as providing a refuge for the destitute. Among these are discharged sailors and soldiers, ex-officers of the army or navy, disgraced attorneys, unfrocked clergymen, and men who have failed in business. Some of these, but not all, set to work with a will. So long as they do this, one is disposed to afford them every assistance in retrieving their position. There can be no sympathy, however, with those whose habits and mode of life are inconsistent with the position they occupy as instructors of youth.

*Native Teachers.*—Too often the native teacher has no regard for tidiness and order. We have schools for native children, in which cleanliness and order are conspicuous, but these schools are taught by Europeans. Again, many of our native teachers and most of the native assistants are badly prepared for the work of teaching. Nor can we wonder at this. The salaries offered to them do not afford a living wage. A few native teachers in large towns are fairly paid. In some cases, where the teacher undertakes extraneous duties as pastor or evangelist, he may in his dual capacity secure a fair livelihood; but the salaries, as a whole, are miserably small and inadequate.

One fault very prevalent in schools taught by Kafirs is the want, on the part of the children, of a working knowledge of any language but their own. The teacher has been educated through the medium of English. He uses English books in school, but his children are not, except occasionally in towns, acquainted with that language. In most places where the farming population is of Dutch extraction, the Kafirs speak Colonial Dutch fluently. In Bathurst and Lower Albany, where the farming population is almost exclusively English, Kafir children speak neither Dutch or English. They have no opportunity for learning Dutch, and the English farmers all speak Kafir to their native servants.

*Pupil Teachers.*—I have during the year examined 95 pupil teachers in the practical part of their course. The work of these candidates is usually prepared with great care. In Port Elizabeth and Grahamstown, classes are held at the Art School for the instruction of pupil teachers in Blackboard Drawing. From these classes the pupil teachers have derived very great benefit.

There is some improvement in the character of the object lessons given by the candidates. Their notes are, however, still too bookish. The lessons, as given, are more calculated to impart information than to cultivate the powers of observation and comparison, thereby stimulating an interest in well-known natural objects, and at the same time exercising the children in giving expression to their ideas in simple language.

It is necessary, too, to caution the young teacher against supposing that to give a good object lesson is proof of being a good teacher. The powers of skilful organization, of correct classification, and of maintaining efficient discipline are as necessary to the



teacher as those of stimulating interest and arresting attention. In a country like this, where most teachers have to keep several classes going at the same time, the powers I have mentioned must be cultivated.

I have again to acknowledge my obligations to many friends of education, including clergymen and ministers of various denominations. To the farmers in my circuit my hearty thanks are due for their unfailing kindness, which has greatly cheered me in the execution of labours, always toilsome and arduous, but rendered less burdensome by the frank goodwill and ready assistance freely rendered when required.

I have the honour to be,

Sir,

Your obedient Servant,

D. D. FRASER.

Port Elizabeth, 31st December, 1896.

## 7.—INSPECTOR HOFMEYR'S REPORT.

[CIRCUIT: CALVINIA, CERES, CLANWILLIAM, NAMAQUALAND, PIQUETBERG, TULBAGH, VANRHYNSDORP, WALFISH BAY.]

SIR,—I beg to submit to you my Report on the circuit under my charge since the middle of May, 1896.

*Inspection Results.*—During the eight months 77 schools have been inspected, with an enrolment of 3,080 and an attendance at inspection of 2,602 pupils. These include the schools in the Divisions of Calvinia, Clanwilliam, Namaqualand, Piquetberg, Vanrhynsdorp, and two schools (the Second Class School in the town of Tulbagh and the Rhenish Mission School at Saron) in the Division of Tulbagh. The schools in the Divisions of Tulbagh and Ceres were inspected by Inspector Le Roux during the first quarter of the year.

Comparing the schools inspected by me with those inspected in the same divisions last year they stand thus:—

Year.	Schools Inspected.	Pupils Registered.	Pupils Present.
1896 .. ..	77	3080	2602
1895 .. ..	81	3043	2558
Increase .. ..	-4	37	44

The following table gives the numbers for each division, making up these totals, as well as the number and class of schools inspected, and the number and class of teachers employed:—

DIVISION.	PUPILS.				Increase on 1895.		SCHOOLS.							TEACHERS.			
	Registered.	Present.			Registered.	Present.	A. 2.	A. 3.	P. F.	Poor.	D.	Mission.	Total.	Increase on 1895.	Certificated.	Uncertificated.	Total.
		Total.	White.	Coloured.													
Calvinia .. ..	326	294	246	48	-1	8	1	9	4	..	..	1	15	-1	6	12	18
Clanwilliam .. ..	683	602	360	242	-39	-25	1	3	11	2	..	4	21	-1	5	23	28
Namaqualand .. ..	862	684	115	569	101	93	1	3	1	..	1	10	16	-1	4	21	25
Piquetberg .. ..	710	599	370	229	-16	-79	2	2	2	7	..	4	17	-1	9	15	24
Tulbagh .. ..	366	306	84	222	..	..	1	..	..	..	..	1	2	..	..	..	..
Vanrhynsdorp .. ..	133	117	82	35	-8	1	1	2	1	..	..	2	6	..	4	1	8
Total .. ..	3080	2602	1257	1345	20	-2	7	19	19	9	1	22	77	-4	28	75	103

On comparing these figures with those of last year it appears that

- The number of A. 2 Schools remains the same.
- The number of A. 3 Schools has decreased by 7.
- The number of P.F. Schools has increased by 5.
- The number of D. Schools has increased by 1.
- The number of Poor Schools has decreased by 1.
- The number of Mission Schools has decreased by 2.

These figures deal only with the schools that have been inspected. In Namaqualand two Mission Schools and one Poor School, and in Calvinia one Poor School, could not be reached.

Though there has been a slight decrease in the number of schools, it will be noticed that the enrolment has slightly increased, as well as the number of pupils present at inspection.

[G. 10—97.]



Taking the various Standards passed at inspection, the pupils may be classified as follows:—

Below Standard.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	Ex-Standard.	Total.
1262	401	393	233	142	77	39	3	2	2602
or 48.5	15.4	15.1	10.8	5.4	2.9	1.5	.23	.17	per cent.

\* I find, therefore, that 89.8 per cent. of the pupils are below Standard IV., showing a slight improvement on last year.

On comparing the progress made in the various Standards, the results of the inspection are shown in the following table:—

Class of School.	No. present at Inspection in 1895 and 1896.	No. passed a higher Standard.	No advance.	Advance per cent.
A. 2 .. ..	269	224	45	83
A. 3 .. ..	170	142	28	83.5
Poor .. ..	119	84	35	70.5
P.F. .. ..	91	64	27	70.3
Mission .. ..	398	247	151	62
Total .. ..	1047	761	286	72.6

These figures show far more satisfactory results than those of last year, which were 70, 70, 40, 53, and 50 per cent. respectively. This may be partly accounted for by the fact that teachers and pupils have by this time fully settled down to the routine of the new Standards.

*Leaving Standard.*—From statistics collected I obtain the following results:—

From A. 2 Schools there left

Below Standard.	I.	II.	III.	IV.	V.	VI.	VII.
12.8	10.9	16.7	21.4	16.3	14.2	5.5	2.2 per cent.,
or 61.8 per cent. below Standard IV., and 38.4 per cent. in and above Standard IV.							

From A. 3 Schools there left

Below Standard.	I.	II.	III.	IV.	V.	VI.
28.6	14.7	15.4	12.8	16.5	9.7	2.3 per cent., or 71.5
per cent. below Standard IV., and 28.5 per cent. in and above Standard IV.						

From Mission Schools there left

Below Standard.	I.	II.	III.	IV.
49.6	14.7	14.2	20.2	1.3 per cent., or 78.5 per cent. below
Standard III., and 21.5 in and above Standard III.				

*Teachers.*—Out of 103 teachers in the schools I have inspected in the circuit, 28 are certificated and 75 uncertificated. This shows indeed a large percentage of uncertificated teachers. There are several among these, however, who are doing good work. It is to be regretted that more of them have not availed themselves of the Teachers' Vacation Course of Lectures this year. This is greatly owing to the remoteness from Cape Town of most of the divisions comprised in this circuit. Though there is an improvement on the whole in the class of teacher employed when compared with what used to be the case many years ago, yet there are still several cases, chiefly among Private Farm Schools, in which the teaching is far from satisfactory. This is notably the case in the Division of Clanwilliam. It may be urged that the little that is being attempted in these schools is better than nothing, and is at least an advance upon the previous state of affairs. The danger, however, is that people are apt to be satisfied with this little, and that they may come to consider that they have done their duty after their children have attended for a few years at a school where they may have learned to read and write imperfectly, but have not what, by the greatest stretch of imagination, can be called a sound education. Should these schools be closed, the result in most cases would be that the children will grow up uneducated, and the last state will be worse than the first. In some cases people cannot afford to employ better teachers, in others circumstances are such that teachers of a better class cannot

be expected to accept situations there. And, indeed, the demand for the right kind of teacher is usually in excess of the supply. In the more remote districts especially, it is difficult to secure good teachers, unless special inducement in the shape of larger salary can be offered. The want will not be supplied till young people belonging to these districts offer themselves as teachers, and outsiders are thereby no longer necessary.

*School Buildings and Furniture.*—Fair progress can be reported under this head. The larger schools in the towns and villages are all occupying suitable premises, and in most cases are well furnished and equipped. The Public School at Piquetberg has during the past year been equipped throughout with the American dual desk. The Public School at Tulbagh still lags behind in this respect. The Public School at Porterville has been considerably enlarged, and is well furnished and equipped. The D.R.C. Mission School at Clanwilliam has also been moved into new and suitable premises. In several cases country school buildings have been improved. There are still several instances in which furniture and equipment, as well as the premises generally, leave much to be desired.

#### SUBJECTS OF INSTRUCTION.

*Reading and Recitation.*—Reading is still to a great extent lacking in distinctness, correct modulation and expression, but is on the whole fairly intelligent and correct. Recitation is at present too much of a mere memory test. Especially in country schools more care should be taken to select pieces suited to the intelligence of the children.

*Writing.*—A fair amount of attention is given to handwriting, but too often it is not systematically taught, and there is not sufficient personal supervision.

*Arithmetic.*—The results in this subject are very fair. More attention seems to be paid to mental arithmetic, which, however, still remains the least satisfactory subject. Many teachers make the mistake of devoting two half hours a week to it, instead of having daily mental drill for about ten minutes. Teachers in many cases do not seem to give sufficient attention to the preparation beforehand of suitable and interesting examples, which would appeal to the intelligence of the pupils.

*Geography.*—The quality of the teaching in this subject leaves much to be desired. It should be more intelligent, and greater care should be taken to make the subject interesting to the pupils.

*Composition.*—This is generally a weak subject, and requires special attention in the case of Dutch-speaking children.

*Dutch.*—Fair provision is made for the teaching of Dutch in most schools, and the language is, on the whole, satisfactorily taught.

*Singing.*—The introduction of singing (Tonic Solfa) is becoming more general, and is accompanied with satisfactory results.

*Sewing.*—Increased attention is given to needlework, and in some cases, where it is systematically taught, excellent work is done.

The introduction of the Kindergarten system in the larger schools is highly desirable.

#### GENERAL REMARKS.

*School Libraries.*—There is only one school in my circuit, so far as I have visited it, in which there is a good school library. This matter should receive more attention at the hands of teachers and managers of schools. If a taste for reading were cultivated in the pupils, it would in many cases be worth more than all the education which they at present receive. Suitable literature should be provided, and special steps taken to encourage the pupils to make use of it.

*Educational Facilities.*—The towns and villages are well provided for, and there is no reason why any children should not attend one or other of the existing schools.

In the country the state of matters is far less satisfactory. The people have to a great extent been sadly impoverished, and in many cases the existing schools have with difficulty been kept going. There are many places with a sufficient number of children in the neighbourhood for a good school, but where, under present circumstances, there is no prospect of getting a school started, even if Government should provide the full salary of the teacher. The proportion of children of European parentage growing up totally uneducated, with no prospect of being able to help themselves as they grow older, is increasing to an alarming extent. Not a tenth of these children is reached by the means at present employed to reach indigent children.

While there is a large and increasing number of children at present out of reach of all educational facilities, there are, on the other hand, not lacking instances in which children, poor and not poor, do not avail themselves of the educational advantages



placed at their disposal. Many schools languish on account of want of co-operation and indifference, which may well be termed criminal, on the part of parents. This is notably the case in the Divisions of Piquetberg and Clanwilliam. Numerous instances could be cited where parents fail to make use of schools for their children, even when these are within walking distance of their homes, and where the school fees are certainly not the stumbling block. I have in view a glaring case in the Division of Clanwilliam, where there are over 60 children of school-going age within walking distance of an eligible site for a school building. It seems hardly credible that only with great difficulty could the parents be induced to promise their support in case a school building were erected by Government, exclusively out of Government funds, and a school started—a Poor School, if necessary, Government providing the full salary of the teacher. Such, however, is the case. Indeed, it is a doubtful matter, whether, after Government has provided the building and the teacher, the children will be forthcoming when the school is started. At least, those who know shrug their shoulders in diffidence.

For such apathy there is no remedy but *compulsion*, and recourse must be taken thereto, in towns and populous neighbourhoods, and wherever there are educational facilities within reach, if a large proportion of the rising generation is to be saved from hopeless ignorance and worse degradation.

I have the honour to be,

Sir,

Your obedient Servant,

J. H. HOFMEYR.

31st December, 1896.

## 8.—INSPECTOR MILNE'S REPORT.

[CIRCUIT: ALBERT, ALIWAL NORTH, CRADOCK, SOMERSET EAST, TARKA AND WODEHOUSE.]

SIR,—I have the honour to submit to you the following general report for the year 1896.

All the schools in my circuit which were in operation while I was in their neighbourhood have been visited. The number, however, is so large that little more than examination can be done, and the time found for inspection of the working of the schools is very limited indeed. Altogether, 174 schools were examined. There is the same tale to tell as last year of the large number of schools—chiefly Farm schools—closed during the year, not always because the schools have served their purpose, but sometimes for very inadequate reasons. Still the new schools opened exceed in number those that have been closed. There is also a tendency towards having central schools for neighbouring farms, instead of separate Farm Schools. It is to be hoped this tendency will develop still further, as it will lead to greater efficiency.

One is glad to come across frequent cases where nothing had previously been done, where the parents are not only willing but anxious to have their children educated, and sacrifice something to secure the advantages of a school; but too often one finds cases where the Committee look to the Government to do everything, to build their school, and to pay boarding grants and fees for poor children who may wish to attend.

Schools are gradually getting placed in the most suitable places, and the interest in school matters generally is increasing in all the districts in my circuit, except perhaps Cradock, which is ill supplied with schools, and in places where schools are much needed nothing is done to secure them. Just lately, however, more interest is being shown, and several new schools are being started.

If compulsion were applied, even only to the areas round and convenient to schools at present in existence, there would be a large increase in the attendance, and many languishing schools—especially Poor and Third Class Schools—would flourish.

Among the many difficulties committees have to overcome in keeping a school going, is the one of getting a good teacher. It often happens, in out-of-the-way places, that committees though they try hard to secure good teachers are unable to do so, on account of the small salaries they are able to offer and the uninviting surroundings of the school. Still there are cases where teachers very ill-qualified have been chosen when better might have been got.

It is also rather disappointing to find how many teachers there are in country districts who never attempt to see how work is done in other schools, who never study any educational works, and who never prepare beforehand for their work in school, all most necessary for a teacher to be successful.

*Enrolment and Attendance.*—My circuit corresponds with that of last year, except that Herschel has been taken off. Taking the number on the roll and average attendance for the remaining districts, I find that there is an increase in both. The numbers are:—

	1896.	1895.	Increase.
On the Roll .. .. .	5,200	4,755	445
Average attendance .. .. .	4,185	3,888	297

The increase in the number on the roll is 9·3 per cent., while the increase in the average attendance is 7·6 per cent.

There is an increase in the number on the roll in each district except Cradock, in which district I am hopeful that the decrease will be more than made up in the beginning of next year.

The percentage of average attendance to enrolment has fallen very slightly—from 81·7 per cent. to 80·5 per cent. The average attendance in the large Mission Schools is the worst, and brings down the percentage nearly 4 per cent. from what would be were the numbers for all the Mission Schools left out.

*Leaving Standard.*—The schools from which statistics were collected in regard to the average standard and age of the pupils who left during the year, are Public

[G. 10—'97.]



Schools (A. I., A. II., A. III.) and Poor Schools. Only a few of the teachers omitted to send the information required, so that the following returns referring to over 1,000 pupils may be considered reliable.

The average leaving age for all the schools taken together is 11.2 years, which is not at all satisfactory, and less so when considered along with the fact that the average leaving Standard is slightly under Standard II. (In the statistics given, I have included *all* who left school during the year, as it is impossible to make any reliable deduction for those likely to return to school.)

The average leaving age for Poor Schools is 10.5 years.

"	"	A. III.	"	10.5	"
"	"	A. II.	"	12.4	"
"	"	A. I.	"	12	"

The average leaving Standard when all the schools are taken together, as stated above, is slightly under Standard II., that is fully half the pupils (575) who left did not know Standard II. work.

This low average is due to the A. III. and Poor Schools. The average leaving Standard for Poor Schools is just under Standard I., for the A. III. Schools between Standard I. and II., for the A. II. Schools Standard III., and for the A. I. Schools, Standard IV.

The particulars regarding each class of school are:—

POOR SCHOOLS.

25 per cent. left in Standard I.	8.5 per cent. left in Standard III.
22.4 " " " II.	3.2 " " " IV.

The average duration of the school life is 1.2 years.

A most extraordinary fact, and not to the credit of the Poor Schools, is that 80 per cent. of those on the roll left during the year. Even with good teachers it would be difficult to produce satisfactory work in the face of such a large number of withdrawals, and more so when the great irregularity of attendance is taken into account.

Many of the withdrawals are due to parents leaving the neighbourhood, but other reasons are given, such as apathy of the parents, and in some cases inability to clothe the children decently. Again, where the teacher demands hard work and enforces proper discipline, it is almost certain some pupils will be withdrawn from school. Unfortunately, such interference is not confined to Poor Schools, but happens not infrequently in others.

A. III. SCHOOLS.

23 per cent. left in Standard I.	
15.4 " " " II.	
17.1 " " " III.	
12.4 " " " IV.	
9.4 " " above " IV.	

The average duration of school life is 2.2 years. 44.3 per cent. of the number on the roll left during the year.

Conditions are not very favourable in many of these schools, but the poor work done in several cases is largely due to the teacher, who is often untrained and poorly educated. As will be shown later, this is a most expensive class of school to the Government.

A. II. SCHOOLS.

27.8 per cent. left in Standard III.	
17.3 " " " IV.	
10.5 " " " V.	
5.7 " " " VI.	
9.6 " " " VII. and Ex-Standard.	

The rest left in Standards below III.

The average duration of school life is 2.6 years. 38.5 per cent. of the number on the roll left during the year.

The quality of the work done in the A. II. Schools is very much higher than in the A. III. Schools.

A. I. SCHOOLS.

14.1 per cent. left in Standard IV.	
17.3 " " " V.	
9.8 " " " VI.	
8.5 " " " VII. and Ex-Standard.	

The average duration of school life is 2.5 years. 40.7 of the number on the roll left school during the year. This is much too large a percentage—in the best school the percentage is 28.

Both in the A. I. and A. II. Schools the percentage leaving in the higher standards is increasing.

The number of children—mostly young—in private schools in the towns is 12 per cent. of those in the Public Schools. The number of those not attending any school could not be ascertained. The number, however, is considerable, and is made up chiefly of children of poor parents, who seem to be crowding in more and more to the towns.

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

	1896.	1895.	Increase.	Decrease.	Corresponding figures for 1894-5.	
					Increase.	Decrease.
On Roll .. .. .	2806	2594	212	..	13	..
At Inspection .. .. .	2611	2452	159	..	11	..
Below Standard .. .. .	598	644	..	46	..	18
Standard I .. .. .	386	366	20	..	..	39
Standard II .. .. .	420	427	..	7	..	54
Standard III .. .. .	411	387	24	..	..	5
Standard IV .. .. .	381	338	43	..	46	..
Standard V .. .. .	225	162	63	..	39	..
Standard VI .. .. .	122	75	47	..	30	..
Standard VII .. .. .	40	27	13	..	29	..
Above Standard .. .. .	28	26	2	..		

This table shows marked progress, as the number below Standard IV. is practically the same as last year, and therefore the whole increase of 159 at inspection appears in Standard IV. and upwards.

Last year there were on the roll, on the day of inspection, of schools that had been at least two years in existence, 2,309. The corresponding figures for this year are 2,806, an increase of 497. Now the increase in the above table is 212, therefore more schools were inspected this year, that had been at least two years in existence, than were inspected last year—a satisfactory feature.

It will be instructive to compare the increases and decreases in the above table for 1895-6 and 1894-5.

The schools in existence during at least 1895-6 have increased their pupils by 212, as against 13 of an increase for those in existence for at least 1894-5. For 1894-5 there was a considerable decrease in the lower Standards, and an increase in the higher. For 1895-6 there is practically no decrease in the lower Standards, but an increase in Standard IV. and upwards, the highest increases going to Standards V. and VI.

The numbers in Standard IV. and upwards for 1894-5 schools were 651, forming 29.8 per cent. of the whole number inspected. For 1895-6 schools there were in Standard IV. and upwards 796, forming 30.5 of the whole number inspected.

The pupils presented in standards this year, who were also present at the inspection in 1895, formed 69 per cent. of the whole number in standards present at the inspection. The corresponding percentage for the previous inspection was 66.6.



These comparisons tend to show that the schools are becoming more and more permanent, and are doing better work.

The following table, giving the increases and decreases for the different classes of schools included in the above table, will help to show which have made most progress during the year:—

	A. I.		A. II.		A. III.		Poor.		P. F.	
	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.
On Roll .. .. .	98	..	100	..	..	14	3	..	25	..
At Inspection .. .. .	81	..	75	..	..	25	10	38	..	..
Below Standard .. .. .	29	..	10	..	..	33	39	..	13	..
Standard I .. .. .	..	4	13	..	18	..	11	4	..	..
Standard II .. .. .	16	..	15	..	..	49	24	..	13	..
Standard III .. .. .	..	10	3	..	16	..	3	..	12	..
Standard IV .. .. .	..	18	10	..	13	..	8	..	30	..
Standard V .. .. .	28	..	12	..	8	..	5	..	10	..
Standard VI .. .. .	34	..	7	..	2	..	..	..	4	..
Standard VII .. .. .	7	..	2	..	..	..	..	..	4	..
Above Standard .. .. .	..	1	3	..	..	..	..	..	..	..

Here the A. III. and Poor Schools have made most progress proportionately, but are still very elementary, and leave much room for further progress.

For the new schools for white children inspected this year for the first time the numbers are:—

On the Roll .. .. .	759
At Inspection .. .. .	692
Below Standard .. .. .	263
Standard I .. .. .	204
Standard II .. .. .	135
Standard III .. .. .	49
Standard IV .. .. .	32
Standard V .. .. .	9

These numbers are not quite so good as the corresponding numbers for last year. These new schools are mostly elementary, and the majority of the pupils were beginners. Accordingly the percentages in the different standards, when all the schools for white children inspected during the year are taken, are increased slightly in the lowest standards, but show an increase in the highest standards.

I give the percentages for 1894-5-6.

	1894.	1895.	1896.
Below Standard .. .. .	24 p.c.	25.4 p.c.	26 p.c.
Standard I .. .. .	16.6 "	16.2 "	17.8 "
" II .. .. .	19.4 "	17.9 "	16.8 "
" III .. .. .	18.3 "	16.2 "	13.9 "
" IV .. .. .	12.9 "	13 "	12.5 "
" V .. .. .	4.9 "	6.1 "	7 "
" VI .. .. .	2.1 "	2.6 "	3.6 "
Above Standard VI .. .. .	1.6 "	1.9 "	2 "

The percentages in Standard IV. and upwards are—

	All Schools.	A. I. Schools.	A. II. Schools.	A. III. Schools.
1894 .. .. .	21.5	..	..	..
1895 .. .. .	23.6	42.2	32	12.8
1896 .. .. .	25.1	43.8	34.4	18

This bears out what has already been stated as to the continued improvement in the higher standards.

In schools for coloured children, inspected both in 1895 and 1896, the numbers are—

	1896.	1895.	Increase.	Decrease.
On Roll .. .. .	1292	1280	12	..
At Inspection .. .. .	1049	1032	17	..
Below Standard .. .. .	634	645	..	11
Standard I .. .. .	179	153	26	..
" II .. .. .	113	139	..	26
" III .. .. .	91	76	15	..
" IV .. .. .	32	18	14	..
" V .. .. .	..	1	..	1

This shows a slight improvement, as the increase practically appears in Standards III. and IV.

The average age for the standards at last inspection was—

CLASS OF SCHOOL.	STANDARD.								
	Below.	I.	II.	III.	IV.	V.	VI.	VII.	Ex.
	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.	Yrs.
A. I .. .. .	6.2	8.3	10.1	11.8	13.4	14.3	15.4	16.1	16.7
A. II .. .. .	7	9.4	12.2	11.8	12.8	14.5	16	15.6	18
A. III .. .. .	8.3	10.5	10.3	14.5	13.8	14	..	..	..
Poor .. .. .	8.5	10.1	12	12.3	..	..	..	..	..

These averages are still too high. For one of the best of the A. I. Schools the averages are:—

Below St.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.
7 yrs.	10 yrs.	10 yrs.	10.5 yrs.	12.5 yrs.	12.5 yrs.	14.5 yrs.

The cost per scholar to Government in the different classes of schools is:—

Class of School.	Grant for the Staff.			Grant for the Staff, including Pupil Teacher and Boarding Grants.		
	£	s.	d.	£	s.	d.
A. I .. .. .	3	3	9	3	13	9
A. II .. .. .	2	11	0	2	15	9
A. III .. .. .	2	10	10	3	12	0
Poor .. .. .	2	16	1	3	0	9
Mission .. .. .	0	15	6	..	..	..



The most expensive schools for the quality of work done are the A. III. and Poor Schools.

*School Buildings and Furniture.*—The Committee of Rocklands Seminary at Cradock have built a splendid hall and class-room. These were much needed, and there is now every convenience for the carrying on of Kindergarten work and drill. Little of any note has been done in the other schools, but several new buildings and important alterations are contemplated for next year.

*Subjects of Instruction.*—Four First Class Public Schools have Kindergarten Departments under excellent management. The room used, however, in one of these schools is far from suitable. In two other schools modified kindergarten departments are being carried on.

Instances are becoming more common where the infant class-rooms are brightened by the use of pictures and ornaments, but often the rooms are bare and dull, and the monotony and tedium of the routine work are most oppressive, and tend to kill all enthusiasm.

*Reading.*—The methods and aim of many of the teachers are improving, and good work is being done in several schools, but as a whole, reading is backward. In the worst schools the teacher often gathers the class close round him, or stands near the pupils in their seats, and accordingly a common fault is that the pupils do not speak out. In such schools expression in reading is not demanded, slovenly pronunciation is tolerated, and the reading lesson often consists of saying the words and giving meanings. Many of the pupil-teachers have given reading lessons before me much in advance of what some of those in charge of schools are capable of.

*Writing.*—There is an improvement, though not quite general, in the teaching of this subject within the last three years. The blackboard is more utilized, and the work of the pupils is more carefully looked over. In cases, neatness is found creeping into examination papers and exercise books, where formerly slovenliness reigned supreme. Much more neatly written work has been handed in this year than in any former one. In a few schools the writing was excellent.

The greatest difficulty in teaching this subject is experienced in small schools, where the teacher has charge of several classes. There is a temptation to let the writing look after itself, as it is far from easy to find time for each subject in each class.

*Arithmetic.*—The improvement in arithmetic noted last year has been maintained, but unfortunately there are still too many schools where no improvement can be expected under the present teachers. *Mental Arithmetic* is still unsatisfactory. In only one school did I find it the practice to have suitable examples carefully prepared beforehand for the class, as I recommended last year. The slowness with which answers are given, indicates the absence of vigorous and frequent drill in this subject.

*Grammar.*—Parsing and analysis are frequently well done—though often the teaching is indifferent—but the correction of errors in sentences given is generally the reverse. Composition in the majority of cases is weak. Few teachers keep any notes of the common mistakes made by their pupils to assist them in teaching the subject. The teaching is too often aimless and without method.

*History.*—The assistance that may be derived from history properly taught in educating pupils is not often taken advantage of, and the pupils are seldom interested in the subject. The teaching of Geography is generally much more satisfactory.

*Drawing.*—This subject is systematically and well taught throughout the school in a few instances; in some it is taught, though no scheme is followed out, while in others the pupils draw—but are not taught—from badly chosen and unsuitable copies. The blackboard ought to be much more utilized than it is.

*Latin and Mathematics.*—These subjects maintain pretty much the same level, except perhaps in one school where the teaching has improved. They are often not begun till too late, and too much is attempted in the time, with the result that the work loses in thoroughness. This can only be remedied by the introduction of a curriculum for higher schools. One hindrance is that the number of pupils in these subjects is often so small that the teacher has probably to attend to Standards VI. and VII. as well, and seldom finds sufficient time to devote to Latin and Mathematics.

*Singing.*—The teaching of singing has improved. More might be attempted, however, in many instances where attention is confined to modulator practice and the preparation of a few songs.

*Sewing.*—This subject is generally methodically and well taught, especially in the larger schools. The introduction of the Sewing Standards has helped greatly towards this improvement.

*Woodwork.*—In only three schools in my circuit is instruction in woodwork given. The premises in use are not the most suitable. The committees of three other schools talk of introducing the teaching of woodwork.

*Science.*—In two or three schools science teaching is being carried on, and illustrated by experiments under difficulties, on account of the want of suitable apparatus. An earlier beginning might be made by giving courses of object lessons with experiments carefully chosen, such as may be found in Murché's books, "Object Lessons in Elementary Science." These need not be frequent, but regular and thorough.

No school in my circuit has a laboratory of any kind. There are two reasons for this unwillingness to introduce experimental work into the schools: (1) the heavy cost of the apparatus, (2) few of the teachers have had any training in experimental work.

These are two serious difficulties. The first might, and ought to be remedied by Government.\* The heavy duties charged ought to be abolished, or if collected ought to be returned to the School Committees importing the apparatus. A Government which is so liberal in educational matters generally, is effectually putting on the drag here, while most other countries are alive to the necessity of fostering science teaching, and that in no niggardly manner.

The other difficulty could to a certain extent be remedied by having vacation courses of lectures and practical work for those teachers likely to benefit by them. The greater part of the time should be given up to working through a definite course of experiments suitable for schools, and to the making of apparatus.

Even were these two difficulties remedied the introduction of systematic science work into schools could only be expected, for some time, in a few of the larger towns.

Meanwhile Government ought to do something, as every day a knowledge of science is becoming more and more necessary. What might be done is that Government might establish two thoroughly equipped science and technical schools combined, or perhaps utilize the present Agricultural Colleges, and group round the other classes. Have proper provision for the teaching of physics, natural science, and mathematics to all the pupils, and for the other classes pupils might choose the agricultural classes, or more technical classes, such as iron work, woodwork, &c. The field from which pupils would be drawn would be the country districts and smaller towns. A system of help should be devised, departmental and local. The Education Department already gives largely in boarding grants. An extension of this system might be made, and so many boarding grants or bursaries given to each district—to be held for two years say—to be supplemented by some local authority. An examination would determine who were to receive the grants. At the end of two years some would proceed to the colleges better able to take advantage of the opportunities afforded there, while a few of those doing well might have their grants extended and remain for another year or two.

*Qualifications of Teachers.*—The percentage of uncertificated teachers is gradually decreasing. In schools for white children there were uncertificated in 1894, 59 per cent., in 1895, 55 per cent., and this year, 51.2 per cent. For all the schools taken together the percentage is 50.4; this is very much lower than last year, partly on account, however, of the Herschel teachers not being included.

The proportion of uncertificated to certificated teachers is greatest in the P.F. Schools, but is lower than last year. In 1895 the proportion was five to two; this year it is seven to four. In A. III. and Poor Schools the proportion is four to three; in Mission Schools, 11 to 14.

In A. I. Schools this year 31 teachers were certificated and 14 not. Of these, 14 had university degrees, and 5 had intermediate or matriculation certificates.

In A. II. Schools, 13 teachers were certificated and three not. Of these, six had intermediate or matriculation certificates.

In A. III. Schools, 18 teachers were certificated and 24 not. Of these, three had the matriculation certificate.

\* This has been



In Poor Schools, 12 teachers were certificated and 16 not. Of these, two had matriculation certificates.

In P.F. Schools, 27 teachers were certificated, and 49 were not. Of these, one had a degree and two had matriculation certificates.

In Mission (B.) Schools, 14 teachers were certificated and 11 were not.

*Pupil Teachers.*—In nearly every case the pupil teachers are being conscientiously attended to, and with very good results, especially in Burghersdorp, Cradock, and Somerset East. Most of the pupil teachers who finish this year are better teachers than a considerable number of those already in charge of the smaller country schools.

I have the honour to be,

Sir,

Your obedient Servant,

W. MILNE.

31st December, 1896.

## 9.—INSPECTOR MITCHELL'S REPORT.

[CIRCUIT: MOSSEL BAY, GEORGE, OUDTSHOORN, LADISMITH, AND RIVERSDALE.]

SIR,—I have the honour to submit my Report for 1896.

All schools in operation at the time of my visit to each of the divisions of my circuit have been inspected, and all, with two exceptions, by myself. Schools in the Division of Riversdale were inspected by me for the first time.

The number of schools inspected in this circuit during 1895 was 155; the corresponding number for 1896 is 140.

In addition to the usual visits of inspection, surprise visits were paid to fourteen schools, and a number of places where it was desirable that schools should be established or resuscitated, were also visited.

It appears very desirable that the Inspector should have some time at his disposal to devote to work of this kind.

### SUPPLY OF SCHOOLS.

In my circuit the year 1896 has been remarkable, rather for the number of schools closed than for the number started. At the end of the September quarter of 1895 there were 146 schools actually in operation; the corresponding number for the September quarter of 1896 is 144.

The past year has been most unfavourable for the establishing of new schools, or for the re-opening of schools, which, for various reasons—some good, others insufficient—have been closed. No division is adequately supplied.

It must, however, be said that increased interest is being taken in educational work, and that earnest effort is being made by Dutch Reformed ministers and others to establish and maintain schools where needed. These efforts will be attended by a satisfactory measure of success only when compulsion of some sort is introduced.

### ENROLMENT AND ATTENDANCE.

*Enrolment.*—At the close of the September quarter of 1895 there were 6,113 pupils on the books of schools in this circuit; the corresponding number for the same quarter of 1896 is 5,882—a decrease of 231, or 3·7 per cent.

During 1896 falling off in numbers has been almost universal. Mission Schools, especially, have suffered in this respect, owing for the most part to distress, which has been anything but slight. Families have removed, sickness has been prevalent, children have been kept out of school to assist in the struggle for bread.

On the other hand, cases are not infrequent where parents exhibit the utmost indifference to the educational welfare of their children, absolutely refusing to send the little ones to the school, which is in the near neighbourhood, even when free schooling has been offered. The number of children living close to existing schools, and not in attendance at any school, is very large.

*Attendance.*—The average attendance for the September quarter of 1895 was 4,780, and the number for the corresponding quarter of 1896 was 4,471, being a decrease of 309, or 6·4 per cent.

Irregular attendance is a standing complaint by teachers of country schools, and during the past year this has been markedly characteristic of nearly every school.

An average attendance of 4,471 out of an enrolment of 5,882, gives an average of 76 per cent., which is by no means a satisfactory result.

The following tables show for each division of my circuit, and for the years 1895 and 1896 respectively, the number of pupils (white and coloured) on the roll at the time of inspection, and the number present at inspection:—

[G. 10—'97.]







## II.

Holders of British Government Certificate . . . .	4
„ „ other European Government Certificate . .	1
„ „ Cape 2nd Class Certificate . . . .	12
„ „ Cape 3rd Class Certificate . . . .	66
„ „ No Professional Certificate . . . .	122

*i.e.*, 81.4 per cent. had no academic certificate, and 59.4 possessed no evidence of professional training.

The corresponding percentages last year were 81.8 and 66.2; there is consequently distinct evidence of improvement.

## EVENING SCHOOLS.

There are two evening schools in operation in my circuit. While a measure of good is being done by these schools, it cannot be said they are an unqualified success. Many of the pupils, by reason of their age and attainments, should be in attendance at the day schools. It is by no means pleasing to note how very many children of tender age there are whom necessity requires to be engaged in daily labour. Their educational condition is, for the most part, deplorable. While thanks are due to one or two men who have taken and are taking a practical interest in these evening schools, it is much to be desired that a more general activity should be shown.

## PUPIL TEACHERS.

The number of pupil teachers and candidates for the teachers' certificate, examined by me during the year, is considerably in excess of previous years, and I have reason to be well pleased with the general character of the training which is being received.

In the A. I. school of Mossel Bay, the girls A. I. schools at George and Riversdale, and the A. II., Ladismith, the pupil teachers made, on the whole, a most creditable appearance.

It does not always appear, however, that the first and chief consideration of those in whose hands the selection of pupil teachers lies, is fitness—intellectual and physical fitness—for the office of teacher.

## SUBJECTS OF INSTRUCTION.

*Reading.*—In a few schools there has been, during the year, evidence of much praiseworthy effort to improve the style of reading, but the progress is slow. Especially in country schools, reading is frequently painfully monotonous and indistinct. Modulation and emphasis are very often altogether absent. Reading of Dutch is almost always fast, and the absence of proper phrasing is very marked.

Recitation in higher class schools is generally of very good quality. It has been very pleasing to note the distinct advance which has been made in not a few of the smaller rural schools.

*Writing.*—More careful supervision of writing exercises is becoming noticeable, and writing is being increasingly taught as a distinct subject. In schools conducted by teachers who have attended vacation courses, marked improvement has been made, especially in the junior standards. Not infrequently, however, and in some of the higher class schools, there is no teaching worth the name. The general character of the writing in many of the examination papers handed in by pupils of advanced standards and by candidates for the school higher and matriculation examinations, is poor in the extreme.

*Arithmetic.*—This subject is distinctly improving, and is, on the whole, receiving more intelligent treatment. The setting down of the details of work might be better. There is surely no excuse for the continuance, in some schools, of a loose, careless style of figuring, and of the utter absence of anything like methodical arrangement.

*Geography and History.*—The class subjects, geography and history, especially the former, have improved.

*Science.*—The attempt to teach science without means of illustration and experiment is a waste of time. Science teaching is professed in a few of the schools in this circuit, but it amounts to very little else than committing to memory certain facts gathered from text books. The real educational value of this process can be but trifling. It is much to be regretted that some effort is not made to provide apparatus necessary for the teaching of elementary science.

*Composition.*—Less attention seems to be paid to composition than is desirable.

*Woodwork.*—Satisfactory work continues to be accomplished in the Trade Classroom of the Boys' A. I., Mossel Bay, which is the only boys' school in my circuit where any effort resulting in commendable outcome has been made.

*Girls' Handiwork.*—The systematic teaching of needlework continues to increase. The town and Division of George are especially worthy of mention, for the rapid advance in needlework, and for the general excellence of the work.

*Infant Training.*—In connection with two schools—the Girls' A. I., George, and Girls' A. I., Oudtshoorn—kindergarten instruction on a fairly complete scale is carried on with very commendable results.

*Physical Training.*—Physical exercises with dumb bells, rods, &c., are practised once or twice a week, with good results, in a number of schools. Pupils manifest great interest in the exercises, and the beneficial effect in the health of the pupils, and the discipline of the schools, is apparent.

In conclusion I would add that, while it cannot be said that the results of the year's work are satisfactory so far as the number of schools and the number of pupils in attendance are concerned, a perceptible change for the better in the quality of school work has taken place.

Teachers generally are doing their best, often under adverse circumstances and for small remuneration, to carry out the work as prescribed by the Department of Education.

I have the honour to be,

Sir,

Your obedient Servant,

JOHN MITCHELL.

Mossel Bay, 29th December, 1896.



## 10.—INSPECTOR MURRAY'S REPORT.

[CIRCUIT: ABERDEEN, HUMANSDORP, JANSENVILLE, KNYSNA, UNIONDALE,  
WILLOWMORE.]

SIR,—I have the honour to submit to you my annual Report for 1896, dealing with the state of education in my circuit.

During the past year I have inspected 161 schools. In addition to this I have paid surprise visits to some eighteen different schools, and visited several places with a view to getting schools started. Further, I completed an educational survey of the Division of Uniondale during the first quarter of the year.

As Graaff-Reinet has been removed from, and Knysna has been added to my circuit since my last report was written, I have had to make out separate tables of comparison for 1895 from those appearing in the report for that year.

*Supply of Schools, &c.*—In this respect there is not much progress to report. The number of schools in existence in 1895 and 1896 is about the same. The number of pupils attending schools, however, shows some increase, the average attendance on the other hand is not so good as it was last year, but I should say that epidemics of measles, whooping-cough, and fever, have been especially prevalent in my circuit during the September quarter. The numbers are as follows:—

Quarter ending September, 1895.			Quarter ending September, 1896.		
No. of Schools.	Roll.	Av. Attendance.	No. of Schools.	Roll.	Av. Attendance.
150	4,003	3,184	150	4,225	3,166.

There has accordingly been an increase of over 5 per cent. in the number on the roll. My educational survey of Humansdorp has led to the opening of eight new schools at centres indicated in my report, but several schools existing then have been closed. The last quarter of the year there has been considerable activity in the opening of schools, so that there is every prospect of the number being maintained, if not increased, next year. In all villages visited by me, excepting Knysna and Steytler-ville, there is a distinct increase in the number of pupils, due in part to an influx of country children. This is a good sign.

*Leaving Standard and Progress of Pupils.*—Statistics in regard to the progress of pupils do not this year give any cause for congratulation, as the following tables will show:—

Year.	On the Roll.	Present at In-spection.	Below Standard.	Standard							Above Standard
				I.	II.	III.	IV.	V.	VI.	VII.	
1895	3,649	3,240	1,216	622	559	447	253	95	35	9	4
1896	4,095	3,657	1,581	603	651	422	245	104	43	7	1

Thus while in 1895 12·2 pupils passed in Standard IV., or a higher Standard, in 1896 there is retrogression, and only 10·9 pass in Standard IV., or a higher Standard. I should say, however, that in the Division of Uniondale alone I examined some 130 pupils in five schools a fortnight after the opening of the schools for the first time, a thing which has certainly not occurred before. At Willowmore it was pleasing to find a number of pupils who were at country schools last year doing well in the village school this year.

*School Buildings and Furniture.*—During the current year an excellent school building has been erected in Willowmore. The foundations for new or enlarged buildings have been laid at Wittedrift, Knysna, and in Aberdeen, and tenders have been asked for the construction of school buildings in Jansenville and Humansdorp.

[G. 10—'97.]



When these buildings are completed, only Steytleville, among the villages in my Circuit, will lack suitable premises of its own for the public school. Among country schools it is especially pleasing to note the improvement in the buildings in the division of Knysna since my first visit there nearly five years ago. There are several buildings in this Division which are a real credit to all those concerned in the erection of them.

There are a number of places in my circuit where the need for better accommodation is very urgent: Humansdorp, Knysna, and Uniondale more especially. In one instance, there are 40 children being taught in a room 24 by 18 by 10 ft., and in another 27 children in a room not much more than half that size. It was with great pleasure that one learnt of free grants available for school buildings in certain poor localities where the need was great. Yet the obstacles to be overcome before buildings are erected are many. In several instances it appears to be impossible to obtain transfer of the ground owing to the number and absence of the owners. At several places I would strongly favour movable buildings of wood and zinc, so that they might be removed and used elsewhere should the population shift.

In several schools boarded floors have been put down. The half-rent system is giving improved school rooms.

#### SUBJECTS OF INSTRUCTION.

*Arithmetic.*—In the teaching of this subject there has been considerable improvement. There is much less mechanical work in Standards II. and III., and examples set in the form of problems are seldom met by a blank look or shake of the head. In neat and methodical arrangement too there is improvement. A weak point in many schools still is the slowness with which examples are worked, the simplest numbers being multiplied, &c., on the slate instead of mentally. In Standards I. and II. mental arithmetic is often successfully taught, but above these Standards it very seldom merits a word of praise.

*Reading.*—In schools where the teaching is weak, there is great lack of insistence upon the full and correct pronounciation of vowel sounds and word endings, and want of knowledge in teaching pupils to distinguish sounds of letters by reference to the organ employed in sounding such letters. In one or two schools the reading is expressive, but in most cases correctness of pronounciation and a certain amount of attention to punctuation is all that is aimed at.

*Writing* has received more attention of late, but where pupils come to school at such various ages, and for such various periods, it is very difficult to obtain uniform results.

*Geography.*—Considering the smaller amount of work required in this subject under the new code, the knowledge shown, more especially in Standard IV., is often surprisingly meagre.

*Vocal Music* is satisfactorily taught in all village schools in my circuit except one, and in the country schools too the subject receives increased attention.

*Sewing.*—The teaching of this subject has improved much since the institution of Vacation Courses, and since a definite scheme has been mapped out.

*Physical Drill.*—I am sorry to say that except in the Knysna Public School, several infant departments, and a few other schools, this subject does not receive attention it deserves.

*Discipline.*—I regret to say that this year has been one in which I have had several cases brought to my notice of the interference of parents with school discipline, the strengthening of pupils in their resistance to the commands of teachers, and the removal of pupils from school for very trivial reasons. A recent Parliamentary Commission has passed a resolution expressing its regret at the want of reverence among the rising generation. There is only one time at which this sentiment can be cultivated and that is childhood, and the chief method is by teaching obedience to those in immediate authority.

*Libraries.*—Through the energy of the teacher a school library has been formed in connection with the A. III. School at Hankey. It is a matter for regret that Knysna, (A. I.), and Humansdorp, Aberdeen, Uniondale, Steytleville, (A. II.), are still without these useful and agreeable aids to education.

*Teachers.*—The demand is still far above the supply of suitable teachers. In most of my divisions the supply can only be made adequate by the training of children of the division as teachers. They are more accustomed to the life peculiar to the division, and not being so far removed from home are likely to remain longer at a certain place. It is for this reason that I strongly favour the appointment of two or three pupil teachers to a school in the chief town of each division. I have experienced great difficulty in keeping schools going, owing to teachers leaving in April and

September. If practicable, an arrangement should be come to by which teachers leave only in June or December.

*Retrospect.*—In looking over the past five years' work, there are one or two things that seem worthy of note.

There has been a large increase in the number of pupils enrolled and in the attendance, but we cannot look forward to keeping up these rates. The attendance is too irregular and consequently the progress too slow, and it is for the improvement of these latter that most should be done in future, otherwise the progress will not be sufficient to be of practical use to the present generation. At Knysna, where it is ten years or more since country schools have been established and received careful attention, one can certainly see that children who would otherwise have been doing little for themselves or for the country in the way of regular work, are now actively employed and are aiding to advance the country, while bettering their own positions in life. This division is an object lesson of what may be done.

On the other hand, in a division like Willowmore, it is chiefly the wealthy man's child who is getting educated, enabling him to take a more intelligent interest in the world, and in the education of his own children one day; but probably it will be more of use in enabling him to hold his own, than to increase his material prospects. But when one thinks for instance of the railway being now built through the Willowmore and Uniondale Divisions and asks oneself, have any of the children of, e.g., carriers, who will lose their present work when the railway is completed, been sufficiently advanced to take places on the line when their parents lose their carrying trade, one is reluctantly compelled to answer—"No." We are no doubt moving forward, but very much more indeed remains to be done.

I have the honour to be,

Sir,

Your obedient Servant,

A. HALDANE MURRAY.

Cape Town, 31st December, 1896.



## II.—INSPECTOR NOAKS' REPORT.

[CIRCUIT : MALMESBURY, PAARL, ROBERTSON, AND WORCESTER.]

SIR,—I have the honour to submit my Report for the year 1896.

*Circuit.*—This is the third year in which there has been no change in my circuit ; and I have again inspected in the course of the year all the schools which I found in operation. The total number of schools inspected is 148, being four more than in the preceding year. The schools in Malmesbury were visited for the fifth time, those in Paarl and Worcester for the fourth, and those in Robertson for the third time. Interim visits have also been paid to several schools, where opportunity offered or occasion required.

*Supply of Schools.*—The number of schools opened during the past twelve months, re-opened or placed on the Official List, is 18, viz. :—1 A. III. School, 14 Private Farm Schools, 2 Poor Schools, and 1 special Institution ; whilst 10 have been closed, viz. : three A. III. Schools, five Private Farm Schools, and two Poor Schools. There has thus been a nett increase of eight schools—a total to which the number of schools contributed by Malmesbury is three, by Paarl four, and by Worcester three ; whilst the number of schools in Robertson is two less than at the close of 1895.

It would be a mistake to infer from these figures that there has been during the past year in the last named division any access of educational apathy. There are times when the wave of progress appears to hang in suspense, only to precipitate itself with the greater energy, on account of the forces which retard it. I know of no district in which those in a position of authority take a more active and enlightened interest in the spread of education. It is not in their case that the cold fit is following the hot fit, but that in the educational economy of a district the process of a healthy development involves not only the assimilation of new material, but the elimination of what is found to be unsuited to its requirements.

*Enrolment and Attendance.*—The average enrolment and attendance for the four quarters ending the 30th September, 1896, and also, for comparison, those for the four previous quarters, are given in the subjoined table.

Division.	1896.		1895.	
	Enrolment.	Attendance.	Enrolment.	Attendance.
Malmesbury .. .. .	2,523	2,020	2,505	1,873
Paarl. . . . .	3,680	2,808	3,357 $\frac{1}{4}$	2,534 $\frac{1}{2}$
Robertson .. . . .	1,344	1,087	1,245	908 $\frac{1}{2}$
Worcester .. . . .	1,534	1,155	1,449 $\frac{3}{4}$	1,119 $\frac{1}{2}$
Totals .. . . .	9,081	7,020	8,557	6,435 $\frac{1}{2}$

From this table it will be seen that there has been, as last year, in each Division under both headings (Enrolment and Attendance) a slight numerical advance ; the average increase in enrolment being rather less than 4 per cent., that in attendance rather less than 5 per cent. These figures last year were a little over 3 per cent. and 2 per cent. respectively.

As regards the rates of attendance to enrolment, the following table yields a further illustration of the singular constancy, which in my last report was referred to

[G. 10—'97.]



as being all the more remarkable on account of the irregularity which occurs (more especially in Mission Schools) at the ploughing, reaping, and pressing seasons.

Division.	Percentage of Attendance to Enrolment.			
	1896.	1895.	1894.	1893.
Malmesbury .. .. .	77	76	75	75
Paarl .. .. .	76	75	77	76
Robertson .. .. .	76	73	74	72
Worcester .. .. .	75	77	78	75

*Distribution of Pupils into Standards.*—The following tables give (I) the actual number of pupils in each division, who at the last inspection were placed in the various standards; (II) the percentage of pupils in the various standards, over the whole area, for 1896 and 1895.

## I.

Division.	No. of Pupils Registered.	No. of Pupils Present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Unclassified.
Malmesbury ..	2508	2230	909	412	324	244	164	91	62	10	7	7
Paarl ..	3677	3044	1100	361	352	286	266	188	142	29	1	319
Robertson ..	1278	1110	389	192	158	136	113	53	27	8	0	29
Worcester ..	1814	1258	487	198	188	150	100	53	47	15	2	18
Total ..	9277	7642	2885	1163	1022	816	648	385	278	62	10	373

## II.

	Percentage of Pupils in various Standards.	
	1896.	1895.
Unclassified		
Ex-Standard		
Standard VII	5.8	3.4
" VI	3.5	2.6
" V	5.0	5.6
" IV	8.7	9.5
" III	10.7	11.4
" II	13.4	14.3
" I	15.2	14.9
Below Standard ..	37.7	38.2
Total ..	100.0	100.0

*Annual Progress of Pupils.*—The following table shows the percentage of pupils in different types of schools, who at the last inspection reached a higher standard than at the previous inspection.

Kind of School.	No. of Schools Inspected both in '95 & '96.	Percentage in Higher Standard.	Percentage in Same Standard.	Percentage in Lower Standard.	Total.
A. 1 .. .. .	12	82.6	17.4	..	100
A. 2 .. .. .	18	80.1	18.9	..	100
A. 3 .. .. .	32	74	25	1	100
Private Farm ..	24	68	2	..	100
Poor .. .. .	6	72	27	1	100
Mission .. .. .	30	54.7	44.1	1.2	100
General average ..	..	72.4	26.9	.7	100

A comparison of these figures with the corresponding figures in my last Report shows that the same relative order of proficiency obtains, as then obtained, amongst the different types of school, with the one exception of Poor Schools; and in the case of the latter schools it is to be noted that the number in this circuit is too small for averages based upon returns from them to be of much service. On the whole, as I have endeavoured to maintain the requirement for a pass in the various standards at the same level as in the previous year, for all classes of school, these results may perhaps be taken to afford an indication of a definite advance in efficiency, since the number of pupils who have this year succeeded in reaching a higher standard is exactly 5 per cent. more than was the case last year. It will further be observed that the advance in efficiency thus indicated has been most conspicuous in Third Class Public Schools, Private Farm Schools, and Mission Schools.

*Accommodation and Equipment.*—In the erection and improvement of school buildings, considerable activity has been manifested. By the time of my visit entirely new school buildings had been finished and taken into use at Roodehoogte, A III., Buffelskraal, A III., St. Peter's (German Lutheran), B, Voorkiesie, A III., Darling, A II., and lastly at Wellington, in connection with the newly organised Teachers' Training School with the accompanying Practising School. At Rawsonville, A II., a building had been erected to serve as a boarding department and residence for the principal; at Blauwvalley, A I., a detached building has since been added to serve as class-room and dormitory; at Riebeeck West, A II., a large hall has been built on to the old school-house; at Bridge Town, A III., the school building and boarding-house have both undergone considerable alterations. Important improvements have also been carried out at the A II. schools of North Paarl, Slot v. d. Paarl, Klein Drakenstein, Wagonmakers Valley, and French Hoek, also at Zion Chapel Mission School in the Paarl. At one school, Paardenberg, A III., where the supply of drinking water had long been seriously defective, the fountain which supplies the school has been protected by a closed concrete basin. This is a course which deserves to be extensively followed. That the pollution of drinking water which is derived from open springs in the neighbourhood of farms is a frequent source of illness, is a fact which the faculty have to urge with painful iteration, but which farmers unfortunately are reluctant to believe. At other schools mud floors have been replaced by planking, and where light was formerly admitted only by a half opened door, a window has appeared.

All this means progress. But in view of future building operations, I desire to say that I should be glad if Committees would more often consult me as to their proposed designs before carrying them into effect. It is not enough to put up a building that will more or less roughly answer the purpose; the aim should be, as far as possible, to include all the essential features of a model school. Without special knowledge of school requirements, blunders are bound to occur.

In many schools, too numerous to mention, the desks have been replaced by others of more modern type. In a few (far too few) schools libraries have been started, e.g., in Touws River, A III., in Simondium, A II., and in Robertson, A I., whilst in a few other schools libraries already existing have been strengthened. On the whole I have been disappointed to find that not more has been done in this direction to profit by the help which is offered by the Department. It is not yet sufficiently realised that in every school, Mission School as well as Public School, there ought to be a good collection of readable



books. The library, like the school, may be small, but it ought to exist, and year by year it ought to be replenished. How are children to acquire a taste for reading if they are denied access to suitable books?

I have also again to express disappointment that, in spite of repeated efforts to obtain recognition of the advantage of vivifying the school-room walls by attractive coloured pictures and prints, bare walls, or walls enlivened only by the School Calendar and the Table of the Standards, are still the rule rather than the exception in this circuit. In this connection, the only notable advance to be recorded is that at the Public School of Riebeeck West.

*Subjects of Instruction (Ordinary).*—On reading, the introduction of recitation into the standard course has had a decidedly beneficial influence, though much still remains to be done in the direction of clear and accurate pronunciation. Often I find the reading much inferior to the recitation in this and other respects. The explanation is that the recitation has been taught, whilst the reading, very probably, has been only heard. In the lower classes of a school, the correct phrasing of every sentence in the reading lesson should be given by the teacher.

In the setting down of dictation and written arithmetic, a neat and careful style is more and more frequently met with. In mental arithmetic, satisfactory progress is also being made; but, in lower classes, questions of a more practical and less abstract nature are to be generally recommended. Of the more advanced subjects, I have been particularly pleased with the decided advance that many schools have made in composition. Looking back over a period of barely five years, and remembering the illiteracy of the homes from which many of the pupils are drawn, and their want of facility in English, I can only say that in some schools this advance has been greater than I should have thought possible, and I know of no fact which is more full of encouragement.

*Subjects of Instruction (Additional).*—The *Kindergarten* system, I am glad to say, has at length been introduced into the Girls A. I. School at Malmesbury; but at both the Paarl Girls' A. I. School and at Robertson A. I. Mixed School another year has been allowed to go by without, so far as I am aware, any attempt at the re-organisation of the Infant Departments. Amongst A. II. schools, that at Riebeeck West deserves credit for setting, in this respect, an example to schools of a higher grade. The conduct of the infant classes in Public Schools other than those of the first class, and in Mission Schools, with hardly an exception, continues to call for very serious consideration. There are still numbers of schools where young children, little more than babies, are received; and where the daily curriculum for the first year makes provision for very little more than the perfunctory teaching of the Alphabet (written and oral). Where this is the case, the children would be better playing on the veld. At school, they are being taught at the cost of tedium which is little less than torture, to sit still and do nothing. Bodily inertia and mental vacuity—these for the young are painful accomplishments to acquire: but once acquired they are not easily unlearned. Once more I would urge the need in all Infant Schools of a large variety of suitable occupations, games, physical exercises, songs, and object lessons. Two or three object lessons and songs are not enough for a year's employment, and where nothing more is attempted Government aid should be withdrawn.

*Drawing.*—In *Freehand Drawing*, several schools are endeavouring to follow the lines of Morris' Manual; but to place this subject on a satisfactory footing, something more than a Manual is needed. With this in view, I would suggest the appointment of a Departmental Instructor in Drawing, to take charge of and direct classes of teachers by correspondence. If such classes were formed, I feel sure that many teachers would be glad of the opportunity of joining them. One suggestion I have to make in regard to the teaching of this subject in schools. Wall-sheets and black-board exercises, which can be copied by a whole class simultaneously, are preferable to small card-board copies. They are at present but rarely employed. Not the least advantage in their use is to be found in the discouragement of excessive measuring.

*Model Drawing* continues to be almost, *Geometrical Drawing* to be altogether, neglected.

In *Handicraft for Boys, i.e., Carpentry*, there is but little progress to record. At Worcester, a systematic course of instruction has been introduced into both the Boys' School and the Institution for the Deaf and Blind, under a joint technical instructor. But this is a forward step, following the lead of the A. I. Schools at Wellington and Blauwvalley, which has been taken by no other school in my circuit. The difficulty of finding men with a competent knowledge of the technique, who have at the same time the teacher's gift of imparting knowledge, and of exercising a wholesome moral influence, at present blocks the way. Committees are right, which feel that unless this subject is to be made a real educational instrument, it has no claim to a place in a school curriculum.

*Handicraft for Girls, i.e., Sewing.*—In the teaching of this subject, steady improvement continues to be manifested.

*Teachers' Qualifications.*—During the year there has been no falling off in the interest shown in the Vacation Courses organised by the department for the benefit of European teachers. It is to be hoped that further opportunity will now be given to teachers who are not European, to attend similar courses. Their need is at least as great as that of the European members of the profession.

For this circuit, the last quarterly returns give the total number of teachers as 394, of whom exactly one half are certificated.

*Teachers' Salaries.*—In my last report reference was made to the miserable inadequacy of the salaries of teachers in mission schools. During the past year no effective steps have been taken to help to remedy this by legislative enactment, beyond the fact that assistant teachers in mission schools are to share with others in the provisions of the amended schedule to the Pension Fund Act.

It is, however, some satisfaction to note that in the salaries of principals of A. III. Schools and Private Farm Schools, there are indications of an upward movement. In 1894 the average grant in aid of the salaries of principals in A. III. Schools, in this circuit, was £43 2s. 6d., and the average local contribution £46 7s. 6d. Allowing £25 per annum as the money equivalent of a teacher's board, this gives a total average salary of £89 10s., exclusive of rent. For the present year, the average Government grant and local contribution are respectively £43 15s. 8d. and £48 8s. 7d., giving a total average salary of £92 4s. 3d. A rough comparison of the salaries of Principals of Private Farm Schools also shows a slight advance.

*Pupil Teachers.*—The teachers' training school at Wellington, which commenced work in February last, I have had the pleasure of visiting twice. With an excellent organisation, and under the stimulating guidance of devoted teachers, whose personal influence is in itself an earnest of a liberal education, the work is full of promise for the future.

I have the honour to be,

Sir,

Your obedient Servant,

EDWARD NOAKS.

Stellenbosch, 30th December, 1896.



## 12. — INSPECTOR REIN'S REPORT.

[CIRCUIT: ELLIOTDALE, MATATIELE, MOUNT AYLIF, MOUNT CURRIE, MOUNT FLETCHER, MOUNT FRERE, MQANDULL, PONDOLAND EAST, PONDOLAND WEST, QUMBU, TSOLO, UMTATA, UMZINKULU.]

SIR,—I have the honour herewith to submit my general report for the six months during which I have been engaged in inspecting schools in the Transkeian territories.

During this period I have inspected 122 schools in the Magistracies of Matatiele, Mount Ayliff, Mount Currie, Mount Fletcher, Mount Frere, Ntabankulu, Qumbu, and Umzimkulu. One school in Qumbu, and one in Ntabankulu could not be inspected; also one private farm school in Umzimkulu district, which became defunct a few days before the inspection was to take place.

As I am not yet acquainted with the rest of my circuit, I shall have to confine my remarks to the districts which have been actually visited by me.

*Supply of Schools.*—The following table gives a list of the schools in existence in the above named magistracies during the quarter ending 30th September, 1896.

Division.	A. II.	A. III.	P. F.	B.	C.	C. I.	Total.	Total.
							1896.	1895.
Matatiele .. ..	..	3	2	..	16	..	21	21
Mount Ayliff .. ..	..	..	..	..	6	..	6	5
Mount Currie .. ..	1	4	4	..	11	..	20	20
Mount Fletcher .. ..	..	1	..	..	12	..	13	14
Mount Frere .. ..	..	..	..	1	21	..	22	20
Ntabankulu .. ..	..	..	..	..	3	..	3	..
Qumbu .. ..	..	..	..	..	18	1	19	20
Umzimkulu .. ..	..	2	2	..	17	..	21	23
Total .. ..	1	10	8	1	104	1	125	123

The highest death-rate, and at the same time the highest birth-rate, is found in Matatiele. In this district 5 C. Schools were closed; 4 C. Schools and 1 P. F. School were opened. One A. III. was converted into a P.F., while one P.F. again was changed to an A. III.

In Mount Currie 1 P. F. and 2 C. were closed; 1 P. F. and 2 C. opened.

In Mount Fletcher 3 C. were closed; 1 A. III. and 1 C. opened.

Mount Ayliff shows an increase of 1 C., Mount Frere an increase of 2 C., and Ntabankulu an increase of 3 C., newly opened.

In Qumbu 1 A. III. and 1 C. were closed, while 1 C. was opened.

In Umzimkulu, finally, 3 C. were closed, as against 1 C. opened.

Reduced to a synopsis the matter stands as follows:—

	A. III.	P. F.	C.	Total.
Closed .. ..	2	2	14	18
Opened .. ..	2	3	15	20



*Enrolment and Attendance.*—The appended table gives a summary of the state of enrolment and average attendance during the September quarter, 1896, as compared with the corresponding term of the previous year:—

Division.	Roll.				Average Attendance.			
	1896.	1895.	Increase.	Decrease.	1896.	1895.	Increase.	Decrease.
Matatiele .. ..	728	794	..	66	567	584	..	17
Mount Ayliff .. ..	402	343	59	..	336	290	46	..
Mount Currie .. ..	751	776	..	25	639	650	..	11
Mount Fletcher .. ..	651	707	..	56	511	569	..	58
Mount Frere .. ..	1541	1230	311	..	1221	973	248	..
Ntabankulu .. ..	196	..	196	..	133	..	133	..
Qumbu .. ..	1439	1328	111	..	1083	962	121	..
Umzimkulu .. ..	1088	1132	..	44	887	923	..	36
Total .. ..	6796	6310	677	191	5377	4951	548	122

This gives a nett increase in the enrolment of 486, or 7·7 per cent.; nett increase in average attendance of 426.

The average attendance for 1896 is 79·1 per cent., as against 78·5 per cent. in 1895.

If we take the seven districts of East Griqualand separately, we notice that there has been a steady increase, in roll as well as in attendance, in the three lower districts (Mount Ayliff, Mount Frere, and Qumbu), whereas on the other hand a deplorable decrease under both headings is noticeable in the districts on the upper line, viz., Mount Fletcher, Matatiele, Mount Currie, and Umzimkulu. As regards the last-named division (Umzimkulu), extenuating circumstances are not hard to find, inasmuch as this magistracy suffered most of all from the ravages of the locusts during the previous year.

*Classification under Standards after Inspection.*—The results of the inspection are given in the following tables:—

## I.—EUROPEAN SCHOOLS.

Name of Division.	No. of Schools Inspected.	No. of Pupils Registered.	No. of Pupils Present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	St. VI. and above.	Teachers.	
											Male.	Female.
Matatiele ..	5	84	82	18	15	19	15	12	3	..	2	4
Mount Currie ..	9	211	207	50	27	24	32	45	15	14	5	10
Mount Fletcher	1	9	9	6	2	1	..	..	..	..	..	1
Mount Frere ..	1	25	24	10	7	4	2	1	..	..	..	2
Umzimkulu ..	3	48	44	7	4	8	15	9	1	..	3	..
Total ..	19	377	366	91	55	56	64	67	19	14	10	17

## II.—COLOURED SCHOOLS.

Name of Division.	No. of Schools Inspected.	No. of Pupils Registered.	No. of Pupils Present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V. and above.	Unclassified.	Teachers.	
											Male.	Female.
Matatiele ..	16	580	543	368	63	70	33	9	..	..	17	3
Mount Ayliff ..	6	404	322	186	60	43	23	10	..	..	7	3
Mount Currie ..	11	495	464	256	99	61	33	10	5	..	6	8
Mount Fletcher	12	633	553	325	103	63	46	15	1	..	14	4
Mount Frere ..	21	1430	1308	886	173	145	78	22	..	4	20	13
Ntabankulu ..	2	88	74	61	8	5	..	..	..	..	..	2
Qumbu ..	18	1243	1052	623	168	120	85	30	17	9	16	15
Umzimkulu ..	17	950	813	543	122	99	37	11	..	1	12	13
Total ..	103	5823	5129	3248	796	606	335	107	23	14	92	61

Reduced to percentages, the attainments of the pupils appear as follows:—

## I.—EUROPEAN SCHOOLS.

Below Standard .. ..	25 per cent.
Standard I. .. ..	15·2 "
Standard II. .. ..	15·3 "
Standard III. .. ..	17·5 "
Standard IV. .. ..	18 "
Standard V. .. ..	5 "
Standard VI. and above .. ..	4 "

Average attendance at an inspection 97 per cent.

## II.—COLOURED SCHOOLS.

Below Standard .. ..	63·3 per cent.
Standard I. .. ..	15·5 "
Standard II. .. ..	12 "
Standard III. .. ..	6·5 "
Standard IV. .. ..	2 "
Standard V. and above .. ..	4 "
Unclassified .. ..	3 "

Average attendance at inspection 88·6 per cent.

The figures speak for themselves.

*Progress.*—In calculating the annual progress made by children at the different schools, I have left out of consideration the pupils in sub-standards, and only taken into account those pupils actually presented in standards, who were also present at the previous inspection. The results are given for 17 European and 83 Native Schools. Statistics for the remaining 22 schools inspected cannot be given, most of them being first inspections.



## I.—EUROPEAN SCHOOLS.

Name of Division.	No. of Schools.	Pupils present in Standards in 1895 & 1896.	Higher Standard.	Same Standard.	Lower Standard.	Progress in Percentage.
Matatiele .. .. .	5	46	34	11	1	74
Mount Currie .. .. .	8	125	100	25	..	80
Mount Frere .. .. .	1	13	10	3	..	77
Umzimkulu .. .. .	3	30	19	10	1	63
Total .. .. .	17	214	163	49	2	76

## II.—COLOURED SCHOOLS.

Name of Division.	No. of Schools.	Pupils present in Standards in 1895 & 1896.	Higher Standard.	Same Standard.	Lower Standard.	Progress in Percentage.
Matatiele .. .. .	12	166	59	105	2	35.5
Mount Ayliff .. .. .	5	120	74	46	..	61.7
Mount Currie .. .. .	7	140	74	64	2	53
Mount Fletcher .. .. .	10	260	131	126	3	50
Mount Frere .. .. .	16	388	227	157	4	58.5
Qumbu .. .. .	17	411	258	150	3	63
Umzimkulu .. .. .	16	312	161	147	4	51.6
Total .. .. .	83	1,797	984	795	18	55

The above tables are instructive in many respects. They teach us the following facts:—

(a) In European schools the average progress is 76 per cent.; the greatest progress has been made in Mount Currie district (80 per cent.), the least progress in Umzimkulu (63 per cent.).

(b) In Native schools the average progress is 55 per cent.; the greatest progress is shown by the schools in Qumbu district (63 per cent.), the least by those in Matatiele (35.5 per cent.).

If we again institute a comparison between the upper districts of East Griqualand and the lower districts of the same territory, we obtain the following interesting results:

(a) Progress among natives in the lower districts = 60 per cent. Progress among natives in the upper districts = 48.4 per cent.

(b) Progress among Europeans and natives in the lower districts = 61.5 per cent. Progress among Europeans and natives in the upper districts = 53.6 per cent.

*Leaving Standards and Duration of School Life.*—The information I have been able to gather on this point is so unreliable and insufficient, that I do not feel justified to form any general conclusion. Trustworthy statistics will be an impossibility until registers of admission and withdrawal are introduced into, and faithfully kept in every school in my circuit.

*School Buildings and Furniture.*—Little need be said under this head. A very suitable building has been erected for the P. F. School at Fair View, and new premises have been occupied by the A. III. School, Cedarville. This is the only progress that can be chronicled among European Schools. No improvements have been made in the housing of the Boys' Department of the Kokstad Public School. Tenders for the erection of a new building are now at length being invited.

Several good school buildings for natives have been completed. There is, however, still great scope for improvement. The accommodation of the schools at Osborn and Etembeni, for instance,—schools which I can safely reckon among the best in my circuit,—is most unsatisfactory.

Private Farm Schools, and Third Class Public Schools on farms are, as a rule, poorly equipped. With regard to native schools the want of suitable furniture is an ever recurring cause of complaint. Special mention must, however, be made of the Trappist Schools at Lourdes, where the equipment leaves nothing to be desired, and might serve as a model for many a public school.

*Local Contributions.*—The existence of many of the native schools (especially in those localities where heathens and heathenish ideas predominate) is endangered by the most unsatisfactory manner in which the local contributions in aid of the teacher's salary are paid. It would be a great boon if legislation would step in, and come to our assistance, as it has done in Fingoland. May it not be too long before the clauses of the Glen Grey Bill are also extended to Tembuland and East Griqualand.

*School Libraries.*—I am glad to state that a school library in connection with the Kokstad Public School has been started, and that it already comprises a goodly number of volumes. It is to be hoped that some of the Third Class Schools in the district will not delay in following the good example set to them.

*Teachers.*—Of the 180 teachers employed at the 122 schools under review, 36 are of European extraction, while 144 are natives.

A. *Europeans.*—13 males, 23 females.

(1) of the males, one holds the M.A. degree, another the B.A., a third a Matriculation Certificate; the rest have no certificates.

(2) Six of the females hold the T. 3; two a Teacher's Certificate from the Swiss Government; the rest are uncertificated.

B. *Natives.*—89 males, 55 females.

(1) The males may be classified as follows:—27 hold the T. 3; 62 hold no certificate.

(2) Of the females three are certificated (T. 3); 52 are uncertificated.

I have the honour to be,

Sir,

Your obedient Servant,

THEO. W. REIN.



### 13.—INSPECTOR LE ROUX'S REPORT.

[CIRCUIT :—MIDDELBURG, STEYNSBURG, HANOVER, COLESBERG, PHILIPSTOWN, BRITSTOWN, RICHMOND, AND GRAAFF-REINET.]

SIR,—I have the honour to present to you my general report on schools inspected by me during the year ending 31st December, 1896.

The circuit on which I report was assigned to me in February, but the schools of Middelburg and Steynsburg are not included in this report. These schools were inspected by Mr. Brice during the first quarter of the year, while I was engaged in the inspection of schools in the Divisions of Tulbagh and Ceres, the results of which are embodied in this report.

As three different inspectors had been at work in my present circuit, it was impossible for me to make the dates of my inspection correspond with those of the previous year—not even approximately.

Re-arrangement of the order in which these schools used to be taken was unavoidable, and consequently the inspection of some schools was delayed for several months, while others were visited twice within the year. To four schools that could not wait, casual inspectors had to be sent.

	INSPECTION.		
No. of Schools.	Pupils Registered.	Pupils Present.	
127	4,415	3,932	

These figures are given in detail in Table A (*see page 73a*).

In connection with the foregoing table, I desire to draw attention, more especially, to the figures in the teacher's column. They show that the teaching power is improving. The uncertificated teachers generally far outnumber the certificated, but I am pleased to find that, in the six divisions which constitute part of my circuit, nearly 50 per cent. are certificated. I trust their number will continue to increase, and that before long I shall be able to show that the majority, if not all, of the teachers at work in my circuit, have had special training.

I notice also that the female teachers far outnumber the males. Now, while I fully recognize the good work done by very many lady teachers, I must confess that I should wish to see more young men not only *take to teaching*, but *make it their profession*.

In Table B, appearing on page 74*a*, the pupils are classified in standards.

On comparing the progress made in the various standards, I find that, out of 1,763 pupils who were present at two consecutive inspections, 1,232 or 69·8 per cent. advanced a standard, while 531 or 30·2 made no distinct advance.

Distributed among the various classes of schools they stand thus :—

Class of School.	Present last Inspection.	Advanced.	No Advance.	Advance per cent.
Public Undenominational	934	672	262	71·9
Private Farm .. ..	275	190	85	69·09
Mission .. ..	520	341	179	65·5
Poor .. ..	34	29	5	85·2
Total .. ..	1,763	1,232	531	69·8



Having insufficient data I cannot draw any comparison between these figures and those for 1895.

*Leaving Standard.*—The statistics I have collected give me the following results:—

	Below Standard V.	In and above Standard V.
Public Schools	79.8	20.2
	Below Standard III.	In and above Standard III.
Mission Schools	87.7	12.3

#### SCHOOL BUILDINGS, FURNITURE, &c.

*School Premises.*—The contrast between school premises in my former, and in my present circuit is striking. With the exception of the town of Graaff-Reinet, I have not a model school building in any of the six divisions under consideration. I have tried to awaken interest in this important matter. I have tried to make teachers understand that they can do much to improve the appearance of the class room, and that to them chiefly I look for transforming it into a place where children can profitably spend the five hours of school. I have endeavoured to impress upon managers the fact that to erect suitable buildings is better than to waste money on old dwelling houses, for the purpose of converting them into class rooms. I have also had occasion to draw attention to the unsatisfactory condition of the surroundings of most schools. It seems to me most desirable that a day should be set apart annually, upon which all interested might make special efforts towards beautifying school grounds by the planting of trees, and the laying out of flower beds.

*School Desks.*—The school desks and other appliances throughout the greater part of this inspectorate are capable of very considerable improvement. The improved dual desk is not found in many schools. My opinion is that the old style of furniture should gradually make place for the more modern and suitable dual desk, and I would urge on teachers and managers, whose financial position may prevent them from getting a full supply at once, to furnish gradually until they have ample accommodation for all their pupils.

*Infant Departments.*—Not only is the importance of securing good teachers for the little ones insufficiently recognised, but managers and teachers, as a rule, do not take sufficient pains to provide rooms made bright and cheerful with pictures and other attractions. The little folk should not only have the best teaching power, but their surroundings should be such as to help the teacher to train them to be neat and clean, and have an eye for the beautiful.

*Libraries.*—Every school should have a library suited to the abilities of the various classes, but I am sorry to say that in my circuit libraries are conspicuous by their absence.

#### SUBJECTS OF INSTRUCTION.

I shall now proceed to refer briefly to some of the more important subjects of the school course.

*Reading.*—I believe I have dwelt upon this important subject in every report I have written, but so long as reading remains unsatisfactory, I shall continue to dwell upon it. In a few schools it is good, but in most it requires much more attention than it seemingly gets. It lacks distinctness and expression, and, judging from the position taken up by most pupils, teachers do not understand the importance of *attitude* in reading. To appreciate the difference between good and bad reading, it should be listened to without following the reader from a book. If teachers were to do this with their pupils, they would not be long in finding out how indistinct and faulty it is. Reading *aloud* and *thoughtfully* at home should be encouraged as much as possible, and it is just here where the usefulness of a school library comes in.

*Recitation.*—This is on the whole better than reading. The mere learning of meanings, however, *without comprehending the sense*, is scarcely my idea of intelligence.

*Arithmetic.*—In this subject the failures continue to be the heaviest. In the lower standards, counting on fingers and by strokes is not by any means the exception. In the higher standards the written work is not so accurate and methodical as it should be.

*Writing.*—The upright or semi-upright style is growing in favour. In some schools this subject is carefully taught, but in not a few proper supervision and uni-

formity of style is wanting. The style of writing which is adopted should be practised throughout the school.

*Composition.*—There would be greater improvement in this subject if teachers would be more careful in correcting composition exercises. I have repeatedly found, on looking over exercise books, numerous mistakes in spelling and grammar that have been overlooked by the teacher. Not only should the errors be marked, but they should be gone over with the class.

*Singing.*—In some schools singing is well taught, but in many cases it is lacking in vigour. Very simple songs should be chosen, and more attention should be paid to enunciation and expression.

*Drill.*—The use of physical exercises is gradually extending; but what I should like to see is that this subject be put to more practical use in the ordinary school movements—such as changing classes, entering or leaving a room, putting away books, &c.

#### TEACHERS.

I have several teachers in my circuit with whom I am glad to be connected. They perform their duties efficiently, and take pleasure in their work, and are examples to their pupils in every respect. I have some who possess the necessary qualifications, and even technical skill, but who are lacking in energy. They do not understand the secret of arousing enthusiasm among their pupils. They instil no zeal in their pupils, having none themselves.

#### PUPIL-TEACHERS.

The training of pupil-teachers seems to be making fair progress, if due allowance be made for the conditions under which this is done. In Graaff-Reinet, and more especially in connection with the Midland Seminary, the number of pupil teachers is large. I may repeat here what I said in my Report on their work:—"The work done by the pupil-teachers in this institution is on the whole fair. They get some *training* in the art of teaching in their own school, and considerable *practice* in two other schools in the town. The practice they get is not altogether satisfactory, for they do not always teach before a teacher capable of criticising their work. Their exercise books show that they take considerable pains with their object lesson notes, but they do not sufficiently understand the importance of the use of the black-board in teaching."

#### GENERAL REMARKS.

*Irregular Attendance.*—Irregularity in the attendance is a prevailing evil. I have made use of every opportunity I have had to stir up all concerned to a sense of their duty in this respect. It rests with teachers chiefly to remedy this evil. Personal acquaintance with the parents of their pupils, and frequent inquiry in case of absence, would go far to secure regularity.

*Promotion of Pupils.*—Pupils are often pushed on from standard to standard, irrespective of failures. This is done generally to please dissatisfied pupils and parents. This desire to skip a standard leads to slovenly teaching and bad grounding. To say the least, I look upon teachers who are in the habit of doing this as very injudicious.

*Science Teaching.*—In only one school in my circuit has the teaching of Chemistry been taken up experimentally. In more than one school have I advocated the teaching of Agriculture. The study of soils and of manures, and the theory of farming, is one which would commend itself to boys, and might be introduced with beneficial results.

*Home Lessons.*—Too much home preparation is frequently given. Parents have complained to me about this time and again. More than once my attention has been drawn to the number of examples given in arithmetic, often of a most impractical nature, and on a rule which is very imperfectly understood. Too much home work altogether is given to children, who should study less at home, and receive more teaching in class.

*Special Building Grants in Poor Localities.*—Since receiving the circular that treats of this subject, I may say that I have done my level best in the matter, but with the exception of Graaff-Reinet (the only district with which I was acquainted), I have not been able to locate any suitable centres. The communications I have had with Inspectors who had preceded me, and with the lay and clerical patrons of education, have not led to anything definite as yet.



## CONCLUSION.

A review of the year's work, though not marked by any striking advance, still shows that there has been a progressive spirit manifested by all concerned. Much, however, remains to be done. Better school accommodation in several parts of my district, better facilities for imparting instruction, the introduction of the best class of teachers into my circuit, the starting of school libraries—these are among the improvements I have set my heart upon, and towards the attainment of which my best energies shall be directed; and, while thanking all most heartily for assistance rendered me in the past, I may add that I shall continue to rely upon that hearty co-operation which alone will ensure success.

I have the honour to remain,

Sir,

Your obedient Servant,

B. P. J. LE ROUX.

Sea Point, December 31, 1896.

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TABLE A.

DIVISION.	PUPILS.									SCHOOLS.								TEACHERS.				
	Registered.			Present.			Increase on 1895.		A. I.	A. II.	A. III.	P. F.	Mission.	Evening	Poor.	Total.	Increase on 1895.	Certificated.		Uncertificated.		Total.
	White.	Col.	Total.	White.	Col.	Total.	Regist.	Pres.										M.	F.	M.	F.	
							White & Col.	White & Col.														
* Tulbagh.. ..	205	406	611	192	337	529	..	..	..	..	7	3	4	..	..	14	..	3	3	1	..	7
Ceres .. ..	323	313	636	303	278	581	69	68	1	1	1	10	3	..	..	16	Nil.	4	7	2	11	24
† Hanover .. ..	196	56	252	171	39	210	-3	-25	..	1	1	8	1	..	..	11	-1	2	7	1	5	15
† Colesberg .. ..	293	225	518	283	186	469	41	55	1	..	3	6	4	1	..	15	1	6	8	1	7	22
Philipstown .. ..	209	39	248	193	38	231	52	52	..	1	1	7	1	..	..	10	1	3	4	2	5	14
Britstown.. ..	254	155	409	236	134	370	28	13	..	1	2	10	3	..	..	16	-1	5	5	3	7	20
Richmond .. ..	208	57	265	191	40	231	6	-13	1	..	1	7	1	..	..	10	-1	2	4	2	7	15
Graaff-Reinet .. ..	911	565	1476	846	465	1311	6	-27	2	1	4	16	11	..	1	35	1	8	18	15	26	67
Total.. ..	2599	1816	4415	2415	1517	3932	199	127	5	5	20	67	28	1	1	127	Nil.	33	56	27	68	184

\* The figures under Tulbagh should not be considered representative of the district, but should be read in conjunction with Mr. Hofmeyr's.

† A few Schools in these two districts have been inspected by Mr. Brice, the results of which are included in my Report.

N.B.—Thirteen Schools have come into operation since my visit to the several districts.



TABLE B.—CLASSIFICATION INTO STANDARDS.

DIVISION.	Sub-Standard.	I.	II.	III.	IV.	V.	VI.	VII.	Ex-Standard.	Un-classified.	Total.	Percent. below Standard IV.	Percent. in and above Standard IV.
Tulbagh .. ..	283	93	74	43	32	2	2	..	..	..	529	93.1	6.8
Ceres ... ..	247	93	92	79	39	17	14	..	..	..	581	87.9	12.04
Hanover .. ..	75	32	28	31	20	13	9	..	2	..	210	79.04	20.9
Colesberg .. ..	192	86	81	54	34	12	8	2	..	..	469	88.05	11.9
Philipstown ..	70	53	27	26	27	14	6	8	..	..	231	76.1	23.8
Britstown .. ..	153	78	46	58	26	8	8	1	..	..	370	88.3	11.6
Richmond .. ..	80	35	29	37	22	20	3	5	..	..	231	78.3	21.6
Graaff-Reinet ..	509	190	163	164	122	79	30	9	3	42	1311	78.2	21.7
<b>Total ..</b>	<b>1609</b>	<b>652</b>	<b>540</b>	<b>492</b>	<b>322</b>	<b>165</b>	<b>80</b>	<b>25</b>	<b>5</b>	<b>42</b>	<b>3932</b>	<b>83.7</b>	<b>16.2</b>
<b>Percentage..</b>	<b>40.9</b>	<b>16.5</b>	<b>13.7</b>	<b>12.5</b>	<b>8.1</b>	<b>4.1</b>	<b>2.03</b>	<b>.63</b>	<b>.12</b>	<b>1.06</b>			



## 14.—INSPECTOR THERON'S REPORT.

[CIRCUIT:—BEAUFORT WEST, CARNARVON, FRASERBURG, MURRAYSBURG, PRINCE ALBERT, SUTHERLAND, VICTORIA WEST.]

SIR,—I have the honour to submit to you the following report for 1896.

*Supply of Schools.*—The alteration in my circuit which took effect in April, removed from my inspectorate the extensive divisions of Prieska and Kenhardt, and the smaller but much more progressive districts of Richmond and Britstown. In lieu of these four, Prince Albert and Sutherland were added. This change reduced the extent of country I have to traverse during the twelve months, from about 59,000 to 44,401 square miles. The schools of all classes and grades scattered over this area are according to the September returns exactly 100 in number, *i.e.*, one school—and that on an average a very small one—for 444 square miles! Of the 128 schools inspected by me during the year, a considerable number have subsequently been closed, while others have been added to the list. Forty-one were visited for the first time, and even of these a few have already been notified as having ceased their brief existence. The following schools have been opened since January, 1896:—

Third Class Schools	..	7
Private Farm Schools	..	21
Mission Schools	..	2
Poor Schools	..	1
Total	..	31

The number of schools in the various classes that have disappeared from the list between January and December, 1896, is as follows:—

A. III. . . . .	..	9
Private Farm Schools	..	30
Mission Schools	..	0
Poor Schools	..	5
District Boarding Schools	..	1
Total	..	45

Eleven schools were closed in the division of Fraserburg, a useful District Boarding School amongst the number. In Carnarvon a much needed Third-Class School was closed at Van Wijk's Vlei, a centre where at least 75 children ought to attend school.

Had it not been for the disastrous drought which devastated large portions of some of my districts, I feel sure that half the schools that fell off would still have been open, while there would have been added half as many again as the number reported.

The last census returns give the combined area of the seven divisions at present included in my circuit as 44,401 square miles, and the total number of white children of school-going age in urban and rural areas as 5,959, *i.e.*, one child for 7½ square miles. This will convey some idea of the difficulty in the way of co-operation among so scattered a population, who are, moreover, as a rule blind to the advantages their children may derive from schooling. In Fraserburg and Carnarvon the approximate number of square miles per child is 10. If it were possible for this obstacle to disappear in years to come, others will arise in its stead. Indeed, I am of opinion that any considerable increase of population in these arid districts will be attended by a proportionate growth of poverty and distress, which will militate as much against the progress of education as do at present the great distances separating homesteads, coupled with the more potent causes that have so often been enumerated.

I have often come into contact with people in these parts who seem to believe that those who promote the instruction of the rising generation, have as their object the production of mere ornament, without pretence at utility, and that educationists are no better than schemers, with the view of emptying the pockets of parents and breaking

[G. 10—'97.]



down time-honoured patriarchal customs. These are the people whose "strong ignorance" and deep-rooted prejudices make them the despair of even the most enthusiastic workers.

Those of the Dutch parsons who possess the love and respect of their flocks can, by means of their powerful influence, do more to raise this class of people educationally than one would be led to suppose from casual observation. The opportunity, I am glad to say, is not often neglected, and I testify with pleasure to the strenuous efforts and (in a few instances) generous personal sacrifices of the majority of them. Such efforts, if attended with business-like common sense and uncompromising straightforwardness in pointing out the duties of parents towards their offspring, are seldom without wholesome effect, especially if the admonition is given individually.

*Enrolment and Attendance.*—The serious decrease in the number of schools has resulted in a fall in the number of scholars enrolled in four out of the seven Divisions, while the total enrolment and attendance for the whole circuit have both slightly increased. The subjoined table contains the figures for the third quarter of 1895, and the corresponding quarter of 1896, and also indicates the percentage of *white* children at state-aided schools in each division during 1892, 1895 and 1896.

	On Roll.	Average Attendance.	Total white children between ages of 5 and 15.	Percentage at aided Schools.		
				1892.	1895.	1896.
Beaufort West:						
1895 .. ..	397	326	1034	29.30	38.38	44.48
1896 .. ..	460	349				
Carnarvon:						
1895 .. ..	181	138	950	13.94	20.78	18.52
1896 .. ..	176	127				
Fraserburg:						
1895 .. ..	235	183	987	12.56	23.80	16.21
1896 .. ..	160	136				
Murraysburg:						
1895 .. ..	161	143	378	33.33	42.60	43.38
1896 .. ..	164	153				
Prince Albert:						
1895 .. ..	396	351	1068	25.93	37.07	30.24
1896 .. ..	323	272				
Sutherland:						
1895 .. ..	133	113	651	15.36	20.43	20.27
1896 .. ..	132	118				
Victoria West:						
1895 .. ..	324	288	891	24.69	36.30	44.55
1896 .. ..	397	363				

Those interested in the educational progress of the white population of the districts in question, must surely find incentive to action on discovering that out of a total of 5,959 children only 1,812 are attending school with scant regularity. We notice the decrease of enrolment in Carnarvon, Fraserburg, Prince Albert, and Sutherland,—precisely the districts that have been most afflicted with drought. Still I must distinctly state my conviction that the losses incurred through bad seasons would not be followed by the closing of half the schools in a district, as has been the case in Fraserburg, if intellectual development were esteemed at its proper value. As a rule, one of the first consequences of retrenchment with the ordinary farmer is the closing of his school, if there be any to close.

The following percentages refer to the census returns of *coloured* children of school-going age.

DIVISION.	Percentages at aided Schools.		
	1892.	1895.	1896.
Beaufort West .. ..	3.95	7.23	13.47
Carnarvon .. ..	8.31	21.60	20.20
Fraserburg .. ..	7.02	7.79	9.33
Murraysburg .. ..	8.38	8.00	10.78
Prince Albert .. ..	9.25	17.77	19.28
Sutherland .. ..	0.00	7.47	5.45
Victoria West .. ..	5.38	8.04	7.30

The attainments in standard requirements for each class of school, as shown at inspection, are given in the following table:—

CLASS OF SCHOOL.	On Roll.	Pre-sent.	No. of Pupils reaching Standards.								
			Below.	I.	II.	III.	IV.	V.	VI.	VII.	Above.
First Class Public ..	384	370	71	28	54	77	64	35	29	3	9
Second Class Public ..	429	402	92	55	75	79	58	18	18	7	..
Third Class Public ..	366	349	157	55	52	54	22	10	..	..	..
Private Farm .. ..	494	462	144	72	96	75	45	29	6	1	..
Poor .. ..	294	251	132	32	49	30	8	..	..	..	..
Mission .. ..	841	704	514	95	67	24	4	..	..	..	..

From these figures the following percentages are derived:—In A I. and A II. Schools 20.63 per cent. of the pupils present at inspection are below standard; in A III. and P. F. Schools 37.11 per cent.; in Poor Schools 52.58; and in Mission Schools 73.01. Taking the schools included under Order A. (Public) and Private Farms Schools together, we find that 22.36 per cent. of the pupils examined passed in Standard IV. and above, while in Poor and Mission Schools only 1.25 per cent. were placed higher than Standard III.

*Annual Progress of Pupils.*—The following percentages indicate what proportion of the pupils *presented for standards* who were also present at the previous inspection, advanced to a higher standard in 1896:—

First Class Schools .. ..	73.25 per cent.
Second Class Schools .. ..	76.0 "
Third Class Schools .. ..	81.6 "
Private Farm Schools .. ..	70.6 "
Poor Schools .. ..	57.4 "
Mission Schools .. ..	44.8 "

It strikes one as a curious anomaly that the respective rates of progress at First, Second and Third Class Schools are in ascending instead of descending order. This may be due to the fact that much time and energy, often of a small staff, is bestowed in better class schools on extra standard and special work, sometimes to the detriment of elementary subjects of instruction, while at the small Third Class Schools in my circuit pupils receive more individual attention and coaching for the lower standards, and leave before attempting the fifth or even the fourth standard.



*Rate of Grant per Pupil.*—This is a point that I have not touched upon in former reports. The average cost per pupil present at inspection, for 128 schools inspected by me during 1896, is given in the accompanying table, compared with the corresponding averages for the whole Colony, expended in Government grants during 1895:—

CLASS OF SCHOOL.	Cost per Pupil.			Cost per head in Colony.		
	£	s.	d.	£	s.	d.
First Class Public .. .. .	2	19	0½	3	7	9
Second „ „ .. .. .	2	6	10	2	10	8
Third „ „ .. .. .	3	0	8	2	1	3
Poor .. .. .	3	3	2	2	16	8
Mission .. .. .	0	14	2½	0	15	0

The amount of aid received by Third Class Schools cannot fail to strike one as excessive as compared with that expended on First and Second Class Schools and with the average for the Colony. Moreover, many of these A. III. Schools draw capitation grants for indigent boarders, but as these grants fluctuate from time to time, I have left them out of my calculation. Had they been included, the average would probably have approached £3 10s. This proves with what readiness grants of £30 per annum have been given to schools with an attendance no greater than the minimum (10) required by the regulations. And yet instances are not wanting where children whose parents are unable to pay fees have been refused admittance to schools of this description. The cheapest school in my circuit considering the very satisfactory quality of its work is a First Class Girls' School where the Government expenditure per pupil does not exceed £1 19s. 8d., including pupil-teachers' grants.

*Teachers.*—The difficulty in finding efficient teachers for town schools still remains, while the disinclination to take positions in isolated localities is so great that it is often found impossible to obtain any but the most unskilful teachers for remote country schools. I regret to find that the excellent opportunity, afforded by the Vacation Lectures, is not utilized by a larger number of teachers, especially amongst those who are most in need of improvement. I do not know of a single teacher who, after attending these lectures, has not improved in his method of teaching one or other of the elementary subjects of instruction.

*Pupil-Teachers.*—The schools in my circuit are not taking their due share in the training of pupil-teachers. There are at present two First and four Second Class Schools without a single pupil-teacher. I hope that it may be found expedient in future to make the preparation of, say two candidates for each year's examination, one of the conditions on which an A. I. grant is issued to any school, provided there be among the scholars young people suitable and willing to be indentured.

*School Buildings.*—Last year hardly any progress under this heading could be reported. I have this time the satisfaction of mentioning (1) the erection of very suitable accommodation at Carnarvon; (2) the addition of a small wing to the Public School at Victoria West; (3) the completion of arrangements for building at the cost of £2,000 new quarters for the Boys' School at Beaufort West.

I may here name the schools where the accommodation is very unsatisfactory. They are the First Class Girls' School, Beaufort West; the Second Class Girls' School at Prince Albert, and the Boys' School at Prince Albert; also several Poor and A. III. Schools in towns as well as on farms.

*Subjects of Instruction.*—Although the faults in reading referred to in my reports for 1894 and 1895 still continue to a large extent, especially in lower grade schools, there is a distinct advance in intelligence as regards knowledge of the meaning of words, phrases, and passages read. *Spelling* is on the whole satisfactory in all except Mission Schools. *Handwriting* shows little improvement. Intelligent and well expressed answers are seldom given in *History* and *Physical Geography*. The *Composition* exercise is generally of the poorest description, even in schools where the rest of the work is above the average. The subject is evidently not receiving due attention. In *Arithmetic* the mere multiplication and division of sums of money and weights and measures are giving place to questions requiring thought as to the operations to be performed. Failures in questions set for slate work are becoming of less frequent occurrence, although full value is rarely obtained. *Mental work* is often weak. The usual excuse, "want of time," is not valid. Much can be done with five minutes brisk questioning bearing on the daily arithmetic lesson. The percentage of teachers capable of giving a

*Grammar* lesson skilfully, either in parsing or analysis, is small. There is too much memory work. In parsing, children seem invariably to separate the word under consideration from its sentence,—take it as it were between the finger and thumb, and try to recollect what was accepted as the correct answer in some former lesson, where the word may have occurred in a totally different context, and performed a different function. Ample provision is made for the teaching of *Dutch*. Reading, spelling, and translation from Dutch into English, and *vice versa*, are usually done fairly well. The numerous grammatical rules which are often known with creditable accuracy are, however, seldom correctly applied by pupils in speaking or writing Dutch.

In conclusion, I would call particular attention to the educational destitution at present existing in Sutherland and the northern parts of Carnarvon and Fraserburg. Sutherland has an area of 4,808 square miles, and a population of 4,012, with only four small aided schools at the present moment, two in the village and two on farms. The majority of the farmers in these districts are still in the possession of landed property and are as yet not too poor to give their children a more or less suitable education. But at their present rate of decrease in prosperity, in too many instances accompanied as its cause or effect by intellectual as well as moral deterioration, many of them may soon sink below the reach of educational revival unless something is speedily done to work a change for the better.

I have the honour to be,

Sir,

Your obedient Servant,

G. P. THERON.



## 15.—INSPECTOR WOODROOFFE'S REPORT.

[CIRCUIT :—KOMGHA, STUTTERHEIM, BUTTERWORTH, IDUTYWA, KENTANI, NQAMAKWE, TSOMO, WILLOWVALE.]

SIR,—I have the honour to submit the following report upon my work for the year 1896.

### I. SUPPLY OF SCHOOLS.

The number of schools contained within the limits of my circuit is 174. Last year at this time 161 schools were at work. These figures show an increase of 13 schools, of which 2 are attended by Europeans and 11 by Natives.

So far as the European population is concerned, the supply of schools is not yet adequate. It would be sufficient, or nearly so, if schools when once established were maintained. But the existence of A. III. and P. F. Schools is precarious. No lasting and thorough change for the better can be expected until school centres convenient for the surrounding population are established, and a proportion of the cost defrayed by a rate in lieu of school fees, or unless some better plan than this is adopted.

Additional schools are needed among the European population; but what is also needed is that parents should send their children to schools that are within reach. The reluctance of many people to have their children instructed is injurious to them and to the community. It is a cherished failing of the so-called poor whites, though not exclusively confined to them. Were all the European children living within fair distance of a school to attend it, the enrolment would, in my opinion, be increased by about 30 per cent. Too many are kept at home to work for parents who are too lazy to work for themselves.

The Government aided schools are supplemented in my circuit by a few private schools. Of these the number is 11, so far as my knowledge goes; the attendance is said to vary from 2 or 3 up to 12 or 14 in a school.

In the native portion of my circuit the supply of schools keeps pace with the demand fairly well. To force instruction upon the natives, or to try to do so, would be very short sighted and unwise. As they go forward in civilisation, they require schools, and they obtain them; this is enough.

### II. ENROLMENT AND ATTENDANCE.

The registers contain the names of 9,938 pupils, as against 9,157 in 1895, showing an increase of 8·52 per cent. The average attendance is 7,261; last year it was 6,770, the increase being 7·25 per cent. The rate of progress, which in my report for 1895 was estimated at 10 per cent., has not been fully maintained. This diminution in the rate of increase is not to be attributed to epidemic disease. This almost always exists in some form or other. Probably scarcity of food has definitely affected the native schools. A diet of wild roots with a little maize of inferior quality may support life in a niggardly manner, but it does not conduce to regular attendance at school. Locusts are the chief enemy of schools at the present time. This plague has visited nearly every portion of my circuit. Pupils are kept away from school to drive locusts, with the hope of saving some remnants of the crops from their ravages. Many of the poorer European farmers have suffered so severely that their children's schooling is perforce neglected.

It may be noted here that the average number of pupils to a school has increased slightly. If the figures gathered at inspection be tabulated, the following result is presented, the average number per school being given in both cases :—

Class.	No. on Register.		Average Increase of Pupils per School.
	1895.	1896.	
A. . . . .	29·45	33	3·55
P. F. . . . .	7·05	8·2	1·15
B. . . . .	51·75	59·12	7·37
C. . . . .	58·5	59·76	1·26



Class.	No. Present.		Average Increase of Pupils per School.
	1895.	1896.	
A. .. ..	26.09	31.5	5.41
P. F. .. ..	6.6	7.87	1.27
B. .. ..	40.5	46.15	6.7
C. .. ..	46.17	47.52	1.35

The general increase of the number of pupils is due, therefore, to two causes, the opening of fresh schools, and accessions to those already existing.

The progress in this direction of Private Farm Schools appears to be a hopeful sign.

### III.—INSPECTION OF SCHOOLS.

All the schools comprised within my circuit have been inspected during the year without the employment of a casual examiner.

The number of inspections held was 171. My time was so fully occupied, that to pay surprise visits was impossible.

As regards the Native Schools, the Missionary correspondents, with one exception, visit their schools as frequently as can be expected. There is no doubt that personal superintendence on the part of the Missionary is a help to the school and to the Inspector also.

### IV.—PUPILS' ATTAINMENTS.

Of the total number of pupils enrolled, 80.72 per cent. were present at inspection. This shows a slight improvement upon last year's percentage, which stood at 79.53.

A summary of the standards passed by the pupils at inspection is given below:—

No. of Schools.	Class.	No. of Pupils Registered.	No. of Pupils Present.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex. Standard.
1	A. I.	58	56	1	7	8	12	9	6	3	6	2	2
4	A. II.	162	156	..	30	21	28	33	21	7	12	4	..
3	A. III.	44	40	..	6	7	11	11	3	..	..	..	..
24	P. F.	197	189	..	36	36	39	42	18	18	..	..	..
3	Poor	58	51	1	25	17	5	3	..	..	..	..	..
8	B.	473	369	..	221	66	52	29	1	..	..	..	..
3	C. I.	161	161	130	..	..	6	8	17	..	..	..	..
125	C.	7471	5940	..	2864	1185	1034	614	220	23	..	..	..
Total	171	8624	6962	132	3189	1340	1187	749	286	53	18	6	2

A table of percentages of passes, as compared with the results of the last inspection, is added.

Sub-Standards	.. ..	45.8	(increase .7)
Standard I.	.. ..	19.25	(increase .34)
Standard II.	.. ..	17.05	(increase 1)
Standard III.	.. ..	10.76	(decrease .4)
Standard IV.	.. ..	4.11	(decrease .8)
Standard V.	.. ..	.76	(decrease .36)
Standard VI.	.. ..	.27	(stationary)
Standard VII.	.. ..	.08	(decrease .08)
Ex. Standard	.. ..	.02	(increase .85)
Unclassified	.. ..	1.9	

These figures appear to indicate that very little has been effected during the past year, and that if any change has taken place it is retrogressive.

Many of the schools in Order C. have, however, been for the first time inspected under the New Standards, and a considerable number of failures occurred, because the requirements were not fully obeyed, and therefore any retrogression is probably more apparent than real.

If the European schools and the Native be taken severally, the following results are obtained:—

#### EUROPEAN SCHOOLS.

Sub-Standards	.. ..	21.13	(increase 4.54)
Standard I.	.. ..	18.09	(increase .81)
Standard II.	.. ..	19.3	(decrease .89)
Standard III.	.. ..	19.92	(increase .57)
Standard IV.	.. ..	9.76	(decrease .38)
Standard V.	.. ..	6.1	(decrease .81)
Standard VI.	.. ..	3.66	(increase .89)
Standard VII.	.. ..	1.22	(decrease 1.09)
Ex-Standard	.. ..	.41	(increase .36)
Unclassified	.. ..	.41	

#### NATIVE SCHOOLS.

Sub-Standards	.. ..	47.68	(increase .66)
Standard I.	.. ..	19.33	(increase .3)
Standard II.	.. ..	16.88	(decrease .72)
Standard III.	.. ..	10.06	(decrease .45)
Standard IV.	.. ..	3.68	(decrease .08)
Standard V.	.. ..	.36	(decrease .43)
Unclassified	.. ..	2.01	(increase .9)

The table of European Schools receives an unfavourable colouring from the addition of Poor Schools.

With reference to the table of Native Schools, if what has been said above concerning the introduction of the New Standards be taken into account, the figures call for little special remark. One point may be noticed here: it is the large proportion of pupils who are in the Sub-Standards. So long as this continues, some blame must be attached to the teachers. This large proportion is caused primarily by the excessive number of pupils classed in Sub-Standards B. and A. But this is not the only cause. Those who try for Standard I. and fail to obtain it, go to swell this unenviable number. Who is to be blamed for these failures? No doubt the teachers are, though not entirely. A considerable number of those presented for Standard I. fail in spelling, because the reading lessons have not been properly given. A great many failed this year because they had no copy books to show the Inspector. Failures such as these might, with a little pains, be avoided. And unless instruction is given in the Sub-Standards by the teachers themselves, this state of things will not be mended. Some do this, but the majority do not. Too often the instruction of these younger pupils is entrusted to one of the scholars, who knows but little more than the hapless class that is supposed to be taught.

*Leaving Standards.*—With regard to the European Schools, it is extremely difficult to arrive at trustworthy conclusions. The statistics are necessarily drawn from a very small number of schools; pupils are taken away and after a while are sent back to school, and they leave for other schools. This year, therefore, no results are given. From Native Schools (B. and C.) the following figures have been gathered, showing the percentages in the standards last passed by those who have left during the year.

Sub-Standards	.. ..	45.20	(increase .84)
Standard I.	.. ..	13.48	(decrease 2.64)
Standard II.	.. ..	15.57	(decrease 1.49)
Standard III.	.. ..	17.36	(decrease .46)
Standard IV.	.. ..	8.39	(increase 3.75)

Of those who were present at the inspection of 1895, 22.43 per cent. had left school before the inspection of 1896. The corresponding percentage for the previous year is 23.15.



## V. ANNUAL PROGRESS OF PUPILS.

The results here given have been obtained from the inspection of 144 schools.

Number of pupils present at this and last year's inspections	..	2,569
Of these a higher standard was passed by	.. ..	1,517
"  the same	"  "  "	988
"  a lower	"  "  "	64

In the cases in which a lower Standard was obtained the reasons were either irregular attendance, or the removal and subsequent return of pupils, the period of absence from school acting as a drawback.

Teachers of Private Farm Schools may fitly be reminded of two advantages which they possess: (1) The attendance is regular; (2) special opportunity is afforded them of helping backward pupils. Failures therefore to pass the Standards ought to be extremely rare. Their pupils may fairly be expected to pass a higher Standard at each successive inspection.

## VI. SCHOOL BUILDINGS, FURNITURE, &amp;c.

The school accommodation is improving steadily, especially in the Transkei. A notable example of this has occurred at Ndankana F.C. in Mavuso's Location, Nqamakwe. Here a school-chapel has been built, 62 feet  $\times$  35½; the walls are of brick cemented, the roof of iron. The cost has amounted to more than £700, towards which the natives have already contributed £500.

Earthen floors are still far too common. They are dirty, and their unevenness injures the furniture. More attention should be paid to the construction of desks and forms. They ought to be better adapted to the stature of the children. And some recognised pattern is needed as a guide. At more than one native school pupils are perched on a seat less than four inches wide. At others, flat-topped desks are in use. Happily such extreme cases are rare. A recent issue of the *Medical Annual* states that an angle of 22° or 23° gives the proper slope of a desk for writing. The Transkei General Council now makes money grants for furniture to schools within its sphere. It has been proposed that these grants be paid on condition that a certificate is obtained from the Inspector of Schools. The Inspector will find difficulty in certifying for any furniture that is not satisfactory.

## VII. SUBJECTS OF INSTRUCTION.

*Reading and Recitation.*—The reading has maintained the improvement noted in my last report, but has advanced no further. The quality of the recitation varies a great deal; in the European schools it is, generally speaking, good. In the native schools it is moderate. Teachers might use more discretion in selecting the pieces to be repeated. In nearly one-third of the schools the meanings of words and the allusions have not been sufficiently explained to the pupils.

*Writing.*—This shows some advance, owing chiefly to the introduction of copy-books in Standards II. and I.

*Arithmetic.*—Mental arithmetic is more satisfactory. In the written arithmetic no ascertained progress has taken place. Two faults continue to be prominent: (1) The want of clearness and method in working; (2) the frequent inability of pupils to solve any but simple and direct examples. They may know the rules, but they cannot apply them, unless the mode of solution is at once evident.

*English Grammar.*—This on the whole is satisfactory.

*Geography.*—Knowledge of this subject has improved. The map drawing in the better class of schools is becoming very neat and correct.

*Singing.*—Except in one P.F. School, only the Tonic Sol-fa notation is taught. Some progress in the European schools is to be observed. In the native schools singing abounds, but it is not properly taught, and it has therefore not been recognised in the reports on individual schools.

*Drawing.*—This subject is being taught more frequently.

*Drill* is also becoming more frequent.

*Needlework.*—This is improving, especially in the European schools, which have taken kindly to the new standards. Their requirements are not yet fully carried out in many of the native schools.

*Latin, Euclid, Algebra.*—A few pupils learn a little of these subjects. So far as their knowledge goes, it is accurate.

*Dutch* is taught in eight schools. In all of them the pupils learn to read and write the language, but in only one is a manual of grammar used.

*German* is taught in three schools.

*French* is taught in one school.

## VIII. TEACHERS.

*Number and Sex.*—In the 171 schools inspected, 272 teachers are employed, of whom 138 are males and 134 are females.

*Qualifications.*—If those who teach only needlework be excepted, the proportion of teachers who hold certificates to those who do not, is as three is to eight. Some of those who have no certificates will probably avail themselves of the means afforded to obtain them. If, however, the qualifications of the teacher be gauged by the quality of the work done, an improvement has taken place. The hints and instructions given by the Inspector have been readily followed. Native teachers who have been found to be incompetent have been removed. Among the best male teachers a tendency to leave the work of teaching exists; they find that they can earn more elsewhere, and they do so.

*Native Training Schools.*—Three of these are in my circuit—Blythwood, Butterworth, and Emgwali. The pupil teachers at Butterworth will shortly be moved to another locality.

The most prominent fact observed by me is the zeal, patience, and ability displayed by the teachers at these schools. They have not merely to teach the required subjects, but they have also to teach the language in which their instruction is given. Perhaps it is owing to this that the first year's pupil-teachers show wonderful evenness in the work in which they are examined by the Inspector. Very little is either above or below a certain standard. In the second year's pupil teachers, differences are to be discerned, which become more marked in those of the third year's course. In addition to the examination in the stated subjects, pupil-teachers have been required by me to give class lessons on subjects which had not been specified beforehand.

As yet any decided opinion as to progress would be premature, but both the system and the work promise well for the future.

I have the honour to be,

Sir,

Your obedient Servant,

HENRY R. WOODROOFFE,  
Deputy Inspector of Schools.

Grahamstown, 26th December, 1896.



ANNEXURE II.

REPORTS OF THE  
EDUCATIONAL SURVEY OFFICERS

TO THE

SUPERINTENDENT-GENERAL OF EDUCATION.



## INDEX.

DIVISION.	SURVEY OFFICER.	No. OF REPORT.	PAGE.
Piquetberg .. ..	G. A. Hagen, B.A.	1	3 <i>b</i>
Sutherland .. ..	G. A. Hagen, B.A.	2	11 <i>b</i>
Uniondale .. ..	A. Haldane Murray, M.A.	3	19 <i>b</i>
Bechuanaland .. ..	J. H. Hofmeyr, M.A.	4	25 <i>b</i>

## I.—REPORT ON THE DIVISION OF PIQUETBERG.

SIR,—I have the honour to submit to you the following report on my educational survey of the division of Piquetberg, during the months of November and December, 1896.

This division has about the same area and population as Riversdale, and it being within easier reach of the railway and Cape Town, one would imagine that the state of education would be more advanced in the former than in the latter, the more so as the number of poor children is smaller. A comparison, however, of the statistics in the respective reports will soon undeceive one on this point, as the following comparative table will show:—

A.	PIQUETBERG. (Survey 1896.)			RIVERSDALE. (Survey 1895.)							
1. Area .. .. .	1,733 square miles.			1,712 square miles							
2. White population (1891) ..	6,507.			6,221.							
3. Density per square mile ..	3.76.			3.63.							
		Able to pay full fees.	Unable to pay full fees.	Total.							
B.		No.	P. C.	No.	P. C.	No.	P. C.	No.	P. C.	No.	P. C.
1. Children of school age ..		1339	c.	682	c.	2021	c.	851	c.	1189	c.
2. Of these at Govt. Schools ..		281	21	125	18.3	406	20.1	362	42.5	254	21.4
3. Of these privately taught ..		145	10.8	14	2.1	159	7.9	85	10	32	2.7
4. Of these not under instruction		913	68.2	543	79.6	1456	72	404	47.5	903	75.9
						1456	72			1307	64.1

		PIQUETBERG.				RIVERSDALE.			
		No.	Attendance.	*Local Contribution.		No.	Attendance.	*Local Contribution.	
				For Schools.	Per Pupil.			For Schools.	Per Pupil.
				£	s. d.			£	s. d.
1. Government Schools,		14	427	838	1 19 3	39	749	1719	2 5 11
viz.: a. Public ..		5	237	595	2 10 2½	3	219	660	3 0 3
b. P. F. ..		2	21	80	3 16 2	23	218	748	3 8 7½
c. Poor & White Mission ..		7	169	163	0 19 3½	12	289	307	1 1 3
d. Evening ..		..	..	..	..	1	23	4	0 3 6
2. Private .. ..		13	112	440	3 18 6	13	67	260	3 17 7½
All Schools ..		27	539	1278	2 7 5	52	816	1979	2 8 6

\* The local contribution includes the annual value of board and lodging, &c.

The above table plainly shows that Riversdale is a good deal ahead of Piquetberg in regard to education, and the question naturally arises why such should be the case. My answer is: the village of Riversdale is centrally situated, and there are other villages, viz., Heidelberg, Barrydale, and Mossel Bay, at no great distances from the boundaries of the district, whereas the villages of Piquetberg and Porterville are both situated in the south-eastern portion of the district of Piquetberg, and the remaining part of the district is out of their reach. Moreover, the least accessible part of Riversdale, "De Duinen," is not nearly so large in extent and not nearly so densely peopled as the corresponding part of Piquetberg, "Het Landveld," the majority of the inhabitants of which part must certainly be styled "non-progressive." I shall have to refer to the same subject again.

[G. 10—'97.]



The statistical details referring to education in Piquetberg have been arranged in tables like those in my earlier reports. I have again arranged the children of school-going age in three classes: Class A., those whose parents are sufficiently wealthy to pay their children's board and tuition at Government schools; Class B., those who could, if necessary, pay ordinary public school fees, and Class C., children who cannot pay full fees, among the last class there being a number who cannot pay any fees whatever, and whose parents cannot provide them with suitable clothing; fortunately, however, this number is small and will be reduced should the unsatisfactory harvest of last year be succeeded by a few prosperous years. The above classes comprise 20.3, 46, and 33.7 per cent. respectively, of the total number. It is, of course, impossible for me to say that the numbers and percentages for the above classes are exact, but I am satisfied that they represent the state of the district with fair accuracy.

TABLE I.

## THE STATE OF EDUCATION IN PIQUETBERG.

## 1. Statistics arranged according to Urban and Rural Areas.

A. Urban Areas. (Piquetberg and Porterville.)	Class A.		Class B.		Class C.		Total.	
	No.	p.c.	No.	p.c.	No.	p.c.	No.	p.c.
1. Children of school-going age ..	43	c.	75	c.	47	c.	165	c.
2. Of these under instruction ..	40	93.02	57	76	34	72.34	131	79.39
viz., a. At Government Schools ..	39	90.7	54	72	32	68.09	125	75.76
b. Privately ..	1	2.33	3	4	2	4.26	6	3.64
3. Of these not under instruction ..	3	6.98	18	24	13	27.66	34	20.61
<b>B. Rural Area.</b>								
1. Children of school-going age ..	367	c.	854	c.	635	c.	1856	c.
2. Of these under instruction ..	149	40.6	180	21.08	105	16.54	434	23.38
viz., a. At Government Schools ..	83	22.62	105	12.3	93	14.65	281	15.13
b. Privately ..	66	17.98	75	8.78	12	1.89	153	8.24
3. Of these not under instruction ..	218	59.4	674	78.92	530	83.46	1422	76.62
<b>C. The whole District.</b>								
1. Children of school-going age ..	410	c.	929	c.	682	c.	2021	c.
2. Of these under instruction ..	189	46.1	237	25.51	139	20.38	565	27.96
viz., a. At Government Schools ..	122	29.76	159	17.12	125	18.33	406	20.09
b. Privately ..	67	16.39	78	8.4	14	2.05	159	7.87
3. Of these not under instruction ..	221	53.9	692	74.49	543	79.62	1456	72.04
4. No. of less than 5 yrs. under instruction ..	..	..	1	..	1	..	2	..
5. No. of more than 6 yrs. under instruction ..	19	..	14	..	12	..	45	..

## 2. The Rural Area re-considered.

A. Within reach of existing Government Schools.								
1. Children of School age ..	108	c.	272	c.	209	c.	589	c.
2. Of these under instruction ..	71	65.74	110	40.44	91	43.54	272	46.18
a. At Government Schools ..	58	53.7	95	34.93	90	43.06	243	41.26
b. Privately ..	13	12.04	15	5.51	1	.48	29	4.93
3. Of these not under instruction ..	37	34.26	162	59.56	118	56.46	317	53.82
B. Beyond reach of existing Government Schools.								
1. Children of school age ..	259	c.	582	c.	426	c.	1267	c.
2. Of these under instruction ..	78	30.12	70	12.03	14	3.29	162	12.79
a. At Government Schools ..	25	9.65	10	1.72	3	.7	38	3
b. Privately ..	53	20.46	60	10.31	11	2.58	124	9.79
3. Of these not under instruction ..	181	69.88	512	87.97	412	96.71	1105	87.21

## 3. Statistics arranged according to the different Wards.

	Ward No. 1, Piquetberg.					Ward No. 6, Porterville and Twenty-four Rivers.					Both Wards.	
	Class.			Total.	Per cent.	Class.			Total.	Per cent.	Total.	Per cent.
	A.	B.	C.			A.	B.	C.				
<b>Area A.</b>												
1. No. of children of school age ..	73	51	32	156	c.	135	283	129	547	c.	703	c.
2. Of these, No. under instruction ..	48	8	14	70	44.87	66	111	37	214	39.12	284	40.4
a. At Government Schools ..	31	6	14	59	37.82	45	74	32	151	27.61	210	29.87
b. Privately ..	9	2	..	11	7.05	21	37	5	63	11.52	74	10.53
3. Of these, No. not under instruction ..	25	43	18	86	55.13	69	172	92	333	60.88	419	59.6
<b>Area B—Het Zandveld.</b>												
	Ward No. 4, Achter Piquetberg.				Ward No. 5, Berg Rivier.				Both Wards.			
1. No. of children of school age ..	40	145	96	281	c.	51	192	166	409	c.	690	c.
2. Of these, No. under instruction ..	18	24	23	65	23.13	26	40	5	116	28.36	181	26.23
a. At Government Schools ..	13	20	20	53	18.86	14	16	44	74	18.09	127	18.41
b. Privately ..	5	4	3	12	4.27	12	24	6	42	10.27	54	7.83
3. Of these, No. not under instruction ..	22	121	73	216	76.87	25	152	116	293	71.64	509	73.77
<b>Area C.</b>												
	Ward No. 2, Voor Piquetberg.				Ward No. 3, Verloren Vallei.				Both Wards.			
1. No. of children of school age ..	52	108	97	257	c.	59	150	162	371	c.	628	c.
2. Of these, No. under instruction ..	12	27	3	42	16.34	19	27	12	58	15.63	100	15.92
a. At Government Schools ..	3	21	3	27	10.51	8	22	12	42	11.32	69	10.99
b. Privately ..	9	6	..	15	5.84	11	5	..	16	4.31	31	4.94
3. Of these, No. not under instruction ..	40	81	94	215	83.66	40	123	150	313	84.37	528	84.08

The figures of Table I. indicate a backward state; 72 per cent. of all the children of school going age are at present without instruction. This percentage is, I believe, slightly less at other times of the year. My visit took place during the harvest season, when some of the Private Schools are closed, and some of the children withdrawn from the Government Schools for the purpose of assisting their parents. During the same time of the year, too, the attendance is far less regular.

The Poor School at Brakkuil seems to suffer more, in this respect, than any other school. During the first quarter of 1896, the number on roll was 63, and during the last 26, and these 26 pupils attended with great irregularity. The highest daily attendance during the week in which I called at the school was 7.

It may be assumed that at other times of the year the number under instruction is increased by about 75, so that the percentage of children not under instruction is lowered to about 68, which certainly must still be considered an unsatisfactory proportion.

The first part of Table I. clearly shows how much more interest a village population takes in education than a farming population. It must, however, be taken into consideration that there are more facilities in the former case. The second part of the table shows that a considerable number of children outside the village areas are within easy reach of Government Schools—in no case beyond three miles—but that only 41 per cent. avail themselves of such institutions, as against 76 per cent. in the urban areas. If we omit the children in the immediate vicinity of the two villages as belonging to the rural area from the calculation, the former percentage would be still considerably less. In this second part of the table, too, we have the only instance where Class C. is ahead of Class B.—of the 1,267 children distant more than 3 miles from the existing Government Schools, only 38 attend such schools, 124 receive private instruction. Some of the Private Schools in the district do fairly good work. A few of them were called into existence merely through ignorance of the conditions on which Government aid is given.

The whole district of Piquetberg may be laid out in three areas, viz.:—Area A, Wards 1 and 6, or the south-eastern part of the district, which presents a fairly satisfactory aspect in respect to education, although here, too, there is sufficient scope for improvement; area B, or the south-western part, forming the greater part of the "Zandveld," which shows an unsatisfactory condition; and area C, forming the whole north of the district, which is still more benighted. It appears somewhat



strange to me that Ward No. 2 should stand so low, as it is not beyond the influence of the village of Piquetberg, but I believe that the bad state indicated is more of a temporary nature, and that this ward will make more rapid strides than others in the near future. As regards Ward No. 3, the nearest portion is not less than 30 miles distant from any village, and the farthest not less than 80. It at the same time is the largest and most sparsely peopled of all the wards. This ward, together with Wards 4 and 5, including the area called the "Zandveld," will, I am afraid, make little progress in education, unless compulsory education is introduced. On nearly every farm there is a considerable number of families domiciled—landowners and cotters (bywoners). On a few farms there are at least 30 families. Such farms have the appearance of small villages, but present a miserable aspect. Judging from the look of the habitations alone, one would certainly classify their inhabitants as "poor whites," although a goodly number still belong to the wealthier class. But these farms become more and more sub-divided, and will have to feed more and more mouths, so that unless the soil can be made to produce more, the individual farmers will be reduced to greater and greater poverty. These parts are well nigh inaccessible for outsiders, on account of the heavy sand, which is everywhere; and one great desideratum is hard roads, and, if possible, a railway. Moreover, a central spot should be selected for establishing a village. This part of the district cannot be better raised than by bringing it into better touch with civilization. Schools should be established at a number of centres, and school attendance enforced. On account of the people living together in large numbers, such a measure should prove less difficult here than in most other districts. A portion of Ward No. 5, near the Berg River, is nearer to Hopefield than to Piquetberg, and a number of children attend the Public School at the former place.

As I remarked before, the attendance at Government Schools in Piquetberg during the past quarter was less regular on account of the reaping season, and the prevalence of typhoid fever made it still more so, so that in this respect it does not compare favourably with other country districts, but is still far ahead of places like Cape Town.

The following is an abstract of the attendance for the greater part of the last quarter of 1896:—

1.—Number in actual attendance at Government Schools	422.
2.—Average daily attendance .. .. .	360 = 85.4 per cent.
3.—Number in regular attendance .. .. .	318 = 75.4 per cent.

TABLE II.  
EXISTING GOVERNMENT SCHOOLS.

Centre.	Kind.	Ward.	Attendance.	Additional No. of children within 3 miles.	Govt. Grant.	Local Contribution.
		No.			£	£
1. Piquetberg .. .. .	A. 2.	1	67	15	140	140 & House.
2. Porterville .. .. .	A. 2.	6	122	62	190	190 ..
3. Halfmanshof* .. .. .	A. 3.	6	18	21	50	50 ..
4. Herculesfontein .. .. .	A. 3.	2	17	18	40	20 & B. & L.
5. St. Helena Fontein .. .. .	A. 3.	4	13	13	30	30 ..
6. Kruis Rivier .. .. .	P.F.	2	10	5	20	10 ..
7. Matjes Rivier .. .. .	P.F.	6	11	6	22	30 ..
8. Banghoek .. .. .	Poor.	4	18	6	60	B. & L.
9. Brakkuil .. .. .	"	4	26	36	60	" ..
10. Moutons Hoek .. .. .	"	3	26	15	60	18 & B. & L.
11. Onderplaats .. .. .	"	5	13	18	48	B. & L.
12. Rietvlei .. .. .	"	3	21	7	48	" ..
13. Velddrift .. .. .	"	5	39	73	80	10 ..
14. Wegloopersheuvel .. .. .	"	5	26	49	60	10 ..
Total .. .. .			427	344	£908 + £88 (extra) = £996	£508 (in money) + £330 (in kind) = £838

\* This school is given under Tubagh in the Official List of Schools.

As already appeared from the second part of the first Table, the supply of Government schools is inadequate, but the fact that there are 344 more children within reach of existing Government schools, of whom but a few receive private instruction, clearly demonstrates that Government schools are not sufficiently patronized.

Fifty per cent. of the Government schools are designated as Poor Schools. This seems a large proportion, and I am certain that the farmers concerned could support Public Schools at some of these centres. It will, however, be of no use to enforce anything of the kind; it would simply mean the ruin of some of the schools. At centres 13 and 14 the local contribution does not even reach the amounts equivalent to board and lodging.

The school at Halfmanshof is gradually losing in numbers, and it may become necessary to move it to the adjoining farm of Vier-en-twintig Rivieren. The 62 additional children in the neighbourhood of Porterville School mostly belong to the poorer class.

TABLE III.

DESIRABLE CENTRES FOR ADDITIONAL GOVERNMENT SCHOOLS.

Centre.	Kind.	Ward.	No. within reach.	Prospective Attendance.	Government Grant required	Prospective Local Contribution.
			No.		£	£
1. Bavianskloof .. .. .	A. III.	2	28	15	40	50
2. Berg River Bridge .. .. .	"	1	11	12	30	6 & B. & L.
3. Blikhuis .. .. .	"	6	20	15	40	20 ..
4. Blindfontein .. .. .	"	2	21	15	40	20 ..
5. De Vlake .. .. .	"	1	20	12	30	10 ..
6. Diepkuil .. .. .	"	4	23	11	30	6 ..
7. Goergap .. .. .	"	3	22	11	30	10 ..
8. Groot Elsbosch .. .. .	"	6	36	15	40	20 ..
9. Jakhalskloof .. .. .	"	6	22	12	30	10 ..
10. Keerom .. .. .	"	6	33	15	40	20 ..
11. Klein Klipfontein .. .. .	"	4	17	11	30	12 ..
12. Koopmanskraal .. .. .	"	6	16	10	30	12 ..
13. Kruisfontein .. .. .	"	3	25	14	30	12 ..
14. Melkplaats .. .. .	"	5	17	12	30	10 ..
15. Postkantoor .. .. .	"	6	24	12	30	12 ..
16. Wagenboomsrivier .. .. .	"	2	38	15	40	15 ..
17. Dasboschfontein .. .. .	P. F.	6	9	6	12	12 ..
18. Driefontein .. .. .	"	3	8	5	10	2 ..
19. Drieheuvel .. .. .	"	4	19	8	16	B. & L.
20. Eendenkuil .. .. .	"	2	9	6	12	" ..
21. Elandsvallei .. .. .	"	2	14	7	14	(?) ..
22. Ezelshoek .. .. .	"	3	15	8	16	B. & L.
23. Gelukwaarts .. .. .	"	6	16	8	16	4 & B. & L.
24. Groenfontein .. .. .	"	5	14	8	16	2 ..
25. Groenvallei .. .. .	"	2	21	11	22	14 ..
26. Grootdrift .. .. .	"	3	11	7	14	4 ..
27. Groot Klipfontein .. .. .	"	4	16	8	16	8 ..
28. Grootkloof .. .. .	"	4	6	6	12	6 ..
29. Hardvallei .. .. .	"	5	11	7	14	4 ..
30. Jakhalsfontein .. .. .	"	4	9	6	12	B. & L.
31. Klaarfontein .. .. .	"	3	9	5	10	2 & B. & L.
32. Kleinkuil .. .. .	"	1	14	6	12	6 ..
33. Klipbanksdrift .. .. .	"	6	12	6	12	6 ..
34. Klipheuvel .. .. .	"	5	7	5	10	2 ..
35. Koopmanskraal .. .. .	"	3	21	10	20	4 ..
36. Kromrivier .. .. .	"	2	17	7	14	1 ..



TABLE III.—Continued.

Centre.	Kind.	Ward.	No. within reach.	Prospective Attendance.	Government Grant required	Prospective Local Contribution.
			No.		£	£
37. Kuindersrivier .. ..	P.F.		4	13	6	12 B. & L.
38. Langfontein .. ..	"		3	13	7	14 (?)
39. Langrug .. ..	"		5	7	5	10 5 & B. & L.
40. Langvallei .. ..	"		4	9	6	12 6 "
41. Malkopsvallei .. ..	"		6	5	5	10 5 "
42. Matroosfontein .. ..	"		3	13	8	16 4 "
43. Modderfontein .. ..	"		4	13	9	18 6 "
44. Nieuwe Dam .. ..	"		3	11	6	12 (?)
45. Olifantsklip .. ..	"		3	10	7	14 1 & B. & L.
46. Papkuilsfontein .. ..	"		4	8	5	10 5 "
47. Papkuilsvallei .. ..	"		3	7	6	12 3 "
48. Pietersklip .. ..	"		2	11	6	12 B. & L.
49. Rietkloof .. ..	"		5	13	9	18 2 & B. & L.
50. Stinkfontein .. ..	"		4	13	8	16 4 "
51. Tweefontein .. ..	"		1	9	6	12 (?)
52. Uitkomst .. ..	"		5	16	8	16 B. & L.
53. Viervallei .. ..	"		5	9	5	10 (?)
54. Wagenpad .. ..	"		2	15	9	18 6 & B. & L.
55. Witwater .. ..	"		3	14	7	14 (?)
56. Zevenvallei .. ..	"		5	17	8	16 2 & B. & L.
57. Bontheuvel .. ..	Poor.		3	45	25	60 12 & Res.
58. Februariskraal .. ..	"		5	38	18	48 B. & L.
59. Hartebeestkloof .. ..	"		6	50	25	60 12 & B. & L.
60. Kleigat .. ..	"		3	25	15	48 B. & L.
61. Rozynendam .. ..	"		5	43	15	48 "
62. Septemberskraal .. ..	"		6	25	12	48 "
63. Wilgebosechdrift .. ..	"		3	18	12	48 "
Total .. ..			1101	605	£1452	£1675 in all (approx.)

The above forms a long list of schools. Many of them will never be started, so long as our system of education remains voluntary. There are still more centres where schools appear desirable, but where the population is unsettled. At several of the above-mentioned centres there are Private Schools in existence. Some of them, as I had occasion to remark before, are fairly satisfactory, and the occupiers of such farms being satisfied with their teachers are not particularly anxious to avail themselves of Government aid. It is very difficult to state with accuracy what the local contribution at every proposed centre will amount to; in most cases only minimum amounts have been stated. 1,101 children of school-going age would come within the reach of these proposed schools; some of them are already within the vicinity of existing Government schools, say 100; this number deducted, about 1,000 of the 1,267 now out of reach (*vide* Table I) could be provided for. Thus only 267 children would remain out of reach, which number forms only about 13 per cent. of the total number of children of school-going age in the district. Hence compulsory education would, theoretically at least, not be impossible.

I tried to obtain information about the coloured children in the district, but found it rather a tender point, on account of the unsatisfactory supply of coloured labour. Some farmers were rather suspicious that I might try to establish more schools for the coloured population.

Of such schools four are at present in existence, viz.: two Mission Schools of the Dutch Reformed Church in the two villages, and two at Goedverwacht and Witwater, belonging to the Moravian Mission Society. At these four schools 312 coloured children are being taught, towards which end the Government annually contributes

£159, or 10s. 2d. per child; whereas, this contribution per white child in the district amounts to £2 6s. 8d. There was another Mission School at Roode Baai (near the mouth of the Berg River), which was broken up some time ago. The only other spot in the district where there appears to be a large number of coloured people is Roode Verloren Vallei.

The number of children of school-going age includes all those children who have completed their fifth, and have not yet entered upon their seventeenth year; at that rate the school-going age embraces eleven years, which is a long period. In this light the low percentages of children of school age under instruction appear less unfavourable than they would to a casual observer. It cannot be expected that children of five and six years of age in rural areas should attend a school one or two miles distant; the more so, as there is no infant department attached to such school. If, however, it be assumed that no adequate elementary education can be given within less than five or six years, the percentage of children of school-going age at school should be fifty, whereas the tables show that in rural areas such percentages fall far short of the mark. The number of children under instruction is the number receiving instruction at the time of the Survey Officer's visit; the others, although including a number who receive instruction at other times, must be entered as not under instruction. The ratio of the number under instruction to the total number of children gives a fairly accurate idea of the average length of school life for each district surveyed.

The average length of school life at Government schools for the rural area of every district I have surveyed is:—Hay, 7½ months; Riversdale, 2 years 7 months; Sutherland, 6 months; and Piquetberg, 1 year 8 months. The number of young persons of above 16 years still at Government schools is not large enough to raise these averages to any considerable extent.

These averages plainly demonstrate that the great mass of our rural population remains uneducated. Such a state of affairs cannot be allowed to last if the country is to advance as a whole, and the individual is not to lapse into a state of poverty. One of the chief means of raising the farming population is the introduction of compulsory education in the sense in which it is known in Europe, but modified according to the special circumstances and requirements of the country.

*Concluding Remarks.*—If the survey officers have achieved nothing else, they have at least succeeded in rousing the people of certain districts to take a more lively interest in education, and have been able to establish a better understanding between the Education Department and the country population. Some prejudices at least have been removed to a certain extent. The farmers, too, have had occasion to discover that the Government has their welfare at heart, and is not their natural enemy. The time, however, granted for the survey of each division was too limited. Not every part of every district could be visited, and there was no time to give important centres a second or third visit. Yet this is absolutely necessary, if the survey is to be of lasting benefit to a district. Inspectors of schools, too, have their hands full with their inspections. It would be advantageous if those inspectors whose circuits are large were to have smaller areas, and less schools to inspect, so that their spare time could be devoted to the survey, and to visiting such schools in their circuit as are in danger of being closed. I believe that by means of such an arrangement a greater practical benefit would be derived than by the short visits of special men, who naturally will not take quite as much interest in a district which they may never again visit as the inspector to whose circuit it belongs.

I have the honour to be,

Sir,

Your obedient Servant,

G. HAGEN,  
Educational Survey Officer.



Observatory Road, 1st February, 1897.









 SCHOOLS IN EXISTENCE WITH NUMBER OF CHILDREN.  
 PROPOSED CENTRES FOR SCHOOLS.

**DIVISIONAL MAP OF PIQUETBERG.**

Scale 800 Cape Rods = 1 English Inch.  
 Decr 17th 1890.

- NOTE: Divisional Boundaries ——— marked  
 Field Capacity ———  
 Railways ———  
 Main, Divisional, and Branch Roads ———  
 Damages ———  
 Outposts ———  
 Towns and Villages, and Railway Stations ———  
 Rivers ———  
 Ordinary Roads ———



## 2.—REPORT ON THE DIVISION OF SUTHERLAND.

SIR, —The following is my report on the present educational condition of Sutherland. It will be noticed that this report is, in some respects, more detailed than preceding ones. It is not sufficient to state whether children in rural areas are able to pay school fees or not. Many children can pay school fees without being able to pay boarding fees, and are thereby prevented from attending schools at some distance from their homes, unless they receive pecuniary aid. I have, therefore, arranged the children of the rural area in three classes. I have also considered each field-cornetey separately, in order to point out more definitely where the greatest destitution prevails, so that my report may be of greater service as a guidance to School Boards, should they be established in the near future.

The four tables now following plainly show the great educational destitution in the Division of Sutherland, which has a smaller percentage of children under instruction than any other division in the Colony hitherto surveyed. I must, however, remark that there are a few more children "instructed" at home, whom I could not conscientiously consider as being under instruction.

TABLE I.

THE EDUCATIONAL CONDITION OF SUTHERLAND.

	Class A.*		Class B.*		Class C.*		All Classes.	
	No.	p. c.	No.	p. c.	No.	p. c.	No.	p. c.
A.—Urban Area.								
1. Children of school-going age ..			16	c.	54	c.	70	c.
2. Of these under instruction ..			16	100	50	92.59	66	94.29
(a) At Government Schools..			16	100	49	90.74	65	92.86
(b) Elsewhere .. .. .			0	0	1	1.85	1	1.43
3. Of these not under instruction..			0	0	4	7.41	4	5.71
B.—Rural Area.								
1. Children of school-going age ..	293	c.	256	c.	233	c.	782	c.
2. Of these under instruction ..	59	20.14	12	4.69	5	2.15	76	9.72
(a) At Government Schools..	26	8.87	9	3.52	1	.43	36	4.6
(b) Elsewhere .. .. .	33	11.26	3	1.17	4	1.72	40	5.12
3. Of these not under instruction..	234	79.86	244	95.31	228	97.85	706	90.28
C.—The Whole District.								
1. Children of school-going age ..			565	c.	287	c.	852	c.
2. Of these under instruction ..			87	15.4	55	19.16	142	16.67
(a) At Government Schools..			51	9.03	50	17.42	101	11.85
(b) Elsewhere .. .. .			36	6.37	5	1.74	41	4.81
3. Of these not under instruction..			478	84.6	232	80.84	710	83.33
4. Children above school-going age still at school .. .. .			22		4		26	

Class A.—Children able to pay both boarding and school fees.

Class B.—Children able to pay school fees only.

Class C.—Children unable to pay full school fees.



TABLE II.

THE EDUCATIONAL CONDITION OF THE RURAL AREA IN A MORE DETAILED FORM.

	Class A.		Class B.		Class C.		All Classes.	
	No.	p. c.	No.	p. c.	No.	p. c.	No.	p. c.
<b>I. Field-cornetcy of Fish River.</b>								
1. Children of school-going age	42	c.	15	c.	32	c.	89	c.
2. Of these under instruction ..	19	45.24	1	6.67	1	3.125	21	23.6
<i>a.</i> At Government Schools	7	16.67	1	6.67	0	0	8	8.99
<i>b.</i> Elsewhere .. .. .	12	28.57	0	0	1	3.125	13	14.61
3. Of these not under instruction	23	54.76	14	93.33	31	96.875	68	76.4
<b>II. F. C. of Sutherland (exclusive of village).</b>								
1. Children of school-going age	45	c.	4	c.	19	c.	68	c.
2. Of these under instruction ..	12	26.67	1	25	1	5.26	14	20.59
<i>a.</i> At Government Schools	5	11.11	0	0	0	0	5	7.35
<i>b.</i> Elsewhere .. .. .	7	15.56	1	25	1	5.26	9	13.24
3. Of these not under instruction	33	73.33	3	75	18	94.74	54	79.41
<b>III. F. C. of Rhenoster Rivier.</b>								
1. Children of school-going age	38	c.	50	c.	46	c.	134	c.
2. Of these under instruction ..	16	42.11	3	6	3	6.52	22	16.42
<i>a.</i> At Government Schools	4	10.53	3	6	1	2.17	8	5.97
<i>b.</i> Elsewhere .. .. .	12	31.58	0	0	2	4.35	14	10.45
3. Of these not under instruction	22	57.89	47	94	43	93.48	112	83.58
<b>IV. F. C. of Klein Roggeveld.</b>								
1. Children of school-going age	41	c.	63	c.	29	c.	133	c.
2. Of these under instruction ..	11	26.83	3	4.76	0	0	14	10.53
<i>a.</i> At Government Schools	9	21.95	3	4.76	0	0	12	9.03
<i>b.</i> Elsewhere .. .. .	2	4.88	0	0	0	0	2	1.5
3. Of these not under instruction	30	73.17	60	95.24	29	100	119	89.47
<b>V. F. C. of Riet Rivier.</b>								
1. Children of school-going age	61	c.	70	c.	38	c.	169	c.
2. Of these under instruction ..	1	1.64	2	2.86	0	0	3	1.78
<i>a.</i> At Government Schools	1	1.64	2	2.86	0	0	3	1.78
<i>b.</i> Elsewhere .. .. .	0	0	0	0	0	0	0	0
3. Of these not under instruction	60	98.36	68	97.14	38	100	166	98.22
<b>VI. F. C. of Moordenaars Karoo.</b>								
1. Children of school-going age	66	c.	54	c.	69	c.	189	c.
2. Of these under instruction ..	0	0	2	3.7	0	0	2	1.06
<i>a.</i> At Government Schools	0	0	0	0	0	0	0	0
<i>b.</i> Elsewhere .. .. .	0	0	2	3.7	0	0	2	1.06
3. Of these not under instruction	66	100	52	96.3	69	100	187	98.94

TABLE III.

EXISTING GOVERNMENT SCHOOLS.

Centre.	Kind.	Attendance.	Additional No. within 3 miles.	Accommodation.	Local Contribution.	Ordinary Government Grant.
1. Sutherland .. .. .	A. 2.	89	7	Ample.	£120	£200
2. Zaaiplaats (Standvastigheid) ..	A. 3.	21	0	Sufficient.	£24	£48
3. Klaverfontein (Pt. of Matjesfontein) .. .. .	P.F.	9	1	At present insufficient.	£30 & B. & L.	£30
<b>Total .. .. .</b>	..	119	8	..	..	£278
		Boarding Grants .. .. .				£100
		Total Government aid .. .. .				£378

TABLE IV.

DISTRIBUTION OF SCHOOLS.

Field-cornetcy.	Government Schools.		Private Schools.		Total.	
	No. of Schools.	No. of Pupils.	No. of Schools.	No. of Pupils.	No. of Schools.	No. of Pupils.
1. Sutherland (including village) ..	1	89	1	6	2	95
2. Rhenoster Rivier .. .. .	1	9	3	18	4	27
3. Klein Roggeveld .. .. .	1	21	0	0	1	20
4. Fish River .. .. .	0	0	2	12	2	12
5. Riet Rivier .. .. .	0	0	0	0	0	0
6. Moordenaars Karoo .. .. .	0	0	0	0	0	0
<b>Total .. .. .</b>	3	119	6	36	9	154

The preceding tables are intimately connected. The scarcity of schools indicated by Tables III. and IV. accounts for the unsatisfactory state displayed in Tables I. and II., and is itself the consequence of the severe losses sustained by farmers during the last few years of drought. In the beginning of 1895 there were 7 Government Schools with 136 pupils, which number has now been reduced to 3 with 119 pupils. Yet, in spite of these years of want, there are a number of farmers who are in a position to send their children away to school, or, at least, establish Private Farm Schools, but, strange to say, this class of school is quite unknown. Farmers are under the impression that the lowest attendance for a Government Aided School is 10, and that in case they establish any Government Aided School they are obliged to board any children that may apply for admission. Of this subject, more anon.

I am glad I can make mention of progress in regard to the Public School at Sutherland. The attendance has considerably increased, and the school has been raised a grade, although from the figures of Table I., one might judge that it would be a Poor School instead of a Second Class Public School. That such is not the case is



mainly due to the energy and liberality of several inhabitants. I should be glad if their example were copied by the inhabitants of other towns and villages in the Colony. Instead of the usual guarantee system, according to which a number subscribe their names without thinking of paying when a deficiency occurs, we have here a system of actual payments. Some of the inhabitants (whether they have children in school or not) make an annual donation of £100 to the school, so that only a nominal school fee need be charged. The Education Department has recognized the interest shown by these men, and supports the school as liberally as the regulations allow. Still I have to find fault with these same men who so liberally support their local school, in so far that they do not sufficiently encourage the establishment of schools in the district. I therefore state the following facts for their consideration,—for I hope this report will be read by them:—

1st. In spite of every means that has been employed to draw pupils from the district, and in spite of the low boarding fee charged, not more than 15 of the 89 pupils are domiciled in the rural area. Of these, not more than 11 are of school-going age, whereas there are 234 children of school-going age in the district able to pay both boarding and school fees, yet not attending any school. (The school at Zaaiplaats draws 13 children of school-going age from the district.)

2nd. The foregoing remarks show that the establishment of a number of schools in the district could not seriously interfere with the attendance at the Sutherland Public School.

3rd. There are many families in the district with 5 and more children of school-going age, where the father might easily arrange for private tuition, especially with the help of Government, but could or would not send more than one or two of his children to a boarding school. (There are not more than 2 children of any family in the district at either Sutherland or Zaaiplaats Public Schools.)

4th. It is cheaper to board children in the country than in a village or town, and they cost their parents less in clothing.

I by no means underrate the importance of a large and good school, but it is an acknowledged fact that to spread education throughout the country means to bring educational institutions as near as possible to the homestead of every one. This by no means entails greater expense to the Government, as I shall have occasion to prove later on; and it is plain that it costs a farmer no more to have 5 children educated at home than 2 at a boarding school. I certainly should be glad, however, if every boy could leave his home for some time, so that new surroundings might create new influences for him. At the present time, I think every true promoter of education in our country districts should not only support the school of the district town, but also assist in the establishment of schools at eligible rural centres.

I beg to call attention to the exceedingly sad state of education in the field-cornetries of Riet Rivier and Moordenaars Karoo, as revealed by Tables IV. and II. There is not a single school, and of 358 children of school-going age, only 5 receive instruction of some sort. These two wards form rather more than two-fifths of the whole district, both in area and population. Most of the inhabitants of the southern part of Riet Rivier stay here only during the summer months. In winter they move with their flocks down to the Moordenaars Karoo, or the Gouph. This certainly is some obstacle to the establishment of Government Schools, but at the same time one that can be overcome in many cases. In the Moordenaars Karoo, too, there is a good deal of "trekking," and even many of those farmers who are landed proprietors do not know the comforts of a house, but are satisfied with what shelter a wagon, or a tent, or a hovel can give. They live in the rudest way possible, and are indifferent to education. It would be a hardship for a teacher accustomed to other surroundings to be obliged to stay at some of the farms here.

I must yet remark that the Private Schools in the district of Sutherland are, in general, superior to similar schools in other districts which I have visited.

#### EDUCATIONAL REFORMS.

In the preceding pages I have exhibited the unsatisfactory state of education in the district, and endeavoured to show the causes of such a condition. The rest of my report will be devoted to pointing out necessary reforms, and the expenditure they would entail.

Table V. indicates the centres where Government Schools could with advantage be established, though not all could at present be started. Those marked with an asterisk ought to be Circuit Schools, as the occupiers move somewhere else in winter. The number of children of school-going age within a three miles radius does not include the number at present attending Government Schools, and is in a few cases less than the

probable attendance, as occasionally children at a greater distance will attend. At some centres there is not the requisite number of children, but better arrangements can be made than on neighbouring farms, e.g., Roodewal.

TABLE V.  
PROPOSED GOVERNMENT SCHOOLS.

Centre.	Kind.	No. of children within 3 miles.	Probable Attendance.	Ordinary Govt. Grant.	Local Contribution.	Accommodation.
				£	£	
1. Koornplaats .. .. .	D.	27	25	50	60 & Rooms.	Insufficient.
2. Tuinplaats (Vinkenkuil) .. .. .	"	5	15	40	50	Church.
3. Allemanshoek .. .. .	A. III.	14	0	30	20 & B. & L.	None.
4. De Fontein (Pt. of Eendenkuil) .. .. .	"	16	12	30	20	Sufficient.
5. Koornlandskloof .. .. .	"	13	10	30	20	"
6. Rietfontein or Bastaardsberg .. .. .	"	19	12	30	20	"
* 7. Vijffontein .. .. .	"	17	17	40	30	"
8. Oorlogskloof .. .. .	Poor	13	12	48	B. & L.	None.
9. Reeboksfontein .. .. .	"	17	12	48	12 & B. & L.	"
10. Uitvlucht .. .. .	"	16	12	48	B. & L.	"
11. Aanstoot .. .. .	P.F.	5	5	15	15 & B. & L.	"
12. Aschoek (Pt. of De Hoop) .. .. .	"	4	6	12	15	Sufficient.
* 13. Bakoven (Pt. of Lange Kuil) .. .. .	"	12	8	16	14	"
* 14. Beerfontein .. .. .	"	5	5	10	10	None.
15. Blauwheuvel .. .. .	"	5	5	10	20	"
16. Boesmanfontein .. .. .	"	8	7	14	16	Sufficient.
17. Brandkraal .. .. .	"	8	6	12	12	None.
18. Brandvlei .. .. .	"	7	7	14	13	Sufficient.
19. Brandwacht .. .. .	"	8	6	12	12	"
20. Damslaagte .. .. .	"	5	5	10	10	None.
21. De Kuilen .. .. .	"	6	6	12	12	Sufficient.
22. Drie Roode Heuvels .. .. .	"	6	5	10	17	"
23. Ezelfontein (Pt. of Klipkraal) .. .. .	"	10	6	12	18	"
* 24. Gunfontein .. .. .	"	6	6	12	18	"
25. Hartebeestfontein .. .. .	"	10	7	14	16	None.
* 26. Jakhalsvlei .. .. .	"	5	5	15	25	Sufficient.
27. Klipfontein (F. C. Fish River) .. .. .	"	6	7	21	15	"
28. " (F. C. Moordenaars Karoo) .. .. .	"	8	6	12	12	None.
29. Klipplaat (Pt. of Eenzaamheid) .. .. .	"	5	5	10	14	Sufficient.
30. Knoflookfontein .. .. .	"	14	9	27	13	"
31. Knolfontein .. .. .	"	9	6	12	12	"
32. Kruis Rivier .. .. .	"	8	7	14	10	"
33. Lammerfontein .. .. .	"	12	6	12	18	None.
* 34. Matjesfontein (F. C. Riet Rivier) .. .. .	"	5	5	10	14	Sufficient.
35. Modderfontein (F. C. Moordenaars Karoo) .. .. .	"	5	5	10	8	None.
36. Modderfontein (Rietfontein) .. .. .	"	3	6	12	24	Sufficient.
37. Nieuwe Rust (Pt. of Fortuin) .. .. .	"	7	7	21	15	"
38. Nooitgedacht .. .. .	"	7	5	15	15	"
39. Plat Dak .. .. .	"	6	6	12	12	None.
40. Rietbult (F. C. Moordenaars Karoo) .. .. .	"	5	5	10	14	"
41. Roodewal .. .. .	"	2	5	10	14	Sufficient.
42. Smitskraal .. .. .	"	4	5	15	15	"
43. Sniijders Post .. .. .	"	6	6	18	18	"
44. Spitskop .. .. .	"	6	6	12	12	None.
45. Stinkfontein (Windheuvel) .. .. .	"	5	5	10	14	"



TABLE V.—Continued.

Centre.	Kind.	No. of children within 3 miles.	Probable Attendance.	Ordinary Govt. Grant.	Local Contribution.		Accommodation.
					£	£	
46. Van der Walts Kraal ..	P.F.	6	6	12	12	„	Sufficient.
47. Vinkenkuil alias Vinkfontein ..	„	6	6	12	15	„	None.
48. Vogelstruisfontein ..	„	5	8	16	14	„	Sufficient.
49. Welgemoed alias Meintjes Plaats ..	„	6	6	12	12	„	None.
50. Wolvendans ..	„	5	5	10	30	„	Sufficient.
Total ..	2 D.	418	375	£919	£827		30 Sufficient
	5 A.	3			+£970		20 Insufficient
	3 Poor						
	40 P.F.						
Boarding Grants required ..				100	Note.—B. & L. = £20 p.a.		
Capitation Allowances required (approx.) ..				68			
Total Government Aid required ..				£1087			

From the above table it appears that with an additional Government expenditure of £1,087, 375 children more can be taught, *i.e.*, at a cost of £2 18s. per child. There are a few more centres for schools, but at the present time they are out of the question. In order to show that the multiplication of schools is advantageous from an economical point of view, I have drawn up the following statement:—

1. Cost to Government for educating the above 375 children in the above 50 schools ..	£1087
Aid to indigent children (approx.) ..	100
Total cost ..	£1187

2. Approximate Government aid required to send these 375 children to existing schools, £2,050. The latter amount does not include the involved increase of grants to the existing schools, *viz.*: about £1,000. It therefore appears that the amount required in the second case would be nearly treble that in the first. The aid to indigent pupils has been calculated according to the regulations now in force.

The following table indicates the distribution of the proposed schools:—

TABLE VI.—DISTRIBUTION OF EXISTING AND PROPOSED GOVERNMENT SCHOOLS.

Field-cornetcy.	Existing.		Proposed.		Total.	
	No. of Schools.	No. of Pupils.	No. of Schools.	No. of Pupils.	No. of Schools.	No. of Pupils.
1. Sutherland (including village) ..	1	89	4	34	5	123
2. Klein Roggeveld ..	1	21	11	74	12	95
3. Riet Rivier ..	0	0	12	90	12	90
4. Moordenaars Karoo ..	0	0	8	74	8	74
5. Rhenoster Rivier ..	1	9	10	63	11	72
6. Fish River ..	0	0	5	40	5	40
Total ..	3	119	50	375	53	494

Table VII. has been constructed for the purpose of demonstrating how many children of school-going age can profit by the establishment of Government Schools.

It will be noticed that children of Class C. are least favoured, which is natural, because it is just among them that smaller schools cannot, as a rule, be opened, unless the Department provide for everything.

TABLE VII.

## EDUCATIONAL PROVISION MADE.

Field-cornetcy.	Class A.		Class B.		Class C.		All Classes.	
	No.	p.c.	No.	p.c.	No.	p.c.	No.	p.c.
I. Sutherland (including village).								
1. Children of school-going age ..	45	..	20	..	73	..	138	c.
2. Of these in vicinity of existing Government schools ..	..	..	16	..	58	..	74	53·62
3. Of these in vicinity of proposed Government schools ..	32	..	1	..	9	..	42	30·43
4. Of these not in vicinity of either	13	..	3	..	6	..	22	15·94
II. Riet Rivier.								
1. Children of school-going age ..	61	..	70	..	38	..	169	c.
2. Of these in vicinity of existing Government schools ..	..	..	..	..	..	..	..	..
3. Of these in vicinity of proposed Government schools ..	39	..	55	..	19	..	113	66·86
4. Of these not in vicinity of either	22	..	15	..	19	..	56	33·14
III. Rhenoster Rivier.								
1. Children of school-going age ..	38	..	50	..	46	..	134	c.
2. Of these in vicinity of existing Government schools ..	3	..	..	..	2	..	5	3·73
3. Of these in vicinity of proposed Government schools ..	14	..	40	..	17	..	71	52·99
4. Of these not in vicinity of either	21	..	10	..	27	..	58	43·28
IV. Fish River.								
1. Children of school-going age ..	42	..	15	..	32	..	89	c.
2. Of these in vicinity of existing Government schools ..	..	..	..	..	..	..	..	..
3. Of these in vicinity of proposed Government schools ..	28	..	5	..	17	..	50	56·18
4. Of these not in vicinity of either	14	..	10	..	15	..	39	43·82
V. Moordenaars Karoo.								
1. Children of school-going age ..	66	..	54	..	69	..	189	c.
2. Of these in vicinity of existing Government schools ..	..	..	..	..	..	..	..	..
3. Of these in vicinity of proposed Government schools ..	44	..	22	..	28	..	94	49·74
4. Of these not in vicinity of either	22	..	32	..	41	..	95	50·26







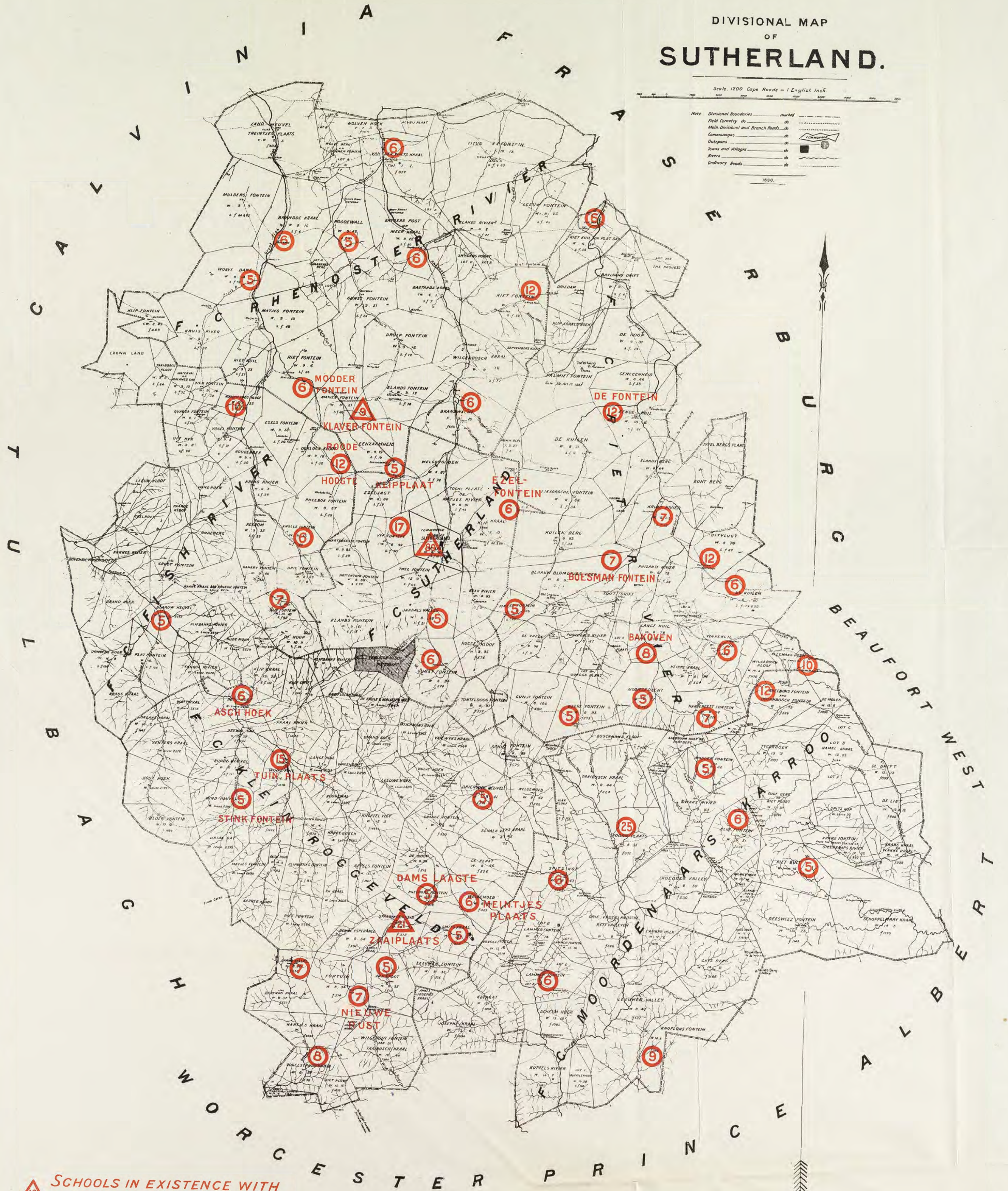
# DIVISIONAL MAP OF SUTHERLAND.



Scale: 1200 Cape Roads = 1 English Inch.

NOTE

Divisional Boundaries	marked
Field Corners	do
Main Divisional and Branch Roads	do
Commonages	do
Outpans	do
Towns and Villages	do
Rivers	do
Ordinary Roads	do

1880.



 SCHOOLS IN EXISTENCE WITH  
NUMBER OF CHILDREN.  
 PROPOSED CENTRES FOR SCHOOLS.



### 3.—REPORT ON THE DIVISION OF UNIONDALE.

SIR,—I have the honour to hand you herewith a report on an Educational Survey of the Division of Uniondale, completed at the time of my annual inspection, during the months of February and March, 1896. The survey has been carried out on identical lines with those made during the past three years.

The following table supplies information as to the number of children, school attendance, and ability to pay fees:—

TABLE I.

CLASSIFICATION OF WHITE CHILDREN OF SCHOOL-GOING AGE.

	Able to pay full fees.		Unable to pay full fees		Both Classes.	
	No.	p. c.	No.	p. c.	No.	p. c.
1. Children of school-going age ..	637	..	636	..	1273	..
2. Of these receiving instruction ..	379	59.4	184	28.9	563	45
(a) At Government Schools ..	..	..	..	..	475	37.3
(b) Elsewhere ..	..	..	..	..	88	7.7
3. Of these not receiving instruction ..	258	40.6	452	71.1	710	55

It will be noticed that the number of children able, and of those classified as unable, to pay full fees, are approximately the same. If these figures are compared with those for the Division of Humansdorp, in last year's survey, the most striking point will be found to be that, whereas in Uniondale 28.9 per cent. of those unable to pay full fees attend school, in Humansdorp the attendance of the same class is 6 per cent. higher. This difference is not due to the facilities being less in Uniondale, but to the fact that indifference to the value of education is greater.



TABLE II.

EXISTING GOVERNMENT-AIDED SCHOOLS.

Centre.	Class.	Accommodation.	No. at School.	Additional No. within reach.	Local Provision.	Govt. Grant.
1. Uniondale	A. 2.	60 × 28 × 15 ft. B. 30 × 20 × 12 "	69	22	£139 & £72.	£180
2. Avontuur	A. 3.	18 × 18 × 12 "	18	9	£18 & Board.	£30
3. Hoeree	"	12 × 11 × 8 ft. C.	16	0	£12	£18
4. Klein Rivier	"	15 × 12 × 12 "	11	9	£5 & Board.	£30
5. Louterwater	"	18 × 18 × 10 "	22	1	£30	£30
6. Orgida	"	16 × 16 × 10 "	13	3	£30	£40
7. Roode Heuvel	"	40 × 20 × 15 ft. B.	25	17	£40	£40
8. Twee Rivieren	"	30 × 15 × 10 ft. C.	19	7	£40 & House.	£55
9. Wanhoop	"	20 × 16 × 10 "	7	2	£30 & Board.	£30
10. Keurfontein	P. F.	12 × 12 × 10 "	6	0	£34	£14
11. Misgund	"	16 × 8 × 8 "	9	3	£10	£18
12. Roodeklip	"	15 × 15 × 8 "	7	1	£12	£16
13. Wolvekraal	"	20 × 14 × 9 "	13	4	£20	£30
14. Buffelsklip	Poor.	20 × 20 × 12 ft. B.	26	3	Board.	£60
15. Grootfontein	"	26 × 20 × 14 ft. C.	28	16	"	£80
16. Groot Riviers Hoek	"	20 × 12 × 10 "	13	6	"	£60
17. Hartebeest Rivier	"	24 × 18 × 10 "	27	6	"	£80
18. Krakeel Rivier	"	50 × 30 × 18 "	34	51	£50 & House.	£100
19. Loopend Rivier	"	30 × 10 × 8 "	25	6	Board.	£80
20. Misgund	"	18 × 16 × 10 "	14	14	£18	£54
21. Warmbad	"	32 × 15 × 12 "	25	18	£20	£60
22. De Vlucht	"	30 × 20 × 12 "	23	5	£10	£30
Total			450	203	£498+£480	£1135

NOTE.—Since these returns were made, Misgund, (P. F.) Hoeree, and Grootfontein have closed.

Now there is one exceedingly unsatisfactory feature in this table, and that is the number of children within reach of schools who make no use of them.

In the case of Krakeel Rivier, it must be admitted that, until shortly before my visit, the pupils were still engaged in driving locusts, and had not yet returned to school, and the parents of others maintained that the loss of their crops had affected them so seriously, that they saw no possibility of paying the small fee charged at school. But, even making allowance for special causes at work during my survey, the contrast between the figures in Humansdorp and Uniondale is great. While approximately the same number of children attend school in both divisions, the number not attending in Humansdorp who might attend was 65, in Uniondale it was 203. Or, to put it in another form, 450 children are attending school at Uniondale, at a cost to Government of £1,135, or £2 10s. (roughly) per head, while 653 children might be receiving an education at the same, or a slightly higher, cost to Government, making the average cost approximately £2 per head.

Apathy, and the inability to grasp the imperative need there is for their children's education, are they even to maintain, let alone rise above, the position of hopeless debt and poverty into which farmers, whose parents 30 years ago were independent landed proprietors, have sunk, are almost wholly accountable for this state of affairs. I have, without doubt, met with more stolid indifference and insufficient excuses for the non-attendance of children at school in this division than anywhere else.

At Misgund, a school was opened after repeated visits in June, 1895. From the table, it will appear that out of 28 children, 14 are at school, the very 14 for whom a grant larger than is usual was given to this school being absent. Upon a house-to-house visit being made, various reasons were given for their absence from school. One was that the distance from the school was too great. As no house is above 1½ miles from the school, this is no valid reason. A second man was in monetary difficulties,

but his case would have been met had he only stated it. Number three was too poor to pay fees. He was told that he could send his children free, and sent them forthwith gladly. However, after they had attended one or two months, I had a letter from the teacher to say that they had been withdrawn, as the father was dissatisfied at their not getting new books. Accordingly the number of pupils has to be kept up by means of boarders, while many of the children for whom the school was started receive no benefit whatsoever from it.

At Somerset's Gift, a school, where successful work within a certain range was done, existed for three years. During that time the teacher, who lived with her father, never received any encouragement from the people. Not £6 per annum was paid in fees, although there were over 20 children in school, and in many cases even the books were never paid for. After each inspection I had to go round and inquire into the irregular attendance or non-attendance of children who should have been at school. No wonder that the teacher grew disheartened, and preferred to take work elsewhere. Whilst employed in this survey, one man especially, who is well able to pay full fees, but who has grown accustomed to fees at the rate of 1s. 6d. per month, attacked me for allowing the school to close. But, unless the people are prepared to make some sacrifices, both for the payment of fees and the regular attendance of pupils, it is hardly worth while to re-open the school. At Grootfontein a school was started after much labour by the local clergyman. On the day he took the teacher down to open the school, he was told by the people that they had had such heavy losses by locusts, that they could not even pay the small fees required to cover the teacher's board. However, as the teacher had been engaged, it was too late to draw back then, and he began work in the hope that matters would improve. On my official visit, a month later, I found 29 children in school, a number of them above 16 years of age. Of these, 24 were below Standard and 5 were classified in Standard I. Six months later this school closed for good, owing to want of unity among the managers, and the children are again running wild.

*Condition of the People.*—It is impossible to discuss the state of education and its future prospects in the division without making some remarks upon the present position of the farming community, and their future prospects.

There is no division in my circuit where farmers have gone back so much during the last 20 years as is the case in this division. On a first visit to Long Kloof, the old-fashioned white farmhouses, surrounded by gardens and orchards, gave me the idea of a fair competence, if not wealth. It is only on a second and third visit that one finds that most of the farmers are heavily bonded, and where one thought the people would easily do their half share for the support of a teacher, one is forced to recommend extra aid on the part of the Education Department. Sheep have been steadily diminishing in number during the past years. This decreases the amount of manure available for agricultural purposes, without which not much can be done.

Farms have been sub-divided until some owners possess only half a dozen acres—and those only as a fractional share, without transfer being given for a definite portion of ground. In some cases ground has been sold again and again without transfer being given, which is probably by this time not obtainable. Often even these small plots of ground are entailed, so that the owner who might have sought to better himself further afield, cannot raise money on them. This sub-division of property has further acted as an inducement to cousins to marry, so as to become the joint owners of a double share of property, and in several cases the evil effects of too close intermarriage are only too apparent.

I have referred more especially to Long Kloof, as about one-third of all the children in the division are to be found here, and because one would fain have families, whose forefathers a generation ago were the leading men in the division, hold their own. But my remarks apply with few exceptions to the wards of Olifants Rivier and Kamnatie as well.

One cannot too strongly lay stress upon the fact that for a youth of fair education and industrious habits there are abundant openings in South Africa, and yet, apart from one or two lads who have lately been educated as teachers, hardly any child remains long enough at school to be able to take some other position, should he have no inclination or opportunity for farming. At Krakeel Rivier, what was originally one farm now supports over 200 people, with few exceptions agriculturists. There has been a Telegraph Office there for the past 4 years, yet it never seems to have struck anyone living at this, under the present conditions, over populated place, that this offers an opening for his son.

The principal farms in Long Kloof lie from 100 to 150 miles from Port Elizabeth, the chief market, and this handicaps the agricultural farmer heavily, as all his produce has to be taken down by mule or ox-waggon. The soil is well adapted for fruit and



forest trees, the oak more especially. The country is bare of trees, and in some parts fuel is so scarce that farmers barter their firewood—a most unusual thing on agricultural farms.

Tree-planting, if begun now, will in another ten years' time prove to have been a profitable investment. Though too far from a market for other than the spasmodic sale of fresh fruit, until railway communication has been obtained, there ought to be a good sale for dried fruit, if properly prepared. A visit from Mr. Cillié, whose hints to farmers have given such a fillip to fruit-growing in the Western Province, would probably do much to open farmers' eyes to the benefits to be derived from more careful attention to the orchard and its products.

Though I may have expressed myself dissatisfied with the interest taken in education by the people of this division, yet, as regards the attendance, there is a very gratifying increase to note between the number of pupils on the roll at the end of 1895 and the number enrolled during the first quarter of 1896. During the former period it was 412, during the latter, 487. The discrepancy between the latter number and 450—the number of pupils of school-going age given in Table II. as attending Government schools—arises from the fact that children over 16 years of age are at school. The discrepancy between the figures 475 in Table I. and 450 in Table II., is due to the attendance of children from Uniondale in other divisions, and to the attendance of 10 white pupils at the Berlin Mission School, Haarlem.

This gratifying increase is due to the indefatigable exertions of the Rev. J. F. Botha, who has spared himself no pains in arranging for the establishment of schools, and has been successful in prolonging the life of schools where I had given up all hope of doing so. It is pleasing to note that almost all new schools are taught by certificated teachers.

It is just possible that exception may be taken to my strictures upon the attendance in Uniondale, and it may be said that after all there are more white children attending school in this division than in the Division of Jansenville, and very nearly as many as in the Division of Willowmore. But the point is that in Uniondale the children are grouped at thickly populated centres, and so can be more readily provided for, would they only come; while in the two other divisions sparseness of population forms an almost insurmountable obstacle to the enrolment of a much larger number of children.

*Proposed Schools.*—The subjoined list explains itself. As the survey was made at the beginning of the year, some changes which will slightly affect my figures have taken place. Schools have been opened at two of the places indicated, namely, Ongelegen and Cloetes Kraal. From this list it would appear that 397 more children might be at school at an approximate cost to Government of £2 a head.

## PROPOSED SCHOOLS.

Centre.	Class.	Accommodation.	No. in Vicinity.	Local	Govt.
				Provision.	Grant.
		ft. ft. ft.		£	£
1. Braam Rivier .. ..	P.F.	16 × 14 × 9 C.	8	24 & B.	16
2. Cloetes Kraal .. ..	"	None.	9	12 "	18
3. De Hoek .. ..	"	"	9	18 "	18
4. Jantjes Kraal .. ..	"	"	12	16 "	24
5. Kannatie Wagendrift .. ..	"	"	14	12 "	28
6. Krom Riviers Hoogte .. ..	"	"	7	26 "	14
7. Leeuw Klips Rivier .. ..	"	"	18	10 "	30
8. Muragie .. ..	"	"	9	22 "	18
9. Opkomst .. ..	"	"	21	10 "	30
10. Potjesfontein .. ..	"	"	8	24 "	16
11. Sanddrift .. ..	"	"	13	14 "	26
12. Schoongezicht .. ..	"	"	11	18 "	22
13. Vaaldraai .. ..	"	12 × 6 × 8 C.	7	22 "	14
14. Vetslei .. ..	"	16 × 12 × 10 C.	8	20 "	16
15. Welgelegen .. ..	"	None.	9	22 "	18
16. Brandhoek .. ..	Poor.	"	17	B.	48
17. Elandsdrift .. ..	"	20 × 12 × 9 C.	24	"	60
18. Hoekplaats .. ..	"	None.	18	"	48
19. Jagers Rivier .. ..	"	18 × 6 × 10 C.	18	12 & B.	36
20. Ongelegen .. ..	"	30 × 15 × 8 C.	26	10 "	40
21. Onzer .. ..	"	26 × 15 × 10 C.	29	B.	80
22. Rooiplaats .. ..	"	None.	48	"	80
23. Somerset's Gift .. ..	"	20 × 20 × 12 C.	36	"	80
24. Wilge Rivier .. ..	"	None.	18	"	48
..	..	..	397	£292 + £576	£828

*Compulsory Education and School Boards.*—I need not repeat what I said on this subject last year. But I am more than ever convinced, and more especially by my experience of schools in this division, of the urgent necessity for the passing of a School Attendance Act. I have very little hope of education proving of any practical value to the large number of children to whom it is one's earnest desire to give a chance in life unless their attendance be regular, and for a number of years. This is a matter which it behoves all interested in the education of the children of this country to keep before the public year by year until the object has been attained.

As newspapers so largely influence public opinion, I trust I shall not be considered to be going out of my way if I try to remove one fallacy which some writers have advanced, and do advance, as an objection to compulsory education. It is seriously said, in Government Schools so many unnecessary subjects are taught that the child of a poor man has not time to waste in learning them, and no Compulsory Act can be enforced until the curriculum of work has been simplified. By unnecessary subjects, reference is made to the teaching of other than Colonial geography and history. I would just like to point out that before Standard V. none of these unnecessary subjects appear, that at present the average leaving standard for the poor man's child is barely Standard III., and if we could raise his leaving standard to Standard IV., we shall have done something to equip him for the battle of life.

I have the honour to be,

Sir,

Your obedient Servant,

A. HALDANE MURRAY.

Cape Town, 31st December, 1896.



PRINCE ALBERT

W I L L O W M O R E

OUTS HOORN

BUFFELS

UNIONDALE

ANTONIES

BERG

GEORGE

AVONTUUR

MIDDLE LONG

LONG KLOOF

LOWER LONG

KLOOF

K N

Y S N A

H U M A N S D O R P

10 SCHOOLS IN EXISTENCE WITH NUMBER OF CHILDREN  
10 PROPOSED CENTRES FOR SCHOOLS.

### DIVISIONAL MAP OF UNIONDALE

Scale 1:200 Cape Roads = 1 English Inch.

July 25th 1930

- NOTE: Divisional Boundaries ——— marked
- Field Ceremony do ——— do
- Railways do ——— do
- Main, Divisional and Branch Roads do ——— do
- Champanes do ——— do
- Outposts do ——— do
- Towns and Villages and Railway Stations do ——— do
- Rivers do ——— do
- Ordinary Roads do ——— do





#### 4.—REPORT OF A SKETCH SURVEY OF BECHUANALAND.

SIR,—In accordance with your instructions, I left Cape Town in the beginning of February last for Bechuanaland, the main objects of my visit being:—

1. An inspection of the existing schools, with a view to their classification and an arrangement of their grants.
2. A visit to such localities as from information received may be deemed likely to support a school, with a view to get schools started there.

It will be best for the purposes of this report to group my remarks under different headings according to the different districts or magistracies to which they refer.

##### VRYBURG.

This is the first and by far the most populous district in Bechuanaland.

*Existing Schools.*—The following list indicates the schools which I found in existence in the District of Vryburg, and shows the number of children in attendance and the amounts contributed locally and by Government in support of the schools.

[In the following lists C. denotes that the floor is of *clay*, and B. that it is *boarded*; B. and L. denotes *board and lodging*.]

##### EXISTING SCHOOLS.

Locality.	Classification.	Accommodation.	No. of children in attendance.	Local Contribution.	Govt. Grant.	Miles from Vryburg.
1. Vryburg ..	A. I.	..	90	£ 200	£ 200	..
2. Lefton ..	A. III.	C; 20×18×10 ft.	26	48; free resid.	40	12
3. Rustfontein ..	..	C; 16×10×10 ..	14	30; B. & L.	34	24
4. Doornlaagte ..	..	C; 20×12×10 ..	15	20; ..	40	36
5. Hamburg ..	..	C; 17×14×10 ..	18	36; ..	40	30
6. Tygerkloof ..	..	C; 14×10×10 ..	13	24; ..	30	5
7. Zoetvlei ..	..	C; 26×12×8 ..	16	20; ..	40	36
8. Groot Zoutpan ..	..	C; 12×10×10 ..	11	30; ..	30	30
9. Donkerhoek ..	..	C; 15×9×11 ..	13	30; ..	30	36
10. Gannalaagte ..	..	C; 15×10×11 ..	15	36; ..	36	42
11. Vryburg ..	Poor.	B; 20×18×20 ..	37	30	30	..
Total ..	..	..	268	£504	£550	..

In addition to the schools mentioned in the above list, schools had been in existence during the course of the year 1895 at the following centres; Groot Verdriet, Roodepoort, Vaalbosch Aar, Neehani (Moroquin), Dwars Rivier, Kameelfontein, and Harplaats (Moroquin). These were closed at the time of my visit. In most cases they were only of a temporary nature, and their closing was due to no special cause.

*Proposed Schools.*—As far as my time allowed, I availed myself of every opportunity that offered to find out suitable centres for new schools. Though I could not visit the out lying parts of the district, I gained sufficient information to assure



myself of the fact that many more schools will have to be established before the educational wants of the district of Vryburg are fully provided for. The following are some of the centres which suggested themselves:—

## PROPOSED SCHOOLS.

Locality.	Classification.	Accommodation.	Probable Attendance.	Local Contribution.	Govt. Grant.
				£	£
1. Koedoesrand .. ..	A. III.	C.; 18 × 10 × 10 ft.	15	30; B. & L.	30
2. Randfontein .. ..	"	C.; 22 × 18 × 10 ft.	21	20; "	40
3. Middelkop .. ..	"	None at present.	15	30; "	30
4. Rustfontein (Kaab Plateau) .. ..	"	C.; 30 × 16 × 10 ft.	18	30; "	30
5. Quaggashoek .. ..	"	None at present.	15	30; "	30
6. Gwarriefontein .. ..	"	"	16	30; "	30
7. Ballot's .. ..	P. F.	"	6	40; "	13
8. Holtzhausen's .. ..	"	C.; 14 × 12 × 9 ft.	7	40; "	16
Total .. ..	..	..	113	£250	£219

At more than one of the centres in the above list I have reason to believe that schools will be started before long. There are, besides, several centres where schools are urgently needed and where the number of children in the neighbourhood is sufficient to ensure a fair attendance. The greatest obstacle in the way, however, is the lack of suitable accommodation.

## MAFEKING.

*Existing Schools.*—The existing schools in the district of Mafeking are very limited in number, consisting of the Public School in the town and two Native Mission Schools.

The Public School had 47 children on the roll at the time of my visit. It should be classed, in my opinion, as a second class school (mixed). The amount contributed by Government at present, as well as locally, is £175 per annum. A large proportion of town children, belonging to the poorer classes, are growing up uneducated. Steps ought to be taken to have these brought into the Public School.

There are two Mission Schools (native) conducted by native teachers in the town locations. These are carried on in connection with the Anglican and Wesleyan Churches.

The number of children on the roll of the English Church Mission School is 37, the highest number reached during the previous year being 69. Accommodation is ample and the building is well furnished. A grant of £40 is received from Government and £32 contributed locally towards the annual salary of the teacher.

The Mission School in connection with the Wesleyan Church is less satisfactory. The number of children on the roll I found to be 25. This number, I was told, during some months of the year grows to about 170. The accommodation is ample, but there is no furniture to speak of.

*Proposed Schools.*—Several centres in the district suggested themselves as convenient for new schools. I managed to visit these, and arranged to hold public meetings, which were well attended, and gave very satisfactory results.

The following list indicates the new schools proposed:—

## PROPOSED SCHOOLS.

Locality.	Classification.	Accommodation.	Probable Attendance.	Additional No. within reach.	Local Contribution.	Government Grant.
1. Maritzani Siding	A. III.	Building being erected.	20	7	£20; B. & L.	£40
2. Lower Maritzani (De Rust) ..	A. III.	C; 16 × 12 × 10 ft.	12	6	20; "	30
3. Freshwater (McLachlan)	A. III.	Building being erected.	25	16	20; "	40
4. Molepo (Cowen) ..	A. III.	Building being erected.	21	15	20; "	40
5. Rooigrond .. ..	A. III.	C; 14 × 14 × 10 ft.	12	2	20; "	30
6. Rooidam .. ..	A. III.	None at present.	14	12	12; "	48
7. Helpmakaar .. ..	P. F.	C; 12 × 10 × 9 ft.	8	..	30; "	16
8. The Grange .. ..	P. F.	B; 12 × 12 × 10 ft.	5	..	30; "	10
9. Faith (Mosito) ..	A. III.	None at present.	14	..	30; "	30
Total .. ..	..	..	131	58	£202	£284

In the case of Maritzani Siding, Lower Maritzani, Freshwater, Molepo (Cowen's), and Mosito (Keeley's), committees have been appointed, and active steps are being taken to have schools established. For four of these schools teachers have already been secured. Owing to the unfortunate outbreak of *rinderpest*, however, and the consequent unsettled state of the country, matters are for the time being left in abeyance. The Private Farm Schools at Helpmakaar (Mosito) and the Grange (Setlagoli) have since the date of my visit been added to the list of aided schools.

## TAUNG.

The Magistracy of Taung is almost exclusively peopled by natives. The European residents are practically limited to a few families living in the township of Taung, and at the neighbouring railway station. These have an A. III. school, with an attendance of 23 children.

There are in Taung, moreover, two Native Schools—one in connection with the London Missionary Society, which is sparsely attended, and in which instruction is given only in the native language, and the other in connection with the Roman Catholic Mission, attended by 38 children. In this latter school instruction is given in the English language.

The Magistracies of Kuruman and Upington I have not been able to visit on account of the severe drought to which these parts of the country have been subject. At both places, I understand, steps are being taken to have schools started. At Upington it is expected to have a Second Class School, with an attendance of about 40 children, and at Kuruman a Third Class School, with about 18 children.

I have the honour to be,

Sir,

Your obedient Servant,

J. H. HOFMEYR.

Cape Town, April 20th, 1896.



Number of Pupils	Number of Teachers	Number of Schools	Value of Property	Value of Land	Value of Buildings
100	1	1	1000	500	500
200	2	2	2000	1000	1000
300	3	3	3000	1500	1500
400	4	4	4000	2000	2000
500	5	5	5000	2500	2500
600	6	6	6000	3000	3000
700	7	7	7000	3500	3500
800	8	8	8000	4000	4000
900	9	9	9000	4500	4500
1000	10	10	10000	5000	5000
1100	11	11	11000	5500	5500
1200	12	12	12000	6000	6000
1300	13	13	13000	6500	6500
1400	14	14	14000	7000	7000
1500	15	15	15000	7500	7500
1600	16	16	16000	8000	8000
1700	17	17	17000	8500	8500
1800	18	18	18000	9000	9000
1900	19	19	19000	9500	9500
2000	20	20	20000	10000	10000

The following table shows the results of the school census for the year 1897. The total number of pupils is 2000, and the total number of teachers is 20. The total value of property is \$20,000, and the total value of land is \$10,000. The total value of buildings is \$10,000.

The following table shows the results of the school census for the year 1897. The total number of pupils is 2000, and the total number of teachers is 20. The total value of property is \$20,000, and the total value of land is \$10,000. The total value of buildings is \$10,000.

The following table shows the results of the school census for the year 1897. The total number of pupils is 2000, and the total number of teachers is 20. The total value of property is \$20,000, and the total value of land is \$10,000. The total value of buildings is \$10,000.

### ANNEXURE III.

### SCHOOL STATISTICS.



## INDEX.

	PAGE.
1. ENROLMENT AND ATTENDANCE .. .. .	3c

[These are revised and brought up to date from the Quarterly Statistics published in *The Government Gazette*. Detailed information from the Inspection Reports for the year is added. When the class of a school has been changed during the year, it is entered for the whole year under the class to which it belonged at the end of the year, and the Inspection figures are entered there also, although at the time of the Inspection the school may have belonged to a different class.]

2. INCREASE OF SCHOOLS AND PUPILS .. .. .	114c
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[The comparison instituted is between 31st December, 1895, and 31st December, 1896, as represented by the Quarterly Statistics published in the *Gazette*. The schools in Bechuanaland became part of the Colonial system from 1st December, 1895, but are not included in the figures for that year. The pupils in the Native Training Schools were reckoned as scholars until the end of 1895, and are thus included in the totals for that year, but are now counted as Pupil Teachers and therefore do not appear in the 1896 columns. The number of these Pupil Teachers in 1896 was 511.]

3. SCHOOLS CLOSED .. .. .	116c
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[These tables include all schools closed from 31st December, 1895, and do not include those closed from 31st December, 1896.]

4. INSPECTION STATISTICS .. .. .	118c
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[In these tables each school is placed in the class to which it belonged at the time of the Inspection. When a school has been inspected twice during the year, the figures relating to both Inspections are included in the totals. The figures given under "Total Rate of Government Grant" and "Total Rate of Local Contribution" are the sums of the rates per annum at which the grants and local contributions were being paid at the time of the Inspection; the figures given under "Government Grant" include all annual grants to the various schools, but the "Local Contribution" is only that devoted to teachers' salaries, the remainder of the local expenditure on schools not being reported to the Department.]

5. EXAMINATION STATISTICS .. .. .	121c
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[Particulars of the numbers of Candidates who entered for the various December Examinations, arranged according to Inspectors' Circuits, are given in these Tables.]

## I. STATISTICS OF ENROLMENT AND ATTENDANCE, AND INSPECTION FIGURES.

### ABBREVIATIONS.

A. 1 ..	..	First Class Undenominational Public School.
A. 2 ..	..	Second Class do. do.
A. 3 ..	..	Third do. do. do.
A.N.C. ..	..	African Native Church.
B ..	..	Mission School.
Bap. ..	..	Baptist Church.
Berl. M. ..	..	Berlin Mission Society.
C. 1 ..	..	Aborigines' Training School.
C ..	..	Do. School.
D ..	..	District Boarding School.
D.R.C. ..	..	Dutch Reformed Church.
E ..	..	Evening School.
Eng. Ch. ..	..	English Church.
F.C. ..	..	Free Church of Scotland.
Fr. Ev. ..	..	Paris Evangelical Society.
Ind. ..	..	Independent (Congregational).
Insp. ..	..	Inspection.
Luth. ..	..	German Lutheran Church.
Mor. ..	..	Moravian Church.
P.F. ..	..	Private Farm School.
Prim. Meth. ..	..	Primitive Methodist Church.
R.C. ..	..	Roman Catholic Church.
Rhen. M. ..	..	Rhenish Mission Society.
Sp. ..	..	Special Institution.
Trap. M. ..	..	Trappists' Mission.
U.P. ..	..	United Presbyterian Church of Scotland.
Wes. ..	..	Wesleyan Methodist Church.

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

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

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

"Higher"—the number of pupils presented for Standards this year who were also present at the previous Inspection, and who this year passed a higher Standard.

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

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

[G. 10—'97.]



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
<b>ABERDEEN (Inspector Murray).</b>										
1. Aberdeen .. .. .	A. 2	133	130	135	134	102	120	109	99	
2. Brakfontein .. .. .	A. 3	..	16	16	17	..	16	16	13	
3. Doorn Draai .. .. .	A. 3	15	13	13	13	14	13	13	13	
4. Groot Vlakte .. .. .	J. Steenberg	16	15	15	19	16	14	15	18	
5. Oaklands .. .. .	A. 3	10	15	16	18	9	14	15	16	
6. Sandkraal East .. .. .	H. Korkie	13	11	10	..	10	9	7	..	
7. Borrowdale .. .. .	A. H. Thurtell	..	..	..	5	..	..	..	5	
8. De Kus .. .. .	D. J. Pretorius	4	4	4	4	4	3	2	3	
9. De Rust .. .. .	J. W. v. d. Vyver	..	4	6	6	..	4	4	5	
10. Oude Plaats .. .. .	D. C. v. d. Merwe	8	11	14	16	7	10	13	14	
11. Tafelkop .. .. .	J. Swanepoel	..	5	5	5	..	5	5	5	
12. Wildebeestpoortje .. .. .	J. C. Weideman	10	9	8	8	8	8	6	6	
13. Aberdeen .. .. .	Poor	61	43	49	49	27	30	29	35	
14. Do. .. .. . (Ind.)	B	69	71	71	65	44	51	50	53	
Total .. .. .		339	347	362	359	241	297	284	285	
<b>ALBANY (Inspector Fraser).</b>										
1. Grahamstown, Art School .. .. .	Sp.	159	148	159	140	122	121	123	119	
2. Do., Boys' .. .. .	A. 1	206	227	255	245	183	198	205	204	
Do., do., Preparatory .. .. .										
3. Salem .. .. .	A. 2	18	28	30	32	14	24	26	27	
4. Sidbury .. .. .	A. 2	38	38	35	33	37	37	34	32	
5. Alicedale Station .. .. .	A. 3	56	76	83	80	48	63	70	69	
6. Grahamstown, Fort England .. .. .	A. 3	..	..	67	73	..	..	35	33	
7. Do., St. Joseph's, Girls' (R.C.) .. .. .	A. 3	116	126	111	134	86	103	85	99	
8. Do., St. Patrick's, Boys' (do.) .. .. .	A. 3	43	49	48	49	31	39	40	42	
9. Do., St. Peter's (Eng. Ch.) .. .. .	A. 3	106	102	107	100	76	77	76	76	
10. Do., Shaw Hall (Wes.) .. .. .	A. 3	341	302	154	124	183	171	134	113	
11. Kariega Valley .. .. .	A. 3	24	24	26	27	17	17	16	21	
12. Riebeek East .. .. .	A. 3	35	33	32	37	31	30	28	32	
13. Seven Fountains .. .. .	A. 3	21	22	26	22	18	19	18	18	
14. Beggar's Bush .. .. .	R. Wallace	6	6	6	6	5	5	4	5	
15. Bergplaats .. .. .	H. Parr	5	5	5	5	5	4	4	5	
16. Bezuidenhout's Kraal .. .. .	J. H. Bosch	7	6	6	6	6	6	5	6	
17. Blauwkrantz .. .. .	T. W. Palmer	11	7	6	5	5	5	5	4	
18. Do. .. .. .	W. H. Willmore	..	11	12	12	..	10	10	10	
19. Collingham .. .. .	H. Wallace	..	..	5	5	..	..	3	4	
20. Ellende .. .. .	W. Atherstone	5	5	5	5	4	5	5	5	
21. Fraser's Camp .. .. .	J. J. Kent	..	..	10	10	..	..	8	9	
22. Hilton South .. .. .	H. Hayter	7	7	..	..	5	6	..	..	
23. Do. West .. .. .	Mrs. J. H. Nash	5	5	..	..	5	5	..	..	
24. Karreebosch .. .. .	J. F. Lombard	8	8	7	5	7	7	6	5	
25. Kruisfontein .. .. .	T. T. Hoole	5	5	4	4	5	4	4	4	
26. Lowestoft .. .. .	T. Smith	5	5	6	6	5	5	6	6	
27. Manley's Flats .. .. .	E. Lark	8	7	7	8	7	6	6	7	
28. Roodekrantz .. .. .	G. P. Austin	5	5	5	5	4	5	5	5	
29. Schelmsdrift .. .. .	Mrs. M. Bester	6	6	6	6	6	6	6	4	
30. Sydney's Hope .. .. .	Rev. S. Rippon	5	5	5	5	4	5	5	4	
31. Thorn Kloof .. .. .	W. M. Kelly	5	5	5	5	5	5	5	5	
32. Welcome Wood .. .. .	E. E. Wilmot	7	..	..	..	7	..	..	..	
33. Brandlaagte .. .. .	Mrs. M. Delpont	12	14	9	..	11	13	8	..	
34. Wilgerfontein (Doornkom) .. .. .	W. Goosen	20	21	21	21	20	21	20	20	
35. Grahamstown, Good Shepherd (Eng. Ch.) .. .. .	B	174	160	141	155	107	113	113	108	
36. Do., St. Bartholomew's (do.) .. .. .	B	53	53	51	44	35	40	44	33	
37. Do., St. Philip's, Kafir (do.) .. .. .	B	127	125	118	109	88	86	84	75	

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.	
1	4	128	..	11	9	20	40	20	21	5	2	..	117	87	60	6	..
2	4	15	..	10	2	3	..	..	..	..	..	..	8	2	First Inspection.		
3	4	12	..	3	6	2	1	..	..	..	..	..	9	7	5	..	..
4	4	19	..	4	3	5	1	5	1	..	..	..	15	12	13	2	..
5	4	18	..	10	5	3	..	..	..	..	..	..	8	6	4	2	..
6	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7	4	5	..	3	2	..	..	..	..	..	..	..	2	2	First Inspection.		
8	4	3	..	..	..	1	..	1	1	..	..	..	3	..	3	..	..
9	4	5	..	1	1	3	..	..	..	..	..	..	4	4	First Inspection.		
10	4	15	..	8	5	..	1	1	..	..	..	..	9	3	..	3	..
11	4	5	..	..	4	1	..	..	..	..	..	..	5	3	4	1	..
12	4	8	..	2	2	1	2	1	..	..	..	..	7	5	5	2	..
13	4	41	..	23	13	5	..	..	..	..	..	..	22	13	8	6	..
14	4	58	..	33	12	10	2	1	..	..	..	..	27	19	9	6	..
1	4	26	26	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	2	95	..	..	1	4	17	16	19	18	7	13	82	63	43	9	..
2	2	103	..	39	12	19	15	11	4	3	..	..	64	50	First Inspection.		
3	4	32	..	4	6	3	4	3	5	7	..	..	28	18	11	4	..
4	3	34	..	..	1	6	7	6	11	3	..	..	34	29	16	2	..
5	3	73	..	26	15	11	7	9	3	2	..	..	56	39	27	15	..
6	4	39	..	20	10	7	2	..	..	..	..	..	21	14	First Inspection.		
7	2	96	..	42	17	13	11	10	3	..	..	..	56	46	33	8	..
8	2	41	..	2	15	13	8	3	..	..	..	..	41	30	14	8	..
9	2	77	..	20	8	10	23	10	6	..	..	..	58	43	25	5	..
10	4	137	..	57	24	24	16	11	5	..	..	..	85	58	43	15	..
11	4	25	..	5	5	2	7	3	2	1	..	..	20	8	8	8	..
12	3	28	..	2	6	6	7	3	1	2	1	..	26	15	17	4	..
13	3	18	..	5	2	5	1	3	2	..	..	..	13	12	4	1	..
14	2	6	..	1	..	2	1	2	..	..	..	..	5	1	1	3	..
15	3	4	..	1	..	..	2	1	..	..	..	..	4	3	3	1	..
16	4	6	..	..	1	1	2	2	..	..	..	..	6	5	4	1	..
17	3	6	..	..	2	1	2	1	..	..	..	..	6	4	4	2	..
18	4	11	..	1	2	6	2	..	..	..	..	..	11	4	First Inspection.		
19	4	5	..	2	..	3	..	..	..	..	..	..	4	2	Do.		
20	4	5	..	1	..	1	1	1	..	1	..	..	4	1	3	1	..
21	4	10	..	6	2	2	..	..	..	..	..	..	5	2	First Inspection.		
22	3	4	..	1	..	2	1	..	..	..	..	..	4	4	Do.		
23	3	5	..	2	1	2	..	..	..	..	..	..	5	1	Do.		
24	3	7	..	1	2	1	1	2	..	..	..	..	6	1	1	4	1
25	2	4	..	2	..	1	1	1	..	..	..	..	2	1	First Inspection.		
26	4	6	..	1	1	1	3	..	..	..	..	..	5	3	1	3	..
27	4	7	..	1	..	2	4	..	..	..	..	..	6	4	4	2	..
28	3	5	..	..	2	2	1	..	..	..	..	..	5	5	First Inspection.		
29	3	6	..	1	..	3	..	2	..	..	..	..	5	4	4	1	..
30	3	5	..	..	1	2	2	..	..	..	..	..	5	5	3	..	..
31	4	5	..	1	..	4	..	..	..	..	..	..	5	4	4	1	..
32	3	7	..	..	2	..	4	1	..	..	..	..	7	6	7	..	..
33	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
34	3	21	..	6	8	4	3	..	..								



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
38. Grahamstown .. .. (Ind.)	B	204	187	174	158	131	120	95	113
39. Theopolis .. .. (do.)	B	38	36	30	29	31	31	23	21
40. Grahamstown, Native .. (R.C.)	B	74	75	71	65	60	55	55	59
41. Alicedale .. .. (Wes.)	B	86	80	87	88	63	61	66	70
42. Croy .. .. (do.)	B	59	56	46	43	38	38	31	28
43. Farmerfield .. .. (do.)	B	58	63	63	60	51	53	55	54
44. Grahamstown, Chapel Street .. (do.)	B				37				17
45. Do., Fingo Location (do.)	B	136	138	149	142	84	102	114	119
46. Do., Kafir (Eng. Ch.)	C	46	47	44	49	32	35	35	37
Total .. ..		2350	2328	2237	2194	1682	1756	1720	1727
<b>ALBERT (Inspector Milne).</b>									
1. Burghersdorp, Albert Academy ..	A. 1	155	159	143	133	132	110	121	117
2. Molteno .. ..	A. 2	68	76	90	80	54	66	82	64
3. Venterstad .. ..	A. 2	137	137	127	126	112	113	112	111
4. Burghersdorp Station .. ..	A. 3	66	54	58	51	45	37	36	36
5. Cypbergat .. ..	A. 3	31	32	29	25	25	26	25	23
6. Groot Zeekoegat .. J. P. Meintjes	A. 3				8				7
7. Haaspoort .. ..	A. 3				18				15
8. Klipfontein .. .. G. v. Zijl	A. 3	19	12	12		17	12	12	
9. Klein Buffels Vlei .. ..	A. 3				12				11
10. Rayner Station .. ..	A. 3	29	35	35	37	24	21	27	28
11. Wonderhoek .. ..					20				16
12. Zuurfontein .. C. P. Marais	A. 3	29	25	30	29	22	23	25	27
13. Burghersdorp .. ..	D	95	120	126	110	77	89	93	86
14. Ezelshoek .. ..	D	19	21	19	20	19	18	16	17
15. Molteno .. .. (Wes.)	E	23	24	26	29	22	20	21	28
16. Altyre .. W. B. Cumming	P.F.	6	6	6	6	6	6	6	6
17. Groot Zeekoegat .. J. P. Meintjes	P.F.	11	12	15		11	12	14	
18. Limoenkraal .. C. J. Pretorius	P.F.	5	5	6	6	5	5	5	6
19. Middlefontein .. A. B. Kidwell	P.F.	7	7	6	6	7	7	6	6
20. Oudeklip .. J. H. Vorster	P.F.		18	18			18	17	
21. Rondavel (Broughton) .. W. P. Pope	P.F.	5	5	5	5	4	4	5	5
22. Spioenkop .. E. Gradwell	P.F.		5	5	5		5	5	4
23. Vermaakfontein .. W. Hopley	P.F.	9	9	9	9	9	8	8	8
24. Waschbank .. J. Kruger	P.F.		7	6	6		7	6	4
25. Weltevreden .. J. Terbrugh	P.F.		5				5		
26. Zeekoegat .. P. G. Hattingh	P.F.	7	7	7	7	7	7	7	7
27. Bosjesmanspoort .. ..	Poor				24				23
28. Burghersdorp .. ..	Poor	34				23			
29. Molteno .. ..	Poor				28				18
30. Noodhoek .. ..	Poor				21				18
31. Burghersdorp .. .. (Wes.)	B	70	75	59	78	60	54	46	60
32. Molteno .. .. (do.)	B	59	65	77	89	47	55	60	75
33. Venterstad .. .. (do.)	B	39	35	27	33	28	29	25	26
Total .. ..		923	956	941	1021	756	757	780	852
<b>ALEXANDRIA (Inspector Fraser).</b>									
1. Alexandria, Boys' .. ..	A. 2	22		64	63	20	51	57	57
2. Do., Girls' .. ..	A. 2	39	59			34			
3. Quaggasflats .. ..	A. 3			14	16			13	16
4. Quaggasfontein .. F. Potgieter	A. 3	24	20	20	17	20	20	16	14
5. Sandflats Station .. ..	A. 3	36	36	29	26	28	22	20	19
6. Stroebels .. ..	A. 3	14	11	11	12	13	11	11	11

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
38	4	110	70	22	11	7						42	32	26	15	
39	4	22	5	5	9	3						17	7	12	4	
40	2	56	41	10	5							18	11	6	8	
41	3	71	40	16	10	2	3					36	22	17	13	
42	4	24	14	7	2	1						10	4	4	5	1
43	4	59	29	12	13	5						32	2	15	6	
44																
45	4	93	66	11	10	6						35	13	13	22	
46	4	28	8		3	5	8	4				20	12	6	3	
1	4	132	34	14	17	23	26	7	10		1	97	87	80	5	
2	3	83	17	7	17	16	12	7	6	1		67	59	29	3	
3	4	118	28	16	16	19	15	12	3		9	82	76	44	3	
4	4	44	20	10	7	4	3					25	19	No Record.		
5	3	21	3	2	7	4	3	1	1			18	11	10	6	
6																
7	4	12	2	2	2	4		2				10	9	2	1	
8	3	12	1	3	5	1	2					11	9	First Inspection.		
9																
10	4	36	14	10	6		6					24	20	First Inspection.		
11																
12	3	29	6	9	5	3	5	1				23	20	17		
13	4	80	1	8	15	14	10	16	12	4		71	56	34	8	
14	4	17	2	2	2	8	3					15	15	9	1	
15	3	16	10	3	1	2						18	5	1	2	
16	4	6			2	1	1		1	1		6	3	2	3	
17	3	15	2	2	6	3	1	1				13	12	5		
18	4	6		1	3	1	1					6	6	First Inspection.		
19	4	6				2	1	2	1			6	2	3	3	
20																
21	3	5	1	1	1	1	1	1				4	4	4		
22	3	5	1	2	1	1						4	2	3	1	
23	4	9	1	1	1	3	2	1				8	7	6	1	
24	4	5			1	2	2					5	3	4		
25																
26	3	7		2	2		3					7	7	6		
27																
28																
29																
30																
31	4	63	29	14	9	8	3					43	27	17	9	
32	3	64	48	6	3	3	4					22	13	12	8	
33	4	28	15	7	4	2						18	10	8	4	
1	4	61	1	6	13	11	14	6	6	4		57	34	32	19	
2																
3																
4	4	14	3	5	1	3	1		1			11	10	7		
5	2	25	3	5	6	7	2	2				22	3	6	7	
6	3	11	2	2	2	2	1	2				9	6	6	3	



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
7. Barnet ..	W. H. Deacon	P.F.	5	6	8	8	5	5	8	7
8. Congos Kraal ..	C. H. Bond	P.F.	6	6	6	..	6	6	6	..
9. Devonshire Park ..	R. Newcombe	P.F.	..	..	..	5	..	..	..	5
10. Grootvlei ..	S. Smith	P.F.	13	13	13	13	13	12	11	12
11. Nanaga ..	Rev. J. P. Newcombe	P.F.	10	8	6	..	7	6	5	..
12. Poplar Grove ..	J. D. Human	P.F.	8	10	7	5	7	9	5	5
13. Riet Vlei ..	J. E. Wilmot	P.F.	8	8	8	8	8	8	8	8
14. Vaal Krantz (Tootabi) ..	O. B. Sangster	P.F.	23	20	20	22	18	17	19	18
15. Aluin Krantz ..	..	Poor	13	..	..	..	12	..	..	..
16. Tootabi ..	G. du Preez	Poor	13	14	15	13	11	14	13	12
17. Alexandria, Native Church ..	(Ind.)	B.	22	23	21	21	16	16	18	17
Total ..	..	..	256	234	242	229	218	197	210	201
<b>ALIWAL NORTH (Inspector Milne).</b>										
1. Aliwal North ..	..	A. 1	111	102	122	112	90	84	104	93
2. Lady Grey ..	..	A. 2	63	68	77	100	57	60	67	83
3. Jamestown ..	..	A. 3	45	46	56	53	35	31	48	45
4. Tempe ..	..	A. 3	18	20	22	14	14	16	16	9
5. Aliwal North ..	(Prim Meth.)	E	51	36	45	36	27	23	18	19
6. Bultfontein ..	C. C. Cloete, Jun.	P.F.	8	7	7	..	7	6	6	..
7. Mooifontein ..	M. J. de Wet	P.F.	10	9	9	10	10	9	9	9
8. Oorlogfontein ..	P. J. de Wet	P.F.	..	5	..	..	..	4	..	..
9. Oranfontein ..	A. L. Vorster	P.F.	10	10	10	..	10	10	10	..
10. Paardevlies ..	M. Stephenson	P.F.	6	6	6	7	4	5	5	6
11. Patryfontein ..	D. D. Joubert	P.F.	5	6	6	6	5	6	6	6
12. Rietfontein ..	B. J. Vorster	P.F.	7	7	7	..	7	7	7	..
13. Vaalkop ..	H. N. Bekker	P.F.	6	6	6	5	6	6	6	5
14. Windvogelspruit ..	J. G. v. Aardt	P.F.	5	5	5	5	5	5	5	5
15. Aliwal North ..	..	Poor	77	74	66	69	48	59	54	57
16. Dwarsvlei ..	..	Poor	23	21	21	20	22	20	19	20
17. Lady Grey ..	..	Poor	65	58	67	63	47	46	55	46
18. Zuurbron ..	..	Poor	35	36	33	32	29	24	27	24
19. Aliwal North ..	(Eng. Ch.)	B	41	37	39	43	35	29	28	34
20. Do. ..	(Prim. Meth.)	B	116	134	153	157	80	77	96	110
21. Do., Industrial ..	(do.)	B	28	28	29	27	28	27	22	22
22. Jamestown ..	(do.)	B	24	26	25	19	22	18	21	16
23. Lady Grey ..	(Wes.)	B	41	40	44	44	30	31	39	39
Total ..	..	..	795	787	855	822	618	603	668	648
<b>BARKLY EAST (Inspector Bennie).</b>										
1. Barkly East ..	..	A. 2	88	72	76	77	64	60	61	66
2. Bemerside ..	Mrs. J. H. Moore	A. 3	22	23	22	18	19	20	20	16
3. Birkhall ..	P. A. v. d. Merwe	A. 3	17	13	16	14	13	12	14	13
4. Driefontein ..	E. J. Smit	A. 3	32	38	32	29	31	36	30	28
5. Dunley ..	S. Naudé	A. 3	16	20	15	..	16	20	15	..
6. Farnham ..	..	A. 3	..	..	22	22	..	..	19	18
7. Glenorchy ..	..	A. 3	..	..	14	14	..	..	14	14
8. Killowen ..	..	A. 3	..	13	12	11	..	12	12	11
9. Lymore Lodge ..	S. J. Vorster	A. 3	..	..	..	..	..	..	..	..
10. Mossdell ..	..	A. 3	..	14	14	14	..	13	13	13
11. Rhodes ..	..	A. 3	52	54	56	78	44	48	49	67

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Result			
														Higher.	Same.	Lower.	
7	4	8	..	4	..	1	2	1	..	..	..	8	8	6	..	..	
8	3	6	..	1	1	3	1	..	..	..	..	6	1	First Inspection.	..	..	
9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
10	4	13	..	2	2	3	4	1	1	..	..	11	8	5	1	..	
11	3	6	..	..	3	2	1	..	..	..	..	6	4	1	..	..	
12	2	10	..	3	2	2	3	..	..	..	..	8	6	First Inspection.	..	..	
13	3	8	..	3	..	3	2	..	..	..	..	8	7	7	1	..	
14	3	19	..	5	8	2	2	2	..	..	..	19	9	5	8	1	
15	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
16	3	13	..	3	1	5	3	1	..	..	..	10	10	5	3	..	
17	4	18	..	14	2	2	..	..	..	..	..	4	1	1	3	..	
1	4	106	..	20	9	11	17	14	17	8	5	5	81	66	51	5	..
2	4	87	..	11	13	16	15	18	7	7	..	77	67	No Record.	..	..	
3	4	52	..	22	8	4	7	5	4	2	..	32	21	12	5	..	
4	4	8	..	3	3	..	..	2	..	..	..	6	5	First Inspection.	..	..	
5	4	28	..	15	5	3	4	1	..	..	..	16	4	..	3	..	
6	4	7	..	..	4	..	1	1	1	..	..	7	6	1	1	..	
7	4	9	..	..	3	..	2	3	1	..	..	9	8	5	1	..	
8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
9	4	9	..	..	3	..	4	2	..	..	..	9	8	First Inspection.	..	..	
10	4	6	..	1	1	1	..	2	1	..	..	5	3	2	2	..	
11	4	6	..	..	2	..	2	..	2	..	..	6	6	First Inspection.	..	..	
12	4	8	..	2	1	4	1	..	..	..	..	6	6	Do.	..	..	
13	4	5	..	..	2	1	2	..	..	..	..	5	4	Do.	..	..	
14	4	5	..	1	1	..	2	1	..	..	..	4	4	4	..	..	
15	4	55	..	36	9	8	2	..	..	..	..	21	17	11	3	..	
16	4	20	..	6	8	6	..	..	..	..	..	19	11	9	7	..	
17	4	48	..	21	15	7	5	..	..	..	..	27	24	First Inspection.	..	..	
18	4	32	..	6	7	8	3	4	4	..	..	29	22	19	4	..	
19	4	37	..	26	5	2	4	..	..	..	..	11	8	4	3	..	
20	4	121	..	69	17	16	13	6	..	..	..	57	42	22	13	..	
21	4	24	18	..	..	2	4	..	..	..	..	6	4	No Record.	..	..	
22	3	22	..	13	..	7	2	..	..	..	..	9	9	6	1	..	
23	4	41	..	30	3	4	3	1	..	..	..	24	8	8	9	..	
1	1	62	..	11	5	13	6	11	5	3	3	5	47	29	21	9	1
2	1	22	..	9	1	4	4	4	..	..	..	13	4	3	8	..	
3	1	10	..	1	4	3	2	..	..	..	..	10	5	3	4	..	
4	1	32	..	10	10	6	4	2	..	..	..	22	21	17	..	..	
5	1	13	..	1	4	3	4	1	..	..	..	12	5	First Inspection.	..	..	
6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
9	1	10	..	1	..	6	2	1	..	..	..	9	4	No Record.	..	..	
10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
11	1	51	..	15	16	10	3	7	..	..	..	42	16	19	6	..	



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
12. Rooipoort ..	J. H. Grijvenstein	A. 3	32	32	24	24	30	26	23	22
13. Warfrail ..	A. W. Sephton	A. 3	22	30	29	25	20	22	23	16
14. Belmore ..	C. J. Naudé	P.F.	9	6	11	8	9	6	9	7
15. Broadlands ..	P. N. v. Pletsen	P.F.	6	7			5	7		
16. Donnybrook ..	T. H. Stack	P.F.	6	6	6	6	6	6	6	6
17. Glen Almond ..	C. W. Cloete	P.F.	7	7			7	7		
18. Honingnest Kloof ..	J. H. Greyling	P.F.		6	6			6	6	
19. Kalkfontein ..	J. Noome	P.F.	7				7			
20. Mount Mourne ..	H. Benson	P.F.	6	7	6	6	6	5	6	6
21. Pondo Pass ..	W. Klopper	P.F.	7	4			5	3		
22. Schadefontein ..	C. S. van Niekerk	P.F.	22	20	15		18	16	14	
23. Buckhold ..		Poor				25				23
Total ..			351	372	376	371	300	323	334	326

**BARKLY WEST (Inspector Brice).**

1. Barkly West ..		A. 2	28	32	36	29	25	20	32	27
2. Daniel's Kuil ..		A. 3	46	42	44		37	40	29	
3. Klipdam ..		A. 3	65	75	121	115	29	45	85	92
4. Koopmansfontein ..		A. 3	35	38	32	26	27	33	26	23
5. Longlands ..		A. 3	17	12			14	11		
6. Waldecks Plant ..		A. 3	23	24	20	16	22	18	16	15
7. Windsorton ..		A. 3	46	50	45	32	33	26	26	22
8. Fairview ..	J. Hankin	P.F.				6				6
9. Groot Boetsap ..	C. G. Rawson	P.F.	9	9	8		8	9	7	
10. Horwell ..	A. Wooldridge	P.F.	6	7		7	6	7		7
11. Panhill ..	C. J. Henn	P.F.	7				7			
12. Delport's Hope ..		Poor			28	31			25	30
13. Holpan ..		Poor			86	84			69	69
14. Mayeakgoro ..	(Berl. M.)	B	63	64	58	50	47	43	39	30
15. Pniel ..	(do.)	B	127	130	125	132	89	89	93	88
16. Windsorton ..	(D.R.C.)	B	34	32	36	37	21	21	19	20
17. Barkly West ..	(Ind.)	B	66	65	53		59	53	45	
18. Gong-Gong ..	(do.)	B	38	33	35	27	20	25	16	10
19. Kameel Puts ..	(do.)	B	29	31	28	28	21	22	24	21
20. Rooidam ..	(do.)	B								
21. Berg Puts ..	(Wes.)	B	43	36	37	32	34	32	26	26
22. Klipdam ..	(do.)	B	57	51	41	35	38	25	22	26
23. Windsorton ..	(do.)	B	32	30	31	35	24	22	29	28
Total ..			771	761	864	722	561	541	619	540

**BATHURST (Inspector Fraser).**

1. Bathurst ..		A. 2	24	36	44	45	22	33	37	38
2. Clumber ..		A. 2	25	28	29	29	20	24	25	25
3. Port Alfred ..		A. 2	92	106	96	90	77	85	63	75
4. Kleinmond ..		A. 3	10	10	11	10	7	7	8	9
5. Shaw Park ..		A. 3	19	20	21	24	17	17	18	19
6. Southwell ..		A. 3	22	23	22	21	18	20	19	18
7. Jones' Farm ..	F. Cooper	P.F.	5	5	5	5	5	5	5	5
8. Thorndon ..	C. Purdon	P.F.	9	9	9	9	6	7	7	7
9. Port Alfred West ..	Eng. Ch.)	B	51	41	38	39	31	27	28	27

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
12	1	32	..	19	7	6	..	..	..	..	..	14	9	First Inspection.		
13	1	19	..	4	1	5	2	5	2	..	..	15	14	6	..	..
14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
15	1	6	..	2	1	..	3	..	..	..	..	5	..	First Inspection.		
16	1	5	..	1	1	..	1	1	..	..	..	4	2	..	4	..
17	1	7	..	..	2	..	..	3	2	..	..	7	1	2	3	..
18	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
19	1	7	..	2	2	2	1	..	..	..	..	5	5	First Inspection.		
20	1	5	..	1	2	1	1	..	..	..	..	4	3	1	1	..
21	1	7	..	3	2	1	1	..	..	..	..	4	4	First Inspection.		
22	1	17	..	10	5	1	1	..	..	..	..	8	7	Do.		
23	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	4	28	..	8	4	1	10	3	2	..	..	20	15	10	6	..
2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3	4	98	..	34	18	21	10	12	3	..	..	71	50	20	19	..
4	4	21	..	10	3	7	..	1	..	..	..	11	11	7	..	..
5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6	4	16	..	2	6	2	2	1	3	..	..	14	14	14	..	..
7	4	22	..	11	5	5	1	..	..	..	..	12	3	5	3	..
8	4	6	..	5	1	..	..	..	..	..	..	1	1	First Inspection.		
9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12	4	28	..	20	6	2	..	..	..	..	..	9	8	First Inspection.		
13	4	73	..	38	13	15	2	5	..	..	..	45	30	Do.		
14	4	41	..	41	..	..	..	..	..	..	..	7	..	..	6	..
15	4	104	..	73	14	13	4	..	..	..	..	42	25	21	15	2
16	4	22	..	17	3	1	..	1	..	..	..	6	4	3	..	..
17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
18	4	18	..	13	4	1	..	..	..	..	..	11	2	First Inspection.		
19	4	22	..	18	4	..	..	..	..	..	..	6	4	4	1	..
20	4	28	..	28	..	..	..	..	..	..	..	..	..	First Inspection.		
21	4	29	..	23	5	1	..	..	..	..	..	8	6	3	..	..
22	4	27	..	17	2	8	..	..	..	..	..	14	3	First Inspection.		
23	4	30	..	21	7	2	..	..	..	..	..	9	9	Do.		
1	4	42	1	7	6	6	10	6	4	1	1	35	17	16	10	..
2	4	29	..	3	5	7	6	3	2	3	..	26	18	17	6	..
3	4	83	..	16	11	10	17	11	11	7	..	70	54	36	13	..
4	4	10	..	1	..	3	4	1	..	1	..	9	7	4	2	..
5	4	21	1	6	5	1	3	2	2	..	1	14	9	5	4	..
6	4	20	..	..	2	1	12	4	..	1	..	20	19	11	..	..
7	4	5	..	2	3	..	..	..	..	..	..	3	3	First Inspection.		
8	4	9	..	..	2	2	1	1	3	..	..	9	8	6	..	..
9	4	35	..	22	5	4	4	..	..	..	..	14	11	9	5	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
10. Southwell .. .. .	(Eng. Ch.) B	35	47	55	28	30	37	45	16
11. Bathurst .. .. .	(Wes.) B	34	33	29	36	24	25	16	24
12. Green Fountain .. .. .	(do.) B	..	..	..	50	..	..	..	26
Total .. .. .		326	358	359	386	257	287	271	289
<b>BEAUFORT WEST (Inspector Theron).</b>									
1. Beaufort West, Boys' .. .. .	A. 1	82	69	64	63	76	55	54	44
2. Do., Girls' .. .. .	A. 1	103	133	163	164	70	92	93	117
3. Eyerkuil .. C. D. v. d. Westhuizen	A. 3	..	..	..	11	..	..	..	10
4. Meyerspoort .. J. P. Jooste	A. 3	12	..	..	..	9	..	..	..
5. Weltevreden .. L. D. Pienaar	A. 3	12	12	14	11	12	12	12	10
6. Wiegnaarspoort .. .. .	A. 3	13	14	16	16	11	13	13	14
7. Bultfontein .. J. T. Rademeyer	P.F.	7	6	6	6	6	5	6	6
8. Content .. G. Devenish	P.F.	8	8	8	8	8	8	6	7
9. Dunedin .. P. Truter	P.F.	..	..	..	5	..	..	..	5
10. Courlandskloof .. W. T. Elliot	P.F.	5	6	6	6	4	4	5	5
11. Elandsfontein .. C. F. Snijman	P.F.	..	10	10	10	..	9	10	9
12. Eyerkuil .. C. P. v. d. Westhuizen	P.F.	5	11	12	..	5	7	10	..
13. Hillside .. F. D. Pienaar	P.F.	5	5	5	5	5	5	5	5
14. Klaverfontein .. P. D. Rose	P.F.	5	5	5	5	5	5	5	5
15. Klipplaatsfontein .. W. G. N. Jacobs	P.F.	4	5	6	7	4	5	6	7
16. Kraaifontein .. J. N. Hamman	P.F.	8	8	7	7	6	6	6	7
17. Little England .. J. C. T. Musto	P.F.	6	8	8	8	6	7	8	8
18. Nieuwjaarsfontein .. .. .	P.F.	..	..	..	8	..	..	..	8
19. Ongeluksfontein .. L. P. v. Ass	P.F.	7	7	8	9	7	7	8	9
20. Paalhuis .. .. .	P.F.	..	..	12	10	..	..	9	9
21. Rhenosterkop .. A. S. Grimbeek	P.F.	..	5	5	5	..	5	4	4
22. Rooidam .. P. J. J. Eybers	P.F.	8	6	5	5	8	6	5	5
23. Slangfontein .. P. J. Minnaar	P.F.	10	7	6	6	9	7	5	6
24. Spitskop .. S. W. v. Heerden	P.F.	5	5	..	..	5	5	..	..
25. Steenrotsfontein .. B. J. Pienaar	P.F.	5	5	..	..	5	4	..	..
26. Stolshoek .. J. P. Pienaar	P.F.	5	5	..	..	5	5	..	..
27. Uitspanfontein .. P. B. Jacobs	P.F.	..	10	10	10	..	10	10	10
28. Van der Byl's Kraal .. J. le S. v. d. Byl	P.F.	6	6	6	6	6	6	6	6
29. Whitehouse .. J. Culverwell	P.F.	5	5	7	7	5	5	7	7
30. Beaufort West .. .. .	Poor	58	60	63	64	48	48	48	45
31. Do. .. (D.R.C.)	B	108	108	115	103	81	83	80	80
32. Do. .. (Eng. Ch.)	B	..	74	76	54	..	43	56	37
Total .. .. .		492	603	651	619	406	467	485	485
<b>BEDFORD (Inspector Bedford).</b>									
1. Bedford .. .. .	A. 1	92	80	80	73	72	67	66	62
2. Baviaansdrift .. .. .	A. 3	16	16	16	14	15	14	14	13
3. Wilgenbosch .. .. .	L. Nel A. 3	11	..	..	..	7	..	..	..
4. Bester's Kraal .. F. v. d. Vyver	P.F.	7	6	..	..	7	5	..	..
5. Cameron's Glen .. .. .	P.F.	13	..	..	..	11	..	..	..
6. Cheviot Fells .. H. S. de Bee	P.F.	..	6	7	7	..	6	6	6
7. Colliesfontein .. .. .	P.F.	..	..	9	8	..	..	9	8
8. Collieskraal .. B. O. Bower	P.F.	6	6	6	6	5	6	6	6
9. Daggaboer .. A. Botha	P.F.	..	..	7	7	..	..	6	7
10. Daggaboer's Hoek .. S. T. Meaker	P.F.	7	7	7	7	6	6	6	6
11. Fontein .. W. S. J. Lombard	P.F.	11	11	10	11	9	9	8	6
12. Ganna Hoek .. W. N. Blake	P.F.	9	7	7	7	9	6	7	7
13. Glen Gregor .. J. A. Mapham	P.F.	5	..	6	6	5	..	6	6
14. Highlands .. T. J. Watson	P.F.	..	10	10	10	..	8	9	9
15. Kingsvale .. J. W. King	P.F.	..	5	5	5	..	4	5	5
16. Knoffel Fontein .. G. F. Stegmann	P.F.	11	..	10	10	10	..	10	9

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.	
10	4	42	..	25	8	6	3	..	..	..	..	21	3	1	6	3	
11	4	29	..	18	4	4	3	..	..	..	..	13	6	4	7	1	
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
1	2	49	..	..	..	4	13	14	10	8	..	49	36	33	7	1	
2	2	106	..	27	14	28	14	11	4	7	1	88	68	25	6	..	
3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
4	2	11	..	3	2	..	5	1	..	..	..	9	6	6	5	..	
5	3	13	..	1	2	..	6	4	..	..	..	12	7	First Inspection			
6	2	14	..	9	2	..	2	1	..	..	..	7	3	Do.			
7	2	6	..	1	1	..	2	1	1	..	..	5	4	3	1	..	
8	2	8	..	2	2	..	3	1	..	..	..	6	6	6	..	..	
9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
10	2	5	..	..	1	2	..	1	1	..	..	5	2	5	..	..	
11	2	10	..	5	..	5	..	..	..	..	..	5	5	1	4	..	
12	2	10	..	4	4	2	..	..	..	..	..	6	6	4	..	..	
13	2	5	..	1	..	2	..	1	1	..	..	4	3	3	2	..	
14	2	5	..	1	..	4	..	..	..	..	..	4	2	2	2	..	
15	2	5	..	3	1	1	..	..	..	..	..	2	..	..	2	..	
16	2	7	..	1	2	1	2	1	..	..	..	7	5	4	1	..	
17	2	6	..	..	1	2	..	2	..	1	..	6	6	6	..	..	
18	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
19	2	7	..	..	1	2	1	1	2	..	..	7	5	6	1	..	
20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
21	4	2	..	..	..	2	..	..	..	..	..	2	2	2	..	..	
22	2	8	..	4	..	1	3	..	..	..	..	7	1	First Inspection.			
23	2	7	..	..	1	..	1	2	3	..	..	7	6	5	2	..	
24	2	5	..	1	..	1	..	1	2	..	..	4	4	4	..	..	
25	2	5	..	1	..	1	1	1	1	..	..	4	3	3	1	..	
26	2	5	..	1	..	1	..	2	1	..	..	4	2	1	2	..	
27	2	8	..	8	..	..	..	..	..	..	..	..	..	First Inspection.			
28	2	6	..	1	1	..	3	..	1	..	..	5	4	4	..	..	
29	4	7	..	2	1	..	2	..	2	..	..	5	5	4	..	..	
30	2	56	..	25	9	14	5	3	..	..	..	34	16	14	8	..	
31	2	94	..	55	13	20	5	1	..	..	..	46	35	30	7	..	
32	2	59	..	44	9	3	3	..	..	..	..	15	10	First Inspection.			
1	4	68	..	4	7	8	20	7	13	5	2	2	62	50	40	7	..
2	4	14	1	6	2	3	2	..	..	..	..	7	6	4	1	..	
3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
4	3	6	..	..	..	2	2	1	..	1	..	6	6	6	..	..	
5	4	7	..	..	..	2	2	..	3	..	..	7	5	5	1	..	
6	4	7	..	2	2	..	1	2	..	..	..	5	2	2	2	..	
7	4	8	..	..	2	4	1	1	..	..	..	8	3	First Inspection.			
8	4	6	..	..	2	..	2	1	1	..	..	6	6	4	1	..	
9	4	6	..	2	4	..	..	..	..	..	..	4	4	First Inspection.			
10	4	7	..	1	2	1	1	..	2	..	..	6	6	6	..	..	
11	3	9	..	1	..	3	2	1	2	..	..	8	6	6	1	..	
12	4	7	..	1	2	3	1	..	..	..	..	6	6	First Inspection.			
13	3	6	..	..	2	..	..	4	..	..	..	6	6	2	4	..	
14	4	10	..	..	3	..	4	3	..	..	..	10	10	First Inspection.			
15	3	5	..	2	2	..	1	..	..	..	..	3	2	Do.			
16	3	10	..	..	2	1	3	..	4	..	..	10	5	6	1	..	



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
17. Lichtenstein	J. J. Bouwer	P.F.	5	5	5	5	3	4	
18. Lower Haining	R. P. Rennie	P.F.	7	6	5	6	4	5	
19. Milness	C. Pearson	P.F.	6	6	5	6	4	5	
20. Olivewoods	G. A. Whitehead	P.F.	5	5	5	5	4	5	
21. Ondersmoor Drift	A. Louw	P.F.	7	7	7	7	7	6	
22. Rodger's Kraal	L. Norton	P.F.	10	11	10	10	10	8	
23. Schelm Kloof	C. P. F. Marais	P.F.	9	9	9	8	9	6	
24. Spring Grove	W. S. Ainslie	P.F.	6	6	6	6	4	4	
25. Vleiplaats	C. v. Aardt	P.F.	7	7	6	7	6	6	
26. Wilfred's Hope	J. Hurworth	P.F.	5	5	7	5	6	7	
27. Witmoss	D. G. Drennan	P.F.	5	5	5	5	5	5	
28. Glen Lynden	(D.R.C.)	B	40	37	32	33	32	28	
29. Bedford	(Ind.)	B	43	50	53	28	28	37	
30. Cowie Bush	(do.)	B	40	49	57	35	42	46	
31. Bedford	(R.C.)	B	29	27	36	25	22	31	
32. Glen Garry	(U.P.)	B	26	26	25	24	24	22	
33. Glenthorn	(do.)	B	48	47	34	33	26	19	
34. Bedford, Trinity	(Wes.)	B	61	76	76	40	58	57	
Total			526	520	516	423	416	419	
<b>BREDASDORP (Inspector Bartmann).</b>									
1. Bredasdorp		A. 2	85	82	82	76	68	73	
2. Napier		A. 2	74	70	73	56	54	60	
3. Elardsdrift	J. Swart	A. 3	36	27	25	31	24	20	
4. Kathoek	J. Odendaal	A. 3	19	18	16	16	17	15	
5. Klein Zout River	J. Gildenhuys	A. 3	22	23	23	15	21	15	
6. Matjeskloof	P. Wessels	A. 3	18	17	19	15	11	13	
7. Melkbosch (Zand Drift)	P. L. Swart	A. 3	16	16	16	12	11	11	
8. Uilkraal	H. Groenewald	A. 3	19	28	24	11	21	13	
9. Wolfgat	J. Matthee	A. 3	24	27	27	20	21	11	
10. Zoutpansvlakte	M. v. Papendorp	A. 3	14	12	15	7	10	7	
11. Zout River	H. Groenewald	A. 3	25	22	19	21	16	14	
12. Cupido's Kraal	L. J. du Toit	P.F.	8	8	8	8	8	8	
13. Driefontein	A. Dreyer	P.F.	7	10	10	7	8	8	
14. Elandsvei	D. Uys	P.F.	13	12	14	11	9	9	
15. Hansjes River	P. Swart	P.F.	20	21	20	16	15	17	
16. Helderfontein	D. du Toit	P.F.	12	12	13	12	12	11	
17. Nooitgedacht	D. Lourens	P.F.	9	10	11	9	10	10	
18. Rooi Draai	J. D. de Kock	P.F.	10	10	9	9	8	8	
19. The Hope	D. de Wet	P.F.	12	10	11	10	9	10	
20. Vissersdrift	J. de Kock	P.F.	11	11	11	11	10	10	
21. Welgegund	J. Matthee	P.F.	8	7	7	8	6	7	
22. Zoetendals Vlei	H. H. v. Breda	P.F.	6	6	6	4	5	6	
23. Zout River	J. Human	P.F.	11	10	10	10	10	11	
24. De Tuin		Poor	39	36	36	36	34	34	
25. Lange Vlei	L. Swart	Poor	12	13	14	10	12	9	
26. Oudeplaats		Poor	19	20	20	19	15	17	
27. Wolfgat	J. Matthee	Poor	28	23	23	21	17	17	
28. Zoutbosch		Poor	15	15	15	15	13	13	
29. Bredasdorp	(Eng. Ch.)	B	79	65	70	59	33	45	
30. Napier	(do.)	B	61	52	60	30	34	30	
31. Struis Bay	(do.)	B	47	45	45	34	31	24	
32. Wagenhuis Krantz	(do.)	B	45	48	52	33	36	33	
33. Elim	(Mor.)	B	366	339	322	253	217	223	
Total			1,097	1,025	1,067	822	742	785	

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
17	4	5	1	1	3	2	2	2	2	2	2	4	2	2	2	2
18	3	5	1	1	1	1	1	1	1	1	1	5	1	4	4	4
19	3	5	1	1	1	1	1	1	1	1	1	5	4	4	1	1
20	4	5	1	1	1	1	1	1	1	1	1	5	4	4	1	1
21	4	7	2	1	2	2	1	1	1	1	1	5	3	3	2	2
22	3	7	2	1	2	2	1	1	1	1	1	9	3	3	6	6
23	4	9	2	1	2	2	1	1	1	1	1	9	6	3	6	6
24	3	5	1	1	1	1	1	1	1	1	1	5	5	5	5	5
25	3	6	1	1	1	1	1	1	1	1	1	6	4	4	1	1
26	4	7	2	1	2	2	1	1	1	1	1	5	2	2	3	3
27	4	7	2	1	2	2	1	1	1	1	1	5	2	2	3	3
28	4	30	23	7	7	7	7	7	7	7	7	8	7	7	7	7
29	4	38	26	8	3	1	1	1	1	1	1	14	7	8	3	3
30	3	45	23	8	8	6	6	6	6	6	6	26	11	6	11	11
31	4	34	14	4	8	1	2	5	5	5	5	22	15	10	5	5
32	4	21	15	6	6	6	6	6	6	6	6	12	11	10	5	5
33	3	32	18	10	4	4	4	4	4	4	4	16	11	10	5	5
34	4	55	41	7	7	7	7	7	7	7	7	15	11	4	4	4
1	1	81	36	9	11	10	9	4	2	2	2	46	27	22	13	13
2	1	62	3	18	14	10	4	7	4	2	2	62	30	30	11	11
3	1	35	14	7	4	7	3	3	3	3	3	24	13	12	6	6
4	1	19	9	4	6	6	6	6	6	6	6	12	10	10	3	3
5	1	19	4	5	3	6	1	1	1	1	1	16	11	3	4	4
6	1	17	10	2	5	5	5	5	5	5	5	7	3	3	3	3
7	1	10	2	3	5	5	5	5	5	5	5	10	8	5	5	5
8	1	9	6	2	1	1	1	1	1	1	1	4	4	4	4	4
9	1	23	13	8	2	2	2	2	2	2	2	19	11	7	8	8
10	1	13	5	3	5	5	5	5	5	5	5	9	8	2	7	7
11	1	19	10	1	2	6	6	6	6	6	6	10	9	4	5	5
12	3	8	4	3	1	1	1	1	1	1	1	4	1	4	1	1
13	1	7	1	3	3	3	3	3	3	3	3	7	5	5	2	2
14	1	13	5	5	3	3	3	3	3	3	3	10	2	3	7	7
15	1	14	7	6	1	1	1	1	1	1	1	8	5	4	2	2
16	1	11	1	4	6	6	6	6	6	6	6	10	10	10	10	10
17	1	9	5	4	4	4	4	4	4	4	4	7	4	7	4	4
18	1	10	3	2	2	2	2	2	2	2	2	8	7	7	7	7
19	1	12	3	2	2	1	3	1	1	1	1	9	5	6	3	3
20	1	12	6	1	3	2	2	2	2	2	2	8	5	6	4	4
21	1	6	2	1	1	1	1	1	1	1	1	4	4	4	4	4
22	1	11	11	11	11	11	11	11	11	11	11	4	4	4	4	4
23	1	11	11	11	11	11	11	11	11	11	11	4	4	4	4	4
24	1	11	5	2	4	4	4	4	4	4	4	9	6	6	1	1
25	1	18	14	1	1	2	2	2	2	2	2	4	4	4	4	4
26	1	18	14	1	1	2	2	2	2	2	2	4	4	4	4	4
27	1	18	14	1	1	2	2	2	2	2	2	4	4	4	4	4
28	1	18	14	1	1	2	2	2	2	2	2	4	4	4	4	4
29	1	61	42	8	5	6	6	6	6	6	6	25	13	15	14	14
30	1	23	12	5	2	2	2	2	2	2	2	11	8	6	4	4
31	1	28	25	3	3	3	3	3	3	3	3	5	3	2	3	3
32	1	33	26	6	1	1	1	1	1	1	1	12	6	3	15	15
33	1	254	174	27	23	30	30	30	30	30	30	101	66	43	34	34



Name of School.	Class.	Scholars on Roll				Average Attendance				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
<b>BRITSTOWN (Inspector le Roux).</b>										
1. Britstown .. .. .	A. 2	102	98	95	100	91	91	86	82	
2. De Aar .. .. .	A. 2	72	79	80	76	58	63	60	61	
3. Minnie's Kloof .. .. .	A. 3	11	..	16	16	11	..	16	13	
4. T'Cuip .. .. .	A. 3	10	10	..	..	8	7	..	..	
5. Bloemfontein .. .. .	P.F.	13	13	11	11	12	11	10	10	
6. Boter Kraal .. .. .	P.F.	10	10	10	11	10	10	9	10	
7. Daggafontein .. .. .	P.F.	6	6	6	6	6	6	6	6	
8. Damfontein .. .. .	P.F.	5	5	5	5	5	4	5	4	
9. Doorn Kuil .. .. .	P.F.	5	..	7	8	5	..	7	7	
10. Holpan .. .. .	P.F.	6	6	6	6	6	5	6	6	
11. Kolkenburg .. .. .	P.F.	5	5	5	5	5	5	5	5	
12. Lemoen Kloof .. .. .	P.F.	5	5	5	5	5	5	5	5	
13. Schilderspan .. .. .	P.F.	5	5	4	4	5	5	4	4	
14. Smous Poort .. .. .	P.F.	3	3	3	3	3	3	3	3	
15. Stinkfontein .. .. .	P.F.	6	6	7	7	6	6	7	6	
16. Britstown .. .. .	B	32	..	57	63	25	..	43	50	
17. De Aar .. .. .	B	60	62	58	56	46	48	48	45	
18. Do. .. .. .	B	43	36	53	52	25	30	42	32	
Total .. .. .		399	349	428	434	332	299	362	349	
<b>CALEDON (Inspector Bartmann).</b>										
1. Caledon .. .. .	A. 1	124	123	139	119	109	113	111	102	
2. Alexander's Kloof .. .. .	A. 3	15	13	15	14	15	12	12	11	
3. Boontjes Kraal .. .. .	A. 3	16	16	16	14	15	11	11	11	
4. Bot River .. .. .	A. 3	19	21	22	20	11	15	12	12	
5. Deep River .. .. .	A. 3	13	15	12	12	9	7	9	9	
6. Droogboom .. .. .	A. 3	..	14	16	16	..	13	15	15	
7. Greyton .. .. .	A. 3	36	40	47	48	34	35	41	41	
8. Haarwegs River .. .. .	A. 3	19	..	24	24	14	..	16	19	
9. Hermanus Pietersfontein .. .. .	A. 3	49	51	48	42	34	45	31	29	
10. Karnemelks River .. .. .	A. 3	22	20	21	17	19	13	16	10	
11. Langverwacht .. .. .	A. 3	14	14	15	17	12	12	12	12	
12. Lower Bot River .. .. .	A. 3	11	13	13	12	10	12	10	9	
13. Nethercourt .. .. .	A. 3	14	12	14	12	14	12	14	12	
14. Palmiet River .. .. .	A. 3	27	23	24	25	18	15	16	17	
15. Papias Vlei .. .. .	A. 3	36	34	30	28	31	30	28	27	
16. St. John's River .. .. .	A. 3	16	17	16	15	11	12	12	10	
17. Stanford .. .. .	A. 3	32	30	39	44	13	22	28	29	
18. Villiersdorp .. .. .	A. 3	97	94	103	91	86	73	97	81	
19. Witklipjeskloof .. .. .	A. 3	18	20	20	20	18	12	16	19	
20. Zandfontein .. .. .	A. 3	19	19	21	20	16	15	16	15	
21. Aries Kraal .. .. .	P.F.	10	10	9	9	9	6	9	7	
22. Dasjesfontein .. .. .	P.F.	6	6	..	..	5	5	..	..	
23. Goudini .. .. .	P.F.	..	6	6	6	..	4	5	6	
24. Hartebeeste River .. .. .	P.F.	15	..	..	..	12	..	..	..	
25. Klein Ezeljagt .. .. .	P.F.	..	..	8	8	..	..	8	8	
26. Klein Steenboks River .. .. .	P.F.	12	12	..	..	11	11	..	..	
27. Kwartelfontein .. .. .	P.F.	..	7	8	6	..	7	7	6	
28. Oudekraal .. .. .	P.F.	7	7	7	..	7	7	7	..	
29. Upper Hartebeest River .. .. .	P.F.	..	11	12	12	..	10	10	10	

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
1	1	99	22	17	16	16	16	3	7	2	..	77	52	39	13	..
2	2	87	17	23	13	6	10	4	4	..	..	70	67	7	54	..
3	4	72	30	7	10	16	4	3	1	1	..	47	33	21	6	..
4	4	14	3	5	..	3	3	..	..	..	..	11	9	9	1	..
5	4	11	2	2	3	4	..	..	..	..	..	9	9	7	2	..
6	4	7	1	1	5	1	..	..	..	..	..	6	6	6	1	..
7	4	6	1	2	1	2	..	..	..	..	..	3	3	First Inspection.	..	..
8	1	5	1	..	..	1	2	..	1	..	..	4	4	5	1	..
9	1	5	1	..	..	1	2	..	1	..	..	4	4	2	..	..
10	4	7	2	1	..	2	2	..	..	..	..	5	5	3	..	..
11	4	6	2	2	2	2	..	..	..	..	..	5	5	..	..	..
12	1	5	1	2	..	1	1	..	1	..	..	4	4	4	2	..
13	4	4	1	2	..	1	1	..	1	..	..	4	4	2	2	..
14	1	3	..	1	1	1	1	..	1	..	..	4	4	3	1	..
15	1	6	..	1	2	3	..	..	..	..	..	3	2	3	..	..
16	4	7	..	..	..	5	2	..	..	..	..	6	6	First Inspection.	..	..
17	1	24	17	7	..	..	..	..	..	..	..	11	7	5	5	..
18	3	38	32	6	..	..	..	..	..	..	..	8	..	1	1	..
19	2	56	38	12	4	2	..	..	..	..	..	22	14	10	2	..
20	3	40	23	9	4	4	..	..	..	..	..	20	14	11	4	..
21	3	118	4	22	9	17	18	15	14	12	7	94	72	71	8	..
22	2	11	5	2	2	..	2	..	..	..	..	8	5	First Inspection.	..	..
23	2	12	11	1	..	..	..	..	..	..	..	1	..	Do.	..	..
24	3	12	4	4	2	2	..	..	..	..	..	9	3	5	2	..
25	2	10	1	3	3	2	1	..	..	..	..	9	4	2	5	..
26	3	16	11	4	1	..	..	..	..	..	..	5	5	First Inspection.	..	..
27	3	44	2	7	13	14	2	..	6	..	..	35	34	19	1	..
28	3	11	5	..	6	..	..	..	..	..	..	6	6	4	2	..
29	3	41	15	11	3	6	4	2	..	..	..	28	20	20	7	..
30	3	16	13	1	2	..	..	..	..	..	..	9	2	1	1	..
31	3	13	2	3	4	2	2	..	..	..	..	12	9	8	1	..
32	3	12	6	2	2	1	1	..	..	..	..	7	3	3	3	..
33	3	14	1	2	2	1	1	..	..	..	..	13	8	5	2	..
34	2	22	14	6	..	..	..	2	..	..	..	11	8	6	2	..
35	1	25	16	4	4	1	..	..	..	..	..	10	8	7	3	..
36	2	13	9	1	3	..	..	..	..	..	..	4	2	1	2	..
37	3	31	17	5	7	2	..	..	..	..	..	18	12	10	6	..
38	3	99	34	18	18	17	6	6	..	..	..	66	63	51	6	..
39	2	11	5	3	3	..	..	..	..	..	..	6	4	..	5	..
40	2	16	3	..	3	7	3	..	..	..	..	13	10	8	4	..
41	2	9	1	4	1	3	..	..	..	..	..	8	2	3	6	..
42	2	5	..	..	3	2	..	..	..	..	..	5	3	First Inspection.	..	..
43	3	5	3	..	1	1	..	..	..	..	..	2	..	Do.	..	..
44	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
45	3	7	4	3	..	..	..	..	..	..	..	4	3	First Inspection.	..	..
46	2	11	4	2	5	..	..	..	..	..	..	8	6	Do.	..	..
47	3	7	3	2	..	2	..	..	..	..	..	6	4	Do.	..	..
48	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
49	2	11	8	3	..	..	..	..	..	..	..	3	3	First Inspection.	..	..



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
30. Weltevreden	W. A. Morton	P.F.	11	8	8	7	6	7	7	6
31. Wolfgat	D. Badenhorst	P.F.	9	6	..	..	6	5	..	..
32. Schild's Kloof	..	Poor	..	18	18	15	..	12	13	12
33. The Oaks	P. J. Bredenkamp	Poor	14	9	..	..	10	6	..	..
34. U. Hartebeest R.	H. J. de Villiers	Poor	32	29	29	25	24	25	22	20
35. Caledon	.. (D.R.C)	B	77	77	73	67	50	55	50	42
36. Do.	.. (Eng. Ch.)	B	110	109	117	108	77	81	83	94
37. Glebe	.. (do.)	B	42	43	35	32	24	22	23	22
38. Greyton	.. (do.)	B	66	78	81	65	59	66	67	51
39. Hartebeest River	.. (do.)	B	29	29	26	21	20	18	14	14
40. Hawston	.. (do.)	B	55	49	43	46	25	32	31	31
41. Hermanus Pietersfontein	.. (do.)	B	59	58	62	62	35	42	35	31
42. Houwhoek	.. (do.)	B	28	31	30	29	21	23	25	21
43. Stanford	.. (do.)	B	47	44	51	52	26	25	36	40
44. Berea	.. (Mor.)	B	44	43	39	35	29	20	27	29
45. Genadendal	.. (do.)	B	515	403	351	422	389	311	332	327
46. Twistwyk	.. (do.)	B	42	35	43	43	25	25	29	30
47. Tygerhoek	.. (do.)	B	13	..	..	..	11	..	..	..
Total	..	..	1840	1717	1711	1680	1370	1304	1363	1297
<b>CALVINIA (Inspector Hofmeyr).</b>										
1. Calvinia	..	A. 2	77	79	72	66	64	67	59	62
2. Brandvlei	..	A. 3	33	28	33	32	19	15	16	20
3. De Hoek	C. v. d. Merwe	A. 3	8	8	12	12	8	8	12	12
4. Groen River	..	A. 3	..	..	32	34	..	..	29	33
5. Grootvlakte	..	A. 3	11	11	..	16	8	8	..	15
6. Kopje's Kraal	..	A. 3	21	16	20	21	19	14	18	18
7. Lokenburg	P. J. Boltman	A. 3	18	16	12	12	17	12	11	12
8. Matjesfontein	..	A. 3	22	20	14	..	15	18	9	..
9. Rietvlei	..	A. 3	41	39	33	30	35	38	26	20
10. Spitskop	..	A. 3	11	11	12	12	10	10	12	12
11. Tiger Hoek (Brandwacht)	..	A. 3	10	10	15	16	10	10	13	12
12. Tontelbosch Kolk	..	A. 3	24	..	..	..	20	..	..	..
13. Zoetwater	..	A. 3	20	20	29	29	19	20	24	19
14. Houwhoek	F. S. v. Dyk	P.F.	8	8	5	6	8	8	4	..
15. Klipbak	C. P. v. d. Merwe	P.F.	..	..	13	..	..	..	9	..
16. Tiger Vlei	Mrs. J. A. Louw	P.F.	11	11	..	..	10	9	..	..
17. Bushmanland (Broekzynputs)	..	Poor	15	24	39	32	12	17	22	14
18. Calvinia	.. (D.R.C.)	B	60	62	60	54	52	45	48	37
Total	..	..	390	363	401	372	326	299	312	291
<b>CAPE (Inspector Brady).</b>										
1. Capetown, Art School	..	Sp.	92	120	129	156	56	70	70	62
2. Do., Deaf and Dumb. Inst. (R.C.)	..	Sp.	16	15	14	14	14	14	13	12
3. Do., Industrial Home	..	Sp.	27	37	45	52	24	33	44	52
4. Do., Normal College	..	Sp.	37	37	51	45	36	37	49	44
5. Claremont, Art Class	..	Sp.	8	9	..	..	6	6	..	..
6. Capetown, S.A. College School	..	A. 1	152	177	197	200	138	157	171	172
7. Do., Good Hope Seminary	..	A. 1	260	289	289	296	237	252	250	272
8. Do., Normal College Boys'	..	A. 1	280	331	288	279	255	290	258	242
9. Do., do. Girls'	..	A. 1	460	410	407	373	400	353	360	337
10. Rondebosch, High School, Girls'	..	A. 1	151	154	161	165	132	138	138	131
11. Sea Point, Boys'	..	A. 1	149	151	158	152	127	125	125	128
12. Simonstown	..	A. 1	117	113	117	116	105	104	105	110

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
30	3	7	..	2	1	..	2	..	2	..	..	5	5	4	..	..
31	2	6	..	2	3	..	1	..	..	..	..	5	1	2	4	..
32	2	11	..	11	..	..	..	..	..	..	..	..	..	First Inspection.		
33	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
34	2	28	..	3	11	3	4	6	..	1	..	25	25	21	..	..
35	2	62	..	25	12	10	12	3	..	..	..	38	22	22	8	..
36	3	97	..	55	13	16	13	..	..	..	..	48	36	25	20	..
37	2	24	..	20	3	1	..	..	..	..	..	4	2	1	1	..
38	3	69	..	44	9	12	4	..	..	..	..	30	19	10	16	..
39	2	14	..	12	1	1	..	..	..	..	..	3	1	..	3	..
40	3	41	..	29	8	4	..	..	..	..	..	13	10	3	4	..
41	3	53	..	35	7	6	5	..	..	..	..	18	11	4	8	..
42	2	24	..	14	2	5	1	2	..	..	..	11	9	7	1	..
43	3	37	..	22	9	3	3	..	..	..	..	17	11	5	7	..
44	3	29	..	20	6	..	3	..	..	..	..	11	8	4	7	..
45	3	348	..	178	87	48	30	5	..	..	..	192	111	99	65	..
46	3	38	..	24	5	6	3	..	..	..	..	21	11	..	21	..
47	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	2	68	6	8	14	11	10	6	5	5	3	54	41	36	6	..
2	2	18	..	9	4	2	1	2	..	..	..	13	9	4	..	..
3	2	8	..	..	2	1	5	..	..	..	..	8	7	5	2	..
4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5	2	10	..	2	4	2	2	..	..	..	..	8	8	8	..	..
6	2	16	..	3	4	5	3	1	..	..	..	13	13	12	..	..
7	2	12	..	2	3	5	2	..	..	..	..	10	7	First Inspection.		
8	2	9	..	4	1	3	1	..	..	..	..	5	3	Do.		
9	2	39	..	14	10	6	5	3	1	..	..	27	21	10	..	..
10	2	8	..	1	3	2	2	..	..	..	..	7	6	5	1	..
11	2	10	..	..	2	..	5	3	..	..	..	10	9	7	1	..
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	2	20	..	12	5	3	..	..	..	..	..	12	7	First Inspection.		
14	2	8	..	2	1	2	..	..	..	3	..	6	4	5	1	..
15	2	9	..	3	2	4	..	..	..	..	..	7	6	3	..	..
16	2	11	..	2	3	1	2	2	1	..	..	9	8	5	1	..
17	1	12	..	5	4	2	1	..	..	..	..	8	4	3	..	..
18	2	48	..	37	5	4	2	..	..	..	..	14	8	4	4	..
1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	3	14	14	..	..	..	..	..	..	..	..	..	..	..	..	..
3	4	45	..	5	14	26	..	..	..	..	..	41	13	1	6	21
4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6	1	146	..	2	6	10	36	41	26	25	..	144	108	47	17	..
7	1	239	..	40	9	18	21	41	39	37	31	196	157	85	26	..
8	1	321	..	2	60	54	66	67	52	20	..	321	292	222	30	..
9	1	362	..	101	49	37	37	45	41	42	10	264	249	174	17	..
10	4	146	..	22	9	15	26	22	23	9	5	111	90	42	16	..
11	4	138	..	28	12	14	27	29	15	13	..	113	84	45	17	..
12	4	114	..	29	8	11	15	16	17	10	8	87	81	63	5	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
13. Wynberg, Boys'	A. 1	225	219	211	202	204	192	175	184
14. Do., Girls'	A. 1	244	218	207	212	202	192	184	190
15. Capetown, Hebrew Congregational	A. 2	63	75	80	92	47	68	71	84
16. Do., St. Martin's	A. 2	320	319	324	315	255	266	266	268
17. Do., West End	A. 2	228	218	216	245	175	169	188	189
18. Do., William Frederick	A. 2	80	66	67	66	73	59	59	58
19. Do., do., Girls'	A. 2	21	29	27	27	16	24	25	25
20. Claremont, Boys'	A. 2	91	104	105	104	73	80	85	80
21. Durbanville	A. 2	94	88	82	84	81	68	73	71
22. Mowbray	A. 2	78	80	91	97	63	62	70	74
23. Philadelphia	A. 2	52	52	54	53	46	45	50	48
24. Woodstock	A. 2	102	108	108	110	83	83	83	94
25. Brakfontein	A. 3	15	14	..	..	9	6	..	..
26. Capetown, Dock District	A. 3	170	254	271	244	137	151	181	177
27. Do., Pepper Street	A. 3	74	73	69	60	65	63	57	54
28. Do., St. Aloysius' (R.C.)	A. 3	344	341	325	332	267	275	279	278
29. Do., St. Bridget's (do.)	A. 3	250	221	223	210	159	154	150	151
30. Do., St. Michael's (Eng. Ch.)	A. 3	153	155	155	150	142	141	140	137
31. Do., St. Philip's (do.)	A. 3	98	96	94	95	67	67	71	75
32. Do., Trinity (do.)	A. 3	297	285	326	274	211	204	228	208
33. Kalk Bay	A. 3	70	72	72	73	41	45	36	35
34. Kliphevel	A. 3	24	22	25	24	20	15	22	20
35. Observatory Road	A. 3	68	61	62	54	52	48	50	51
36. Platrug	A. 3	14	15	12	..	13	13	11	..
37. Robben Island	A. 3	78	74	79	75	59	56	59	56
38. Woodstock (Eng. Ch.)	A. 3	136	148	185	191	112	115	142	160
39. Do. (R.C.)	A. 3	200	206	200	201	135	123	146	135
40. Wynberg Flats	A. 3	73	84	72	64	54	54	43	41
41. Do., Ottery Road (Eng. Ch.)	A. 3	208	182	190	181	169	163	167	165
42. Zonnebloem	D	118	117	109	110	89	93	94	91
43. Capetown, Barrack Street (Ind.)	E	65	57	56	42	19	20	21	17
44. Do., Boom Street, Aboriginal	E	..	34	41	..	..	13	13	..
45. Do., Hanover Street (D.R.C.)	E	28	25	..	..	19	19	..	..
46. Do., St. Columba's (Eng. Ch.)	E	51	49	55	84	17	16	25	56
47. Do., St. Philip's (do.)	E	85	114	125	120	37	41	45	49
48. Do., do., Girls' (do.)	E	..	39	38	45	..	13	13	17
49. Do., William Frederick	E	31	32	39	26	22	28	31	20
50. Noordhoek (D.R.C.)	E	17	18	12	..	4	5	8	..
51. Wynberg, Ottery Road (Eng. Ch.)	E	76	80	38	43	41	50	25	28
52. Blauwberg	H. Cloete	10	10	13	12	8	9	12	12
53. Silvermine	W. Kirsten	..	11	11	11	..	9	8	8
54. Welgemoed	F. J. v. H. Duminy	14	12	12	14	13	11	11	10
55. Wynberg (Bap.)	B	166	170	174	170	118	91	95	113
56. Cape Downs (Philippi) (D.R.C.)	B	36	30	31	30	26	30	31	30
57. Capetown, Bree Street (do.)	B	219	222	245	251	156	160	180	197
58. Do., Hanover Street (do.)	B	272	289	292	289	160	148	181	182
59. Do., Kinderzending (do.)	B	22	25	24	23	21	22	21	23
60. Do., Rogge Bay (do.)	B	155	167	170	182	100	94	99	118
61. Do., St. Stephen's (do.)	B	273	278	276	280	208	197	198	226
62. Claremont (do.)	B	222	197	152	139	125	82	70	94
63. Hout Bay (do.)	B	21	28	31	32	14	18	18	17
64. Noordhoek (do.)	B	45	44	42	42	26	23	20	23
65. Retreat (do.)	B	103	96	104	107	71	63	70	80
66. Silo (Wildscoutbrand) (do.)	B	26	26	16	16	17	10	15	8
67. Woodstock (do.)	B	236	245	242	227	133	130	127	141
68. Wynberg, Battswood (do.)	B	196	246	313	317	135	161	192	237
69. Bellville (Eng. Ch.)	B	80	90	79	69	44	41	42	44
70. Capetown, Roeland Street (do.)	B	267	272	307	258	129	158	177	189
71. Do., St. Augustine's (do.)	B	125	125	127	120	70	69	79	69
72. Do., St. Hilda's (do.)	B	39	36	40	47	38	32	35	40
73. Do., St. John's (do.)	B	156	170	185	180	116	122	135	136
74. Do., St. Mark's (do.)	B	282	306	353	294	163	165	241	195

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.	
13	2	200	..	1	6	22	25	44	30	43	16	13	187	143	96	33	..
14	3	205	..	37	16	18	24	25	29	30	19	7	162	120	73	31	..
15	4	82	..	33	24	11	8	3	1	2	..	..	49	47	..	..	No Record.
16	2	272	1	59	44	67	22	42	16	9	12	..	218	181	112	28	..
17	2	176	..	65	35	22	20	17	9	6	2	..	115	109	80	1	..
18	2	64	..	12	13	20	9	8	2	..	..	..	52	45	29	2	..
19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
20	3	83	..	17	13	15	16	7	12	2	1	..	70	45	23	4	..
21	1	89	..	12	5	13	14	20	14	11	..	..	78	64	47	10	..
22	4	72	..	15	14	16	21	4	2	..	..	..	59	35	14	9	..
23	2	48	..	8	10	8	5	7	2	8	..	..	41	35	27	6	..
24	3	100	..	25	11	19	20	10	12	3	..	..	75	73	45	2	..
25	2	11	..	2	3	3	3	..	..	..	..	..	10	7	7	3	..
26	3	198	..	116	35	17	22	6	1	1	..	..	109	63	54	30	..
27	3	59	..	15	9	14	11	7	3	..	..	..	44	39	33	6	..
28	3	278	..	120	57	44	15	28	8	6	..	..	160	132	76	22	..
29	2	168	..	62	25	27	22	23	9	..	..	..	106	98	75	7	..
30	3	126	..	51	22	21	19	7	6	..	..	..	80	73	75	5	..
31	4	75	..	18	11	14	19	6	7	..	..	..	58	52	21	5	..
32	3	234	..	90	38	35	36	16	12	5	2	..	149	122	74	18	..
33	1	49	..	18	8	9	8	3	3	..	..	..	33	25	27	3	..
34	2	20	..	1	1	6	1	6	5	..	..	..	19	13	13	6	..
35	3	54	..	17	10	6	14	5	2	..	..	..	39	29	16	6	..
36	2	15	..	4	2	3	1	4	1	..	..	..	11	10	7	..	..
37	3	68	..	30	15	5	13	5	..	..	..	..	43	33	32	6	..
38	2	129	..	30	17	26	16	24	8	8	..	..	106	74	..	..	First Inspection.
39	3	177	..	98	27	20	16	10	6	..	..	..	79	69	41	9	..
40	2	69	..	57	9	3	..	..	..	..	..	..	13	11	2	1	..
41	4	168	..	97	23	22	19	7	..	..	..	..	71	69	46	3	..
42	3	97	..	8	14	22	23	16	6	8	..	..	92	69	26	11	..
43	2	28	..	7	8	8	5	..	..	..	..	..	23	13	2	..	..
44	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
45	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
46	4	43	..	43	..	..	..	..	..	..	..	..	..	..	..	..	No Record.
47	4	56	..	17	12	27	..	..	..	..	..	..	41	37	..	..	Do.
48	4	23	..	21	2	..	..	..	..	..	..	..	2	2	..	..	First Inspection.
49	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
50	2	7	..	2	2	2	1	..	..	..	..	..	5	5	4	..	..
51	4	24	..	6	3	15	..	..	..	..	..	..	18	18	..	..	First Inspection.
52	2	10	..	4	3	2	1	..	..	..	..	..	6	6	..	..	Do.
53	2	11	..	5	4	1	1	..	..	..	..	..	6	6	..	..	Do.
54	2	12	..	..	2	3	2	1	4	..	..	..	12	10	10	2	..
55	1	131	..	87	21	12	8	3	..	..	..	..	44	24	20	9	..
56	2	22	..	6	6	3	4	3	..	..	..	..	16	13	11	3	..
57	2	188	..	141	20	14	9	4	..	..	..	..	50	45	33	3	..
58	3	185	..	143	15	11	13	3	..	..	..	..	46	38	25	10	..
59	2	20	..	4	5	1	8	2	..	..	..	..	17	13	13	4	..
60	2	116	..	93	8	9	6	..	..	..	..	..	24	18	12	7	..
61	3	249	..	172	25	23	9	20	..	..	..	..	84	65	48	2	..
62	4	72	..	51	7	12	2	..	..	..	..	..	24	18	12	3	..
63	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
64	2	31	..	17	4	5	5	..	..	..	..	..	15	14	11	1	..
65	2	63	..	29	6	13	10	2	3	..	..	..	36	32	11	3	..
66	3	11	..	2	5	2	2	..	..	..	..	..	11	6	1	2	



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
75. Capetown, St. Paul's (Eng. Ch.)	B	269	260	271	242	189	165	154	180
76. Do., St. Philip's (do.)	B	604	579	578	548	344	340	353	381
77. Do., School of Industry (do.)	B	302	287	287	261	183	185	177	168
78. Claremont, Boys' (do.)	B	47	43	48	42	34	37	38	35
79. Do., St. Matthew's (do.)	B	187	176	197	207	112	112	115	128
80. Do., St. Saviour's (do.)	B	234	262	242	245	149	168	171	179
81. Constantia (do.)	B	117	117	139	127	50	54	64	68
82. Diep River (do.)	B	53	55	39	67	28	28	26	50
83. Durbanville (do.)	B	87	80	63	36	61	46	47	31
84. Hout Bay (do.)	B	70	59	69	69	51	53	40	52
85. Kalk Bay (do.)	B	76	77	85	85	42	41	45	52
86. Maitland (do.)	B	96	84	73	65	56	51	42	45
87. Do., Good Shepherd (do.)	B			63					39
88. Mowbray, Boys' (do.)	B	77	75	79	67	46	49	49	48
89. Do., Girls' (do.)	B	191	212	225	186	128	125	115	144
90. Muizenberg (do.)	B	35	41	44	49	26	27	27	30
91. Newlands (do.)	B	234	236	237	252	150	152	157	204
92. Protea (do.)	B	81	87	91	94	53	54	47	52
93. Rondebosch, Black River (do.)	B	80	87	96	81	56	42	54	58
94. Do., Camp Ground (do.)	B	108	107	110	124	59	52	104	75
95. Do., St. Paul's (do.)	B	270	281	284	259	176	182	193	198
96. Salt River (do.)	B	117	123	140	121	74	76	53	78
97. Simonstown, Boys' (do.)	B	97	89	84	81	80	76	73	73
98. Do., Sch. of Industry (do.)	B	104	106	96	93	75	64	64	64
99. Woodstock (do.)	B	272	292	318	304	200	158	164	186
100. Wynberg, Sch. of Industry (do.)	B	70	67	84	66	52	54	63	58
101. Capetown, Barrack Street (Ind.)	B	238	180	181	190	143	123	112	132
102. Wynberg (Luth.)	B	70	71	75	81	51	52	52	57
103. Capetown, Frere Street (Mor.)	B	169	149	165	184	116	104	121	104
104. Katzenberg (do.)	B	119	118	109	100	97	82	84	64
105. Capetown, St. Andrew's (Pres.)	B	229				164			
106. Do., St. Patrick's (R.C.)	B	160	172	159	139	105	120	106	97
107. Do., Sir Lowry Road (do.)	B	109	107	110	98	52	52	57	65
108. Kalk Bay (do.)	B	79	80	85	83	52	60	51	41
109. Rouwkoop (do.)	B	79	88	100	102	58	64	67	76
110. Wynberg, St. Anne's (do.)	B	134	117	122	124	83	88	92	95
111. Sarepta (Rhen. M.)	B	91	86	83	83	61	53	52	64
112. Capetown, Buitenkant Street (Wes.)	B	272	269	274	257	184	172	176	190
113. Do., Sydney Street (do.)	B	59	60	61	60	40	42	47	50
114. Deneysdorp (do.)	B	49	65	76	85	30	27	31	34
115. Diep River (do.)	B	85	86	90	90	62	60	66	64
116. Elsjes River (do.)	B	23	29	31	18	11	13	11	8
117. Klipfontein (do.)	B	43	43	41	39	16	24	24	32
118. Mowbray (do.)	B	170	180	173	166	72	86	99	103
119. Simonstown (do.)	B	119	122	125	128	78	76	70	90
120. Capetown, South African Mission	B	219	153	184	162	85	85	86	108
121. Sea Point	B	69	73	83	77	51	50	61	62
Total		15497	15504	15848	15363	10768	10539	10925	11352

CARNARVON (Inspector Theron).

1. Carnarvon	A. 2	114	107	108	109	86	84	65	88
2. Witfontein	A. 3	11	10	10	10	11	10	8	9
3. Boter's Leegte	L. P. Jansen	P.F.	7	7	8	8	6	7	7
4. Jagtpan	J. J. Vos	P.F.	8				4		
5. Kareebosch	D. R. Rossouw	P.F.	12				12		
6. Middel Punt	F. H. v. d. Westhuizen	P.F.	9	9	10	10	8	9	10
7. Paardevlei	A. A. Redelinghuys	P.F.			6	6			6

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
75	3	205	160	18	22	5						46	40	25	8	2
76	2	458	353	43	38	20	4					123	74	50	33	
77	2	199	110	33	28	17	8	3				92	74	53	14	
78	1	34	5	7	13	2	4	3				33	20	12	5	
79	4	163	122	17	13	11						46	37	12	2	
80	4	193	117	33	21	13	6	9				83	65	47	16	
81	1	69	59	3	4	3						10	10	4	3	
82	1	29	16	2	8	3						18	6	6	2	
83	1	58	32	11	10	3	2					30	19	15	13	
84	1	45	36	6	3							9	8	7	1	
85	1	39	26	4	6	3						17	10	8	6	
86	1	56	22	8	15	5	4	2				38	25	18	10	1
87																
88	1	50	20	9	13	6	2									
89	1	137	92	27	8	8	2					37	21	11	4	
90	1	25	13	6	6							52	38	29	11	
91	4	197	118	23	25	25	4	2				19	1	3	12	
92	1	67	56	5	3	3						80	67	56	10	
93	2	42	35	3	2	2						14	11	8	5	
94	2	72	64	8								18	6	First Inspection.		
95	4	188	76	19	42	11	25	15				8	8	3		2
96	2	64	40	8	7	3	5	1				118	102	78	15	
97	1	82	43	10	9	10	8	2				25	14	12	8	
98	1	72	43	4	7	13	2	3				41	36	28	3	
99	2	189	139	23	13	11	3					31	23	20	6	
100	3	66	31	7	18	6	4					53	39	23	8	
101	2	171	118	21	18	7	7					37	29	13	5	
102	1	54	14	14	11	15						56	52	36	4	
103	2	138	99	19	14	6						41	32	First Inspection.		
104	3	98	57	26	14	1						58	33	16	21	
105												46	39	12	11	
106	3	121	59	20	13	14	9	6								
107	3	65	37	7	11	6	4					62	42	32	16	2
108	1	63	45	5	10	3						28	22	17	4	
109	2	74	29	12	8	11	11	3				18	7	6	9	
110	2	57	27	8	7	8	7					47	36	17	10	
111	2	44	24	10	7	3						30	26	21	6	
112	4	208	126	26	29	17	10					20	16	11	5	
113	2	47	21	15	8	3						87	60	36	22	
114	2	25	18	7								29	22	11	3	
115	1	81	43	14	11	13						7	4	No Record.		
116	3	10	10									41	37	26	7	
117	2	33	17	6	5	5										
118	1	73	57	6	8	2						20	13	6	10	
119	1	101	64	9	17	8	3					19	10	4	11	
120	2	95	72	13	6	4						38	36	25	4	
121	3	64	44	10	3	7						27	20	12	6	
												25	19	11	6	



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
8. Riet Aar	D. R. Jacobs	P.F.	9	9	9	9	7	8	8	
9. Stofkraal	P. J. Burger	P.F.	6	6	6	6	6	6	6	
10. Zwavelkrantz	W. J. Hugo	P.F.	5	7	6	6	5	7	5	
11. Scorpioen's Drift	C. J. Bester	Poor	10	13	12	10	10	11	10	9
12. Carnarvon	(Rhen. M.)	B	192	189	202	177	139	96	122	145
Total			378	346	378	351	289	228	249	290
<b>CATHCART (Inspector Clarke).</b>										
1. Cathcart		A. 2	34	48	61	64	27	36	53	49
2. Cassilis	S. Dell	A. 3	13	13	14	14	11	12	12	11
3. Doon	W. C. Rennie	A. 3	7	7			7	5		
4. Hilton		A. 3	22	24	27	25	19	21	22	23
5. Hospital Farm	J. Wardle	A. 3	14	15	17	17	12	14	16	15
6. Kirkwall (Coverside)		A. 3	16	16	16	16	12	15	13	13
7. Lowestoft		A. 3	10	12	12	13	9	10	10	10
8. Spanover		A. 3	11	12	13	13	9	10	11	10
9. Toise River Station		A. 3	18	23	14	16	16	21	13	15
10. Waku Station		A. 3	30	21	20	21	24	20	18	17
11. Weltevreden (Dunskye)	M. Bowker	A. 3	29	28	30	31	23	23	29	29
12. Beacon Park		P.F.	5	5			4	5		
13. Blackpool	W. R. Hart	P.F.	7	7	7	6	5	5	6	6
14. Bonchurch	J. Tweedie	P.F.	6	6	7	7	6	5	7	7
15. Craik Cross	B. Brown	P.F.	11	11	11	12	11	11	10	12
16. Fernwoods	J. T. Hockey	P.F.	7	7	5	5	7	7	5	5
17. Happy Valley	S. J. Hart	P.F.	8	8	9	9	8	8	9	8
18. Henderson	H. Janse v. Rensburg	P.F.	8	9	9		8	9	8	
19. Hopewell	Major Hart	P.F.	8	7	9	11	5	6	8	10
20. Hotfire	B. J. Erasmus	P.F.	9	9	9	9	9	9	9	9
21. Italy Farm	J. Dell	P.F.	7	7	9	9	6	5	9	9
22. Middeldrift	C. Kuhn	P.F.			5	5			5	5
23. North Cliff	J. Arnold	P.F.	8	8	7	7	6	6	6	6
24. Paradoxus	W. Thompson	P.F.	10	12	10	6	9	7	8	6
25. Raglan Farm		P.F.			7	7			6	7
26. Rookan	W. Smith	P.F.	10	10	10	11	10	10	10	11
27. Roslyn	W. Miles	P.F.	19	19	16	17	19	18	15	15
28. Underchurch	N. E. Brown	P.F.	6				6			
29. Ellington	J. C. Oosthuizen	Poor	12	15	15	15	12	12	15	14
30. Goshen	(Mor.)	B	121	116	119	119	109	108	106	105
31. Cathcart Location	(Wes.)	B	40	43	33	37	34	36	22	30
Total			506	518	521	522	443	454	461	457
<b>CERES (Inspector Hofmeyr).</b>										
1. Ceres		A. 1	126	130	151	152	112	109	133	135
2. Prince Alfred's Hamlet		A. 2	93	90	93	89	89	82	84	79
3. Kleinfontein	M. H. A. Prins	A. 3	18	18	15	16	13	14	15	16
4. Rietvlei		A. 3	19				18			
5. De Vly	P. G. du Plessis	P.F.	11	11	10	10	11	11	10	10
6. Doorn River	P. J. J. v. d. Merwe	P.F.	7				7			
7. Ezelsfontein	P. B. Malherbe	P.F.	6	6	5	5	6	6	5	5
8. Kleinvallei		P.F.								
9. Leeuwfontein	P. T. Conradie	P.F.	13	11	12	11	13	9	11	9
10. Leeuwkuil	C. J. v. d. Merwe	P.F.		8	10	9		8	10	9
11. Molen River	M. J. v. Niekerk	P.F.	5	5	5	5	5	2	5	5
12. Paardefontein	J. A. v. d. Merwe	P.F.	8				8			
13. Rietfontein	W. Y. v. d. Merwe	P.F.	6	5	5	6	6	5	5	6

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.		
														Higher.	Same.	Lower.
8	1	5	2	1	2							3	3	First Inspection.		
9	3	6		1	1	1						6	5	4 1		
10	3	7	2	1	3	1						5	5	First Inspection.		
11	1	10	3	2	2	3						7	6	5 2		
12	1	157	119	22	11	3	2					56	11	9 41 2		
<b>CATHCART (Inspector Clarke).</b>																
1	1	29	7	8	5	6	2		1			26	1	No Record.		
2	3	13	2	3	4	1	1	2				11	10	9		
3																
4	1	19	3	2	2	7	1	4				17	12	First Inspection.		
5	3	17	3	1	2	5	6					14	8	7 6		
6	3	15	2	3	4	3	3					13	11	First Inspection.		
7	3	6	1	3		1	1					5	5	Do.		
8	3	13	3	1	5	2	2					10	8	Do.		
9	3	13	4	1	2	2	4					11	5	Do.		
10	1	25	7	1	9	3	3	2				20	15	Do.		
11	3	29	8	4	5	6	5	1				22	16	11 4		
12	3	5		1	1	3						5	4	4 1		
13	3	7		1	1	1		1	4			7	4	4 2		
14	3	7	3	1	2	1						4	3	3 1		
15	3	11	1	2	4	4						11	9	5 1		
16	2	7		3	2	2						7	5	3 2		
17	3	9	1	2	2	1	2	1				9	7	7 1		
18	3	9	2	1	2	1	3					8	5	4		
19	3	9	1	1	2	4	1					8	6	5 2		
20	3	9		5	3	1						9	8	8 1		
21	3	9	1	1	3	1	2		1			8	3	2 5		
22																
23	3	7		2		3	2					7	7	First Inspection.		
24	3	10	1	1	6	2						9	6	4 4		
25																
26	3	9		1	3	4	1					9	8	4 1		
27	3	17		1	2	5	4	5				17	11	10 5		
28																
29	3	14	6	4	4							8	7	5 2		
30	1	112	25	19	32	20	16					91	69	66 25		
31	1	27	19	3	3	2						43	4	No Record.		
<b>CERES (Inspector Hofmeyr).</b>																
1	1	117	18	14	22	23	19	7	14			100	80	48 18		
2	1	77	22	11	12	17	7	8				55	46	28 8		
3	1	18	9	5	4							11	8	First Inspection.		
4	1	18	4	7	5	1	1					14	14	13		
5	1	11	4	2	2	1	2					9	5	First Inspection.		
6	1	7		2	1	4						7	7	2 5		
7	1	6	1	1	1	2		1				5	3	3 2		
8	1	6	1	1	3	1						5		1 5		
9	1	13	3	3		3	4					10	10	9		
10																
11	1	5		2		2	1					5	5	First Inspection.		
12	1	8	2	2			2	1				6	6	6		
13	1	6	2	2	1	1						4	4	First Inspection.		



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
14. Spes Bona ..	A. Louw	P.F.	..	..	6	6	..	..	6	6
15. Vlakke ..	L. Esterhuizen	P.F.	7	7	5	7	7	6	4	6
16. Winkelhaak ..	A. C. Mouton	P.F.	..	..	11	11	..	..	9	10
17. Ceres ..	(D.R.C.)	B	116	103	97	116	109	97	93	110
18. Do. ..	(Eng. Ch.)	B	138	144	138	139	114	108	105	106
19. Prince Alfred's Hamlet ..	(do.)	B	64	65	62	64	53	50	51	56
Total ..			637	603	625	646	571	507	546	568
<b>CLANWILLIAM (Inspector Hofmeyr).</b>										
1. Clanwilliam ..		A. 2	35	34	34	32	25	26	27	29
2. Kookfontein ..		A. 3	26	25	26	27	22	22	23	21
3. Olijvenbosch Kraal ..		A. 3	27	26	26	28	26	25	23	24
4. Welbedacht ..		A. 3	12	12	12	12	10	12	12	12
5. Allendale ..	D. McArthur	P.F.	9	12	14	11	9	12	13	11
6. Boschloof ..		P.F.	..	15	21	23	..	14	18	19
7. Brakfontein ..	A. J. Mouton	P.F.	12	10	11	11	11	10	10	7
8. Drooge River ..	N. v. Zijl	P.F.	10	10	7	8	10	10	7	8
9. Klipfontein ..	G. v. d. Westhuizen	P.F.	17	12	13	6	8	9	13	5
10. Kransvlei ..	T. E. Smit	P.F.	7	6	6	..	6	4	6	..
11. Langekuil ..	P. A. v. Taak	P.F.	..	..	5	5	..	..	5	5
12. Langevlei ..	J. E. v. Wijk	P.F.	..	12	14	15	..	9	11	11
13. Steenbokfontein ..	D. Burger	P.F.	16	15	9	9	11	9	8	7
14. Stinkriver ..	J. McLachlan	P.F.	15	12	12	12	13	11	11	11
15. Zwartboschkraal ..	F. Carstens	P.F.	..	11	11	11	..	10	10	8
16. Augsburg ..		Poor	39	40	43	46	34	36	28	32
17. Compagnies Drift ..		Poor	..	..	..	20	..	..	..	16
18. Onder Lange Vlei ..		Poor	23	21	20	9	21	17	17	5
19. Clanwilliam ..	(D.R.C.)	B	162	162	155	109	120	127	122	86
20. Elandskloof ..	(do.)	B	76	75	70	72	63	61	60	55
21. Clanwilliam ..	(Eng. Ch.)	B	47	46	46	52	32	31	32	36
22. Honing Valley ..	(Rhen. M.)	B	33	34	32	..	24	18	11	..
23. Wuppertal ..	(do.)	B	144	150	146	142	128	125	118	122
Total ..			710	740	733	660	573	598	595	530
<b>COLESBERG (Inspector le Roux).</b>										
1. Colesberg ..		A. 1	94	99	103	114	87	90	92	92
2. Naauwpoort Station ..		A. 3	97	98	92	91	75	72	69	70
3. Norval's Pont Station ..		A. 3	24	26	19	23	23	22	18	15
4. Wildfontein ..		A. 3	14	14	13	11	13	13	7	11
5. Norval's Pont ..		E	37	19	13	21	26	15	11	8
6. Blydefontein ..	J. J. Benadie	P.F.	..	12	..	..	..	12	..	..
7. Blauwkrantz ..	C. M. Botha	P.F.	12	12	7	7	11	11	7	7
8. Bultfontein ..	J. v. d. Merwe	P.F.	9	9	9	9	9	9	9	8
9. Colesberg Junction ..	J. Crosoer	P.F.	8	8	..	..	7	7	..	..
10. Oorlogspoort ..	M. A. Theunissen	P.F.	10	10	10	10	10	10	9	9
11. Rietfontein ..	N. J. v. Reensburg, Jun.	P.F.	9	9	9	10	8	9	8	7
12. Colesberg ..	(D.R.C.)	B	60	48	38	35	34	23	18	20
13. Do. ..	(Wes.)	B	102	101	104	114	93	93	87	82
14. Naauwpoort ..	(do.)	B	29	16	23	21	26	16	23	19
15. Norval's Pont ..	(do.)	B	28	35	42	37	24	31	29	19
Total ..			533	516	482	503	446	433	387	367

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
15	1	7	..	..	2	1	4	..	..	..	..	7	3	1	4	..
16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
17	1	113	..	75	13	17	8	..	..	..	..	38	36	32	6	..
18	1	122	..	78	15	15	11	3	..	..	..	45	37	29	9	..
19	1	47	..	28	11	7	1	..	..	..	..	20	17	13	4	..
1	4	30	..	6	2	5	8	4	5	..	..	24	20	17	3	..
2	3	24	..	1	4	5	4	2	5	3	..	23	20	18	3	..
3	4	20	..	7	3	1	6	2	1	..	..	14	6	7	5	..
4	4	12	..	1	..	4	3	2	2	..	..	12	6	5	4	..
5	4	11	..	..	..	5	6	..	..	..	..	11	9	9	2	..
6	4	20	..	15	4	1	..	..	..	..	..	8	5	First Inspection.	..	..
7	4	11	..	2	3	1	3	2	..	..	..	9	6	5	3	..
8	3	6	..	2	1	3	..	..	..	..	..	5	4	3	2	..
9	3	12	..	..	5	2	5	..	..	..	..	12	10	7	..	..
10	4	6	..	..	2	3	1	..	..	..	..	6	5	5	1	..
11	4	5	..	1	2	2	..	..	..	..	..	4	3	First Inspection.	..	..
12	4	10	..	5	..	2	3	..	..	..	..	5	..	1	4	..
13	3	8	..	4	2	2	..	..	..	..	..	6	4	4	2	..
14	4	12	..	2	4	3	3	..	..	..	..	12	6	8	3	..
15	3	10	..	5	3	..	2	..	..	..	..	5	5	First Inspection.	..	..
16	4	40	..	11	1	10	6	9	3	..	..	30	28	20	5	..
17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
18	3	9	..	3	..	1	2	1	2	..	..	7	6	3	2	..
19	4	131	..	86	32	8	5	..	..	..	..	62	42	27	7	..
20	4	59	..	28	10	12	8	1	..	..	..	31	21	14	15	..
21	4	42	..	35	2	4	1	..	..	..	..	7	7	3	4	..
22	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
23	4	123	..	46	34	20	18	5	..	..	..	83	74	39	20	..
1	2	97	..	16	9	22	16	19	10	4	1	81	66	43	16	..
2	2	90	..	42	23	11	10	3	..	1	..	56	42	14	8	..
3	2	28	..	14	..	8	5	1	..	..	..	14	14	11	..	..
4	2	13	..	1	3	1	3	3	..	2	..	12	6	6	6	..
5	2	12	..	8	4	..	..	..	..	..	..	4	2	First Inspection.	..	..
6	1	7	..	1	4	2	..	..	..	..	..	6	2	5	1	..
7	2	12	..	..	3	5	4	..	..	..	..	12	12	First Inspection.	..	..
8	2	9	..	2	..	4	1	2	..	..	..	7	5	6	2	..
9	2	8	..	1	2	1	4	..	..	..	..	8	7	5	1	..
10	2	10	..	1	3	3	3	..	..	..	..	9	9	First Inspection.	..	..
11	2	9	..	1	1	1	..	2	2	1	1	9	5	5	4	..
12	2	31	..	12	12	7	..	..	..	..	..	19	13	No Record.	..	..
13	2	87	..	49	13	13	8	4	..	..	..	39	30	30	9	..
14	2	25	..	19	5	1	..	..	..	..	..	6	6	5	2	..
15	2	31	..	25	4	2	..	..	..	..	..	6	6	First Inspection.	..	..



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
<b>CRADOCK (Inspector Milne).</b>										
1. Cradock, Boys'	A. 1	94	102	95	96	82	87	75	86	
2. Do., Girls'	A. 1	160	158	172	174	146	147	142	158	
3. Maraisburg ..	A. 2	59	60	56	56	48	50	48	43	
4. Barend's Hope ..	A. 3	20				19				
5. Blauwkrantz ..	A. 3	10	10	8	12	10	10	8	12	
6. Driefontein ..	A. 3	7	8	13	13	6	8	13	13	
7. Elandsdrift ..	A. 3		10	13	13		8	11	12	
8. Leliekloof ..	A. 3				19				16	
9. Rietfontein (Zamenkomst)	A. 3	21	12			20	11			
10. Strydom's Kraal ..	A. 3	10				4				
11. Alleman's Vlei ..	J. S. F. Botha P.F.	5	5	5	5	4	5	5	5	
12. Almansfontein ..	P. W. Coetzer P.F.	8	8			7	7			
13. Bekker's Kloof ..	W. E. Muller P.F.	8				8				
14. Blauwkrantz ..	B. P. J. Coetzer P.F.				8				8	
15. Brak Vallei ..	J. S. v. Heerden P.F.	5	5			5	5			
16. Doorn River ..	B. J. v. Blerk P.F.	10	11	9	9	10	10	9	9	
17. Fontein Plaats ..	P.F.				7				7	
18. Glendower ..	J. W. Parker P.F.	10	9	9	10	8	7	7	8	
19. Groenkloof ..	W. Collett P.F.	4	6			4	6			
20. Honey Grove ..	H. J. Schoeman P.F.	8	6			8	5			
21. Kleinplaats ..	J. v. Heerden P.F.	13	13	13	11	11	9	12	10	
22. Middelberg ..	H. J. Jordaan P.F.	8	8	8	7	8	8	8	3	
23. Rietfontein ..	H. Vermaak P.F.	7	7	7	7	7	7	7	7	
24. Roodekuilslaagte ..	S. v. d. Linde P.F.	8	8	8	8	8	8	8	8	
25. Spekboomberg ..	A. v. Heerden P.F.	6	6	6	6	6	5	6	6	
26. Uitkyk ..	P. J. Maré P.F.	10	8	8	7	10	8	8	7	
27. Cradock ..	Poor	57	55	56	51	47	41	38	37	
28. Do. ..	(Eng. Ch.) B	103	73	88	79	66	58	65	50	
29. Do. ..	(Ind.) B	74	57	79	72	65	40	53	63	
30. Do. ..	(Wes.) B	169	165	164	143	124	106	100	92	
Total ..		894	810	817	813	741	656	623	660	
<b>EAST LONDON (Inspector Ely).</b>										
1. East London East, Boys'	A. 1	463	457	547	520	387	354	419	391	
2. Do. do., Girls'	A. 1									
3. Do. West ..	A. 1									
4. Cambridge ..	A. 2	51	47	53	48	43	38	41	38	
5. Blue Water (Upper Kwelegha)	A. 3	30	29	26		24	24	22		
6. Chalumna ..	Mrs. H. Higgs A. 3	10	10	11	11	9	10	9	9	
7. East London, Boys' ..	(R.C.) A. 3	186	172	176	164	129	113	111	123	
8. Do., Girls' ..	(do.) A. 3	205	200	204	200	144	138	133	153	
9. Gonubie ..	A. 3	14	11	11	16	10	9	10	12	
10. Lily Fountain ..	A. 3	12	14	14	14	11	12	13	11	
11. Lily Vale ..	S. Dredge A. 3	13	13	13	15	11	12	12	9	
12. Lower Amalinda ..	A. 3	14	25	29	31	6	15	20	17	
13. Lower Kwelegha ..	A. 3			16	24			15	18	
14. Maclean Town ..	A. 3	60	53	58	48	50	47	53	38	
15. Potsdam ..	A. 3	25	32	27	27	20	25	23	14	
16. Almond Dale ..	T. Hobbs P.F.	15	15	14	14	11	9	8	9	
17. Christmas Vale ..	C. W. Holdstock P.F.	12	13	13		7	11	8		
18. Lily Fountain ..	J. H. Scheepers P.F.	8	12	12	12	8	12	11	10	
19. East London E., St. John's (Eng. Ch.)	B	47	45	41	37	28	26	22	24	
20. Do. W., St. Peter's (do.)	B	34	32	27	28	26	24	24	22	

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.		Higher.	Same.	Lower.
												Presented.	Passed.			
1	1	89	3	7	13	26	20	4	6	4	6	81	70	38	4	
2	2	147	30	16	15	25	26	21	9	4	1	119	96	62	10	
3	3	50	7	7	11	10	7	4		4		45	36	29	5	
4																
5	1	9	2	4	1	2						7	6	3	1	
6	2	8	1		3	2	2					7	6	First Inspection.		
7	4	12	1	5	1	2	3					11	11	6		
8																
9	1	21	4	8	9							18	16	12	2	
10																
11	4	5			1		1	1	2			5	5	4		
12	1	8			3		3	1			1	7	6	4		
13																
14																
15	1	5	1				1	2	1			4	3	3	1	
16	1	10	1	1	5	3						9	8	5	1	
17																
18	4	10	2	1	1	1	4		1			9	7	7	1	
19	2	6		1	1	1	2	1				6	6	4		
20	1	8		1	2	2	1	2				8	7	6	1	
21	1	12		1	3	3	1					8	6	First Inspection.		
22	3	7	1			3	3					6	6	5		
23	3	7		1		1		2	1	2		7	7	5	2	
24	3	8		4		1	1	2				5	3	3	2	
25																
26	1	8		1	1	3	3					8	6	6	1	
27	1	49		20	10	13	5	1				30	29	22		
28	1	53		32	9	4	6	2				21	15	8	4	
29	1	59		32	11	7	6	3				28	20	20	7	
30	1	138		76	31	12	13	6				73	44	39	28	
1	4	190		12	29	36	36	29	21	21	6	190	118	89	42	
2	4	252	8	92	22	41	39	12	25	11	2	156	96	80	64	
3	4	122		36	22	20	19	11	7	7		88	57	50	33	1
4	4	41		13	9	8	10	1				28	20	First Inspection.		
5	4	8		2	5	1						6	2	3	3	
6	3	11			8	2	1					11	11	10		
7	4	127		59	18	23	17	5	3	2		72	53	42	32	
8	4	137	8	57	16	18	26	6	6			81	52	31	45	1
9	4	16		2	1	6	4	2	1			15	12	8		
10	4	13		5	4	3	1					9	7	7	2	
11	3	13		2		5	3	3				11	8	7	2	
12	4	21		6	5	8		2				15	10	4	6	
13	4	23		8	9	4	2					16	9	5		
14	3	56		6	9	15	8	11	7			50	41	31	6	
15	3	24		11	7	6						13	8	8	9	
16	4	14		9	3	2						6	4	3	1	
17	3	9		5		2	2					4	4	3	1	
18	3	11		2	4	3	2					11	6	First Inspection.		
19	4	23		8	6	7	1		1			17	10	6	4	
20	4	23		13	7	3						15	6	2	6	



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
21. Brakfontein .. .. (Ind.)	B	56	56	50	50	43	36	31	28
22. East Bank .. .. (do.)	B	63	68	75	65	40	49	55	55
23. West Bank .. .. (do.)	B	29	30	38	38	23	24	30	30
24. East London East .. .. (Wes.)	B	60	68	59	59	44	44	46	50
25. Rulu .. .. (do.)	B	38	43	33	32	33	40	28	26
26. Gwaba .. .. (Eng. Ch.)	C	72	73	77	75	50	44	55	55
27. Newlands, St. Luke's .. .. (do.)	C	128	116	164	146	100	105	108	71
Total .. ..		1778	1768	1924	1812	1360	1334	1411	1322
<b>FORT BEAUFORT (Inspector Clarke).</b>									
1. Adelaide .. ..	A. 1	110	94	106	128	85	80	90	114
2. Fort Beaufort .. ..	A. 1	83	88	99	104	71	79	79	90
3. Blinkwater .. .. W. Moss	A. 3	26	28	25	26	19	21	19	18
4. Braambosch .. .. Mrs. Botna	A. 3	16	16	24	24	13	10	20	20
5. Klu Klu .. .. J. Mildenhall	A. 3	10	11	16	16	10	11	14	15
6. Springvale .. ..	A. 3	20	20	23	23	19	17	22	17
7. Bamboesfontein .. .. J. F. Dreyer	P.F.	..	6	5	5	..	6	5	5
8. Blinkwater .. .. F. W. Clarke	P.F.	8	6	7	7	6	5	6	7
9. Driefontein .. .. H. Heinen	P.F.	..	..	6	6	..	..	6	6
10. Elands Drift .. .. J. G. de Beer	P.F.	11	12	12	12	10	11	11	11
11. Gateshead .. .. R. T. Sparks	P.F.	..	..	6	6	..	..	6	5
12. Glen Stuart .. .. P. J. v. Vuuren	P.F.	9	9	9	..	6	8	8	..
13. Kaal Hoek .. ..	P.F.	12	16	16	16	9	15	16	10
14. Mount Pleasant .. .. E. J. Niland	P.F.	..	..	9	11	..	..	9	9
15. Mount Prospect .. .. W. E. Danckwerts	P.F.	7	8	7	10	7	7	6	8
16. St. Lawrence .. .. H. Hobson	P.F.	6	6	5	5	6	5	5	4
17. Septon Manor .. .. W. Vice	P.F.	9	9	9	7	8	8	8	7
18. Spioenkop .. .. B. J. v. d. Vyver	P.F.	13	12	10	10	11	11	9	9
19. Tambookiesfontein .. .. J. C. Engelbrecht	P.F.	..	4	7	..	..	4	7	..
20. Yellow Wood Trees .. .. W. F. Painter	P.F.	..	6	6	6	..	5	5	6
21. Fordyce .. ..	Poor	24	24	22	23	20	16	18	17
22. Fort Beaufort .. ..	Poor	44	42	46	43	29	33	30	30
23. Do., Boundary Hill (Eng. Ch.)	B	94	95	104	112	55	56	74	62
24. Do., Dorrington Location (Ind.)	B	129	125	167	109	78	87	83	76
25. Ntoleni .. .. (do.)	B	31	31	32	32	25	26	25	25
26. Tidmanton .. .. (do.)	B	74	84	..	48	48	63	..	28
27. Adelaide .. .. (U.P.)	B	60	52	43	46	39	29	28	32
28. Fort Beaufort, Hill Side .. .. (Wes.)	B	56	58	74	77	44	48	63	39
29. Tini's Location .. .. (do.)	B	78	83	77	66	69	66	56	54
30. Healdtown .. .. (do.)	C. 1	..	..	..	..	..	..	..	..
31. Do. .. .. (do.)	C	256	222	289	267	136	153	203	186
32. Nobanda .. .. (do.)	C	63	61	66	66	56	57	55	48
33. Uweza .. .. (do.)	C	93	92	104	100	84	83	95	91
Total .. ..		1342	1320	1371	1411	963	1020	1081	1049
<b>FRASERBURG (Inspector Theron).</b>									
1. Fraserburg .. ..	A. 2	59	57	61	53	48	48	44	34
2. Ayasfontein .. .. J. J. le Roex	A. 3	13	13	11	13	13	11	10	10
3. Bokwater .. .. J. C. Kruger	A. 3	10	..	..	..	10	..	..	..
4. Klipkolk .. .. P. G. de Wet	A. 3	12	12	6	..	9	9	6	..
5. Wilgerbosch .. .. G. F. Malan	A. 3	13	13	11	11	11	12	11	9
6. Williston .. ..	A. 3	..	16	14	16	..	13	13	14

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.	
21	4	41	..	36	1	4	..	..	..	..	..	8	3	First Inspection.	9	15	..
22	4	57	..	30	14	6	6	1	..	..	..	32	22	1	11	..	..
23	4	35	..	29	3	3	..	..	..	..	..	12	4	..	..	..	..
24	4	53	..	34	8	8	3	..	..	..	..	27	13	5	13	..	..
25	4	26*	..	18	4	2	2	..	..	..	..	9	8	7	5	..	..
26	4	60	..	25	10	9	9	7	..	..	..	39	28	22	9	..	..
27	4	76	..	48	9	8	6	4	1	..	..	31	15	14	25	..	..
1	2	81	..	19	15	9	9	5	9	7	4	4	60	55	51	4	..
2	2	83	..	15	9	12	18	17	12	..	..	72	55	39	6	..	..
3	2	21	..	8	5	7	1	..	..	..	..	15	9	No Record.	..	..	..
4	2	11	..	8	2	1	..	..	..	..	..	3	1	First Inspection.	6	1	..
5	2	11	..	2	4	..	3	2	..	..	..	9	8	6	1	..	..
6	2	16	..	2	4	1	7	2	..	..	..	15	8	6	6	..	..
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8	2	6	..	1	1	2	2	..	..	..	..	5	5	5	1	..	..
9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	2	11	..	..	1	4	..	5	..	1	..	11	8	7	3	..	..
11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12	2	9	..	1	1	3	2	2	..	..	..	8	8	5	..	..	..
13	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
15	3	7	..	..	1	2	3	1	..	..	..	7	6	First Inspection.	..	..	..
16	2	6	..	5	..	1	..	..	..	..	..	5	1	Do.	..	..	..
17	3	9	..	1	..	3	2	3	..	..	..	8	5	6	1	..	..
18	2	13	..	5	3	4	1	..	..	..	..	9	4	2	5	..	..
19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
20	3	6	..	2	..	..	2	..	2	..	..	4	2	First Inspection.	..	..	..
21	2	21	..	14	3	4	..	..	..	..	..	10	6	3	4	..	..
22	1	28	..	25	3	..	..	..	..	..	..	7	2	First Inspection.	..	..	..
23	2	82	..	42	18	13	7	2	..	..	..	55	15	No Record.	..	..	..
24	2	66	..	32	10	13	8	3	..	..	..	49	28	19	7	..	..
25	2	29	..	8	13	6	2	..	..	..	..	22	7	4	15	..	..
26	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
27	2	33	..	10	12	5	6	..	..	..	..	23	6	2	10	1	..
28	2	37	..	14	12	3	8	..	..	..	..	24	17	12	4	..	..
29	2	63	..	40	6	5	12	..	..	..	..	30	20	13	7	..	..
30	3	87	87	..	..	..	..	..	..	..	..	..	..	..	..	..	..
31	3	218	..	81	30	37	23	45	2	..	..	157	75	63	53	..	..
32	3	60	..	25	13	8	9	5	..	..	..	37	30	28	9	..	..
33	3	91	..	45	18	12	9	7	..	..	..	52	35	30	12	..	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
7. De Tuin .. .. .	D	21	19	..	..	19	10	..	..
8. Banksfontein .. .. .	J. J. Smit P.F.	6	..	..	..	6	..	..	..
9. Blydevoornzicht .. .. .	J. v. Schalkwijk P.F.	4	4	..	..	4	3	..	..
10. Grootfontein .. .. .	F. J. Kruger P.F.	8	8	..	..	8	8	..	..
11. Koppies Fontein .. .. .	W. F. Sieberhagen P.F.	9	9	8	8	8	7	8	8
12. Kopjesfontein .. .. .	L. J. Louw P.F.	5	6	..	..	5	6	..	..
13. Kopjeskraal .. .. .	C. G. Krugel P.F.	6	6	6	5	6	6	5	5
14. Rietpoort .. .. .	L. D. Stofberg P.F.	..	..	8	8	..	..	7	7
15. Scorpioenskraal .. .. .	E. H. Erasmus P.F.	10	11	11	11	10	11	10	11
16. Springfontein .. .. .	G. J. Theron P.F.	..	..	7	7	..	..	7	7
17. Walkraal .. .. .	D. v. Schalkwijk P.F.	10	10	10	10	10	10	8	9
18. Dasberg .. .. .	Poor	21	14	14	20	18	14	14	17
19. Fraserburg .. .. .	(D.R.C.) B	34	39	37	41	28	29	28	28
20. Williston .. .. .	(do.) B	42	38	48	42	34	31	37	34
Total .. .. .		283	275	252	245	247	228	208	193
<b>GEORGE (Inspector Mitchell).</b>									
1. George, Boys' .. .. .	A. 1	58	56	50	47	49	53	43	40
2. Do., Girls' .. .. .	A. 1	144	127	112	113	126	106	98	92
3. Blanco .. .. .	A. 2	99	96	101	93	81	82	77	69
4. George .. .. .	(D.R.C.) A. 3	69	72	70	80	50	53	50	51
5. Great Brak River .. .. .	A. 3	68	70	71	70	53	57	53	55
6. Gwayang .. .. .	A. H. Standen A. 3	31	31	33	33	28	26	27	23
7. Heimers River .. .. .	A. 3	18	16	16	14	15	15	15	9
8. Klipdriif .. .. .	A. 3	30	..	..	28	24	..	..	26
9. Uitkyk .. .. .	F. A. Robertson A. 3	17	20	28	28	15	18	25	10
10. Voorbrug .. .. .	A. 3	44	40	..	..	29	27	..	..
11. Woodville .. .. .	H. Williams A. 3	29	30	31	28	25	25	26	20
12. Kamnatie (Diep Kloof) J. L. Serfontein P.F.		19	19	18	19	13	16	14	16
13. Buffelsfontein .. .. .	J. S. Gericke Poor	20	22	24	24	17	20	22	23
14. Commandant's Drift .. .. .	Poor	21	20	22	21	17	16	15	13
15. Doorn River .. .. .	Poor	15	16	14	15	12	12	11	10
16. Geelhoutboom .. .. .	Poor	18	19	35	38	10	10	28	26
17. George .. .. .	Poor	43	41	43	35	36	36	36	28
18. Langevallei .. .. .	Poor	35	31	31	29	27	25	17	17
19. Noetzekamma .. .. .	Poor	17	10	11	13	10	10	9	10
20. Rondevalei .. .. .	Poor	..	..	28	29	..	..	24	23
21. George .. .. .	(D.R.C.) B	80	83	82	80	48	61	62	46
22. Kretzen's Hope .. .. .	(do.) B	109	117	112	101	73	94	89	53
23. George .. .. .	(Eng. Ch.) B	97	92	99	98	49	67	65	46
24. Oakhurst .. .. .	(do.) B	36	36	36	37	24	28	28	24
25. Pacaltsdorp .. .. .	(Ind.) B	101	105	108	105	88	88	83	81
26. George .. .. .	(R.C.) B	66	67	67	64	52	59	56	56
Total .. .. .		1284	1236	1242	1242	971	1004	973	867
<b>GLEN GREY (Inspector Bennie).</b>									
1. Lady Frere .. .. .	A. 2	70	70	66	68	61	63	58	51
2. Bolotwa .. .. .	A. 3	28	26	25	..	24	23	22	..
3. Cypress Cottage .. .. .	A. 3	12	..	..	..	12	..	..	..
4. Indwe .. .. .	(Eng. Ch.) B	56	57	58	64	51	47	51	51
5. Kleinbooi's Farm (Macibini) (do.) B		55	42	69	52	21	16	36	33

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
9	2	4	..	..	1	1	2	..	..	..	..	4	3	..	..	..
10	2	8	..	5	1	2	..	..	..	..	..	3	3	3	..	..
11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12	4	9	..	1	..	..	1	2	..	..	..	8	7	6	1	..
13	2	5	..	3	2	..	..	..	..	..	..	3	2	..	..	..
14	3	6	..	3	2	1	..	..	..	..	..	3	3	..	..	..
15	2	11	..	7	2	2	..	..	..	..	..	6	4	2	2	..
16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
17	3	10	..	..	..	4	4	1	..	1	..	10	10	9	1	..
18	3	13	..	12	1	..	..	..	..	..	..	1	1	..	..	..
19	2	32	..	23	8	1	..	..	..	..	..	10	5	3	5	..
20	3	32	..	27	2	3	..	..	..	..	..	5	5	2	3	..
<b>GEORGE (Inspector Mitchell).</b>																
1	2	54	6	1	..	2	9	13	11	4	2	6	41	25	19	10
2	2	103	..	13	7	18	24	29	4	6	2	..	91	61	39	12
3	1	88	..	37	10	18	8	11	3	..	1	..	56	32	32	21
4	2	57	..	23	8	18	3	5	..	..	..	..	35	29	17	3
5	1	65	..	34	9	9	5	8	..	..	..	..	34	25	25	9
6	2	29	..	9	6	..	5	7	2	..	..	..	21	18	16	3
7	2	15	..	10	..	2	3	..	..	..	..	..	5	5	..	..
8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
9	1	17	1	7	1	4	3	1	..	..	..	..	..	..	..	..
10	1	35	..	11	8	13	2	1	..	..	..	..	12	7	4	4
11	2	27	..	6	6	6	7	2	..	..	..	..	26	22	13	4
12	2	19	..	4	6	6	2	1	..	..	..	..	21	14	13	6
13	2	20	..	12	2	3	2	..	1	..	..	..	17	8	..	..
14	2	17	..	6	3	5	3	..	..	..	..	..	8	5	3	1
15	2	11	..	2	6	2	1	..	..	..	..	..	14	10	10	4
16	1	10	..	6	2	1	1	..	..	..	..	..	9	5	2	7
17	2	41	..	25	9	7	..	..	..	..	..	..	6	3	2	4
18	2	31	..	18	9	4	..	..	..	..	..	..	18	15	..	..
19	1	12	..	5	5	..	1	1	..	..	..	..	15	12	11	2
20	..	..	..	..	..	..	..	..	..	..	..	..	8	7	7	1
21	2	78	..	51	16	10	1	..	..	..	..	..	40	18	13	15
22	2	89	..	56	17	12	4	..	..	..	..	..	46	21	19	22
23	2	67	..	49	9	1	7	1	..	..	..	..	24	12	11	8
24	2	27	..	11	6	9	1	..	..	..	..	..	17	13	11	4
25	2	97	..	55	22	18	1	1	..	..	..	..	46	30	13	28
26	2	55	..	30	4	12	7	2	..	..	..	..	30	12	6	6
<b>GLEN GREY (Inspector Bennie).</b>																
1	1	57	..	12	8	10	12	9	5	1	..	..	48	24	22	19
2	1	25	..	4	5	5	2	7	1	1	..	..	22	11	9	6
3	1	11	..	4	..	6	1	..	..	..	..	..	7	1	1	6
4	1	52	..	24	12	12	4	..	..	..	..	..	29	7	7	20
5	1	39	..	30	4	5	..	..	..	..	..	..	16	4	4	4



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
6. Komana's .. .. .	(Eng. Ch.)	B	48	49	45	44	43	37	36	30
7. Mkonjana .. .. .	(do.)	B	14	..	..	..	10	..	..	..
8. Mtebele .. .. .	(do.)	B	44	49	52	51	34	30	33	15
9. Rwantsana .. .. .	(do.)	B	32	31	29	31	30	25	24	28
10. Agnes .. .. .	(Wes.)	B	76	77	79	77	50	56	55	49
11. Bengu .. .. .	(do.)	B	87	105	108	107	80	80	90	88
12. Bowden .. .. .	(do.)	B	70	72	71	61	61	42	45	33
13. Cacadu .. .. .	(do.)	B	98	92	97	87	86	75	71	66
14. Fransbury .. .. .	(do.)	B	76	61	61	52	53	38	38	39
15. Gqebenya .. .. .	(do.)	B	41	46	51	47	40	41	46	32
16. Macibini .. .. .	(do.)	B	57	56	56	52	47	41	45	47
17. Macubeni .. .. .	(do.)	B	72	70	82	86	53	47	61	63
18. Maqashu (Malasi's Valley)	(do.)	B	51	39	..	..	19	29	..	..
19. Matyantya .. .. .	(do.)	B	38	38	45	43	32	28	40	33
20. Mkapuse .. .. .	(do.)	B	85	78	58	58	51	39	40	36
21. Qugqwaru .. .. .	(do.)	B	40	36	34	34	25	21	23	21
22. Rodana .. .. .	(do.)	B	68	62	66	69	56	48	52	45
23. Vaal Bank .. .. .	(do.)	B	67	64	62	62	51	58	31	45
24. Xonxa .. .. .	(do.)	B	51	37	44	46	39	37	30	30
25. Zwartwater .. .. .	(do.)	B	76	78	76	77	66	60	54	59
26. Bolotwa .. .. .	(Eng. Ch.)	C	65	55	64	61	50	49	45	30
27. Mount Arthur .. .. .	(Wes.)	C	128	112	110	121	84	94	82	72
Total .. .. .			1605	1502	1508	1450	1229	1124	1108	996
<b>GORDONIA (Inspector Brice).</b>										
1. Upington .. .. .		A. 2	..	..	69	68	..	..	56	58
2. Keidebees .. .. .		A. 3	23	29	33	31	21	25	32	23
3. Keimoes .. .. .	(D.R.C.)	B	71	79	84	84	46	58	48	29
4. Upington .. .. .	(do.)	B	89	105	82	85	71	73	64	55
Total .. .. .			183	213	268	268	138	156	200	165
<b>GRAAFF-REINET (Inspector Murray).</b>										
1. Graaff-Reinet, College, Boys'		A. 1	154	145	134	129	143	136	124	120
2. Do., Midland Sem., Girls'		A. 1	161	161	165	176	148	150	150	152
3. Do., do., Practising School			49	54	51	48	45	49	49	41
4. New Bethesda .. .. .		A. 2	71	77	91	85	62	65	75	10
5. Graaff-Reinet .. .. .	(D.R.C.)	A. 3	123	113	116	105	71	80	84	77
6. Do. .. .. .	(R.C.)	A. 3	80	71	81	84	62	63	68	66
7. Klipdrift .. .. .		A. 3	12	11	..	..	11	8	..	..
8. Letskraal .. .. .		A. 3	23	24	23	22	22	21	19	13
9. Mount Pleasant .. .. .		A. 3	..	..	24	23	..	..	23	22
10. Petersburg .. .. .		A. 3	13	19	18	25	10	16	17	20
11. Brakfontein .. .. .	J. P. Geldenhuys	P.F.	7	7	6	5	6	6	5	4
12. De Erf .. .. .	J. Booysen	P.F.	6	6	6	6	6	6	6	5
13. Doornberg .. .. .	Mrs. J. P. v. Heerden	P.F.	4	4	..	..	4	4	..	..
14. Kendrew .. .. .	A. T. Trollip	P.F.	5	6	8	7	5	6	7	7
15. Kriegerskraal .. .. .	S. Weyers	P.F.	6	6	6	6	6	6	6	6
16. Noodhulp .. .. .	J. L. Goedhals	P.F.	8	8	8	..	7	7	6	..
17. Onverwacht .. .. .	J. L. Conradie	P.F.	8	8	8	8	6	7	7	6
18. Onverwachtsfontein .. .. .	H. Pienaar	P.F.	6	8	8	8	6	7	7	7
19. Poortje .. .. .	W. Minnaar	P.F.	8	8	8	7	8	7	7	6
20. Rietpoort .. .. .	J. Retief	P.F.	8	8	8	9	7	7	8	8
21. Rietvallei .. .. .	A. C. Theron	P.F.	..	..	9	9	..	..	9	8
22. Rockwood .. .. .	W. B. Roberts	P.F.	5	5	5	7	5	6	4	4
23. Ruigtefontein .. .. .	Z. B. Janser	P.F.	9	9	10	11	9	9	8	11
24. Tweefontein .. .. .	H. Grobbelaar	P.F.	..	7	7	7	..	7	7	7

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
6	1	46	..	25	7	11	1	2	..	..	..	26	15	8	8	2
7	1	9	..	9	..	..	..	..	..	..	..	3	..	..	..	..
8	1	37	..	28	5	4	..	..	..	..	..	11	9	..	..	..
9	1	27	..	27	..	..	..	..	..	..	..	..	..	..	..	..
10	1	65	..	40	14	9	2	..	..	..	..	33	6	12	15	1
11	1	73	..	38	14	13	6	2	..	..	..	42	12	11	21	..
12	1	59	..	25	13	17	4	..	..	..	..	45	20	20	15	13
13	1	85	..	72	7	4	2	..	..	..	..	15	11	..	..	..
14	1	59	..	27	14	8	8	2	..	..	..	43	15	11	16	1
15	1	26	..	12	6	6	2	..	..	..	..	17	6	..	..	..
16	1	49	..	26	9	7	6	1	..	..	..	26	16	9	4	..
17	1	56	..	26	15	11	4	..	..	..	..	32	19	13	10	..
18	..	33	..	29	1	3	..	..	..	..	..	9	3	..	..	..
19	1	35	..	17	11	7	..	..	..	..	..	23	15	14	8	..
20	1	49	..	33	9	7	..	..	..	..	..	16	5	5	7	3
21	1	36	..	31	4	1	..	..	..	..	..	6	4	..	..	..
22	1	47	..	25	11	7	3	1	..	..	..	31	17	17	5	..
23	1	49	..	34	8	4	3	..	..	..	..	28	11	14	10	..
24	1	44	..	25	10	7	2	..	..	..	..	20	7	7	11	..
25	1	75	..	30	14	11	16	4	..	..	..	45	30	27	12	5
26	1	57	..	36	7	11	3	..	..	..	..	22	14	11	6	1
27	1	99	..	34	23	26	8	8	..	..	..	70	19	15	37	..
1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	2	26	..	14	9	3	..	..	..	..	..	12	12	..	..	..
3	2	60	..	59	1	..	..	..	..	..	..	10	1	..	..	..
4	2	80	..	66	7	7	..	..	..	..	..	20	14	..	..	..
1	3	129	8	..	4	16	22	20	33	21	5	121	82	61	20	..
2	3	152	34	13	6	13	21	23	25	5	4	102	78	44	20	..
3	3	51	..	10	10	10	14	7	..	..	..	41	40	25	2	..
4	3	81	..	24	14	8	17	12	6	..	..	59	50	46	2	..
5	3	90	..	31	12	16	9	19	3	..	..	62	43	41	12	..
6	3	64	..	36	8	7	8	5	..	..	..	31	24	20	8	..
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8	3	21	..	2	2	5	3	6	3	..	..	19	5	5	9	..
9	3	23	..	13	9	1	..	..	..	..	..	10	7	..	..	..
10	3	17	..	5	3	3	2	4	..	..	..	12	12	6	..	..
11	3	6	..	2	2	2	..	..	..	..	..	5	4	4	1	..
12	3	6	..	..	2	3	1	..	..	..	..	6	6	5	..	..
13	3	3	..	..	2	1	..	..	..	..	..	3	3	3	..	..
14	3	6	..	..	1	..	5	..	..	..	..	6	6	4	2	..
15	3	6	..	..	2	4	..	..	..	..	..	6	6	6	..	..
16	3	8	..	2	2	..	3	1	..	..	..	7	4	4	3	..
17	3	8	..	..	..	3	3	2	..	..	..	8	4	4	4	..
18	3	8	..	..	1	..	3	..	3	1	..	8	7	6	1	..
19	2	8	..	1	..	2	1	3	..	..	..	7	7	6	1	..
20	2	8	..	..	2	..	2	2	2	..	..	8	8	7	..	..
21	3	9	..	6	3	..	..	..	..	..	..	3	3	..	..	..
22	3	5	..	..	1	1	..	3	..	..	..	4	3	3	2	..
23	2	9	..	1	1	2	1	3	1	..	..	8	8	8	..	..
24	3	7	..	..	4	3	..	..	..	..	..	7	7	..	..	..



Name of School,	Class.	Scholars on Roll				Average Attendance							
		during				during							
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.				
25. Uitspruitsel ..	P. Steynberg	P.F.	6	6	5	5	5	5	5	5	5	5	5
26. Willowslope ..	G. Oertel	P.F.	5	5	..	..	5	5	..	..	..	..	..
27. Adendorp ..	..	Poor	53	53	52	51	44	44	46	44	..	..	..
28. Graaff-Reinet ..	(D.R.C.)	B	129	112	107	137	81	78	77	94	..	..	..
29. Do., S.E. End	(do.)	B	89	76	86	82	56	48	66	61	..	..	..
30. Do., Kafir	(Eng. Ch.)	B	75	71	90	93	46	41	57	62	..	..	..
31. Adendorp ..	(Ind.)	B	..	38	48	42	..	28	35	34	..	..	..
32. Graaff-Reinet ..	(do.)	B	124	110	106	112	79	90	85	81	..	..	..
33. Do., Basuto	(do.)	B	70	72	76	93	52	55	62	69	..	..	..
34. New Bethesda	(do.)	B	31	31	32	29	27	21	26	21	..	..	..
35. Petersburg ..	(do.)	B	60	54	51	54	47	40	38	26	..	..	..
36. Brooklyn ..	(Wes.)	B	19	15	15	13	19	12	13	12	..	..	..
37. Graaff-Reinet Location	(do.)	B	56	58	60	59	49	47	53	48	..	..	..
Total ..	..	..	1483	1466	1528	1557	1159	1186	1259	1157	..	..	..
<b>HANOVER (Inspector le Roux).</b>													
1. Hanover ..	..	A. 2	110	104	106	100	91	79	95	91	..	..	..
2. Hanover Road Station	..	A. 3	33	33	36	35	19	27	28	27	..	..	..
3. Damfontein ..	J. v. Aswegen	P.F.	5	7	..	..	5	6	..	..	..	..	..
4. De Bad ..	B. F. v. d. Merwe	P.F.	..	8	7	7	..	8	7	6	..	..	..
5. De Put ..	D. J. Jooste	P.F.	..	..	8	9	..	..	8	8	..	..	..
6. Klipgat ..	P. G. Du Toit	P.F.	5	7	5	5	4	7	4	5	..	..	..
7. Leeuwkop ..	A. v. d. Merwe	P.F.	7	7	6	6	7	6	6	6	..	..	..
8. Platjesfontein	C. J. Visser	P.F.	6	6	6	5	6	5	5	5	..	..	..
9. Poplar Grove ..	G. P. Visser	P.F.	5	6	6	6	5	5	6	5	..	..	..
10. Victor's Kuilen	W. J. Gous	P.F.	8	..	..	..	8	..	..	..	..	..	..
11. Vogelfontein ..	F. Stevens	P.F.	7	7	7	7	6	7	6	7	..	..	..
12. Zevenfontein ..	G. Burger	P.F.	10	11	11	10	10	8	8	10	..	..	..
13. Hanover ..	(D.R.C.)	B	60	47	..	..	42	37	..	..	..	..	..
Total ..	..	..	256	243	198	190	203	195	173	170	..	..	..
<b>HAY (Inspector Brice).</b>													
1. Griquatown ..	..	A. 2	64	75	70	65	54	63	56	53	..	..	..
2. Postmasburg ..	..	A. 2	36	30	35	35	33	28	29	29	..	..	..
3. Boschaar ..	..	A. 3	..	..	13	12	..	..	13	9	..	..	..
4. Maberley's Rest	A. Maberley	P.F.	..	7	..	..	..	6	..	..	..	..	..
5. Vlakkfontein ..	Mrs. R. Cawood	P.F.	..	10	13	13	..	10	11	13	..	..	..
Total ..	..	..	100	122	131	125	87	107	109	104	..	..	..
<b>HERBERT (Inspector Brice).</b>													
1. Belmont ..	..	A. 3	30	31	33	34	29	30	30	29	..	..	..
2. Campbell ..	..	A. 3	..	48	53	48	..	43	48	47	..	..	..
3. Douglas ..	..	A. 3	..	..	40	37	..	..	32	29	..	..	..
4. Wiltshire ..	..	A. 3	23	24	..	..	17	18	..	..	..	..	..
5. Wittekoplaagte	..	A. 3	33	35	37	25	31	30	30	19	..	..	..
6. Koedoosberg Drift	J. S. Blanckenberg	P.F.	..	9	..	..	..	9	..	..	..	..	..
7. Nocitgedacht ..	H. M. Hartman	P.F.	9	..	10	9	8	..	10	9	..	..	..
8. Withuis ..	J. J. Reinecke	P.F.	14	14	13	14	14	14	13	14	..	..	..
9. Douglas ..	(Wes.)	B	36	40	44	52	30	36	38	42	..	..	..
Total ..	..	..	145	201	230	219	129	180	201	179	..	..	..

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.	
25	3	5	..	..	1	3	..	1	..	..	..	5	5	5	..	..	
26	2	5	..	1	..	2	..	..	2	..	..	4	2	2	2	..	
27	3	48	..	7	13	12	10	6	..	..	..	41	37	29	5	..	
28	3	74	..	58	7	2	5	..	2	..	..	16	16	15	..	..	
29	3	63	..	37	13	8	5	..	..	..	..	26	26	18	2	..	
30	3	57	..	35	13	8	1	..	..	..	..	30	22	8	15	..	
31	3	40	..	34	5	..	1	..	..	..	..	11	6	First Inspection.			
32	3	94	..	54	21	3	15	1	..	..	..	45	35	30	11	..	
33	3	66	..	48	7	8	3	..	..	..	..	22	16	14	5	..	
34	3	31	..	20	4	7	..	..	..	..	..	12	5	5	7	..	
35	3	40	..	29	7	4	..	..	..	..	..	16	11	10	4	..	
36	3	15	..	12	3	..	..	..	..	..	..	3	..	..	10	..	
37	3	48	..	28	8	6	6	..	..	..	..	21	15	12	7	..	
1	1	89	..	24	12	10	11	11	11	8	..	2	65	54	37	8	..
2	2	30	..	11	6	6	5	2	..	..	..	23	14	12	6	..	
3	2	6	..	1	..	2	2	1	..	..	..	5	2	3	2	..	
4	2	7	..	6	1	..	..	..	..	..	..	1	1	First Inspection.			
5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
3	2	5	..	2	..	1	..	..	..	..	..	3	3	3	1	..	
7	2	7	..	1	..	1	..	3	1	1	..	6	3	3	3	..	
8	1	6	..	1	1	3	..	..	1	..	..	6	3	2	2	..	
9	2	5	..	1	1	..	1	2	..	..	..	4	4	First Inspection.			
10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
11	2	6	..	4	1	..	1	..	..	..	..	2	2	First Inspection.			
12	2	10	..	..	1	3	6	..	..	..	..	10	8	7	2	..	
13	1	39	..	24	9	1	4	1	..	..	..	15	12	9	4	..	
1	4	59	..	15	10	10	12	9	2	1	..	45	34	12	6	..	
2	4	32	..	9	5	6	5	6	..	1	..	23	23	12	..	..	
3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
5	4	13	..	3	4	3	..	3	..	..	..	11	10	First Inspection.			
1	3	31	..	7	2	1	9	8	4	..	..	24	21	17	3	..	
2	4	36	..	10	9	11	3	1	2	..	..	26	20	First Inspection.			
3	4	29	..	17	2	4	3	3	..	..	..	13	9	Do.			
4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
5	3	29	..	7	6	5	3	7	1	..	..	22	18	First Inspection.			
6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
7	4	9	..	2	..	4	1	2	..	..	..	7	7	6	..	..	
8	4	12	..	..	7	5	..	..	..	..	..	12	12	12	..	..	
9	4	44	..	31	8	5	..	..	..	..	..	13	12	8	1	..	



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
<b>HERSCHEL (Inspector Bennie).</b>										
1. Gatberg .. ..	(Eng. Ch.)	B	50	48	50	55	31	25	40	29
2. Gcina .. ..	(do.)	B	31	28	22	22	25	14	15	12
3. Majuba's Nek ..	(do.)	B	46	64	58	57	39	50	51	42
4. Qibira .. ..	(do.)	B	63	69	70	76	52	42	59	68
5. Qoboshane .. ..	(do.)	B	86	93	104	97	84	83	91	81
6. Walazas Kraal ..	(do.)	B	55	50	50	49	45	38	42	39
7. Hohobeng .. ..	(Fr. Ev.)	B	48	41	44	39	36	34	32	35
8. Palmietfontein ..	(do.)	B	48	42	42	40	33	29	31	26
9. Sethaleng .. ..	(do.)	B	34	31	35	32	28	29	28	30
10. Bamboos Spruit ..	(Wes.)	B	42	52	60	60	33	39	48	44
11. Hlamendhlini's ..	(do.)	B	43	37	40	37	29	35	31	30
12. Jozana's Hoek ..	(do.)	B	51	46	49	50	40	34	39	37
13. Khiba .. ..	(do.)	B	36	42	44	34	26	29	35	22
14. Kromme Spruit ..	(do.)	B	26	26	34	38	22	16	25	29
15. Manxeba's Kraal ..	(do.)	B	56	54	68	51	45	39	55	44
16. Meyi's Kraal .. ..	(do.)	B	66	67	74	70	44	42	40	49
17. Mgubo's Kraal ..	(do.)	B	43	42	32	33	35	26	23	14
18. Ndofera .. ..	(do.)	B	42	32	44	46	27	25	31	35
19. Ntunja .. ..	(do.)	B	61	62	78	67	39	35	51	40
20. Sauer Junction ..	(do.)	B	90	90	88	77	61	62	60	49
21. Spambo Basin .. ..	(do.)	B	34	35	37	37	30	28	32	33
22. Tapoleng .. ..	(do.)	B	47	48	46	45	42	40	40	40
23. Wittebergen, Dutch ..	(do.)	B	37	31	24	22	25	12	16	8
24. Do., Kafir .. ..	(do.)	B	114	108	105	101	99	76	94	65
25. Bensonvale .. ..	(do.)	C. 1	..	..	..	..	..	..	..	..
26. Dulcies Nek .. ..	(Eng. Ch.)	C	51	44	39	46	34	26	33	26
27. Bensonvale .. ..	(Wes.)	C	133	147	162	170	123	133	145	148
Total .. ..			1434	1429	1499	1451	1127	1041	1189	1075
<b>HOPE TOWN (Inspector Brice).</b>										
1. Hopetown .. ..		A. 2	71	71	75	81	58	58	62	64
2. Rooidam .. ..	P. Zwiegiers	A. 3	9	10	10	..	9	8	10	..
3. Strydenburg .. ..		A. 3	35	37	35	46	27	33	32	43
4. Welgevonden .. ..		A. 3	..	..	12	11	..	..	10	9
5. Abbott's Dam .. ..	P. C. de Jager	P.F.	6	6	6	6	6	6	6	6
6. Blauwboschdam ..	J. H. Whitehead	P.F.	5	5	5	5	3	4	5	5
7. Bokspuit .. ..	H. J. Steyn	P.F.	7	7	..	..	6	7	..	..
8. Cloetspan .. ..	C. Duraan	P.F.	..	..	10	8	..	..	9	7
9. Limiets Kop .. ..	W. J. du Toit	P.F.	6	7	8	7	5	7	8	6
10. Quaggaspan .. ..	T. A. Oberholster	P.F.	21	17	12	9	16	14	9	6
11. Rennekspan .. ..		P.F.	..	5	5	..	..	5	5	..
12. Rooidam .. ..	P. Zwiegiers	P.F.	..	..	..	7	..	..	7	..
13. Zoutpansput .. ..	P. J. du Toit	P.F.	10	10	..	..	10	10	..	..
14. Strydenburg .. ..	(D.R.C.)	B	36	39	37	39	33	35	31	29
15. Hope Town .. ..	(Eng. Ch.)	B	37	44	43	42	29	35	35	34
Total .. ..			243	258	253	261	202	222	222	216
<b>HUMANSDORP (Inspector Murray).</b>										
1. Humansdorp .. ..		A. 2	77	73	105	100	69	68	91	87
2. Boekenhoutfontein ..	M. du Plessis	A. 3	12	12	13	13	11	10	13	12
3. Boschkraal .. ..	L. Mathee	A. 3	15	15	15	15	14	15	13	13
4. Cambria .. ..		A. 3	26	26	28	22	21	22	21	19

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
1	3	46	29	9	6	2	..	..	..	..	..	19	6	2	11	..
2	3	15	9	3	3	..	..	..	..	..	..	8	5	5	2	1
3	3	53	32	8	7	4	2	..	..	..	..	25	3	3	17	..
4	3	69	39	14	13	3	..	..	..	..	..	33	16	10	10	4
5	3	90	58	9	12	7	4	..	..	..	..	36	17	8	17	..
6	3	48	14	11	13	4	6	..	..	..	..	34	24	25	6	..
7	3	39	20	11	4	4	..	..	..	..	..	22	15	8	8	..
8	3	37	20	6	6	2	3	..	..	..	..	22	9	7	13	..
9	3	29	18	3	7	1	..	..	..	..	..	17	5	..	9	3
10	3	53	24	9	7	11	2	..	..	..	..	29	17	13	11	1
11	4	36	21	7	7	1	..	..	..	..	..	19	8	8	6	..
12	4	45	20	8	9	6	2	..	..	..	..	36	12	4	16	1
13	3	37	18	5	9	3	1	..	..	..	..	23	8	9	7	..
14	3	31	15	6	6	4	..	..	..	..	..	16	8	6	7	..
15	3	61	38	7	13	3	..	..	..	..	..	26	13	12	9	1
16	3	70	41	9	13	7	..	..	..	..	..	32	15	13	14	..
17	3	32	24	6	2	..	..	..	..	..	..	13	..	..	7	..
18	3	37	18	10	5	4	..	..	..	..	..	19	10	5	6	..
19	3	61	37	10	5	7	2	..	..	..	..	27	8	7	16	..
20	3	60	23	14	12	7	3	1	..	..	..	21	10	26	8	..
21	3	37	11	10	10	6	..	..	..	..	..	29	4	5	17	..
22	3	40	20	5	10	5	..	..	..	..	..	22	14	5	8	1
23	3	21	10	4	3	3	1	..	..	..	..	11	6	5	5	..
24	3	88	20	28	16	15	7	2	..	..	..	68	37	36	21	3
25	4	45	41	..	..	..	4	..	..	..	..	4	..	..	..	..
26	3	39	16	5	8	6	4	..	..	..	..	24	8	5	9	1
27	4	158	52	21	26	32	27	..	..	..	..	117	79	45	26	..
1	2	60	11	3	6	7	14	14	5	..	..	51	37	30	15	..
2	3	7	4	..	3	..	..	..	..	..	..	3	3	3	..	..
3	3	36	6	16	6	6	1	1	..	..	..	32	15	11	4	..
4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5	3	6	2	..	2	2	..	..	..	..	..	4	3	3	1	..
6	4	5	2	1	2	..	..	..	..	..	..	3	2	2	1	..
7	3	7	2	2	1	1	1	..	..	..	..	6	4	5	..	..
8	3	10	7	..	3	..	..	..	..	..	..	3	3	First Inspection.	..	..
9	3	8	3	3	..	2	..	..	..	..	..	5	2	Do.	..	..
10	3	12	2	8	2	..	..	..	..	..	..	10	4	3	5	1
11	3	5	..	5	..	..	..	..	..	..	..	5	5	First Inspection.	..	..
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	2	10	5	2	1	1	1	..	..	..	..	5	2	2	2	..
14	3	27	24	2	1	..	..	..	..	..	..	3	..	First Inspection.	..	..
15	2	31	24	4	2	..	1	..	..	..	..	9	6	5	4	..
1	2	71	5	3	12	16	13	16	6	..	..	70	45	26	9	..
2	2	12	2	4	..	3	3	..	..	..	..	10	5	First Inspection.	..	..
3	1	15	3	5	3	2	2	..	..	..	..	12	10	12	..	..
4	2	26	11	2	7	6	..	..	..	..	..	17	8	7	8	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
5. Essensbosch	A. 3	12	..	..	..	11	..	..	..
6. Geelhoutboom	A. 3	14	12	12	12	12	10	11	10
7. Hankey	A. 3	20	22	22	20	20	21	20	17
8. Honey Valley	A. 3	18	20	18	15	18	20	15	15
9. Mist Kraal	A. 3	21	21	23	22	20	17	22	17
10. Patentie (West Bank)	A. 3	20	21	22	23	16	19	19	19
11. Quagga	A. 3	20	18	23	23	17	17	19	18
12. Sanddrift (late Klein Vlei)	A. 3	21	20	17	18	19	17	16	16
13. Storms River	A. 3	..	17	18	14	..	15	10	10
14. Tweefontein	A. 3	18	17	17	17	17	15	16	14
15. Uitvlucht	A. 3	22	21	21	21	19	19	20	18
16. Zaagkuilen	A. 3	10	10	..	..	9	9	..	..
17. Andrieskraal	J. du Preez P.F.	9	9	11	12	8	9	9	9
18. Diep River	J. H. Lourens P.F.	6	..	..	..	6	..	..	..
19. Driefontein	N. P. Rademeyer P.F.	..	5	5	6	..	5	5	6
20. Dwarsfontein	J. Johnston P.F.	7	..	..	..	7	..	..	..
21. Geelhoutboom	M. Meyer P.F.	8	..	..	..	8	..	..	..
22. Kleinplaats	C. P. Meyer P.F.	8	7	8	8	7	7	7	7
23. Mondplaats	S. Ferreira P.F.	5	5	8	8	4	5	5	7
24. Quagga South	A. Vermaak P.F.	11	11	12	11	11	11	10	10
25. Zorgkuilen	P.F.	..	..	6	6	..	..	6	6
26. Draaiklip	Poor	..	20	20	18	..	18	18	17
27. Eerste River	Poor	35	31	35	36	33	29	29	33
28. Fynboschhoek	Poor	19	19	19	20	19	18	17	19
29. Good Hope	Poor	31	31	28	28	26	26	24	19
30. Klein River	Poor	9	12	12	13	8	10	12	13
31. Melkhoutkraal	P. H. v. Rooyen P.F.	28	30	28	26	26	27	26	23
32. Patentie East	Poor	..	39	41	40	..	35	39	36
33. Rietfontein	Poor	6	..	..	..	6	..	..	..
34. Stinkwood River	Poor	..	..	25	27	..	..	22	25
35. Andrieskraal (St. Aidan's)	(Eng. Ch.) B	30	31	31	30	14	5	5	20
36. Blue Lily Bush (All Souls')	(do.) B	59	..	..	..	30	..	..	..
37. Humansdorp (St. Patrick's)	(do.) B	35	42	42	37	15	7	6	27
38. Hankey	(Ind.) B	72	76	75	73	53	49	43	32
39. Jeffrey's Bay	(do.) B	21	22	15	19	16	16	13	17
40. Kruisfontein	(do.) B	63	68	74	71	44	50	46	36
41. Weston	(do.) B	61	59	63	60	46	46	44	39
42. Clarkson	(Mor.) B	76	84	76	76	65	67	69	70
43. Snijklip	(do.) B	34	32	28	23	28	26	21	19
44. Witkleibosch	(do.) B	44	48	43	36	35	37	32	24
Total		1003	1006	1059	1019	808	797	814	799

JANSENVILLE (Inspector Murray).

1. Jansenville	A. 2	76	83	80	82	67	66	72	74
2. Darlington	P. Weyer A. 3	27	27	30	29	26	25	24	22
3. Driekops Vlei East	A. 3	18	22	23	17	15	18	17	15
4. Kaalsfontein	A. 3	13	13	14	14	12	11	12	12
5. Mount Stewart Station	A. 3	22	19	12	15	16	14	12	14
6. Vaaldraai	A. 3	..	..	..	13	..	..	..	12
7. Biesjesvlei	C. Terblanche P.F.	..	..	8	8	..	..	7	6
8. Buffelfontein	J. v. Eeden P.F.	8	..	..	..	5	..	..	..
9. Doornfontein	C. J. Greeff P.F.	..	..	..	8	..	..	..	7
10. Draaihoek South	J. v. Eeden P.F.	..	..	..	8	..	..	..	6
11. East of Gouws Kraal	P.F.	..	..	7	7	..	..	7	6
12. Fairview	R. J. Heydenrych P.F.	8	8	9	9	8	8	9	6
13. Ferreiraslaagte	P. Ferreira P.F.	16	16	..	..	13	14	..	..
14. Gannavlake	J. v. Eeden P.F.	..	..	16	20	..	..	14	18
15. Jericho (Moddergat)	C. S. Birch P.F.	10	5	5	5	5	5	4	4
16. Leeuwfontein	T. Dodds P.F.	10	10	10	10	10	9	8	5
17. Lovedale	R. Foxcroft P.F.	7	5	6	6	6	4	5	5
18. Millwood	T. H. Cawood P.F.	..	..	7	7	..	..	7	6

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
5	1	12	..	3	2	5	..	1	1	..	..	12	7	9	2	..
6	2	11	..	1	1	4	5	..	..	..	..	10	6	First Inspection.	..	..
7	2	19	..	1	3	5	4	5	1	..	..	18	17	14	1	..
8	2	19	..	7	5	4	3	..	..	..	..	12	12	First Inspection.	..	..
9	2	17	..	2	..	4	4	3	2	2	..	16	15	14	..	..
10	2	20	..	6	1	4	7	2	..	..	..	14	11	5	1	..
11	2	16	..	3	2	5	5	1	..	..	..	14	10	7	3	..
12	2	17	..	2	5	2	5	3	..	..	..	15	14	9	1	..
13	2	16	..	9	1	4	2	2	..	..	..	9	5	First Inspection.	..	..
14	1	18	..	2	2	3	5	2	4	..	..	16	14	13	1	..
15	1	21	..	1	2	7	6	3	..	2	..	20	18	17	3	..
16	2	8	..	2	2	1	2	1	..	..	..	6	3	3	3	..
17	2	9	..	..	2	3	3	1	..	..	..	9	9	5	..	..
18	1	5	..	..	..	2	..	2	1	..	..	5	5	4	..	..
19	1	5	..	3	1	1	..	..	..	..	..	2	2	First Inspection.	..	..
20	1	7	..	1	1	1	2	2	..	..	..	6	5	Do.	..	..
21	1	7	..	..	2	1	2	1	1	..	..	7	5	5	..	..
22	1	7	..	..	2	2	1	2	..	..	..	7	4	First Inspection.	..	..
23	2	5	..	1	1	2	1	..	..	..	..	4	4	4	..	..
24	2	10	..	2	2	4	2	..	..	..	..	8	5	First Inspection.	..	..
25	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
26	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
27	1	35	..	20	3	10	2	..	..	..	..	17	11	First Inspection.	..	..
28	1	19	..	7	2	10	..	..	..	..	..	12	11	12	2	..
29	2	28	..	8	5	5	10	..	..	..	..	21	20	16	1	..
30	1	6	..	3	3	..	..	..	..	..	..	3	3	First Inspection.	..	..
31	1	25	..	21	4	..	..	..	..	..	..	5	4	2	1	..
32	1	37	..	15	6	6	5	5	..	..	..	22	7	..	5	..
33	1	6	..	2	..	2	2	..	..	..	..	4	2	2	2	..
34	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
35	2	25	..	20	4	1	..	..	..	..	..	5	1	2	2	..
36	1	27	..	24	1	..	1	..	..	..	..	4	1	..	5	..
37	2	33	..	23	6	4	..	..	..	..	..	14	6	3	5	..
38	2	60	..	43	10	4	2	1	..	..	..	20	16	16	4	..
39	2	19	..	9	8	2	..	..	..	..	..	11	8	4	6	..
40	2	50	..	34	6	6	4	..	..	..	..	18	11	6	9	..
41	2	55	..	32	18	2	1	2	..	..	..	23	17	13	3	1
42	1	66	..	23	10	14	14	5	..	..	..	43	31	23	17	..
43	1	28	..	10	11	7	..	..	..	..	..	19	16	10	8	..
44	1	39	..	24	5	9	1	..	..	..	..	17	11	10	5	..



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
19. Moederzoonskraal ..	J. Grobler	P.F.	5	5	..	..	5	5	..	..
20. Mount Stewart ..	A. E. Nothard	P.F.	5	5	5	..	5	5	5	..
21. Pretorius Kop ..	..	P.F.	..	9	5	..	..	7	4	..
22. Rietkuil ..	J. L. Dodds	P.F.	..	..	11	..	..	..	10	..
23. Uitkomst ..	W. H. Berrington	P.F.	6	6	6	6	6	6	5	5
24. Witgat ..	J. Pieterse	P.F.	6	6	6	6	6	6	6	6
25. Witpoort ..	T. Deacon	P.F.	7	7	7	8	7	7	7	8
26. Blauwkrantz ..	..	Poor	38	38	46	43	33	34	36	34
27. Brakfontein ..	..	Poor	..	..	..	26	..	..	..	24
28. Jansenville ..	..	Poor	34	29	34	30	15	15	15	15
29. Meerlust East ..	..	Poor	22	22	20	25	18	17	17	24
30. Uitkomst ..	..	Poor	24	22	23	21	14	19	20	7
31. Wilgenfontein ..	..	Poor	14	15	16	16	14	13	15	15
32. Zwart River ..	..	Poor	15	15	16	17	12	14	15	17
33. Jansenville ..	(Wes.)	B	78	75	65	71	58	56	55	54
Total ..	..	..	469	462	487	527	376	378	408	427
<b>KENHARDT (Inspector Brice).</b>										
1. Kenhardt ..	..	A. 3	34	29	33	30	28	27	29	25
2. Klein Begin ..	L. J. Kotze	A. 3	25	24	26	19	22	23	22	18
3. Naroegas Noord ..	A. v. d. Colff	A. 3	12	12	..	..	11	12	..	..
4. Matjes River ..	F. Strauss	P.F.	17	14	14	..	16	13	13	..
5. Van Wijkspan ..	T. C. Nieuwoudt	P.F.	17	14	..	..	15	14	..	..
6. Kenhardt ..	(D.R.C.)	B	..	52	51	44	..	35	37	33
Total ..	..	..	105	145	124	93	92	124	101	76
<b>KIMBERLEY (Inspector Brice).</b>										
1. Kimberley, Boys' ..	..	A. 1	230	213	220	235	200	192	197	204
2. Do., Girls' ..	..	A. 1	277	297	347	326	231	272	295	269
3. Beaconsfield ..	..	A. 2	202	232	247	220	151	164	167	151
4. Kenilworth ..	..	A. 2	72	74	67	71	51	57	56	52
5. Kimberley, Transvaal Road ..	..	A. 3	66	54	62	66	40	34	52	49
6. Modder River ..	..	A. 3	..	22	23	..	..	13	15	..
7. Newton ..	..	A. 3	67	69	78	66	61	59	55	47
8. Perseverance ..	..	A. 3	93	89	105	98	58	61	74	68
9. Warrenton ..	..	A. 3	49	49	48	40	14	36	35	29
10. Doornlaagte ..	J. J. Scholtz	P.F.	5	5	5	5	5	5	4	5
11. Graspan ..	H. L. Aucamp	P.F.	..	..	7	7	..	..	6	6
12. Kareepan ..	G. J. Pohl	P.F.	..	5	5	5	..	5	5	4
13. Riverton ..	..	P.F.	10	8	8	9	7	7	6	4
14. Waterfall (Rooikop) ..	A. A. Fouchee	P.F.	5	5	..	..	4	4	..	..
15. Hanskopsfontein ..	..	Poor	10	10	14	10	10	10	12	9
16. Kimberley, De Beers' Road ..	..	Poor	165	181	202	203	128	135	168	167
17. Leeuwpoort (Panplaats) ..	..	Poor	17	17	18	20	17	16	17	18
18. Newton Home ..	..	Poor	..	20	21	21	..	20	20	19
19. Wedberg (Wittebergskopje) ..	..	Poor	25	24	22	..	20	14	17	..
20. Weltevrede ..	..	Poor	14	13	13	14	14	13	12	13
21. Wesselton ..	..	Poor	41	40	42	40	41	34	20	19
22. Beaconsfield, St. Sylvester's (Berl. M.)	..	B	85	89	74	92	61	55	54	64
23. Newton, St. Paul's ..	(do.)	B	47	43	47	53	41	37	38	39
24. Beaconsfield ..	(D.R.C.)	B	67	77	84	72	50	57	58	59
25. Newton ..	(do.)	B	82	82	89	80	55	66	55	51
26. Beaconsfield, Ali Saints' (Erg. Ch.)	..	B	136	173	170	149	85	87	92	82

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
19	3	5	..	1	..	1	2	..	..	..	..	4	4	3	1	..
20	3	5	..	1	1	1	2	..	..	..	..	4	4	4	..	..
21	3	2	..	..	1	1	..	..	..	..	..	2	2	First Inspection.		
22	3	11	..	3	1	5	2	..	..	..	..	8	8	Do.		
23	3	6	..	..	1	..	3	..	..	2	..	6	3	3	3	..
24	3	6	..	..	1	3	..	2	..	..	..	6	5	5	1	..
25	3	7	..	1	1	1	2	..	2	..	..	6	3	4	2	..
26	3	40	..	10	16	11	..	3	..	..	..	32	22	12	5	..
27	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
28	3	18	..	9	4	3	2	..	..	..	..	10	7	3	1	..
29	3	20	..	9	3	5	3	..	..	..	..	11	7	4	..	..
30	3	21	..	15	1	5	..	..	..	..	..	6	6	First Inspection.		
31	3	14	..	5	7	2	..	..	..	..	..	9	9	8	..	..
32	3	16	..	5	5	6	..	..	..	..	..	14	9	6	9	..
33	3	47	..	28	2	9	7	1	..	..	..	27	15	9	10	..
1	2	28	..	19	7	2	..	..	..	..	..	9	9	8	..	..
2	2	24	..	15	9	..	..	..	..	..	..	10	9	First Inspection.		
3	2	12	..	8	3	..	1	..	..	..	..	6	4	3	1	..
4	2	11	..	11	..	..	..	..	..	..	..	6	..	First Inspection.		
5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6	2	40	..	40	..	..	..	..	..	..	..	..	..	First Inspection.		
1	3	204	..	1	21	28	45	54	35	15	5	204	175	114	23	1
2	3	305	..	132	20	28	38	45	29	9	4	177	138	82	24	7
3	3	183	..	70	23	39	17	25	7	2	..	119	84	48	21	..
4	3	62	..	32	11	8	8	3	..	..	..	30	30	18	2	..
5	3	55	..	36	8	8	3	..	..	..	..	19	15	8	1	..
6	3	18	..	10	4	3	1	..	..	..	..	8	2	First Inspection.		
7	3	55	..	22	12	10	11	..	..	..	..	39	27	15	2	..
8	3	86	..	42	15	7	19	3	..	..	..	47	27	24	11	2
9	4	31	..	12	8	5	1	5	..	..	..	25	15	9	9	..
10	3	5	..	2	..	1	1	1	..	..	..	3	3	First Inspection.		
11	3	5	..	1	1	3	..	..	..	..	..	4	4	Do.		
12	3	5	..	1	1	..	1	2	..	..	..	4	3	Do.		
13	4	4	..	2	..	..	1	..	1	..	..	3	1	1	1	..
14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
15	4	14	..	4	1	1	4	3	1	..	..	10	7	7	1	..
16	3	178	..	93	29	35	12	9	..	..	..	85	82	44	4	..
17	4	17	..	3	6	3	5	..	..	..	..	14	11	10	3	..
18	3	20	..	12	8	..	..	..	..	..	..	8	8	First Inspection.		
19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
20	4	13	..	4	2	5	2	..	..	..	..	9	9	9	..	..
21	3	30	..	23	2	4	1	..	..	..	..	7	5	3	1	..
22	3	58	..	40	10	8	..	..	..	..	..	26	11	7	10	..
23	3	34	..	17	11	4	..	2	..	..	..	23	11	7	13	..
24	3	56	..	36	7	7	4	2	..	..	..	20	12	10	4	..
25	3	50	..	34	7	4	4	..	1	..	..	19	12	2	9	..
26	3	112	..	73	13	19	6	1	..	..	..	40	31	22	10	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
27. Kimberley, St. Cyprian's	(Eng. Ch.) B	231	218	202	196	151	135	159	143
28. Do., St. Matthew's	(do.) B	70	68	57	58	36	24	28	19
29. Gway's Village	(Ind.) B	85	88	83	77	60	42	52	44
30. Kimberley, St. Francis'	(R.C.) B	68	61	74	86	51	47	57	64
31. Beaconsfield	(Wes.) B	105	108	99	90	66	43	50	67
32. Kimberley, Bean Street	(do.) B	275	274	277	251	221	237	247	221
33. Newton	(do.) B	146	160	164	182	102	104	135	168
Total		2745	2868	2974	2842	2031	2085	2258	2154
<b>KING WILLIAM'S TOWN (Insp. Ely).</b>									
1. K. W. T., Deaf and Blind Inst.	Sp.	9	8	9	9	5	6	8	9
2. Do., Collegiate, Girls'	A. 1	68	72	77	77	58	60	70	72
3. Do., Dale College, Boys'	A. 1	314	173	183	184	261	152	162	170
4. Do., do., English Branch	A. 2	147	154	153	137	118	123	122	114
5. Do., do., German Branch	A. 2	71	75	72	74	64	67	64	63
6. Berlin	A. 3	24	24	22	26	19	18	19	24
7. Blaney Station	A. 3	25	23	24	24	22	21	22	21
8. Braunschweig	A. 3	29	30	31	32	18	21	24	22
9. Breidbach	A. 3	33	33	24	27	29	25	24	21
10. Fort White	A. 3	17	12	..	14	10	9	..	10
11. Frankfort	A. 3	67	57	74	72	47	37	51	42
12. Hanover	A. 3	26	27	28	25	24	25	25	21
13. Kei Road	A. 3	21	20	19	18	18	18	15	16
14. Keiskama Hoek	A. 3	74	66	66	67	56	52	55	46
15. King William's Town	(Luth.) A. 3	75	65	77	74	58	57	65	61
16. Do., St. Peter's (Eng. Ch.)	A. 3	232	238	227	212	173	171	162	156
17. Do., St. Joseph's, Girls' (R.C.)	A. 3	116	99	98	95	71	71	85	86
18. Middeldrift	A. 3	12	13	14	10	10	9	12	9
19. Southdoorn	A. 3	19	20	20	21	18	18	19	18
20. Umnexsha Drift	A. 3	..	12	..	..	..	12	..	..
21. Welcome Wood	Mrs. C. Stratford A. 3	22	21	20	20	18	18	18	13
22. Yellow Woods	C. G. Holl A. 3	..	..	13	16	..	..	13	14
23. King William's Town	(Wes.) E	43	64	49	..	23	20	18	..
24. Burnshill	P. W. Wiltshire P.F.	6	5	5	5	6	5	4	5
25. Donxaba	J. Schaffner P.F.	14	10	..	..	12	7	..	..
26. Kentbury	E. Fletcher P.F.	..	..	..	5	..	..	..	5
27. Pembroke	W. F. C. Rose P.F.	5	5	5	5	5	5	5	5
28. Thorndale (Ferndale)	J. Kilfoil P.F.	5	6	6	7	5	6	6	6
29. Vaalnek	P.F.	17	18	18	16	13	13	13	10
30. Wolsely (Brooklyn)	J. Keth P.F.	5	5	5	5	5	5	5	5
31. King William's Town	Poor	73	81	69	69	49	56	52	50
32. Do., Orphan Home	Poor	18	18	18	18	18	17	17	18
33. Emdizeni	(Berl. M.) B	41	40	38	38	29	33	31	33
34. Etembeni	(do.) B	43	43	43	38	20	22	26	24
35. Petersberg	(do.) B	55	57	57	54	30	36	35	29
36. Mabaleni	(Eng. Ch.) B	46	43	46	46	24	25	19	26
37. Njwaxa	(do.) B	58	61	67	61	37	42	42	33
38. Tamacha Hill	(do.) B	46	39	34	35	26	26	26	20
39. Amatole Basin	(F.C.) B	56	56	56	50	40	38	43	41
40. Blair Helen	(do.) B	55	47	56	56	39	37	43	40
41. Burnslill	(do.) B	159	154	158	145	115	112	108	45
42. Debe	(do.) B	81	85	90	89	70	75	80	77
43. Emnyameni	(do.) B	117	114	127	116	101	107	102	91
44. Falconer	(do.) B	65	64	87	79	42	56	73	47
45. Gxulu	(do.) B	46	41	47	46	27	27	32	29
46. Jafta's	(do.) B	44	31	41	56	32	16	29	20

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.	
27	3	181	..	74	35	33	20	19	..	..	..	107	66	38	36	..	
28	3	39	..	25	11	3	..	..	..	..	..	22	6	5	10	1	
29	3	60	..	56	4	..	..	..	..	..	..	4	3	1	..	1	
30	3	54	..	41	9	..	4	..	..	..	..	21	13	9	9	..	
31	3	53	..	34	7	5	4	3	..	..	..	25	8	5	11	..	
32	3	266	..	148	41	26	26	16	9	..	..	121	118	94	3	..	
33	3	111	..	67	17	17	6	4	..	..	..	47	35	12	9	..	
1	4	9	..	3	2	3	1	..	..	..	..	6	6	No Record.			
2	4	77	9	10	7	9	12	12	10	3	1	4	54	40	24	7	..
3	4	168	..	1	11	17	21	36	34	38	10	..	167	113	No Record.		
4	4	128	..	34	23	25	23	18	5	..	..	98	78	62	26	..	
5	4	59	..	11	8	16	14	10	..	..	..	48	47	29	5	..	
6	3	22	..	8	4	8	2	..	..	..	..	16	13	10	5	..	
7	3	19	..	7	..	5	4	2	1	..	..	12	11	10	3	..	
8	3	28	..	9	..	11	4	3	1	..	..	21	16	11	6	..	
9	3	24	..	12	8	3	1	..	..	..	..	12	12	4	7	..	
10	2	12	..	5	2	2	2	1	..	..	..	8	6	4	2	..	
11	3	68	..	36	15	12	5	..	..	..	..	44	23	15	22	..	
12	3	19	..	5	3	5	..	6	..	..	..	14	13	7	2	..	
13	3	17	..	2	7	4	3	1	..	..	..	15	12	6	3	..	
14	2	60	..	27	10	11	6	4	1	1	..	34	19	19	24	..	
15	2	57	..	23	13	8	6	7	..	..	..	35	33	24	19	..	
16	4	143	..	62	25	32	12	7	5	..	..	81	67	45	36	..	
17	4	83	6	17	15	10	12	11	8	4	..	61	53	No Record.			
18	2	11	..	3	3	1	2	1	1	..	..	8	8	7	1	..	
19	3	20	..	8	3	5	3	1	..	..	..	14	10	10	4	..	
20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
21	3	22	..	5	3	3	5	4	2	..	..	17	15	14	3	..	
22	3	14	..	5	5	3	1	..	..	..	..	10	4	First Inspection.			
23	4	31	..	22	3	5	1	..	..	..	..	11	4	3	3	..	
24	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
25	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
26	3	5	..	1	1	2	1	..	..	..	..	4	2	First Inspection.			
27	4	5	..	1	..	2	1	..	1	..	..	4	2	2	3	..	
28	3	6	..	1	1	..	1	..	1	2	..	5	4	3	1	..	
29	3	17	..	4	4	5	3	1	..	..	..	13	12	8	1	..	
30	3	5	..	..	2	1	..	1	1	..	..	5	3	3	2	..	
31	3	59	..	32	11	8	4	4	..	..	..	29	21	12	10	..	
32	2	15	..	8	5	2	..	..	..	..	..	7	7	4	6	..	
33	2	17	..	10	1	2	3	1	..	..	..	8	2	2	10	..	
34	3	35	..	19	7	4	4	1	..	..	..	16	11	7	19	1	
35	2	39	..	18	8	5	6	2	..	..	..	22	14	12	11	..	
36	4	21	..	21	..	..	..	..	..	..	..	..	..	First Inspection.			
37	1	45	..	35	8	7	5	..	..	..	..	26	13	8	15	..	
38	3	30	..	23	7	..	..	..	..	..	..	8	7	5	15	..	
39	2	47	..	23	7	11	6	..	..	..	..	31	17	9	14	2	
40	3	51	..	28	11	8	2	2	..	..	..	26	16	13	14	..	
41	2	127	..	65	20	23	15	4	..	..	..	65	37	32	39	2	
42	2	67	..	38	13	6	6	4	..	..	..	38	17	16	24	..	
43	2	105	..	61	18	21	5	..	..	..	..	53	35	23	38	..	
44	2	44	..	21	10	12	1	..	..	..	..	25	15	6			



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
47. Knox	(F.C.)	B	64	62	63	57	44	47	50	37
48. Muir	(do.)	B	34	34	37	41	23	16	24	24
49. Ngumeya	(do.)	B	53	50	67	68	24	35	50	42
50. Njikelana's	(do.)	B	83	84	94	84	68	61	69	66
51. Rankine	(do.)	B	47	47	59	55	25	28	41	35
52. Regu	(do.)	B	33	28	46	44	18	22	30	22
53. Spreull	(do.)	B	78	71	58	61	54	58	45	31
54. Tyusha	(do.)	B	56	49	57	60	33	32	37	38
55. Whiteville	(do.)	B	53	50	42	38	35	31	35	28
56. Wolf River	(do.)	B	36	30	51	46	29	25	33	27
57. Balassi	(Ind.)	B	45	47	55	56	39	41	49	46
58. Brownlee's	(do.)	B	103	90	106	100	72	68	79	84
59. Donnington	(do.)	B	50	60	69	68	29	31	33	24
60. Harperton	(do.)	B	124	119	121	112	83	81	75	50
61. Intisikizeni	(do.)	B	38	38	39	32	25	24	27	17
62. Knapp's Hope	(do.)	B	92	80	101	90	55	48	63	61
63. Mqesha	(do.)	B	120	122	126	119	81	81	86	76
64. Ngudhli's Kraal	(do.)	B	86	85	84	84	52	52	75	63
65. Olivedale	(do.)	B	57	58	58	58	41	42	50	45
66. Ramnyiba	(do.)	B	47	45	52	53	32	29	39	31
67. Tafeni	(do.)	B	51	43	45	24	25	25	30	17
68. Ten Acres	(do.)	B	36	37	33	35	25	24	26	24
69. Tshatshu's	(do.)	B	71	72	75	71	59	54	58	60
70. Izeli Valley (Izenyorka)	(R.C.)	B	165	145	167	172	119	119	137	134
71. K.W.T., St. Joseph's, Boys'	(do.)	B	99	83	93	96	65	74	82	81
72. Amatole Basin	(Wes.)	B	63	69	81	80	58	56	62	54
73. Annshaw	(do.)	B	134	120	123	123	95	81	92	81
74. Buffalo Ford	(do.)	B	71	75	74	68	42	47	48	33
75. Cata	(do.)	B	41	35	45	44	19	21	30	34
76. Dikidikana	(do.)	B	16	26	..	84	13	20	..	56
77. Ecweeweni	(do.)	B	14	13	18	..	12	13	15	..
78. Emdizeni	(do.)	B	46	51	62	59	26	34	56	53
79. Emgqwakwebi	(do.)	B	103	101	115	117	71	68	90	83
80. Emnqaba	(do.)	B	86	84	88	88	69	72	73	78
81. Emntlabati	(do.)	B	54	51	58	51	36	43	34	21
82. Emtati	(do.)	B	31	33	32	28	29	27	25	20
83. Emtyolo	(do.)	B	29	34	37	28	25	25	24	19
84. Emxumbu	(do.)	B	56	63	80	83	49	42	49	46
85. Equgquala	(do.)	B	63	63	78	63	48	48	45	35
86. Erode	(do.)	B	81	81	61	69	48	51	58	35
87. Etweecu	(do.)	B	45	46	50	41	41	36	34	28
88. Etyeni	(do.)	B	42	41	43	42	33	35	39	32
89. Ezincuka	(do.)	B	85	82	91	86	65	59	58	45
90. Idebe (Marela's)	(do.)	B	155	159	171	158	104	93	135	87
91. Izeleni	(do.)	B	56	64	64	59	36	41	40	29
92. Izimbaba	(do.)	B	47	43	41	42	29	29	32	27
93. Keiskama Hoek	(do.)	B	40	37	37	32	23	21	22	18
94. King William's Town	(do.)	B	81	71	77	79	57	57	50	35
95. Madliki's	(do.)	B	12	9	12	..	5	7	10	..
96. Matubele's	(do.)	B	55	52	54	54	34	38	39	32
97. Mdankomo	(do.)	B	51	50	51	51	40	40	40	40
98. Mgxotyeni	(do.)	B	46	49	53	43	23	18	46	17
99. Mnandi	(do.)	B	51	48	55	52	36	30	29	29
100. Mount Coke	(do.)	B	68	68	64	65	36	31	31	24
101. Mtombi	(do.)	B	26	22	29	28	13	12	20	19
102. Nangu	(do.)	B	41	39	43	47	28	28	40	44
103. Ncabasa	(do.)	B	45	42	55	82	27	27	42	65
104. Newazi	(do.)	B	55	60	68	64	42	46	38	37
105. Peuleni	(do.)	B	136	155	194	188	124	105	155	84
106. Qanda	(do.)	B	79	71	71	71	58	61	36	45
107. Qomfo's	(do.)	B	36	39	50	57	28	29	35	34
108. Rabula	(do.)	B	31	39	40	36	17	26	27	11
109. Sityi's	(do.)	B	37	38	60	74	30	26	32	52
110. Tamacha	(do.)	B	115	111	111	108	89	88	95	86
111. Tyamko's	(do.)	B	39	39	53	56	21	24	49	37
112. Tyutyuza	(do.)	B	36	38	41	40	22	38	29	16
113. Ziblahleni	(do.)	B	30	39	51	49	20	22	33	30

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.		
														Higher.	Same.	Lower.
47	2	49	..	18	10	18	3	..	..	..	..	36	16	8	25	..
48	3	30	..	22	4	3	1	..	..	..	..	14	5	4	15	..
49	2	36	..	23	7	5	1	..	..	..	..	18	7	3	14	..
50	1	66	..	27	12	15	9	2	..	..	..	39	23	21	22	..
51	3	45	..	32	8	4	1	..	..	..	..	14	10	8	11	..
52	1	20	..	12	5	1	2	..	..	..	..	8	5	3	7	..
53	3	37	..	37	..	..	..	..	..	..	..	..	..	..	..	First Inspection.
54	3	51	..	29	10	9	3	..	..	..	..	33	11	12	21	..
55	2	23	..	23	..	..	..	..	..	..	..	..	..	..	..	First Inspection.
56	3	34	..	20	7	6	1	..	..	..	..	14	2	1	19	..
57	3	46	..	32	6	6	2	..	..	..	..	21	11	11	19	..
58	3	66	..	35	13	10	6	2	..	..	..	33	26	18	17	..
59	3	39	..	26	11	2	..	..	..	..	..	17	9	7	18	1
60	3	75	..	55	7	9	4	..	..	..	..	26	11	3	29	..
61	3	29	..	14	4	4	6	1	..	..	..	16	9	6	13	..
62	1	60	..	18	23	16	3	..	..	..	..	49	26	22	21	..
63	3	104	..	64	16	15	9	..	..	..	..	52	24	14	24	1
64	2	51	..	28	6	13	4	..	..	..	..	23	16	11	22	..
65	2	35	..	18	6	8	3	..	..	..	..	19	12	8	10	1
66	3	42	..	30	3	2	5	2	..	..	..	24	8	6	17	..
67	3	32	..	18	7	6	1	..	..	..	..	16	10	3	9	..
68	3	29	..	18	10	1	..	..	..	..	..	19	9	4	5	..
69	3	54	..	39	6	7	2	..	..	..	..	23	15	11	28	..
70	4	132	..	74	20	20	13	4	1	..	..	64	50	43	19	..
71	4	73	..	18	13	16	14	7	11	1	..	55	41	28	11	1
72	2	61	..	22	14	16	5	4	..	..	..	41	23	13	23	..
73	2	107	..	47	23	19	13	5	..	..	..	64	28	20	40	1
74	3	53	..	29	10	14	..	..	..	..	..	31	22	18	23	..
75	2	27	..	20	3	3	1	..	..	..	..	14	5	3	11	1
76	2	15	..	12	2	1	..	..	..	..	..	5	1	1	7	..
77	3	10	..	9	..	1	..	..	..	..	..	2	1	..	..	First Inspection.
78	2	41	..	24	4	4	7	2	..	..	..	24	9	9	20	..
79	3	94	..	68	8	11	7	..	..	..	..	31	21	4	18	3
80	2	77	..	39	8	11	8	11	..	..	..	43	31	23	16	..
81	4	35	..	32	2	1	..	..	..	..	..	4	3	..	..	First Inspection.
82	3	23	..	20	3	..	..	..	..	..	..	5	3	..	..	Do.
83	3	34	..	25	9	..	..	..	..	..	..	10	6	2	21	..
84	1	43	..	22	9	9	3	..	..	..	..	23	4	7	15	..
85	3	56	..	29	12	6	7	2	..	..	..	34	25	9	29	..
86	3	55	..	24	7	14	8	2	..	..	..	36	15	12	27	..
87	3	35	..	24	6	4	1	..	..	..	..	14	1	..	13	1
88	3	42	..	29	6	4	3	..	..	..	..	14	8	..	..	First Inspection.
89	2	63	..	34	9	14	6	..	..	..	..	31	12	7	21	..
90	2	105	..	59	19	24	3	..	..	..	..	57	19	15	54	2
91	3	54	..	44	4	6	..	..	..	..	..	17	2	..	23	..
92	3	40	..	28	2	6	3	1	..	..	..	25	5	5	23	..
93	2	28	..	14	5	8	1	..	..	..	..	16	7	7	11	..
94	2	49	..	37	8	3	1	..	..	..	..	17	6	5	23	2
95	3	11	..	8	3	..	..	..	..	..	..	3	3	3	5	..
96	1	33	..	16	3	9	4	1	..	..	..	21	13	12	13	..
97	2	33	..	23	4	5	1	..	..	..	..	10	9	8	11	1
98	2	20	..	15	5	..	..	..	..	..	..	5	5	1	9	1
99	2	39	..	21	9	8	1	..	..	..	..	20	9	7	18	1
100	3	37	..	18	5	12	2	..								



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
114. Keiskama Hoek ..	(Eng. Ch.) C. 1	..	..	..	..	..	..	..	..
115. Amatole Basin ..	(do.) C	45	52	57	58	31	37	46	37
116. Emncotsho ..	(do.) C	35	38	40	41	25	26	31	29
117. Gobošana ..	(do.) C	36	35	39	42	24	29	18	19
118. Gwiligwili ..	(do.) C	43	39	37	36	31	33	30	32
119. Gxulu ..	(do.) C	64	62	62	61	46	47	48	38
120. Keiskama Hoek, Boys'	(do.) C	53	50	48	48	38	32	30	26
121. Do., Girls'	(do.) C	80	69	74	70	52	44	49	37
122. Lower Cata ..	(do.) C	49	50	35	37	37	34	25	28
123. Ndlovini ..	(do.) C	45	47	48	49	37	34	37	23
124. Ngxalawe ..	(do.) C	51	36	40	34	32	24	22	19
125. Rabula ..	(do.) C	49	53	48	35	38	46	39	27
126. Pirie ..	(F.C.) C	126	131	123	123	105	118	103	100
127. Peelton, Boys'	(Ind.) C	51	65	64	62	39	45	47	40
128. Do., Girls'	(do.) C	60	42	42	41	52	32	31	26
129. Do., Infants'	(do.) C	84	97	102	103	64	86	84	72
Total..		7519	7274	7711	7521	5392	5306	5744	5034
<b>KNYSNA (Inspector Murray).</b>									
1. Knysna ..	A. 1	104	96	95	85	82	78	62	57
2. Wittedrift ..	A. 2	89	86	83	84	69	70	64	65
3. Bracken Hill ..	H. and C. Thesen A. 3	27	26	24	21	23	21	21	17
4. Groenvlei ..	J. H. Hooper A. 3	14	18	15	10	10	13	11	8
5. Knysna ..	(Eng. Ch.) A. 3	71	77	78	71	39	47	49	37
6. Matjesfontein ..	J. W. Read, Jr. A. 3	16	15	15	16	10	14	12	11
7. Woodlands ..	J. Read A. 3	20	20	22	21	15	16	16	18
8. Belvidere ..	A. H. Duthie P.F.	8	8	8	8	8	8	8	8
9. Forest Hall..	W. Williams P.F.	7	7	11	11	7	6	10	10
10. Blauwkrantz ..	Poor	11	11	16	17	7	9	12	14
11. Elands Kraal ..	Poor	36	44	49	44	27	30	37	31
12. Knysna Forest ..	Poor	17	..	..	..	14	..	..	..
13. Kraaibosch ..	Poor	49	50	54	20	35	38	38	20
14. Kransbosch ..	Poor	26	28	29	25	19	18	14	12
15. Kruisvallei ..	Poor	16	22	21	22	13	15	14	14
16. Leeuwbosch (Sour Flats)	Poor	50	57	42	35	43	37	24	21
17. Pisang River ..	Poor	37	40	27	..	31	32	11	..
18. Platbosch ..	Poor	20	16	20	..	18	15	17	..
19. Roodekraal ..	Poor	24	24	23	23	22	22	21	21
20. Sunnyside ..	Poor	34	34	33	36	30	29	27	23
21. Uplands ..	Poor	..	20	16	16	..	17	15	12
22. Westford ..	Poor	..	25	25	28	..	21	20	20
23. Belvidere ..	(Eng. Ch.) B	22	19	24	22	16	14	14	9
24. Kirby ..	(do.) B	21	26	26	26	12	15	12	12
25. Knysna ..	(do.) B	39	40	43	38	23	33	19	18
26. Plettenberg's Bay ..	(do.) B	106	114	96	85	56	49	43	35
27. Kouga Forest (Gouma)	(R.C.) B	17	15	17	16	11	9	11	10
28. Doucamma ..	(Wes.) B	16	37	37	19	11	23	10	15
Total ..		897	975	949	799	651	689	612	518
<b>KOMGHA (Inspector Woodroffe).</b>									
1. Komgha ..	A. 1	58	58	68	57	51	52	55	52
2. Moss Grove ..	A. 3	11	11	10	10	11	11	10	9
3. Hopewell ..	J. W. Sparks P.F.	7	7	8	8	6	6	6	6

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
114	2	32	32	..	..	..	..	..	..	..	..	..	..	..	..	..
115	2	41	..	25	9	5	2	..	..	..	..	21	10	9	19	..
116	4	27	..	17	5	5	..	..	..	..	..	13	4	3	11	..
117	2	21	..	15	3	3	..	..	..	..	..	6	5	First Inspection.		
118	2	29	..	17	4	7	1	..	..	..	..	15	5	5	15	..
119	2	44	..	23	9	3	9	..	..	..	..	21	18	16	12	..
120	2	98	..	21	9	20	34	14	..	..	..	84	36	25	29	..
121	2	41	..	29	6	5	1	..	..	..	..	12	9	First Inspection.		
122	2	28	..	17	8	3	..	..	..	..	..	13	9	No Record.		
123	2	32	..	17	9	5	1	..	..	..	..	19	15	2	11	..
124	2	39	..	22	9	8	..	..	..	..	..	19	9	7	14	..
125	2	110	..	61	12	15	10	11	1	..	..	59	29	25	44	1
126	3	56	..	..	9	20	13	11	3	..	..	56	27	29	20	1
127	3	37	..	..	9	21	7	..	..	..	..	37	13	14	14	1
128	3	92	..	73	19	..	..	..	..	..	..	34	19	4	45	..
129	3	84	..	28	9	10	11	9	9	6	1	57	47	44	7	..
1	2	75	..	12	5	13	10	12	8	11	4	65	52	36	7	..
2	2	24	..	13	5	3	3	..	..	..	..	11	11	4	..	..
3	2	11	..	2	2	3	4	..	..	..	..	11	8	8	3	..
4	3	62	..	39	7	6	6	4	..	..	..	24	15	10	5	..
5	2	15	..	2	2	4	4	1	2	..	..	13	10	7	2	..
6	2	17	..	5	7	..	3	2	..	..	..	12	8	6	2	..
7	2	8	..	1	1	1	..	4	..	1	..	7	7	5	..	..
8	2	7	..	4	..	2	..	1	..	..	..	3	3	First Inspection.		
9	2	9	..	..	4	3	2	..	..	..	..	9	8	7	1	..
10	2	32	..	14	1	16	1	..	..	..	..	18	17	18	..	..
11	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	2	32	..	13	7	5	5	2	..	..	..	21	16	16	5	..
14	2	25	..	13	1	10	1	..	..	..	..	15	14	10	4	..
15	2	19	..	13	..	5	..	1	..	..	..	6	3	2	3	..
16	2	37	..	24	6	5	2	..	..	..	..	13	10	7	4	..
17	2	35	..	16	6	8	4	1	..	..	..	20	16	First Inspection.		
18	2	16	..	8	3	4	1	..	..	..	..	8	4	..	..	..
19	2	21	..	16	3	2	..	..	..	..	..	5	5	..	..	..
20	2	33	..	9	6	11	2	4	1	..	..	24	15	13	..	..
21	2	20	..	14	2	1	1	2	..	..	..	6	5	First Inspection.		
22	2	24	..	12	4	6	2	..	..	..	..	13	9	..	..	..
23	2	13	..	8	5	..	..	..	..	..	..	5	5	4	1	..
24	2	20	..	16	1	2	..	1	..	..	..	5	4	3	2	..
25	2	63	..	46	7	8	2	..	..	..	..	19	13	8	5	..
26	2	30	..	16	8	5	1	..	..	..	..	14	14	9	1	..
27	2	14	..	5	5	2	2	..	..	..	..	9	4	3	5	..
28	2	26	..	21	5	..	..	..	..	..	..	6	4	4	..	..
1	4	56	1	7	8	12	9	6	3	6	2	46	44	27	2	..
2	4	8	..	..	1	1	5	1	..	..	..	8	6	2	2	..
3	4	7	..	1	2	1	1	1	1	..	..	6	4	4	2	..



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
4. Jessie Farm	S. Turner	P.F.	..	..	5	5	..	..	5	5
5. Kwelegha	J. Thompson	P.F.	9	9	8	8	9	8	8	8
6. Tanga	..	P.F.	..	..	..	10	..	..	..	8
7. Lower Kuku	..	Poor	20	20	15	14	19	14	12	12
8. Soto Randt	..	Poor	..	22	23	23	..	14	20	19
9. Upper Kuku	..	Poor	19	17	20	22	19	17	20	22
10. Mooiplaats	(Eng. Ch.)	B	75	61	60	61	34	31	34	38
11. Ngwenkala	(do.)	B	43	49	46	39	16	24	22	22
Total	..	..	242	254	263	257	165	177	192	201
<b>LADISMITH (Inspector Mitchell).</b>										
1. Ladismith	..	A. 2	110	104	98	96	85	81	80	80
2. Buffelsfontein	G. F. v. Wijk, Sen.	A. 3	52	..	34	36	18	..	30	27
3. Buffelsdrift	S. P. de Wit	A. 3	24	25	22	20	18	18	16	13
4. Buffelskloof	M. C. v. Tonder, Jun.	A. 3	27	33	31	27	23	26	26	22
5. Gamka West	N. C. Glassen	A. 3	32	36	36	35	26	33	24	25
6. Groot River	P. J. de Wit	A. 3	32	33	34	35	14	14	17	13
7. Hoeko	J. B. du Plessis	A. 3	38	34	34	37	28	23	28	27
8. Opzoek	..	A. 3	30	22	21	20	22	18	20	18
9. Voorbaat	Mrs. G. J. Nefdt	A. 3	39	31	50	50	17	27	35	33
10. Weltevreden	C. J. Nel	A. 3	33	31	24	24	27	16	20	19
11. Elands Vlei	Mrs. J. H. v. Zijl	P.F.	11	11	11	11	11	10	11	10
12. Knuyts Wagendrift	C. Booker	P.F.	16	..	..	..	14	..	..	..
13. Ockertskraal	J. v. Tonder	P.F.	..	10	10	12	..	8	8	8
14. Wolvenfontein	C. F. Crafford	P.F.	5	5	5	5	5	5	5	5
15. Zeekoegat's Drift	J. S. Bruwer	P.F.	12	13	16	14	11	12	13	9
16. Seven Weeks' Poort	..	Poor	22	21	22	16	17	17	17	15
17. Amalienstein	(Berl. M.)	B	171	168	157	152	162	154	143	144
18. Ladismith	(do.)	B	97	79	70	70	57	47	40	43
19. Zoar	(D.R.C.)	B	115	105	99	98	77	65	61	68
Total	..	..	866	761	774	758	632	574	594	579
<b>MAFEKING (Inspector Brice).</b>										
1. Mafeking	..	A. 2	60	72	87	81	48	49	58	54
2. Wheatlands	..	A. 3	..	..	..	14	..	..	..	12
3. The Grange	H. E. Mansfield	P.F.	..	..	..	5	..	..	..	5
4. Mafeking, Good Shepherd	(Eng. Ch.)	B	39	42	85	84	24	38	51	68
5. Do.	(Wes.)	B	..	37	103	108	..	20	60	56
Total	..	..	99	151	275	292	72	107	169	195
<b>MALMESBURY (Inspector Noaks).</b>										
1. Malmesbury, Boys'	..	A. 1	80	80	81	73	70	66	59	64
2. Do., Girls'	..	A. 1	134	133	123	118	115	114	112	102
3. Darling	..	A. 2	27	39	53	59	23	37	46	49
4. Hopefield	..	A. 2	71	65	65	71	62	57	57	62
5. Moorreesburg	..	A. 2	94	89	96	100	75	57	87	76
6. Riebeek Kasteel	..	A. 2	76	77	83	78	65	67	75	67
7. Riebeek West	..	A. 2	111	116	113	114	106	105	104	108
8. Bridge Town	..	A. 3	38	41	45	46	35	33	39	36

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Result.		
														Higher.	Same.	Lower.
4	4	5	..	1	1	..	2	1	..	..	..	4	2	First Inspection.		
5	4	8	..	..	..	1	5	..	2	..	..	8	6	3 2		
6	4	10	..	2	3	1	4	..	..	..	..	8	6	First Inspection.		
7	4	13	..	5	8	..	..	..	..	..	..	8	6	Do.		
8	4	22	..	12	3	3	3	..	..	..	..	9	9	Do.		
9	4	16	..	8	6	2	..	..	..	..	..	8	6	1 3 ..		
10	4	31	..	27	4	..	..	..	..	..	..	9	2	First Inspection.		
11	4	26	..	15	3	5	3	..	..	..	..	13	10	4 2 ..		
1	3	88	..	17	12	13	32	13	8	1	2	71	45	37 22 ..		
2	3	33	..	21	7	1	3	1	..	..	..	14	9	2 5 ..		
3	3	19	..	9	2	4	1	3	..	..	..	11	6	6 5 ..		
4	3	27	..	16	3	4	3	1	..	..	..	11	9	9 2 ..		
5	3	32	..	9	7	6	8	2	..	..	..	24	21	13 2 ..		
6	3	34	..	9	7	8	7	1	2	..	..	27	14	14 12 ..		
7	3	33	..	21	1	6	..	3	2	..	..	22	5	4 12 ..		
8	3	19	..	4	2	5	6	2	..	..	..	18	9	8 8 ..		
9	3	38	..	22	1	5	3	2	..	..	..	11	11	9 2 ..		
10	3	21	..	6	4	4	5	2	..	..	..	15	15	14 1 ..		
11	3	11	..	2	2	1	3	2	1	..	..	9	6	6 3 ..		
12	..	..	..	..	..	..	..	..	..	..	..	..	..	.. ..		
13	4	12	..	8	4	..	..	..	..	..	..	4	4	First Inspection.		
14	3	5	..	1	..	4	..	..	..	..	..	5	4	4 ..		
15	3	15	..	8	2	1	1	3	..	..	..	7	6	6 1 ..		
16	3	17	..	10	4	3	..	..	..	..	..	8	5	6 2 ..		
17	3	147	..	101	21	13	12	..	..	..	..	51	39	11 38 ..		
18	3	39	..	26	7	1	5	..	..	..	..	14	13	1 13 ..		
19	3	68	..	50	7	7	4	..	..	..	..	24	16	16 6 ..		
1	4	64	..	34	10	7	9	3	1	..	..	37	18	First Inspection.		
2	4	11	..	9	..	2	..	..	..	..	..	2	2	Do.		
3	..	..	..	..	..	..	..	..	..	..	..	..	..	.. ..		
4	4	64	..	58	4	2	..	..	..	..	..	10	3	First Inspection.		
5	4	67	..	59	7	1	..	..	..	..	..	12	8	Do.		
1	3	63	..	..	..	3	18	22	5	14	1	63	47	40 16 2		
2	3	120	..	22	21	20	9	10	22	12	2	98	66	59 27 ..		
3	4	50	..	13	5	3	14	4	4	7	..	39	25	10 9 ..		
4	4	64	..	10	4	16	9	12	12	1	..	56	39	38 7 ..		
5	3	87	..	13	23	11	10	18	12	..	..	79	52	34 12 ..		
6	4	68	..	16	15	14	8	2	5	6	2	54	39	29 12 ..		
7	4	114	..	15	13	21	16	15	8	14	5	92	89	53 4 ..		
8	3	25	..	5	9	4	3	4	..	..	..	20	19	12 2 ..		



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
9. Kleinberg .. .. .	A. 3	27	28	28	29	27	25	24	24
10. Langklip .. .. .	A. 3	42	42	44	41	33	27	38	24
11. Lucasfontein .. .. .	A. 3	26	20	28	29	24	19	26	26
12. Malmesbury .. .. .	A. 3	132	117	119	111	97	91	99	97
13. Paardenberg .. .. .	A. 3	50	56	58	54	40	44	42	44
14. Rondomschrik .. .. .	A. 3	..	..	..	21	..	..	..	16
15. Vredenburg .. .. .	A. 3	50	51	50	47	39	37	40	33
16. Weltevrede .. .. .	A. 3	23	23	24	23	21	21	23	22
17. Drieheuvel .. .. .	P.F.	..	..	..	7	..	..	..	7
18. Egbert's Vlei .. .. .	J. N. O'Kennedy P.F.	18	19	14	8	17	10	13	7
19. Grasendalen .. .. .	B. J. le Roux P.F.	10	10	12	13	9	8	11	11
20. Groen River .. .. .	W. P. du Plessis P.F.	7	7	7	7	7	6	7	7
21. Keesenbosch .. .. .	J. P. Hamman P.F.	8	10	13	13	6	7	10	7
22. Klein Valley .. .. .	S. F. du Toit P.F.	17	15	17	12	16	12	12	7
23. Klipfontein .. .. .	P. J. du Toit P.F.	9	6	7	7	9	6	7	7
24. Nootgedacht .. .. .	G. J. Laubscher P.F.	8	9	10	10	6	8	8	8
25. Olifantskraal .. .. .	J. Morrison P.F.	18	12	11	12	11	10	11	11
26. Paternoster .. .. .	A. J. Bester P.F.	10	10	10	11	8	10	10	10
27. Philipskraal .. .. .	J. J. Sadie P.F.	17	17	18	18	15	13	16	16
28. Rhebokfontein .. .. .	W. Krause P.F.	5	5	5	..	3	3	4	..
29. Rocklands .. .. .	H. Schiekerberg P.F.	12	10	11	12	11	8	10	11
30. Rondevallei .. .. .	D. J. Sadie P.F.	10	10	9	10	8	8	8	8
31. Do. and Langedam .. .. .	W. J. de Kock P.F.	13	13	15	15	12	10	15	9
32. Tweekuilen .. .. .	Mrs. J. H. Smit P.F.	15	14	12	12	14	10	12	11
33. Vleeschbank .. .. .	D. Bresler P.F.	7	9	9	10	6	8	8	7
34. Voorspoed .. .. .	J. A. Loubser P.F.	10	13	13	13	9	11	11	11
35. Waterkloof .. .. .	J. S. v. Reenen P.F.	6	4	4	4	5	4	4	3
36. Welgegund .. .. .	J. P. de Kock P.F.	7	7	7	7	6	6	6	7
37. Wolvenkloof .. .. .	P. Marais P.F.	11	16	17	13	9	11	16	10
38. Do. .. .. .	J. Slabbert P.F.	7	6	..	..	7	5	..	..
39. Zeekoegat .. .. .	P.F.	9	6	6	6	9	5	6	6
40. Klipbank .. .. .	Poor	31	31	33	33	28	24	33	28
41. Groen River .. .. .	(D.R.C.) B	62	66	68	61	44	59	44	34
42. Malmesbury .. .. .	(do.) B	125	118	125	115	88	78	86	94
43. Riebeek Kasteel .. .. .	(do.) B	34	30	26	24	19	17	18	17
44. Riebeek West .. .. .	(do.) B	51	53	51	51	30	20	35	38
45. Abbotsdale .. .. .	(Eng. Ch.) B	107	111	44	75	79	54	32	48
46. Boerplein (Church Haven) .. .. .	(do.) B	35	34	35	35	33	31	33	33
47. Hoetjes Bay .. .. .	(do.) B	63	73	67	77	45	56	51	47
48. Hopefield .. .. .	(do.) B	99	101	104	97	50	54	62	62
49. Langebaan .. .. .	(do.) B	56	56	57	50	49	40	45	41
50. Malmesbury .. .. .	(do.) B	231	228	232	225	182	171	180	175
51. Paternoster .. .. .	(do.) B	75	74	77	71	57	51	42	40
52. Steenberg's Cove .. .. .	(do.) B	37	34	32	39	25	18	14	30
53. Stumpnose Bay .. .. .	(do.) B	63	57	65	59	52	41	34	45
54. Mamre .. .. .	(Mor.) B	300	270	276	227	256	190	241	161
Total .. .. .		2584	2541	2529	2473	2072	1883	2026	1924
<b>MIDDELBURG (Inspector le Roux).</b>									
1. Middelburg .. .. .	A. 1	140	144	193	174	124	115	140	156
2. Barends Kraal .. .. .	J. H. Loots A. 3	12	11	..	..	9	10	..	..
3. Brandvlei .. .. .	A. 3	16	12	10	10	16	12	9	9
4. Conway Station .. .. .	A. 3	14	20	25	24	12	17	20	15
5. Middelburg Road Station .. .. .	A. 3	21	15	16	18	16	13	14	16
6. Vetfontein .. .. .	P. Duvenage A. 3	28	27	27	26	21	25	25	25
7. Vogelfontein .. .. .	P. W. Vorster A. 3	13	..	..	..	13	..	..	..
8. Blauwkop .. .. .	H. Trollip P.F.	5	..	..	..	4	..	..	..
9. Bultfontein .. .. .	C. Grobbelaar P.F.	8	7	8	8	8	4	8	7
10. Doornberg .. .. .	P.F.	..	..	5	..	..	..	5	..
11. Glenheath .. .. .	A. Gilfillan P.F.	6	6	6	5	6	5	4	5

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
9	4	25	..	6	5	2	3	9	..	..	..	19	14	13	3	..
10	4	28	..	6	6	6	7	3	..	..	..	23	13	6	7	..
11	3	26	..	9	7	1	5	1	3	..	..	18	12	7	3	..
12	4	97	..	32	15	20	20	10	..	..	..	65	62	44	2	..
13	4	44	..	6	6	8	10	8	2	4	..	40	33	28	1	..
14	4	18	..	9	5	2	1	1	..	..	..	9	7	First Inspection.	..	..
15	4	41	..	17	6	6	8	3	1	..	..	24	12	6	2	..
16	4	23	..	7	3	3	3	4	2	1	..	16	16	16	..	..
17	4	7	..	2	2	3	..	..	..	..	..	5	4	First Inspection.	..	..
18	3	14	..	6	2	1	5	..	..	..	..	8	8	7	..	..
19	4	13	..	3	4	3	3	..	..	..	..	10	5	7	3	..
20	4	7	..	..	4	1	1	..	1	..	..	7	6	6	1	..
21	4	10	..	2	4	2	2	..	..	..	..	8	7	3	..	..
22	4	8	..	2	3	3	..	..	..	..	..	7	3	2	4	..
23	4	7	..	3	..	1	1	2	..	..	..	4	4	4	..	..
24	4	10	..	3	1	1	5	..	..	..	..	7	5	3	2	..
25	4	12	..	4	..	4	1	3	..	..	..	8	4	5	2	..
26	4	11	..	2	1	1	2	1	3	1	..	9	7	6	1	..
27	4	18	..	8	5	3	2	..	..	..	..	12	6	6	4	..
28	4	5	..	2	2	1	..	..	..	..	..	5	5	..	5	..
29	4	12	..	1	1	6	3	1	..	..	..	11	6	First Inspection.	..	..
30	4	10	..	1	4	2	1	2	..	..	..	10	4	4	3	..
31	4	9	..	2	2	2	..	2	1	..	..	7	3	3	3	..
32	4	11	..	1	2	..	5	1	2	..	..	10	10	7	..	..
33	4	8	..	3	3	1	1	..	..	..	..	6	3	First Inspection.	..	..
34	4	13	..	6	..	2	1	..	3	1	..	7	5	4	2	..
35	3	4	..	..	..	2	..	1	1	..	..	4	2	2	2	..
36	3	7	..	..	1	1	2	2	1	..	..	7	4	4	3	..
37	3	15	..	5	5	5	..	..	..	..	..	10	9	7	2	..
38	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
39	4	5	..	2	2	1	..	..	..	..	..	3	2	3	..	..
40	3	31	..	16	9	5	1	..	..	..	..	15	15	10	..	..
41	4	30	..	19	7	4	..	..	..	..	..	13	11	8	1	..
42	3	97	2	54	21	15	2	3	..	..	..	41	25	13	15	..
43	4	21	..	18	3	..	..	..	..	..	..	3	3	..	..	..
44	4	50	..	40	4	6	..	..	..	..	..	10	10	5	3	..
45	4	46	..	40	6	..	..	..	..	..	..	6	6	3	3	..
46	4	30	..	13	6	7	4	..	..	..	..	18	15	10	8	..
47	4	46	..	31	9	6	..	..	..	..	..	15	15	12	1	..
48	4	77	..	35	21	13	4	4	..	..	..	43	29	20	17	1
49	4	47	..	23	6	9	8	..	1	..	..	29	20	14	10	1
50	3	204	3	125	24	23	20	6	3	..	..	78	54	43	20	..
51	4	55	..	44	5	6	..	..	..	..	..	16	4	4	9	..
52	4	34	..	28	2	2	..	..	..	..	..	7	6	4	1	..
53	4	49	..	36	3	7	2	1	..	..	..	15	7	6	5	1
54	3	231	..	90	76	32	23	10	..	..	..	143	118	48	33	1







Name of School.	Class.	Scholars on Roll				Average Attendance			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
11. Waaifontein .. B. J. Pienaar	P.F.	6	6	6	7	6	5	6	7
12. Wilgehoukloof .. .. .	P.F.	..	..	5	5	..	..	4	4
13. Murraysburg .. .. (Ind.)	B	73	80	81	82	61	65	66	69
Total .. .. .		226	239	245	229	208	215	219	149
<b>NAMAQUALAND (Inspector Hofmeyr).</b>									
1. O'okiep .. .. .	A. 2	49	46	43	41	32	35	32	31
2. Garies .. .. .	A. 3	36	36	35	31	28	32	29	21
3. Port Nolloth .. .. .	A. 3	57	54	55	50	45	39	35	38
4. Springbokfontein .. .. .	A. 3	18	14	14	12	17	12	12	10
5. Bowesdorp .. .. .	D	20	29	31	28	17	21	18	22
6. Pella .. .. . (R.C.)	D	42	38	38	29	29	31	26	26
7. Wolfhok .. .. .	P.F.	12	10	7	7	10	10	7	5
8. Eendoorn (Nammies) .. .. .	Poor	20	20	14	15	17	19	13	14
9. Anenus .. .. . (Eng. Ch.)	B	34	35	32	34	24	26	24	20
10. O'okiep .. .. . (do.)	B	90	95	105	100	66	57	67	68
11. Port Nolloth .. .. . (do.)	B	77	60	53	69	48	42	43	40
12. Concordia .. .. . (Rhen. M.)	B	177	162	172	176	117	104	95	127
13. Kammaggas .. .. . (do.)	B	129	118	106	146	61	65	62	96
14. Richtersveld .. .. . (do.)	B	18	20	50	70	14	15	29	42
15. Steinkopf .. .. . (do.)	B	94	103	154	122	65	60	89	73
16. Matjeskloof .. .. . (R.C.)	B	42	38	26	31	34	30	23	22
17. Lilyfontein .. .. . (Wes.)	B	93	96	74	73	63	60	43	58
18. Spectakel .. .. . (do.)	B	44	45	31	33	33	28	18	17
19. Spoegriver .. .. . (do.)	B	32	43	60	58	21	24	31	33
Total .. .. .		1084	1062	1100	1125	741	710	696	763
<b>OUDTSHOORN (Inspector Mitchell).</b>									
1. Oudtshoorn, Boys' .. .. .	A. 1	99	102	103	103	85	94	91	98
2. Do., Girls' .. .. .	A. 1	62	86	102	105	53	73	81	91
3. Calitzdorp .. .. .	A. 2	66	75	86	85	55	65	76	77
4. Andrieskraal .. .. .	A. 3	..	29	32	36	..	28	28	33
5. Armoed .. .. .	A. 3	40	38	19	19	33	31	18	14
6. Do. East .. .. .	A. 3	..	..	30	29	..	..	28	24
7. Do. West .. .. .	A. 3	..	..	18	19	..	..	14	16
8. Bakenskraal .. .. . J. B. le Roux	A. 3	22	25	23	22	20	20	18	16
9. Buffelsdrift .. .. . J. C. de Jager	A. 3	20	26	31	29	14	21	22	20
10. De Dam .. .. .	A. 3	35	33	31	29	28	24	27	25
11. Gamka East .. .. . A. J. Lategan, Sen.	A. 3	20	25	19	..	16	19	13	..
12. Gamtoosberg .. .. . J. S. Olivier	A. 3	19	23	21	13	10	15	9	10
13. Groenfontein .. .. . J. P. Nel	A. 3	39	34	32	30	25	24	25	21
14. Hazenjacht .. .. . J. J. du Plessis	A. 3	30	26	35	37	22	21	30	30
15. Klein Kruis .. .. .	A. 3	31	..	..	..	19	..	..	..
16. Kruis River .. .. .	A. 3	38	38	38	37	30	21	25	18
17. Kruis River East .. .. .	A. 3	10	8	..	..	8	7	..	..
18. Langverwacht .. .. .	A. 3	27	31	30	35	24	28	26	31
19. Lower Kamnatie .. .. .	A. 3	21	28	25	19	18	16	18	16
20. Matjes River .. .. .	A. 3	37	35	38	36	25	26	30	24
21. Nels River .. .. . J. Snyman	A. 3	25	20	26	27	15	16	23	26
22. Nooitgedacht .. .. .	A. 3	48	43	32	32	40	39	30	30
23. Do. South .. .. . J. F. S. Potgieter	A. 3	56	43	51	38	51	39	29	24
24. Oude Muragie .. .. .	A. 3	37	32	31	34	30	23	22	27
25. Oudtshoorn .. .. .	A. 3	30	34	24	27	21	26	19	23

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.	
11	4	7	..	1	..	1	..	1	2	1	1	..	6	6	4	1	..
12	4	4	..	2	2	..	..	..	..	..	..	..	3	2	First Inspection.		
13	4	67	..	49	9	8	3	..	..	..	..	..	30	13	8	12	..
<b>NAMAQUALAND (Inspector Hofmeyr).</b>																	
1	3	40	..	17	1	5	7	3	7	..	..	..	25	17	13	5	..
2	3	34	..	16	8	3	2	2	3	..	..	..	22	16	10	2	..
3	3	40	..	12	7	6	9	4	1	1	..	..	29	24	20	2	..
4	3	12	..	3	1	4	..	1	2	1	..	..	12	7	6	2	..
5	3	12	..	8	2	2	..	..	..	..	..	..	6	3	..	3	..
6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7	3	5	..	2	..	3	..	..	..	..	..	..	4	3	First Inspection.		
8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
9	3	19	..	12	2	2	3	..	..	..	..	..	9	3	3	6	..
10	3	84	..	54	15	11	4	..	..	..	..	..	34	26	21	9	..
11	3	47	..	32	8	6	1	..	..	..	..	..	18	6	6	12	..
12	3	123	..	81	10	16	10	6	..	..	..	..	44	20	18	13	..
13	3	58	..	43	7	4	4	..	..	..	..	..	20	11	4	6	..
14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
15	3	75	..	58	9	5	3	..	..	..	..	..	20	15	8	5	..
16	3	25	..	13	6	4	1	1	..	..	..	..	12	11	11	1	..
17	3	53	..	39	10	4	..	..	..	..	..	..	18	9	3	1	..
18	3	24	..	18	2	4	..	..	..	..	..	..	10	6	..	5	..
19	3	43	..	39	4	..	..	..	..	..	..	..	7	4	..	4	..
<b>OUDTSHOORN (Inspector Mitchell).</b>																	
1	2	99	..	..	6	24	30	18	11	5	5	..	94	76	69	5	..
2	2	83	..	25	2	12	12	15	14	3	..	..	65	35	28	12	..
3	3	78	..	35	10	11	12	6	4	..	..	..	46	27	19	11	..
4	3	24	..	23	..	1	..	..	..	..	..	..	1	1	..	..	..
5	3	17	..	8	5	4	..	..	..	..	..	..	11	9	4	1	..
6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8	2	18	..	5	1	3	2	6	..	1	..	..	13	8	7	5	..
9	2	25	..	9	6	4	6	..	..	..	..	..	19	10	9	9	..
10	3	28	3	9	4	3	4	3	2	..	..	..	16	14	12	2	..
11	3	16	..	11	1	2	2	..	..	..	..	..	8	2	1	4	..
12	3	11	1	6	3	..	1	..	..	..	..	..	4	2	4	..	..
13	3	27	..	9	10	8	..	..	..	..	..	..	23	15	9	2	..
14	3	34	..	15	5	4	6	4	..	..	..	..	22	10	12	5	..
15	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
16	3	28	..	11	11	4	2	..	..	..	..	..	21	4	6	5	..
17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
18	3	29	..	11	4	8	3	2	1	..	..	..	22	18	16	3	..
19	2	14	..	7	4	2	1	..	..	..	..	..	8	6	3	1	..
20	3	29	..	9	10	7	3	..	..	..	..	..	21	19	15	..	..
21	3	26	..	13	3	4	5	1	..	..	..	..	15	12	12	2	..
22	3	32	..	16	6	3	3	3	1	..	..	..	18	12	7	10	..
23	3	32	2	12	3	12	1	2	..	..	..	..	19	10	12	5	..
24	3	21	..	9	4	6	1	1	..	..	..	..	12	12	First Inspection.		
25	2	27	3	12	3	5	4	..	..	..	..	..	12	7	7	1	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
26. Roodeheuvel .. J. H. J. le Roux	A. 3	29	..	..	..	19	..	..	..
27. Schoemansdorp .. ..	A. 3	32	27	31	31	19	21	22	20
28. Van Wyk's Kraal .. A. J. Fourie	A. 3	11	11	10	12	11	10	5	10
29. Vlake Plaats .. J. R. Cellarius	A. 3	28	38	38	38	27	36	37	35
30. Oudtshoorn .. (Ind.)	E	72	77	71	60	35	29	38	40
31. Lategan's Vlei .. H. W. Fourie	P.F.	10	11	11	10	9	10	9	10
32. Saffraan River .. ..	P.F.	..	10	8	7	..	6	6	3
33. Buffelsdrift .. ..	Poor	51	46	48	46	34	29	32	25
34. Grobbelaar's River (West Bank)	Poor	29	28	22	..	22	22	18	..
35. Jan Fourie's Kraal .. ..	Poor	37	33	32	23	31	29	23	17
36. Juta .. ..	Poor	43	39	37	36	27	23	25	25
37. Kamnatie .. ..	Poor	31	31	28	30	27	27	24	26
38. Klein Doorn River .. ..	Poor	20	24	24	25	14	17	18	17
39. Oudtshoorn .. ..	Poor	56	114	116	128	31	66	65	81
40. Vinknest River .. ..	Poor	16	13	13	14	15	10	12	9
41. Welgevonden .. ..	Poor	25	..	..	..	16	..	..	..
42. Calitzdorp .. .. (D.R.C.)	B	29	29	35	14	22	23	34	11
43. Oudtshoorn, Coloured (Eng. Ch.)	B	62	57	58	53	44	39	44	41
44. Do., White (do.)	B	55	56	60	59	28	41	46	49
45. Dysselsdorp .. .. (Ind.)	B	101	85	73	53	49	37	25	22
46. Kruis River .. .. (do.)	B	32	28	28	27	27	24	21	22
47. Matjes River .. .. (do.)	B	42	40	..	..	32	32	..	..
48. Oudtshoorn .. .. (do.)	B	113	98	97	91	74	70	69	70
49. Do. .. .. (R.C.)	B	72	74	79	73	54	62	58	60
Total .. ..		1808	1803	1796	1671	1309	1339	1333	1287

PAARL (Inspector Noaks).

1. Wellington, Training School ..	Sp.	..	..	..	..	..	..	..	..
2. Blauwvallei .. ..	A. 1	104	102	91	88	89	84	83	86
3. Lower Paarl, Hug. Sem., Girls'	A. 1	197	189	196	202	168	166	170	191
4. Paarl, Boys' .. ..	A. 1	58	69	71	67	55	57	61	63
5. Do., Girls' .. ..	A. 1	135	137	133	137	123	122	119	120
6. Do., Gymnasium .. ..	A. 1	100	100	103	97	94	85	91	82
7. Wellington, Boys' .. ..	A. 1	154	158	179	179	142	139	166	161
8. Do., Hug. Sem., Girls'	A. 1	208	221	260	263	190	206	242	226
9. Dal Josaphat .. ..	A. 2	36	36	37	37	34	32	33	35
10. French Hoek .. ..	A. 2	124	127	111	111	115	117	103	100
11. Gedenkschool .. ..	A. 2	38	48	47	46	32	44	43	42
12. Groenberg .. ..	A. 2	38	36	33	35	31	29	30	30
13. Klein Drakenstein .. ..	A. 2	56	61	83	87	51	56	79	83
14. North Paarl .. ..	A. 2	176	177	176	182	154	159	165	159
15. Simondium .. ..	A. 2	47	51	46	50	39	39	37	43
16. Slot van de Paarl .. ..	A. 2	70	70	68	65	61	62	62	60
17. Wagonmaker's Valley .. ..	A. 2	78	78	79	79	65	65	72	70
18. Klein Drakenstein .. ..	A. 3	18	..	..	..	16	..	..	..
19. Wimmershoek .. W. v. d. Merwe	A. 3	..	15	18	18	..	15	17	17
20. Zetendal .. ..	A. 3	22	24	23	23	9	21	22	2
21. Babylon Toren .. .. A. J. Louw	P.F.	11	11	12	12	11	10	10	11
22. Droogeheuvel .. J. N. v. Niekerk	P.F.	13	18	15	13	11	15	12	10
23. Otterkuil .. .. M. Briers	P.F.	..	5	11	11	..	5	10	9
24. South Achter Paarl .. ..	P.F.	12	12	10	10	11	10	9	9
25. Waterfall .. D. P. H. de Villiers	P.F.	8	11	11	11	8	9	10	10
26. Oudepont .. ..	Poor	..	18	18	17	..	16	17	16
27. Wellington, Malherbe Street ..	Poor	89	62	81	78	64	46	60	57

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
26	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
27	2	10	..	..	2	5	2	1	..	..	..	10	6	5	2	1
28	2	10	..	2	..	2	3	..	..	..	..	9	5	4	4	..
29	3	34	..	14	4	11	5	..	..	..	..	21	13	10	6	..
30	3	38	..	26	9	3	..	..	..	..	..	23	9	5	5	..
31	2	11	..	4	2	2	1	1	1	..	..	7	6	5	1	..
32	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
33	2	33	..	21	11	1	..	..	..	..	..	23	10	First Inspection.		
34	2	15	..	11	4	..	..	..	..	..	..	6	2	1	2	..
35	3	23	..	12	6	5	..	..	..	..	..	11	10	5	1	..
36	3	26	..	19	1	5	1	..	..	..	..	8	6	1	4	..
37	2	26	..	12	3	9	2	..	..	..	..	14	11	10	2	..
38	3	22	..	8	4	1	3	4	2	..	..	14	14	11	1	..
39	2	81	..	66	7	5	3	..	..	..	..	20	11	5	4	..
40	3	13	..	8	5	..	..	..	..	..	..	6	5	First Inspection.		
41	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
42	3	30	..	25	5	..	..	..	..	..	..	7	1	2	5	..
43	2	48	..	37	5	5	1	..	..	..	..	16	6	6	7	2
44	2	51	..	22	5	16	3	5	..	..	..	29	21	11	9	..
45	3	33	..	22	6	2	3	..	..	..	..	15	7	7	4	..
46	3	23	..	15	2	4	2	..	..	..	..	8	3	3	4	..
47	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
48	2	69	..	41	11	9	6	2	..	..	..	33	12	11	10	1
49	2	63	..	21	15	12	7	2	5	1	..	43	39	20	10	..
1	2	90	90	..	..	..	..	..	..	..	..	..	..	..	..	..
4	101	101	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	87	..	4	6	10	20	14	24	8	1	..	83	58	40	15	..
3	166	..	40	13	19	17	28	19	18	12	..	129	112	78	10	..
4	59	9	..	..	1	5	18	17	9	..	..	50	39	30	6	..
5	130	2	33	16	20	23	15	10	7	4	..	96	83	65	9	..
6	97	11	3	10	22	16	13	12	10	..	..	83	53	46	9	..
7	143	54	1	5	10	14	23	15	20	..	1	87	60	45	11	..
8	188	55	41	10	12	22	13	18	17	..	..	94	55	34	22	..
9	1	35	3	11	..	3	4	8	..	6	..	21	21	19	..	..
10	2	121	..	19	10	21	23	18	14	6	10	102	80	71	16	..
11	2	45	..	15	5	4	4	9	4	4	..	30	24	First Inspection.		
12	1	31	..	5	5	10	1	3	5	..	2	26	18	14	3	..
13	2	59	..	1	4	10	14	13	7	10	..	59	50	32	3	..
14	2	161	3	43	23	23	26	24	12	7	..	115	106	73	8	..
15	2	42	..	4	5	6	12	5	7	3	..	39	26	23	10	..
16	2	65	2	7	11	8	10	8	10	9	..	56	55	42	1	..
17	2	73	..	17	6	7	19	17	..	7	..	56	48	34	6	2
18	2	16	..	1	3	2	2	3	5	..	..	16	13	8	2	..
19	2	15	..	7	7	..	..	1	..	..	..	10	5	First Inspection.		
20	1	20	..	5	5	2	4	3	1	..	..	15	6	4	8	..
21	2	11	..	1	..	2	3	4	..	1	..	10	3	3	7	..
22	2	18	..	3	7	4	..	3	1	..	..	15	12	9	2	..
23	2	5	..	1	2	1	1	..	..	..	..	4	2	First Inspection.		
24	2	12	..	1	2	1	1	4	3	..	..	12	2	3	8	..
25	2	10	..	2	..	3	3	..	2	..	..	8	5	First Inspection.		
26	2	17	..	13	2	2	..	..	..	..	..	7	2	Do.		
27	1	72	..	33	2											



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
28. Dal Josaphat ..	(D.R.C.)	B	42	38	36	35	27	29	27	24
29. French Hoek ..	(do.)	B	84	100	88	77	69	78	87	62
30. Paarl ..	(do.)	B	51	54	51	40	23	28	22	18
31. Wagonmakers Valley ..	(do.)	B	98	95	96	91	84	67	65	68
32. Wellington ..	(do.)	B	200	197	199	194	141	138	131	135
33. Klein Drakenstein ..	(Eng. Ch.)	B	67	70	69	56	34	35	31	34
34. Lower Paarl ..	(do.)	B	200	192	183	178	116	94	74	69
35. Upper Paarl ..	(do.)	B	140	120	116	112	79	50	54	56
36. Wellington ..	(do.)	B	70	76	81	73	50	60	61	53
37. Paarl, Union ..	(Ind.)	B	243	249	241	240	168	173	162	184
38. Do., Zion Chapel ..	(do.)	B	193	184	207	200	110	105	101	106
39. South Paarl ..	(do.)	B	86	107	100	109	35	43	50	64
40. Paarl, St. Peter's ..	(Luth.)	B	59	58	53	54	50	48	44	42
41. Pniel ..		B	221	227	248	259	167	149	173	166
Total ..			3546	3603	3680	3636	2726	2706	2808	2786
<b>PEDDIE (Inspector Ely).</b>										
1. Fort Peddie ..		A. 2	52	44	49	51	37	27	42	40
2. Hamburg ..		A. 3	30	28	28	24	24	24	25	18
3. Springs ..		A. 3	30	25	26	19	23	23	18	18
4. Wesley ..		A. 3	31	36	39	33	30	33	37	32
5. Barnfather ..		P.F.			9	9			7	6
6. Brighton ..	W. Willows	P.F.		3				3		
7. Falloden ..	Miss W. Powell	P.F.	11	12	16	15	10	10	13	11
8. Kelham ..	J. B. Hartley	P.F.	12	12	12	11	10	11	10	9
9. Mount Pleasant ..		Poor	15	12	17		15	12	15	
10. Cwaru ..	(Eng. Ch.)	B	46	47	48	44	32	35	30	26
11. Cesira ..	(Wes.)	B	67	60	59	57	36	36	28	23
12. Efeni ..	(do.)	B	40	44	44	46	27	27	24	19
13. Ehlosini ..	(do.)	B	72	72	75	68	42	35	36	26
14. Empekveni ..	(do.)	B	74	67	96	95	52	52	75	62
15. Enquebeleni ..	(do.)	B	110	109	120	96	70	70	66	49
16. Erura ..	(do.)	B	80	77	83	82	64	46	36	45
17. Etwuwa ..	(do.)	B	35	39	45	43	19	29	20	19
18. Etytyaba ..	(do.)	B	49	54	53	50	32	33	30	28
19. Gcebula ..	(do.)	B	55	49	54	50	29	36	28	22
20. Gwalana ..	(do.)	B	80	85	103	97	50	64	80	79
21. Hamburg ..	(do.)	B	29	28	27	25	23	19	13	10
22. Kwa Tuku ..	(do.)	B	87	93	109	109	55	49	60	38
23. Ndwayana ..	(do.)	B	38	36	40	41	28	27	34	31
24. Newtondale ..	(do.)	B	78	82	80	77	53	57	51	27
25. Nobumba ..	(do.)	B			54	61			38	43
26. Nqwekazi ..	(do.)	B	69	68	73	79	57	55	57	55
27. Qamnyana ..	(do.)	B	95	81	84	79	57	47	56	44
28. Ayliff Inst., Boys' & Infants' ..	(do.)	C	69	66	77	73	42	39	42	38
29. Do., Girls' ..	(do.)	C	67	62	66	63	55	59	55	59
Total ..			1421	1391	1586	1497	972	958	1026	877
<b>PHILIPSTOWN (Inspector le Roux).</b>										
1. Philipstown ..		A. 2	96	91	83	83	80	74	66	77
2. Brakfontein ..		A. 3			13	13			12	12
3. Petrusville ..		A. 3	78	68	73	63	62	60	64	53
4. Schaapkraal ..	B. Jansen	A. 3	8		9	9	8		9	9

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
28	1	34	31	3								6	2	First Inspection.		
29	2	88	64	14	9	1						24	12	11	8	3
30	2	42	26	9	7							23	5	4	9	
31	1	80	41	14	18	2	5					41	23	19	21	
32	1	141	98	26	15	2						51	19	21	15	
33	2	55	46	5	4							12	5	2	3	
34	2	110	75	26	9							39	30	13	9	
35	2	48	27	7	13	1						22	11	8	9	
36	1	60	32	8	14	3	3					29	10	7	18	1
37	2	185	105	32	22	17	7	2				84	54	45	16	
38	2	104	75	12	14	1	2					30	20	16	8	
39	1	53	51	2								5	2	No Record.		
40	2	56	29	9	13	3	2					31	7	10	18	
41	2	110	89	17	2	2						40	4	5	10	1
1	1	45	4	10	10	10	8	1	2			42	21	15	17	
2	1	29	5	5	7	3	4	5				24	15	12	10	
3	1	25	6	1	4	4	5					25	18	16	1	
4	1	31	2	3	3	10	6	3	4			30	24	19	3	
5																
6	1	6				3		2				6	3	3	3	
7	1	11	3	5	1	1	1					8	6	4	2	
8	1	12	1	3	3	2	2		1			11	8	8	3	
9	1	15	6	7	2							11	5	First Inspection.		
10	1	40	31	5	4							13	4	Do.		
11	1	43	22	12	8	1						22	14	8	9	
12	1	31	16	8	7							24	6	3	21	1
13	1	52	32	9	6	5						24	6	5	25	1
14	1	53	23	13	7	8	2					30	17	11	20	1
15	1	81	33	16	20	10	2					54	15	12	50	
16	1	60	30	12	9	8	1					40	16	11	23	
17	1	28	13	5	6	4						21	10	8	3	
18	1	39	21	9	5	4						19	8	4	12	
19	1	28	15	8	3	2						15	7	4	14	
20	1	41	20	8	4	6	3					25	10	11	24	1
21	1	29	19	6	4							11	4		11	
22	1	64	22	15	18	9						50	23	19	26	1
23	1	27	16	4	7							15	7	6	8	1
24	1	55	30	8	9	8						35	12	6	17	
25																
26	1	60	26	17	11	5	1					47	13	12	33	
27	1	71	47	8	11	5						28	10	5	38	
28	1	51	29	8	11	3						31	14	7	9	
29	1	52	23		4	12	13					29	19	14	7	
1	2	83	16	12	12	10	14	7	4	8		67	55	31	3	
2																
3	2	60	15	15	7	9	6	6	2			45	39	27	5	
4																



Name of School.	Class.	Scholars on Roll				Average Attendance				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
5. Brakfontein ..	J. A. Venter	P.F.	13	8	..	..	7	7	..	..
6. Doornfontein ..	P. v. d. Walt	P.F.	8	8	8	8	8	8	8	7
7. Kraaibosch ..	E. J. Dalton	P.F.	8	8	..	..	8	7	..	..
8. Leeuwfontein ..	L. J. de Jager	P.F.	6	6	6	6	6	6	5	5
9. Plessis Dam ..	J. Bester	P.F.	5	7	7	7	5	6	6	6
10. Onrustfontein ..	M. J. v. d. Walt	P.F.	8	..	..	..	8	..	..	..
11. Rolfontein ..	G. E. v. d. Merwe	P.F.	12	12	..	..	11	10	..	..
12. Roodepoort ..	J. M. Fourie	P.F.	6	6	..	..	5	5	..	..
13. Philipstown ..	(Wes.)	B	45	41	45	42	31	34	33	33
Total ..	..	..	293	255	244	231	239	217	203	202
<b>PIQUETBERG (Inspector Hofmeyr).</b>										
1. Piquetberg ..	..	A. 2	58	56	66	67	47	43	58	58
2. Porterville ..	..	A. 2	136	136	125	125	118	97	109	106
3. Herculesfontein ..	..	A. 3	..	15	22	17	..	11	19	13
4. St. Helenafontein ..	A. Rocher	A. 3	13	13	13	13	13	13	13	12
5. Kruis River ..	P. J. Smit	P.F.	11	11	10	10	11	10	9	9
6. Matjes River ..	H. Kriel	P.F.	..	10	11	12	..	10	11	11
7. Banghoek ..	B. Burger	Poor	27	22	26	18	19	18	20	16
8. Brakkuil ..	..	Poor	62	39	36	26	45	26	26	11
9. Moutons Hoek ..	..	Poor	25	24	27	27	24	23	27	24
10. Onderplaats ..	C. J. Briers	Poor	19	21	22	19	17	13	18	10
11. Riet Vlei ..	J. J. Bosman	Poor	20	21	20	21	18	16	14	16
12. Rooiverlorenvlei ..	..	Poor	36	16	..	..	27	14	..	..
13. Velddrift ..	..	Poor	41	39	43	44	36	33	34	36
14. Weglooperheuveld ..	..	Poor	32	28	29	26	21	19	26	19
15. Piquetberg ..	(D.R.C.)	B	59	47	50	45	33	32	35	31
16. Porterville ..	(do.)	B	58	53	45	50	34	25	25	25
17. Berg River Mouth ..	(Eng. Ch.)	B	17	22	..	..	12	12	..	..
18. Goedverwacht ..	(Mor.)	B	149	161	149	145	141	139	120	105
19. Wittewater ..	(do.)	B	70	69	73	73	63	42	63	44
Total ..	..	..	833	803	767	738	679	596	627	546
<b>PORT ELIZABETH (Inspector Fraser).</b>										
1. Port Elizabeth, Art School ..	..	Sp.	219	212	236	239	202	176	199	209
2. Do., Grey Inst., High School	..	A. 1	189	176	174	172	160	152	146	153
3. Do., do., N. End Branch	..	A. 2	251	257	279	273	214	220	215	209
4. Do., do., S. do.	..	A. 2	189	190	179	193	134	136	128	143
5. Do., Russell Road (Wes.)	..	A. 3	88	94	85	91	73	72	73	71
6. Do., St. Paul's, Boys' (Eng. Ch.)	..	A. 3	54	62	60	56	48	31	46	41
7. Do., do., Girls' (do.)	..	A. 3	175	176	188	184	140	121	109	134
8. Do., St. Peter's (do.)	..	A. 3	180	195	273	206	150	145	139	129
9. Do., Boys' (R.C.)	..	A. 3	168	165	159	161	134	137	131	140
10. Do., Girls' (do.)	..	A. 3	108	92	96	92	73	63	63	73
11. Do., N. End (do.)	..	A. 3	71	71	67	66	66	66	57	51
12. Do., S. End (do.)	..	A. 3	104	94	93	85	73	57	58	60
13. Walmer ..	(Eng. Ch.)	A. 3	22	17	26	22	20	15	23	17
14. Hartebeestfontein Mrs. A. Humphries	..	P.F.	6	6	6	6	6	6	6	5
15. Port Elizabeth, Russell Road (Eng. Ch.)	..	B	211	220	212	180	115	118	92	103
16. Do., St. Mark's (do.)	..	B	205	176	192	180	147	130	120	129
17. Do., St. Peter's (do.)	..	B	186	181	124	124	145	139	109	107
18. Do., St. Stephen's (do.)	..	B	80	78	67	54	53	58	55	48
19. Fethelsdrup ..	(Ind.)	B	83	78	90	89	49	69	80	79

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
5	2	7	1	3	3	..	..	..	..	..	..	6	6	..	..	..
6	2	8	..	3	2	3	..	..	..	..	..	8	8	..	..	..
7	2	7	2	2	1	..	2	..	..	..	..	5	3	..	..	..
8	2	6	2	1	1	1	1	..	..	..	..	4	4	..	..	..
9	2	6	6	..	..	..	..	..	..	..	..	..	..	..	..	..
10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11	2	12	1	8	1	1	1	..	..	..	..	11	10	..	..	..
12	2	6	2	1	..	..	3	..	..	..	..	5	3	..	..	..
13	2	37	26	9	..	2	..	..	..	..	..	11	10	9	1	..
1	4	58	10	14	8	9	9	4	3	..	1	48	40	25	8	..
2	4	107	17	13	18	19	20	10	9	..	1	93	79	65	9	..
3	4	15	3	2	4	4	1	1	..	..	..	12	3	3	4	..
4	4	13	..	1	2	4	4	2	..	..	..	13	13	13	..	..
5	4	10	2	6	2	..	..	..	..	..	..	8	7	..	..	..
6	4	11	2	3	4	2	..	..	..	..	..	9	6	..	..	..
7	4	15	8	2	2	1	2	..	..	..	..	11	7	4	..	..
8	4	20	7	4	3	1	3	2	..	..	..	13	9	6	7	..
9	4	25	6	4	4	1	4	6	..	..	..	23	16	15	7	..
10	4	14	2	2	2	6	2	..	..	..	..	13	8	6	5	..
11	4	15	5	4	2	3	1	..	..	..	..	10	5	3	5	..
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	4	37	24	3	7	3	..	..	..	..	..	13	13	13	..	..
14	4	21	2	3	6	5	2	1	2	..	..	19	14	14	4	..
15	3	36	22	7	6	1	..	..	..	..	..	17	8	7	7	..
16	4	28	18	9	1	..	..	..	..	..	..	10	10	7	3	..
17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
18	4	103	59	8	23	13	..	..	..	..	..	50	34	34	14	..
19	3	61	32	14	10	5	..	..	..	..	..	32	24	18	14	..
1	3	41	41	..	..	..	..	..	..	..	..	..	..	..	..	..
2	2	163	3	13	16	35	34	21	21	9	11	149	129	78	20	..
3	2	209	3	48	28	40	36	29	19	6	..	162	148	106	12	..
4	1	138	49	26	24	15	16	8	..	..	..	94	50	35	30	..
5	1	77	41	10	14	9	3	..	..	..	..	37	30	10	1	..
6	1	44	13	10	13	3	5	..	..	..	..	32	15	11	13	..
7	1	147	4	63	23	27	16	10	4	..	..	80	50	36	25	..
8	1	147	67	25	40	13	2	..	..	..	..	85	40	17	38	9
9	1	143	36	32	37	30	10	6	2	..	..	108	96	78	5	..
10	1	83	36	7	19	13	7	1	..	..	..	48	34	19	9	2
11	1	63	29	11	8	11	4	..	..	..	..	36	32	17	4	..
12	1	79	54	11	6	8	..	..	..	..	..	25	15	11	7	2
13	1	22	4	7	5	4	1	1	..	..	..	18	12	..	..	..
14	3	6	..	1	4	..	1	..	..	..	..	6	2	2	4	..
15	1	143	89	26	17	11	..	..	..	..	..	56	43	26	17	..
16	1	179	122	27	19	10	..	..	..	..	..	66	30	14	20	..
17	1	144	99	30	12	3	..	..	..	..	..	51	30	18	15	1
18	1	53	43	2	6	2	..	..	..	..	..	10	9	6	9	..
19	1	58	37	6	9	6	..	..	..	..	..	35	9	..	13	9











Name of School,	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
2. Richmond Road Station	A. 3	15	14	13	11	11	12	11	11
3. Bultfontein	W. Burger P.F.		5	5	5		5	5	5
4. Dassiesfontein	C. Eckard P.F.	6	6	6	7	6	6	6	7
5. Deelfontein	D. C. Hauptfleisch P.F.	9	7	7	7	9	7	7	7
6. Klaverfontein	C. J. v. d. Merwe P.F.								
7. Klein Tafelberg	C. J. Esterhuizen P.F.	5				5			
8. Nietgedacht	B. C. Booyen P.F.	6	5	4		5	4	3	
9. Oudefontein	D. F. Booyen P.F.	5	5	5	5	5	5	5	4
10. Patryfontein	W. A. Booyen P.F.	5	5	5	5	5	5	5	5
11. Schanskraal	D. Goedhals P.F.	5				4			
12. Taaboschfontein	P.F.								
13. Thomasgat	H. Ackermann P.F.	4	4	4	4	4	4	4	4
14. Wynandsfontein	N. J. S. v. d. Merwe P.F.	5				5			4
15. Richmond	(D.R.C.) B	61	74	67		45	48	45	
Total		280	291	289	204	243	238	225	177
<b>RIVERSDALE (Inspector Mitchell).</b>									
1. Riversdale, Boys'	A. 1	71	69	68	67	62	61	60	64
2. Do., Girls'	A. 1	97	100	107	101	90	94	88	94
3. Love Spot	B. Saayman A. 3	18	18	14	15	16	15	11	12
4. Riversdale	E	23	19	19	19	16	14	14	14
5. Boschfontein	J. Smalberger P.F.	8	8	7	8	8	7	6	8
6. De Draai	J. W. de Jager P.F.	11	11	12	12	11	11	12	12
7. Driekuilen	F. S. J. de Jager P.F.	7	7	7	7	7	7	7	7
8. Holbak	J. P. Stegmann P.F.		7	7	7		7	7	7
9. Jonkersfontein	Mrs. M. Pentz P.F.	5	7			5	7		
10. Kafir Kuils River	P. L. de Bruyn P.F.			12	12			11	11
11. Kruis River	J. F. Snyman P.F.	12	11	11	10	12	11	11	10
12. Kweek Kraal	J. G. du Plessis P.F.	9	11	9	9	7	8	7	6
13. Platbosch	M. de Jager P.F.		11	11	11		11	10	10
14. Spiegels River	J. J. v. Wijk P.F.	11	10	10	10	11	10	10	10
15. Springfontein	P.F.		8	10	11		8	9	9
16. Tygerfontein	A. O. Skeen P.F.	14	14	14	13	13	12	13	11
17. Valsch River	G. Muller P.F.	7	7	7	7	6	7	7	7
18. Wyders River	H. Helm P.F.	11	11	11	11	10	10	11	10
19. Zoetmelksfontein	J. Jackson P.F.		6	6	6		4	6	6
20. Zoetmelk's River	D. B. Saayman P.F.	12	10	10	9	10	10	9	9
21. Zoutpan	A. L. v. Wijk P.F.	9	10	10	11	9	8	9	7
22. Zwartwater	J. G. Streicher P.F.	8	7	6	6	7	5	5	5
23. Blandsdrift	D. Pienaar Poor	30	29	29	30	26	26	27	25
24. Bonaventura	Poor			14	14			14	12
25. Bovenplaats	J. A. v. Zijl Poor	28	24	24	24	22	12	14	10
26. Brakfontein	Poor	25	18	17	13	25	18	17	9
27. Drooge Vlake	Poor		26	26	20		22	22	17
28. Karnem lks Vlei	C. J. Cronje Poor	18	19	19	14	14	18	17	11
29. Krenten River	Poor	19	15	16	17	19	10	15	15
30. Kruis River	Mrs. W. Joubert Poor	23	24	20	20	22	20	19	19
31. Melkhoutfontein	J. Wepner Poor	32	29	34	28	25	18	33	23
32. Oakdale	D. J. v. Wijk Poor	27	21	23	23	22	20	22	21
33. Rietvlei	Mrs. Gildenhuis Poor	31	24	18		20	16	12	
34. Riversdale	Poor	40	46	43	20	26	27	26	7
35. Soebatter's Vlake	T. Knutzen Poor	19	19	18	18	19	19	18	18
36. Novo	(Berl. M.) B	25	25	27	30	17	16	18	27
37. Riversdale	(do.) B	147	130	126	132	104	86	92	112
38. Bergfontein	(Eng. Ch.) B	24	22	23	22	18	15	14	18
39. Melkhoutfontein	(do.) B	14	42	49	50	31	34	39	36

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Result		
														Higher.	Same.	Lower.
2	4	12	3	5	1	2				1		9	7	5	1	
3	4	5		5								5	5	First Inspection.		
4	4	6	1	1	1	1	1	1				5	5	5		
4	4	7	1	1	2	1	1	1				6	6	2	4	
5	4	7	1	2	3	1						6	6	6	1	
6	1	9		3	5	1						9	7	5	2	
7	1	5		2	1	2						5	2	3	2	
8	1	6	4		2							2		1	1	
4	3	3	2									2			3	
9	4	5		2	1		2		2			5	5	5		
10	1	5		1		2	1	1				5	1	2	3	
4	5			1		1	3	1				5	4	3	2	
11	1	5	1		1	2	1					4	4	3		
12	1	5	1		2	2						4	3	3	2	
13	4	4			2	2	2					4	4	4		
14	1	5	1	2		1	1					4	4	First Inspection.		
15	4	40	34	4	2							8	6	1	7	
1	4	64		1	11	10	18	3	9	1	11	53	40	29	7	
2	4	91	5	18	11	8	17	9	11	8	4	67	39	29	13	
3	4	15		10	2	3						9	2		9	
4	4	14	10	4												
5	4	8		2	2	2	2					8	6	6	2	
6	4	12		3	2	4	3					9	7	7	2	
7	4	7		2	1	2	2					7	6	7		
8	4	7		4	1	2						7	7	First Inspection.		
9																
10	4	12		7	4	1						7	5	First Inspection.		
11	4	11		2	3	4	2					11	4	5	4	
12	4	8		1	1	1	4	1				7	5	3	4	
13	4	11		4	2	5						10	5	First Inspection.		
14	4	10		3	2	1	2	2				10	6	6	4	
15	4	10		2	4	2	1	1				8	4	First Inspection.		
16	4	12		2	1	3	1	3	2			11	9	6		
17	4	7		3		1	2	1				4	4	4		
18	4	11			2	4	5					11	7	6	2	
19	4	6		3	2	1						4		First Inspection.		
20	4	10		2	5	2	1					9	5	5	4	
21	4	10		2	2	5	1					9	5	7	1	
22	4	6		1	1	1	3					6	3	3	2	
23	4	17		9	6	1	1					11	7	5	4	
24	4	12		7	3	2						8	2	1	5	
25	4	10	1	4	3	2						6	2	4	2	
26	4	13		10	3							5	1	First Inspection.		
27	4	16	1	2	7	3	3					14	2	3	8	2
28	4	14		4	3	3	1	3				12	2	1	8	
29	4	10	1	7	2							2	1		1	
30	4	20		4	10	5	1					18	12	8	5	
31	4	27		14	1	6	4	2				14	10	9	4	
32	4	33		2	5	4	6	4	2			17	5	15	5	
33																
34	4	38		22	9	7						21		1	14	
35	4	18	1	9	3	4			1			14	6	6	8	
36	4	27		22	5							8	2		7	
37	4	112		71	29	4	7	1				57	22	15	35	
38	4	16		13	3							6	3	1	3	
39	4	36		18	3	8	4	3				20	11	5	9	



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
40. Riversdale, Coloured..	(Eng. Ch.) B	109	105	106	100	67	50	58	54
41. Do., White ..	(do.) B	40	40	36	43	33	33	27	26
Total ..		1014	1020	1036	980	810	787	827	789
<b>ROBERTSON (Inspector Noaks).</b>									
1. Montagu ..	A. 1	160	161	166	170	145	142	154	156
2. Robertson ..	A. 1	270	271	278	283	239	234	243	236
3. Lady Grey ..	A. 2	56	54	59	56	47	44	43	46
4. Baden ..	A. 3	15	13	14	18	13	12	14	16
5. Dassieshoek ..	A. 3	16	13			14	10		
6. De Hoop ..	A. 3	34	31	29	29	30	26	26	20
7. Terde Heuvel ..	A. 3	24	22	21	20	21	17	16	18
8. Goedemoed ..	A. 3	14	18	19	21	12	15	19	19
9. Klaas Vogts River ..	A. 3	50	52	52	78	40	42	47	64
10. Poortjeskloof ..	A. 3	10	9			10	8		
11. Rietvallei ..	A. 3	36	36	31	34	25	20	24	26
12. Voor Kiesie ..	A. 3	20	18	23	23	15	12	17	18
13. Wagenboomsberg ..	A. 3	12	13	13	13	10	10	9	9
14. Wakkerstroom ..	A. 3	12		10	10	8		9	9
15. Zandvliet ..	A. 3	9	12	15	14	7	11	13	12
16. Anysberg ..	D. J. Burger P.F.	6	6	6	6	5	6	6	6
17. Ashton Station ..	M. H. v. As P.F.	6	6	6	8	6	6	6	7
18. Concordia ..	B. Burger P.F.	13	13	11	10	13	12	11	9
19. De Kruis ..	B. Burger P.F.		10	9	10		10	9	9
20. Fink River ..	C. W. le Roux P.F.	11	12	8	8	8	10	7	7
21. Goree ..	H. F. Naude P.F.	11	12	12	12	10	11	12	8
22. Klipkuil ..	A. P. Burger, Jun. P.F.	11	12	13	11	10	9	10	10
23. Norce ..	B. J. Kloppers P.F.	11	10	14	14	10	9	12	12
24. Riet Vallei ..	H. L. de Wet P.F.	10	10	8	10	6	9	7	8
25. Kruispad ..	Poor	30	30	37	36	27	24	28	21
26. Montagu ..	Poor	47	46	42	38	39	38	37	33
27. Pietersfontein ..	Poor	24	19	15	14	18	17	13	11
28. Riet Vlei ..	Poor	14	15			13	12		
29. Stockwell ..	Poor	24	25	28	20	16	19	19	10
30. Montagu ..	(D.R.C.) B	91	76	74	98	40	49	40	51
31. Robertson ..	(do.) B	54	43	76	61	45	31	55	38
32. Lady Grey ..	(Wes.) B	95	91	86	66	50	44	40	28
33. Robertson ..	(do.) B	146	158	169	158	75	71	91	81
Total ..		1342	1317	1344	1349	1027	990	1037	998
<b>SOMERSET EAST (Inspector Milne).</b>									
1. Somerset East, Bellevue, Girls'	A. 1	165	173	169	157	147	147	139	134
2. Do., Gill. Coll. Sch.	A. 1	92	92	93	92	86	85	86	84
3. Ann's Villa ..	A. 3	26	16	16	14	23	15	15	14
4. Commadagga Station ..	A. 3	17	20	20	15	16	17	14	10
5. Cookhouse Station ..	A. 3	53	50	54	54	45	42	21	40
6. Hoekoe ..	J. E. Slater A. 3	25	19	19	20	16	15	15	18
7. Middleton Station ..	A. 3	24	26	27	27	11	23	24	24
8. Paardekraal ..	A. 3	21	20	20	18	19	20	20	16
9. Pearston ..	A. 3	58	56	47	49	48	39	35	43
10. Rhenosterfontein ..	J. J. Strydom, Jun. A. 3				17				12
11. Welkom ..	P. B. de Klerk A. 3		16	16	16		16	15	14
12. Buffelsfontein ..	J. Hiscock P.F.	13	14	14	14	12	13	13	13
13. Charlton ..	F. J. Gowar Jun. P.F.	7	7	8	7	7	6	7	7
14. Coetzoesfontein ..	J. R. Bosch P.F.	5	5	5	5	5	5	5	5

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
40	4	74	49	8	12	4		1				30	6	8	14	
41	4	29	19	5	3	2						13	3	2	7	
1	2	150	9	31	20	14	21	28	14	13		111	103	86	8	
2	2	238	16	39	22	37	43	42	19	12	8	186	173	137	8	
3	3	45	2	5	10	10	10	5	3			38	28	20	10	
4	3	14		2	3	2	3	4				13	8	8	8	3
5	3															
6	3	29		6	9	6	1	5	2			23	12	14	7	
7	3	14		4	1	6	3					13	6	6	6	
8	3	19		7	4	4		4				13	7	2	6	
9	3	51		14	10	8	9	2	1			37	31	24	10	
10	3															
11	3	28		10	9	6	2	1				19	13	11	6	
12	3	20		4	5	3	4		3	1		16	9	11	3	
13	3	11		2	2	2	1	2	2			10	2	3	6	
14	3	10	1	5	2		2					5	2	1	1	2
15	3	12		5		3	2	1	1			7	4	First Inspection.		
16	3	6		1			1	3	1			5	1	2	3	
17	3	6		2	2			2				4	4	4		
18	3	11		5	1	4	1					7	4	3	3	
19	3	9		3	2		1	3				6	6	2	3	
20	3	8		2	2	1	2	1				6	6	First Inspection.		
21	3	12		1	5	3	2	1				11	10	5	1	
22	3	13		6	3	2	2					7	5	5	2	
23	3	12		3	3	1	2	3				9	3	3	5	
24	3	9	1	1	1	2		2	2			7	6	5	1	
25	3	37		12	12	5	7		1			27	20	7	9	1
26	3	36		14	6	8	8					23	19	16	5	
27	3	14		7	2	1	1	2	1			9	6	First Inspection.		
28	3															
29	3	22		9	2	5	2	4				13	5	5	6	
30	3	60		40	12	8						21	5	5	14	
31	3	52		34	15	3						22	17	2	1	
32	3	49		30	12	6	1					22	10	7	11	1
33	3	113		85	15	8	5					35	18	12	14	
1	2	153		37	18	23	16	29	18	10	2	116	99	73	9	
2	2	86					15	26	26	10	9	86	80	53	1	
3	3	16			2	4	4	6				16	16	15		
4	3	19		5	4	5	2	3				14	9	9	1	
5	2	48		15	9	8	8	8				39	16	19	10	
6	3	15		3	4		5	2		1		12	11	9	1	
7	3	25		3	5	5	4	4	2	2		22	17	14	3	
8	1	18		5	7	3	1	2				14	9	First Inspection.		
9	1	53		24	7	4	7	5	6			29	27	21	3	
10	3	14		5	5	4						10	4	First Inspection.		
11	3	16		10	5	1						8	6	Do.		
12	1	12		6		2	2	1	1			6	4	4	2	
13	3	7		1	1	1	1		3			6	6	4	2	
14	4	5		1	2		2					4	1	First Inspection.		



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
15. Derks Kraal	W. J. Goosen	P.F.	9	9	9	7	9	8	
16. Doornkloof	J. A. v. Eeden	P.F.	9	7		8	5		
17. Fonteins Hoek	D. G. Drennan	P.F.						5	
18. Grootfontein	A. C. Meyer	P.F.	11	11	11	9	10	9	7
19. Jagersfontein	J. L. Schoeman	P.F.				7			5
20. Jaskraal		P.F.			7	7			7
21. Jordaan's Kraal	J. J. v. d. Vyver	P.F.	11	11	11	11	10	10	9
22. Karreelaagte	C. J. Lotter	P.F.	10	10	10	10	9	10	8
23. Modderfontein	H. W. Peacock	P.F.	10	10	13	13	10	10	13
24. Nooitgedacht	P. A. Welken	P.F.		5	6	6		5	6
25. Olievenfontein	A. J. Landman, Jun.	P.F.	9	9	9		9	9	
26. Paardefontein	W. A. C. de Klerk	P.F.	8	8			8	8	
27. Palmietfontein	T. Watson	P.F.				6			5
28. Pilgrim's Rest	N. T. C. Schoeman	P.F.	7				7		
29. Populierplaats		P.F.			10	10			10
30. Rhenosterfontein	J. Bouwer	P.F.	9	9	8	9	8	9	7
31. Rietfontein	F. Engelbrecht	P.F.		5	5		5	5	
32. Riet River	W. H. Steyn, Jun.	P.F.	8			6	7		6
33. Riet Vlei	G. Geyer	P.F.	5	5	5	5	5	5	5
34. Riversdale	E. A. Smith	P.F.			9	9		8	7
35. Rockdale	M. H. Cromley	P.F.	5				4		
36. Russell Park	W. Webster	P.F.	7	7	6	5	6	6	5
37. Schurftberg	A. Botha	P.F.	8	9	11	11	8	8	10
38. Spioenkop	C. P. Bekker	P.F.	11	11	11	11	11	10	9
39. Spring Vale	M. J. Lombard	P.F.		5	9	9		5	9
40. Stockpoort	J. Brent	P.F.	5	5	5	5	5	5	5
41. Upsal	G. C. Scheepers	P.F.	10	10	10	10	8	8	8
42. Vaalklip	H. J. J. Nel, Jun.	P.F.	14	14	14	14	13	14	14
43. Vaalkrantz	J. W. Bouwer	P.F.	7	7	7	7	7	6	7
44. Varkenskuil	J. L. Kritzenger	P.F.	5	5	5	5	5	5	4
45. Vlakfontein	L. v. Niekerk	P.F.	11	8	9	6	9	8	9
46. Vygeboom	J. Rudman	P.F.	5	5			5	5	
47. Wynands Kraal		P.F.							
48. Zoals 't Valt	M. C. S. Botha	P.F.				6			5
49. De Draai		Poor	25	26	27	27	24	25	24
50. Keerom		Poor	17	12	32	33	13	12	30
51. Klipfontein		Poor	13	10	10	11	13	10	10
52. Matjes Vlei		Poor				12			9
53. Somersset East		Poor	32	36	26	16	16	23	16
54. Sunday's River		Poor	37	38	30	30	30	27	27
55. Vogel River		Poor	29	20	20	15	25	17	15
56. Somersset East	(Ind.)	B	66	63	62	58	47	45	44
57. Glenavon	(U.P.)	B	24	24	27	30	20	22	24
58. Cookhouse, Native	(Wes.)	B	88	74	64	65	63	60	47
59. Somersset East	(do.)	B	170	168	187	164	109	100	116
Total..			1201	1170	1193	1168	975	959	948

## STELLENBOSCH (Inspector Bartmann).

1. Stellenbosch, Rhen. Inst., Housekeeping School	Sp.	30	39	53	47	26	35	53	38
2. Stellenbosch, Bloemhof, Girls'	A. 1	166	165	157	152	147	145	133	138
3. Do., Gymnasium, Boys'	A. 1	171	170	156	157	148	156	134	144
4. Kuils River	A. 2	69	66	69	68	60	59	57	59
5. Somersset West	A. 2	89	94	93	90	72	77	76	80
6. Good Success	A. 3	12	12	11	11	12	11	10	10
7. Helderberg	A. 3	40	37	37	40	35	32	36	37
8. Moddergat (Bethel)	A. 3	12	10	15	15	11	8	13	13
9. Somersset West Strand	A. 3	30	35	34	47	18	24	30	35
10. Vlaggeberg	A. 3	25	29	30	30	22	23	26	28

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
15	3	9	2	3	4							7	5	First Inspection.		
16	3	5			5							5	4	Do.		
17																
18	3	10	4	4	1	1						6	5	First Inspection.		
19																
20																
21	3	10	1	3	2	2	2					9	9	8		
22																
23	3	13	4	2	1	3	3					9	8	7		
24	3	5	2	2	1							3	3	First Inspection.		
25	3	9	2	1	2	3	1					8	7	5		
26	3	8		1	1	1	4	1				8	7	6		
27																
28	1	7		2	2	2	1					7	7	First Inspection.		
29																
30	3	8		5	3							8	7	First Inspection.		
31	3	5	3	1	1							2	1	Do.		
32	3	7	1	1	5							7		Do.		
33																
34	3	9	1	5	3							8	6	First Inspection.		
35	3	5	1	1	1	1	2					4	2	2	2	
36	3	7	1				4	2				6	6	5		
37	1	7		1	2	1	3					7	7	4	1	
38	1	12	1	2	3	6						11	4	8	4	
39	3	9	1	5	3							8	5	First Inspection.		
40	1	5	1			1	3					4	4	4		
41	1	10		4	2	3	1					10	9	8	1	
42	1	13	4	2	6	1						9	7	First Inspection.		
43	3	7	2	1	2	1	1					5	5	Do.		
44	3	5		1	4							5	5	4		
45	1	11	2	2	3	1	2	1				10	5	First Inspection.		
46	3	5			2	1	1	1				5	5	4		
47	3	9	5	2	2							5	2		2	
48																
49	1	23	6	9	3	5						19	11	11	4	
50	1	10	2	2	3	1	2					8	6	7	2	
51	1	13	4	1	1	3	3	1				9	9	7		
52	1	12	5	4	2	1						7	7	First Inspection.		
53	1	17	12	3	1	1						6	5	3		
54	1	36	2	10	7	7						24	19	First Inspection.		
55	1	14	5	7	2							10	8	Do.		
56	1	57	34	10	9	4						26	17	14	6	
57	1	21	13	8								9	7	2	3	
58	1	58	31	10	11	6						31	18	18	11	
59	1	121	82	17	13	8	1					55	34	29	7	
1	2															
2	3	140	23	24	6	11	17	10	13	9	4	23	70	49	37	7
3	2	158		1	17	19	27	27	19	15	33	125	107	71	7	
4	1	63	2	16	8	12	10	6	7	1		46	43	21	11	
5	2	74		13	8	12	8	17	11	5		61	49	39	7	
6	1	12		7	1	3	1					8	4	First Inspection.		
7	1	39		8	4	6	13	3	2	3		32	24	22	3	
8	2	10		2	4	4						8	3	5	2	
9	2	28		14	3	5	5	1				17	10	5	2	
10	1	23		7	3	5	4	4				18	15	12	4	



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
11. Bottelarij ..	J. J. Bosman	P.F.	..	16	16	16	..	11	12	14
12. Goedgeloof ..	A. C. v. d. Byl	P.F.	5	5	5	5	5	4	5	5
13. Good Hope ..	A. Krige	P.F.	13	13	12	11	12	11	11	10
14. Knochoek ..	J. D. Beyers	P.F.	6	6	6	6	6	6	6	6
15. Gordon's Bay ..	(D.R.C.)	B	27	25	26	23	22	19	18	17
16. Eerste River ..	(Eng. Ch.)	B	76	79	78	70	52	52	57	52
17. Lynedoch ..	(do.)	B	68	71	67	55	45	42	38	38
18. Somerset West ..	(do.)	B	57	58	64	62	36	37	34	39
19. Stellenbosch ..	(do.)	B	64	77	86	72	45	47	51	50
20. Do. ..	(Rhen. M.)	B	296	298	299	292	197	173	171	180
21. Raithby ..	(Wes.)	B	71	78	76	70	48	48	46	53
22. Sir Lowry's Pass ..	(do.)	B	43	50	45	41	23	30	35	33
23. Somerset West ..	(do.)	B	132	128	127	129	90	84	96	89
24. Stellenbosch ..	(do.)	B	194	200	204	202	120	120	112	117
25. Strand ..	(do.)	B	115	108	115	112	74	79	86	73
Total ..			1811	1869	1881	1823	1326	1334	1345	1358
<b>STEYNSBURG (Inspector le Roux).</b>										
1. Steynsburg ..		A. 2	82	104	112	111	70	65	80	69
2. Bultfontein ..		A. 3	..	..	..	13	..	..	..	11
3. Geduldfontein ..		A. 3	..	33	34	36	..	29	32	33
4. Grootvlei ..		A. 3	13	..	..	..	10	..	..	..
5. Van Vuuren's Kraal ..		A. 3	19	23	21	16	17	18	17	14
6. Joachimsfontein ..	J. A. Schoombee	P.F.	15	10	11	11	15	10	11	11
7. Kaffirskraal ..	A. Coetsee	P.F.	13	11	11	12	12	11	10	11
8. Kalkoekrans ..	A. J. Snyman	P.F.	11	..	..	..	10	..	..	..
9. Kliphoevel ..	J. H. Steyn	P.F.	..	..	..	5	..	..	..	4
10. Leeuwfontein ..	C. J. Vermaak	P.F.	6	6	6	6	6	6	6	5
11. Wildebeestkuil ..	A. S. du Plessis	P.F.	5	5	5	5	5	5	5	5
12. Zevenfontein ..	G. J. J. Kruger	P.F.	8	10	10	9	8	9	10	9
13. Steynsburg ..	(Eng. Ch.)	B	..	..	37	50	..	..	29	37
Total ..			172	202	247	274	153	153	200	209
<b>STOCKENSTROM (Inspector Clarke).</b>										
1. Balfour ..		A. 2	60	72	74	71	46	51	48	48
2. Seymour ..		A. 2	68	67	72	76	53	60	64	62
3. Balfour, Native ..		A. 3	40	40	48	44	28	27	39	29
4. Buxton ..		A. 3	19	18	18	17	14	14	11	7
5. Fairbairn ..	M. v. Wijk	A. 3	27	24	25	23	21	22	22	20
6. Hertzog ..		A. 3	40	35	34	32	30	24	9	19
7. Menziesberg ..	J. Bouchier	A. 3	8	9	..	12	6	6	..	8
8. Readsdale ..		A. 3	53	49	39	24	32	33	17	14
9. Upper Blinkwater ..	W. Brown	A. 3	13	13	16	15	12	11	12	13
10. Upper Mancazana ..	J. Pieterse	A. 3	25	33	35	36	17	30	31	31
11. Menziesberg ..	J. Bouchier	P.F.	..	..	12	..	..	..	9	..
12. Cathcart Vale ..	J. B. Gomley	P.F.	8	..	..	..	6	..	..	..
13. Springvale ..	W. A. v. d. Vyver	P.F.	6	6	..	..	6	5	..	..
14. Lushington ..		Poor	22	23	24	27	19	20	21	16
15. Philipton ..	(Ind.)	B	28	31	51	57	10	10	38	32
16. Wilsonton ..	(do.)	B	32	39	22	20	22	26	13	6
17. Lushington ..	(Wes.)	B	23	28	28	23	17	20	15	15
18. Seymour ..	(do.)	B	56	54	51	40	35	27	25	20
Total ..			528	541	549	517	374	386	394	340

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
11	1	13	..	1	4	5	1	2	..	..	..	12	4	4	6	..
12	1	5	..	4	1	..	..	..	..	..	..	4	1	First Inspection.		
13	2	11	..	1	1	..	3	4	2	..	..	11	6	5	2	..
14	2	6	..	5	1	..	..	..	..	..	..	1	1	First Inspection.		
15	1	25	..	9	4	3	4	2	3	..	..	16	15	11	3	..
16	2	54	..	33	8	6	5	1	1	..	..	23	18	19	4	..
17	2	41	..	25	5	7	3	1	..	..	..	20	14	11	2	..
18	2	41	..	28	5	6	2	..	..	..	..	14	9	11	2	..
19	1	46	..	26	8	8	3	1	..	..	..	23	11	7	9	..
20	1	263	3	180	27	44	9	..	..	..	..	87	58	27	36	..
21	2	52	..	32	8	7	5	..	..	..	..	20	18	13	6	..
22	2	32	..	21	5	5	1	..	..	..	..	11	11	8	3	..
23	2	107	..	57	16	18	14	2	..	..	..	53	34	30	19	..
24	2	163	..	110	27	16	10	..	..	..	..	64	31	31	26	..
25	2	76	..	45	12	14	5	..	..	..	..	38	20	14	14	..
1	1	75	..	43	5	7	8	7	3	2	..	37	20	11	13	..
2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4	1	11	..	5	4	2	..	..	..	..	..	6	6	6	..	..
5	1	19	..	7	8	4	..	..	..	..	..	15	3	First Inspection.		
6	1	14	..	6	6	2	..	..	..	..	..	10	8	8	..	..
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8	1	11	..	2	5	3	1	..	..	..	..	10	7	First Inspection.		
9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12	1	8	..	5	2	1	..	..	..	..	..	3	3	3	..	..
13	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	2	60	..	23	14	9	9	1	4	..	..	44	29	12	7	..
2	2	58	..	4	6	9	14	10	5	8	..	52	34	22	12	..
3	2	36	..	20	3	9	4	..	..	..	..	17	13	9	5	..
4	2	15	..	6	4	1	3	1	..	..	..	9	7	5	1	..
5	2	24	..	7	7	6	4	..	..	..	..	21	15	First Inspection.		
6	2	33	..	14	11	5	3	..	..	..	..	23	16	9	5	..
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8	2	41	..	23	..	11	7	..	..	..	..	35	5	5	25	..
9	2	8	..	3	2	2	1	..	..	..	..	8	7	First Inspection.		
10	4	33	..	4	7	8	5	1	..	..	..	20	20	12	9	..
11	2	9	..	5	1	1	2	..	..	..	..	6	..	..	4	..
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	2	6	..	1	2	2	..	1	..	..	..	6	3	4	2	..
14	2	21	..	10	2	6	3	..	..	..	..	11	9	First Inspection.		
15	2	30	..	18	2	4	6	..	..	..	..	20	2	2	13	..
16	2	29	..	22	2	5	..	..	..	..	..	14	3	First Inspection.		
17	2	24	..	14	2	5	3	..	..	..	..	10	6	5	2	..
18	2	32	..	17	3	8	3	1	..	..	..	18	13	7	8	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
<b>STUTTERHEIM (Inspector Woodrooffe).</b>									
1. Bolo .. .. .	A. 2	29	27	24	27	24	24	21	24
2. Stutterheim .. .. .	A. 2	59	60	53	48	50	46	44	41
3. Dohne Station .. .. .	A. 3	21	24	21	19	17	17	16	13
4. Upper Kabousie .. .. .	A. 3	25	25	18	..	18	22	9	..
5. Bare Acres .. .. .	B. Miles P.F.	5	5	6	6	4	4	4	6
6. Clear Water .. .. .	H. Hayter P.F.	9	9	11	11	9	8	11	9
7. Farm 322, Kei Road .. .. .	W. G. Featherstone P.F.	7	7	6	7	7	6	5	6
8. Ferney .. .. .	C. Kaschula P.F.	7	5	7	7	6	4	7	5
9. Greytown .. .. .	G. Tilney P.F.	7	7	7	7	6	5	6	5
10. Lowslope .. .. .	G. A. Cruywagen P.F.	..	8	6	7	..	7	6	6
11. Luzana (Isidenga) .. .. .	J. L. Froneman P.F.	..	..	..	16	..	..	..	9
12. Patchwood .. .. .	B. J. Krog P.F.	..	..	5	5	..	..	5	5
13. Quanti .. .. .	W. Forword P.F.	11	11	11	12	11	10	11	11
14. Quetta .. .. .	.. .. . P.F.	..	6	5	..	..	6	5	..
15. Redlands .. .. .	W. W. Fynn P.F.	6	6	9	9	5	6	6	9
16. Rockdell .. .. .	J. H. Edwards P.F.	..	7	8	7	..	6	8	7
17. Sheercliff .. .. .	J. D. Grobler P.F.	7	7	9	8	7	6	9	8
18. Strauss .. .. .	W. P. Baisley P.F.	..	..	..	5	..	..	..	4
19. Tyndall .. .. .	G. S. Webb P.F.	7	7	7	8	7	7	7	8
20. Waterfall .. .. .	G. R. Palmer P.F.	10	10	10	9	9	9	8	7
21. Cenyu .. .. .	(Berl. M.) B	58	62	62	62	47	55	55	50
22. Kobusi .. .. .	(do.) B	56	59	61	64	33	51	55	54
23. Wartburg .. .. .	(do.) B	79	90	83	79	53	54	50	51
24. Isidenge .. .. .	(Ind.) B	66	61	63	57	45	40	36	32
25. Keilands .. .. .	(R.C.) B	100	104	98	98	80	84	84	72
26. Engquleni .. .. .	(U.P.) B	42	41	43	35	35	38	35	21
27. Emgwali, Girls' .. .. .	(do.) C. 1	..	..	..	..	..	..	..	..
28. Do. .. .. .	(do.) C	231	238	264	253	164	149	186	165
Total .. .. .	..	842	886	897	866	637	664	689	628
<b>SUTHERLAND (Inspector le Roux).</b>									
1. Sutherland .. .. .	A. 2	88	93	94	70	83	80	85	63
2. Zaaiplaats (Schietfontein) .. .. .	F. Conradie A. 3	22	21	21	22	19	18	17	21
3. Klaverfontein .. .. .	P. L. Conradie P.F.	..	10	..	..	..	9	..	..
4. Koorlandskloof .. .. .	W. C. Steenkamp P.F.	..	..	6	6	..	..	5	5
5. Modderfontein .. .. .	A. v. Wijk P.F.	11	6	5	6	9	6	5	6
6. Wolvedans .. .. .	.. .. . P.F.	..	..	6	6	..	..	6	6
7. Sutherland .. .. .	(D.R.C.) B	33	33	27	29	22	24	22	16
Total .. .. .	..	154	163	159	139	133	137	140	117
<b>SWELLENDAM (Inspector Bartmann).</b>									
1. Swellendam, Girls' .. .. .	A. 1	54	68	70	66	48	56	63	59
2. Heidelberg .. .. .	A. 2	73	80	81	78	67	73	73	74
3. Swellendam, Boys' .. .. .	A. 2	35	34	22	17	31	29	17	13
4. Barrydale .. .. .	A. 3	54	52	52	49	29	39	42	41
5. Brakfontein .. .. .	J. J. H. Streicher A. 3	9	8	10	11	9	8	8	10
6. Bruinklip .. .. .	Mrs. J. Neethling A. 3	17	18	20	20	15	13	19	16
7. Buffeljachts River .. .. .	.. .. . A. 3	34	36	36	34	31	32	34	29

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
1	4	27	..	2	6	6	6	4	1	2	..	25	5	8	12	..
2	4	43	..	9	7	10	7	10	..	..	..	35	31	21	7	..
3	4	17	..	2	5	6	1	1	2	..	..	15	11	5	1	..
4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5	4	6	..	1	..	2	..	..	3	..	..	5	4	1	3	..
6	4	10	..	..	2	2	5	1	..	..	..	10	5	3	2	..
7	4	7	..	1	4	..	1	1	..	..	..	7	6	First Inspection.	..	..
8	4	7	..	2	1	4	..	..	..	..	..	7	1	1	4	..
9	4	6	..	2	..	2	1	..	1	..	..	4	2	1	4	..
10	4	7	..	1	2	3	1	..	..	..	..	6	4	4	..	1
11	4	14	..	7	3	3	1	..	..	..	..	7	6	First Inspection.	..	..
12	4	5	..	3	..	1	1	..	..	..	..	2	..	Do.	..	..
13	4	12	..	1	2	5	4	..	..	..	..	12	10	1	7	..
14	4	4	..	3	1	..	..	..	..	..	..	4	4	First Inspection.	..	..
15	4	9	..	1	1	1	3	..	3	..	..	9	8	6	..	..
16	3	7	..	1	2	3	1	..	..	..	..	6	5	First Inspection.	..	..
17	4	8	..	3	1	2	2	..	..	..	..	5	4	First Inspection.	..	..
18	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
19	4	7	..	..	1	1	..	2	3	..	..	7	7	5	..	..
20	4	9	..	1	2	1	2	2	1	..	..	8	7	6	2	..
21	4	57	..	25	8	3	10	1	..	..	..	33	29	20	7	..
22	4	46	..	20	12	8	6	..	..	..	..	30	11	11	6	..
23	4	50	..	33	5	5	7	..	..	..	..	23	15	12	2	..
24	4	44	..	25	11	5	3	..	..	..	..	20	14	10	6	..
25	4	81	..	53	16	12	..	..	..	..	..	34	17	19	19	..
26	3	34	..	23	7	4	..	..	..	..	..	16	..	1	9	..
27	4	31	31	..	..	..	..	..	..	..	..	..	..	..	..	..
28	4	221	..	64	27	49	30	29	22	..	..	157	133	77	23	1



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
8. Joubertsdal .. .. .	A. 3	..	13	13	11	..	12	11	9
9. Klaaskafirkuilshuvel .. .. .	A. 3	12	12	12	8	7	8	10	8
10. Kliphooft .. .. .	A. 3	28	29	28	25	27	18	23	20
11. Limoen Hoek .. .. .	A. 3	17	17	22	23	16	13	17	15
12. Middel River .. .. .	A. 3	12	12	12	..	5	12	11	..
13. Wagendrift .. .. .	A. 3	25	..	..	..	22	..	..	..
14. Zuurbraak .. .. .	A. 3	18	13	13	13	9	9	10	10
15. Swellendam and Buffeljachts River .. .. .	E	24	24	27	21	19	19	16	14
16. Angora .. .. . P. J. Roux	P.F.	10	9	9	9	7	7	8	8
17. Bontebokskloof .. .. . M. G. Uys	P.F.	5	5	5	..	5	5	4	..
18. Eenzaamheid .. .. . A. Pieterse	P.F.	8	8	8	8	7	7	7	4
19. Goedgelooft .. .. .	P.F.	..	..	8	8	..	..	8	7
20. Groot Vader's Bosch .. .. . D. Moodie	P.F.	5	7	7	5	5	5	6	5
21. Karnemelk's River .. .. . G. R. Uys	P.F.	..	..	9	9	..	..	8	8
22. Kinko .. .. . P. Kunz	P.F.	15	..	..	..	15	..	..	..
23. Klein Doorn River Mrs. M. H. le Roux	P.F.	12	8	8	8	11	7	8	8
24. Klipdrift .. .. . H. Linderfelder	P.F.	6	6	6	6	5	6	6	6
25. Klipfontein .. .. . D. Coetzee	P.F.	8	9	9	8	8	9	9	8
26. Koesani .. .. . M. J. Swart	P.F.	..	..	..	6	..	..	..	6
27. Potjeskraal .. .. . J. G. Streicher	P.F.	5	5	6	7	4	5	6	7
28. Rhenosterfontein .. .. . J. Badenhorst	P.F.	9	8	8	8	7	8	8	8
29. Tradouw .. .. . F. H. Badenhorst	P.F.	10	9	10	9	9	8	9	8
30. Voorregts Vlei .. .. . F. J. v. Eeden	P.F.	10	11	12	12	8	9	10	11
31. Weltevrede .. .. . G. G. Deventer	P.F.	10	19	12	13	9	8	11	9
32. Do. .. .. . G. F. Joubert	P.F.	..	11	12	11	..	11	11	10
33. Brakfontein .. .. .	Poor	..	..	..	16	..	..	..	12
34. Doornkraal .. .. .	Poor	19	12	11	11	13	8	9	8
35. Grootvadersbosch .. .. .	Poor	24	25	22	20	20	18	18	15
36. Klipdrift .. .. .	Poor	26	25	30	..	26	25	30	..
37. Malagas .. .. .	Poor	16	21	16	28	13	15	13	28
38. Op de Tradouw (Barrydale) .. .. .	Poor	35	30	30	28	21	23	25	24
39. Barrydale .. .. . (D.R.C.)	B	25	35	33	28	17	27	27	26
40. Klip River .. .. . (do.)	B	75	73	78	64	43	43	52	46
41. Swellendam .. .. . (do.)	B	59	71	60	58	34	40	48	43
42. Zuurbraak .. .. . (do.)	B	125	117	107	101	84	59	60	55
43. Barrydale .. .. . (Eng. Ch)	B	24	33	26	25	16	24	18	20
44. Buffeljachts River .. .. . (do.)	B	..	23	28	23	..	19	24	19
45. Heidelberg .. .. . (do.)	B	62	65	64	84	48	50	53	45
46. Slang River .. .. . (do.)	B	23	26	16	16	13	12	9	13
47. Swellendam .. .. . (do.)	B	86	80	81	56	57	59	52	50
48. Zuurbraak .. .. . (do.)	B	172	146	146	131	116	105	90	107
49. Heidelberg .. .. . (Ind.)	B	66	65	64	59	46	41	44	45
Total .. .. .		1362	1378	1359	1251	1002	1004	1045	987
<b>TARKA (Inspector Milne).</b>									
1. Tarkastad, Boys' .. .. .	A. 1	94	91	96	97	82	67	84	85
2. Do., Girls' .. .. .	A. 1	106	110	103	109	95	89	83	94
3. Dunedin .. .. .	A. 3	..	..	..	13	..	..	..	12
4. Groenfontein .. .. .	A. 3	..	16	16	..	..	14	14	..
5. Klipkraal .. .. . A. C. Lombard	A. 3	10	10	10	10	10	10	10	9
6. Modderfontein .. .. .	A. 3	12	14	13	14	10	13	12	13
7. Ewen's Hope .. .. .	P.F.	..	..	5	5	..	..	5	5
8. Glenrock .. .. . G. M. King	P.F.	6	6	8	7	6	6	5	6
9. Groenfontein .. .. . A. Hattingh	P.F.	5	5	..	..	5	5	..	..
10. Hill and Dale .. .. . G. A. Whitehead	P.F.	..	8	9	9	..	8	8	8
11. Hopewell .. .. .	P.F.	..	..	..	8	..	..	..	7
12. Kleinbeestekraal .. .. . J. A. de Wet	P.F.	7	6	..	..	7	6	..	..
13. Redcliffe .. .. . F. E. Marx	P.F.	10	13	11	11	8	9	11	10

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Inspection Results		
														Higher.	Same.	Lower.
8	4	11	..	3	1	3	2	2	..	..	..	8	8	First Inspection.		
9	4	6	..	3	2	..	..	..	..	..	..	3	3	3	..	..
10	3	26	..	6	2	5	6	7	..	..	..	20	18	16	1	..
11	4	17	..	4	3	3	2	4	1	..	..	14	4	6	7	..
12	3	12	..	1	2	3	5	1	..	..	..	12	2	6	..	6
13	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
14	4	13	..	4	1	3	..	3	..	2	..	9	8	5	1	..
15	4	16	9	3	2	2	..	..	..	..	..	4	3	3	..	..
16	3	9	..	1	3	4	1	..	..	..	..	9	5	7	1	..
17	3	5	..	1	..	1	1	1	..	..	..	4	3	4	..	..
18	4	8	..	1	..	5	2	..	..	..	..	7	2	3	5	..
19	4	8	..	7	1	..	..	..	..	..	..	3	3	First Inspection.		
20	4	5	..	..	1	1	..	1	1	1	..	5	4	4	1	..
21	4	9	..	..	2	..	6	1	..	..	..	9	9	First Inspection.		
22	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
23	4	8	..	6	1	..	1	..	..	..	..	4	2	2	2	..
24	3	6	..	1	..	4	1	..	..	..	..	5	5	4	..	..
25	3	8	..	3	5	..	..	..	..	..	..	6	5	First Inspection.		
26	3	5	..	3	1	1	..	..	..	..	..	2	1	Do.		
27	3	6	..	2	2	..	2	..	..	..	..	4	4	3	..	..
28	4	8	..	1	1	2	1	3	..	..	..	7	5	6	..	..
29	4	10	..	2	2	2	2	..	2	..	..	8	6	6	2	..
30	4	12	..	11	1	..	..	..	..	..	..	3	1	First Inspection.		
31	4	10	..	6	2	1	1	..	..	..	..	4	2	2	..	..
32	4	11	..	3	..	5	3	..	..	..	..	8	8	First Inspection.		
33	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
34	4	11	..	4	2	2	2	1	..	..	..	10	6	6	4	..
35	4	19	..	2	6	11	..	..	..	..	..	19	17	15	2	..
36	4	26	..	18	3	2	3	..	..	..	..	10	7	First Inspection.		
37	3	15	..	8	5	2	..	..	..	..	..	8	5	5	3	..
38	4	24	1	10	..	3	2	6	2	..	..	16	5	6	9	..
39	4	26	..	19	6	1	..	..	..	..	..	9	4	3	3	..
40	4	61	..	39	9	5	2	6	..	..	..	23	16	11	8	..
41	3	39	..	22	8	6	3	..	..	..	..	18	14	13	4	..
42	4	59	..	38	8	7	6	..	..	..	..	21	19	17	3	..
43	4	20	..	16	3	1	..	..	..	..	..	7	2	2	4	..
44	4	22	..	18	2	2	..	..	..	..	..	5	4	First Inspection.		
45	4	52	..	26	12	10	4	..	..	..	..	28	24	19	4	..
46	4	15	..	9	3	3	..	..	..	..	..	6	5	1	4	..
47	4	49	..	29	8	7	5	..	..	..	..	23	3	9	8	..
48	4	100	..	85	7	5	3	..	..	..	..	19	13	9	6	..
49	4	49	..	17	11	13	7	1	..	..	..	32	30	30	1	..
1	2	78	..	6	9	9	18	12	12	6	6	72	71	46	2	..
2	2	99	..	32	10	16	9	10	13	8	1	68	65	51	2	..
3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4	2	16	..	4	5	2	3	2	..	..	..	12	10	7	2	..
5	4	9	..	..	3	..	3	1	2	..	..	9	8	6	1	..
6	2	14	..	4	..	6	1	3	..	..	..	10	10	10	..	..
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8	2	6	..	..	1	..	..	..	2	2	1	6	6	6	..	..
9	..	5	..	..	..	2	1	2	..	..	..	5	3	3	2	..
10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	2	9	..	..	5	2	2	..	..	..	..	9	8	8	..	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
14. Sleephoek .. .. .	P.F.	9	9	..	..	7	7	..	..
15. Goedverwacht .. H. C. v. Heerden	Poor	11	11	12	12	11	8	12	11
16. Tarkastad .. .. .	Poor	55	52	53	41	40	29	30	29
17. Do. .. .. . (Ind.)	B	41	41	39	37	31	25	32	30
18. Do. .. .. . (Wes.)	B	42	39	56	41	35	27	46	33
Total .. .. .		408	431	431	414	347	323	352	352
<b>TULBAGH (Inspector Hofmeyr).</b>									
1. Tulbagh .. .. .	A. 2	82	87	86	87	72	82	83	82
2. Artois Mills .. .. .	A. 3	12	14	12	10	10	12	9	9
3. Ceres Road .. .. .	A. 3	45	28	31	32	32	21	27	26
4. Drostdy .. .. .	A. 3	31	31	31	29	25	26	27	26
5. Halfmanshof .. .. .	A. 3	26	25	20	18	24	21	13	14
6. Waterfall .. .. .	A. 3	17	17	18	18	17	16	16	16
7. Weltevreden .. .. .	A. 3	20	19	20	16	16	15	13	14
8. Winterhoek, No. 1 .. .. .	A. 3	20	18	19	19	17	17	17	17
9. Do., No. 2 .. .. .	A. 3	20	20	20	19	17	15	15	16
10. Bosch Plaats .. .. . P. v. Santen	P.F.	11	11	13	8	8	8	11	7
11. Digger's Home .. .. . S. v. B. v. Niekerk	P.F.	6	7	7	7	6	5	7	7
12. New Munster .. .. . H. Conradie	P.F.	11	11	12	12	9	9	11	11
13. Vogel Valley .. .. . P. C. de Klerk	P.F.	5	5	..	8	5	5	..	7
14. Ceres Road .. .. . (D.R.C.)	B	60	50	50	55	45	40	43	50
15. Saron .. .. . (Rhen. M.)	B	267	207	286	287	185	146	193	217
16. Steinthal .. .. . (do.)	B	58	59	62	58	47	37	45	41
17. Tulbagh .. .. . (do.)	B	102	100	100	112	77	72	76	78
Total .. .. .		793	709	787	795	612	547	606	638
<b>UITENHAGE (Inspector Fraser).</b>									
1. Uitenhage, Industrial Home .. .. .	Sp.	25	26	39	40	16	22	32	..
2. Do., Muir Academy, Boys' .. .. .	A. 1	197	193	190	181	168	169	164	161
3. Do., Riebeeck College, Girls' .. .. .	A. 1	196	219	231	222	180	192	206	196
4. Addo Station .. .. .	A. 3	22	24	20	21	17	21	17	15
5. Bezuidenhout's River .. .. . Mrs. Hartman	A. 3	21	20	22	22	20	20	20	22
6. Glenconnor Station .. .. .	A. 3	37	39	29	27	33	27	25	25
7. Korhaan's Drift .. .. . S. J. Muller	A. 3	24	23	23	22	22	21	20	19
8. Sand River .. .. . W. Ingram	A. 3	16	15	14	13	16	14	13	13
9. Sunday's River .. .. .	A. 3	22	25	37	40	18	16	30	33
10. Uitenhage, Convent .. .. . (R.C.)	A. 3	136	140	143	145	94	97	106	115
11. Do., Dolley Memorial .. .. .	A. 3	160	161	209	157	116	109	113	103
12. Do., Railway .. .. .	D	..	..	..	..	..	..	..	..
13. Caba .. .. .	E	..	..	..	..	..	..	..	..
14. Uitenhage .. .. . (Ind.)	E	..	33	22	..	..	22	15	..
15. Do., Railway Institute .. .. .	E	64	79	83	74	39	28	28	27
16. Berg River .. .. . W. H. Williams	P.F.	11	11	11	11	10	10	10	10
17. Bevan Vale .. .. . F. Hughes	P.F.	11	9	9	7	8	6	8	5
18. Boschvlei .. .. . H. Scheffer	P.F.	15	11	..	..	11	7	..	..
19. Brand Koppen .. .. . C. J. Human	P.F.	11	8	..	..	11	8	..	..
20. Break Nek .. .. . W. Brunett	P.F.	..	..	9	..	..	..	8	..
21. Cadle's Hotel .. .. . W. Collett	P.F.	8	13	12	12	8	11	11	8
22. Dorschfontein .. .. . A. Erasmus	P.F.	12	12	11	9	11	10	9	7

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.	
14	2	9	..	1	3	1	1	..	1	2	..	8	8	8	..	..	
15	2	11	1	4	3	2	..	1	..	..	..	6	5	First Inspection.			
16	2	40	..	20	3	10	5	2	..	..	..	20	20	12	7	..	
17	2	30	..	13	5	3	5	4	..	..	..	22	13	11	9	..	
18	2	34	..	16	14	1	1	2	..	..	..	18	12	6	4	..	
1	4	81	..	12	10	13	16	12	8	9	..	68	56	49	10	..	
2	1	12	..	2	1	7	2	..	..	..	..	10	10	8	2	..	
3	1	35	..	12	7	5	8	3	..	..	..	23	16	17	6	..	
4	1	28	..	5	5	3	5	9	1	..	..	23	12	7	16	..	
5	1	25	..	5	4	5	4	7	..	..	..	20	11	10	6	..	
6	1	17	..	5	6	6	..	..	..	..	..	12	12	First Inspection.			
7	1	18	..	2	4	4	3	5	..	..	..	16	15	5	6	..	
8	1	20	..	1	..	7	6	3	1	2	..	19	16	7	9	..	
9	1	19	..	4	2	6	3	4	..	..	..	15	14	8	7	..	
10	1	11	..	5	6	..	..	..	..	..	..	9	6	First Inspection.			
11	1	6	..	1	2	2	1	..	..	..	..	5	4	Do.			
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
13	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
14	1	35	..	27	5	3	..	..	..	..	..	8	7	6	1	..	
15	1	191	..	143	30	14	3	1	..	..	..	49	32	26	12	..	
16	1	225	..	173	23	21	6	2	..	..	..	56	29	22	12	..	
17	1	36	..	32	3	1	..	..	..	..	..	5	4	2	8	..	
17	1	76	..	39	18	11	8	..	..	..	..	38	20	22	14	..	
1	2	36	23	8	5	..	..	..	..	..	..	5	5	First Inspection.			
2	1	176	2	22	18	25	34	34	15	14	..	140	120	87	16	..	
3	1	174	2	33	16	27	15	29	21	23	2	6	135	95	59	22	..
4	2	18	..	6	3	7	..	2	..	..	..	12	4	2	7	..	
5	2	20	..	4	1	6	7	2	..	..	..	16	12	10	4	..	
6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
7	2	22	..	6	3	7	3	3	..	..	..	16	16	16	..	..	
8	3	12	..	2	4	4	2	..	..	..	..	10	10	7	3	..	
9	2	18	..	3	7	4	4	..	..	..	..	16	12	9	3	..	
10	2	106	..	61	6	13	13	10	3	..	..	46	37	25	9	..	
11	2	119	..	47	15	22	12	18	5	..	..	72	60	39	12	..	
12	2	25	25	..	..	..	..	..	..	..	..	..	..	First Inspection.			
13	2	15	15	..	..	..	..	..	..	..	..	..	..	..	..	..	
14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
15	2	38	38	..	..	..	..	..	..	..	..	..	..	First Inspection.			
16	3	10	..	..	1	1	4	2	1	1	..	10	7	7	3	..	
17	1	9	..	3	1	3	2	..	..	..	..	7	1	1	5	..	
18	2	10	..	5	2	1	1	..	..	..	..	7	2	1	4	..	
19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
21	3	12	..	4	1	2	1	3	1	..	..	8	6	3	2	..	
22	4	9	..	..	2	2	2	3	..	..	..	9	7	6	2	..	



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
23. Draaifontein	J. J. Beckly	P.F.	7	7	8	8	6	5	7	8
24. Gedultz River	F. Fitch	P.F.	7	7	7	7	5	5	7	5
25. Geelwal	G. L. v. Niekerk	P.F.	7	7	8	8	6	6	7	7
26. Good Hope	J. G. Andrews	P.F.	9	8	11	12	8	7	9	11
27. Haasfontein	P. J. Vermaak	P.F.		7	7	7		7	7	7
58. Kleinpoort	J. Grewar	P.F.	11	9	11	12	8	8	8	10
29. Paardenhoek	S. E. Bellingham	P.F.	8				8			
30. Springbok Vlakte	C. F. Pieterse	P.F.	14	13	13	13	11	12	11	11
31. The Fountains	G. C. Snyman	P.F.	7	7	7	7	7	6	6	6
32. Thornhill	R. C. Parkin	P.F.	7	7	11	11	7	7	11	11
33. Tiger Hoe k.	Hon. P. S. Bellingham	P.F.	12	12			11	11		
34. Vaal Dam	J. D. Rawlinson	P.F.	9	9	9	9	9	8	9	9
35. Zwarthoek	J. Marais	P.F.	8	8	9	9	7	8	8	8
36. Boortje		Poor	16		17	15	13		16	14
37. Willowvale		Poor		13	13	17		13	12	15
38. Zoutkloof		Poor			20	20			19	19
39. Barkly Bridge	(Eng. Ch.)	B			39	45			27	29
40. Klaas Kraal	(do.)	B	17	24	24	24	17	20	21	17
41. Tregaron	(do.)	B	17	15			13	13		
42. Uitenhage, St. Anne's	(do.)	B	111	114	110	97	64	61	55	46
43. Brakfontein	J. Mackay (Ind.)	B	43	37	39	26	25	20	17	16
44. Caba	(do.)	B	137	129	141	121	65	104	125	39
45. Colchester	(do.)	B	22	29	31	33	14	22	22	25
46. Uitenhage	(do.)	B	100	145	125	159	74	68	55	130
47. Enon	(Mor.)	B	105	106	90	89	93	70	67	66
48. Etembeni	(do.)	B	61	60	52	74	33	38	35	53
49. Dunbrody, Boys'	(R.C.)	B	41	40	39	41	39	36	35	36
50. Do., Girls'	(do.)	B	43	44	40	40	38	43	39	39
51. Barkly Bridge	(Wes.)	B	50	38	31	33	34	29	22	24
52. Uitenhage	(do.)	B	77	84	87	77	50	52	49	50
53. Uye (Nciya)	(do.)	B	31	28			18	20		
Total			1965	2068	2113	2017	1481	1509	1541	1506

UNIONDALE (Inspector Murray).

1. Uniondale	A. 2	81	84	88	91	59	71	75	68	
2. Avontuur	A. 3	18	18	19	18	14	17	15	17	
3. Hoeree	A. 3	17	18			11	12			
4. Klein River	A. 3	12				11				
5. Louterwater	A. 3	23	24	25	25	20	22	24	23	
6. Orgida	A. 3	13	14	16		13	14	15		
7. Roodehevel	A. 3	31	21	20	23	23	17	17	16	
8. Twee Rivieren	A. 3	24	18	24	25	16	16	20	21	
9. Wanhoop (Rietfontein)	A. 3	12	14	18	18	12	14	18	16	
10. Wolvekraal	A. 3		14	15	16		14	15	15	
11. Keurfontein	N. L. Rensburg	P.F.	7	7	8	8	7	7	7	8
12. Misgund	J. Ferreira	P.F.	6				6			
13. Roodeklip	Mrs. A. Barkhuizen	P.F.	8	8	6	5	8	5	6	5
14. Buffelsklip		Poor	29	30	30	27	27	28	29	22
15. De Vlucht		Poor	24	21	23	20	22	18	19	18
16. Diep River (Vygekraal)		Poor		16	15	14		14	15	12
17. Grootfontein		Poor	30				26			
18. Groot River's Hoek		Poor	13	18	22	15	12	13	15	10
19. Hartebeest River		Poor	32	40	37	36	26	34	19	30
20. Krakeel River		Poor	31	41	35	42	28	31	32	38
21. Loopend River		Poor	31	36	37	36	29	30	35	30
22. Misgund		Poor	22	18	16	15	15	12	11	11
23. Ongelegen		Poor				22				21
24. Uitvlucht		Poor			18	15			17	14

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
23	3	8	1	2	2	3						7	2	1	6	
24	3	7	3	3		1						4	3	2	1	
25	3	7	2		3		1					5	4	3	1	
26	2	7		1	1	1	1	2	1			7	6	6	1	
27																
28	2	9	2	1	2		2	2				8	4	3	4	
29	1	8	2	1	2	2	1					6	4	First Inspection.		
30	2	14	1	3	3	6	1					14	6	Do.		
31	3	7	3	3	1							5	1	Do.		
32	3	11	2	4	3	1	1					9	3	1	4	
33	2	12	1	4	2		2	3				12	7	5	4	
34	4	9	1	3	1	1	3					9	8	6		
35	4	9	1		2	5	1					8	8	8		
36	1	15	4	5	6							13	7	First Inspection.		
37																
38																
39																
40	2	24	24									7		First Inspection.		
41	2	14	14									5			4	1
42	2	71	40	18	10	3						38	17	10	12	1
43	3	29	20	8	1							16	5	4	8	1
44	2	101	58	27	10	4	2					56	36	24	19	
45	3	25	15	8	2							10	10	10		
46	1	77	59	11	7							20	14	9	2	
47	2	76	35	14	18	9						42	35	31	8	
48	2	29	18	7	3	1						13	8	2	1	
49	2	41	16	6	10	8	1					25	22	21	4	
50	2	42	17	6	8	11						25	24	23	2	
51																
52	1	52	26	4	14	6	2					33	14	11	18	
53	2	24	11	13	6	5	2					16	4	3	13	
1	1	63	29	7	3	9	9	6				41	27	6	21	
2	1	16	4	6	5	1						12	6	12		
3	1	16	12	4								11		1	10	
4	1	12	5	5	2							7	5	2	3	
5	1	21	8	6	7							15	2	First Inspection.		
6	1	13	5	6	2							8	2	Do.		
7																
8	1	16	2	5	6	1	2					16	13	9	2	
9	4	16	1	1	4	3	7					15	12	10		
10	1	13	3	2	3	2	3					11	7	9	2	
11	4	7		3		2			2			7	7	6		
12																
13	1	8	3	1	3	1						6	4	First Inspection.		
14	1	27	15	5	3	4						12	9	Do.		
15	2	21	7	4	8	2						15	11	9	6	
16																
17	1	29	24	5								6	5	First Inspection.		
18	1	13	8	1	4							6	4	5	1	
19	1	26	22	2	1	1						4	4	First Inspection.		
20	1	32	15	5	7	3	1	1				20	8	10	9	
21	1	29	17	10	2							13	12	First Inspection.		
22	1	17	10	2	3	2						7	6	Do.		
23																
24																



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
25. Warmbad	Poor	23	25	31	29	19	20	26	22
26. Haarlem	B (Berl. M.)	168	142	143	100	96	97	65	71
27. Uniondale	B (Ind.)	63	58	79	67	46	40	65	66
Total		718	685	725	667	546	546	560	554
<b>VAN RHYN'S DORP (Inspector Hofmeyr).</b>									
1. Van Rhy'n's Dorp	A. 2	63	60	59	55	57	52	49	45
2. Athies	A. 3	11	11	10	11	10	9	10	10
3. Heerenlogement	A. 3	17	18	18	17	16	17	16	14
4. Roodewal (Oorlogsfontein)	P.F.	5	5			5	5		
5. Ebenezer	B (D.R.C.)	60	56	18	24	43	30	12	17
6. Van Rhy'n's Dorp	B (do.)	53	42	27	21	46	14	20	17
Total		209	192	132	128	177	127	107	103
<b>VICTORIA EAST (Inspector Clarke).</b>									
1. Alice	A. 2	63	65	51	45	54	61	35	37
2. Auckland	A. 3	58	66	71	66	54	53	60	59
3. Binfield (Chumie)	A. 3	13	12	13	13	11	11	10	10
4. Battlesden	Mrs. Attwell P.F.	9	6	6	6	7	5	5	6
5. Hogsback	H. Collins P.F.	5	5	6	6	5	5	6	5
6. Pine Villa	G. Trollip P.F.	8	8	9	9	6	7	8	8
7. Calderwood	(F.C.) B	53	58	60	52	25	43	43	33
8. Ely	(do.) B	76	68	64	65	51	47	52	48
9. Evergreen	(do.) B	27	20	25	23	17	12	12	10
10. Gaga	(do.) B	108	117	146	136	90	110	134	127
11. Gilton	(do.) B	59	59	69	68	54	50	42	48
12. Gumahashe	(do.) B	133	102	112	112	74	75	86	58
13. Kwezana	(do.) B	79	74	83	76	57	51	62	48
14. Macfarlan	(do.) B	73	77	81	72	49	50	50	43
15. Roxeni	(do.) B	49	58	71	64	31	47	58	52
16. Sheshegu	(do.) B	160	149	154	153	120	97	105	93
17. Sompondo's	(do.) B	45	43	39	41	36	29	27	28
18. Stewart	(do.) B	32	36	37	48	21	22	27	22
19. Yamala	(do.) B	59	67	71	66	36	49	49	40
20. Ncera	(Wes.) B	57	59	65	62	49	47	50	50
21. Lovedale	(F.C.) C. 1								
22. Do., Boys'	(do.) C	249	228	304	253	194	203	232	228
23. Do., do., Industrial	(do.) C	66	58	52	50	42	34	30	32
24. Do., Girls'	(do.) C	84	75	97	94	65	67	82	74
25. Do., do., Industrial	(do.) C	41	33	33	25	25	32	24	22
26. Do., Elementary	(do.) C	148	142	182	148	107	93	114	101
Total		1754	1685	1901	1753	1280	1300	1403	1282
<b>VICTORIA WEST (Inspector Thero).</b>									
1. Victoria West	A. 1	132	126	134	138	127	101	122	120
2. Abrahams Kraal	A. 3	15	15	15	15	14	15	14	14
3. Biesjesfontein	H. J. v. Heerden A. 3	9	10	10	10	9	10	10	10
4. Maanlaarpoort	A. 3	12	11	10	11	10	10	10	8
5. Slijpfontein	A. 3	10	10	12		10	10	12	
6. Spijfontein (Rietpoort)	A. 3	12	11	14	14	10	10	11	4

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.		Higher.		
												Presented.	Passed.	Higher.	Same.	Lower.
25	4	26	8	2	9	5	2					18	15	11	2	
26	1	98	71	9	9	9						32	21	19	8	
27	1	51	35	4	9	3						18	12	12	6	
<b>VAN RHYN'S DORP (Inspector Hofmeyr).</b>																
1	3	50	16	6	4	15	4	2	3			35	27	19	4	
2	3	10	1	2	3	2	2					9	9	7		
3	3	17	3	7	4	3						16	11	7	5	
4	3	5	2	2	1							3	3		3	
5	3	15	8	2	2	3						7	7		6	
6	3	20	15	1	4							5	1	First Inspection.		
<b>VICTORIA EAST (Inspector Clarke).</b>																
1	2	64	26	12	7	10	4	5				41	37	12	8	
2	4	59	20	12	13	10	4					41	27	25	14	2
3	4	12	1	2	3	4	1	1				12	6	2	5	
4	2	5	1	1	2	1						5	1	1	4	
5	1	5	2	3								3	3	First Inspection.		
6	2	8	4	3	1							5	2	Do.		
7	4	31	21	2	7	1						18	5	1	9	
8	3	55	37	8	7	3						20	17	6	13	
9	4	10	5	1	3	1						6	2	1	2	
10	4	113	64	16	16	10	7					67	37	27	26	
11	4	44	18	12	5	3	6					28	23	14	9	
12	4	102	50	22	30							70			56	12
13	4	64	27	21	6	10						44	34	32	10	
14	4	50	24	14	6	4	2					34	16	10	10	
15	4	53	23	13	5	8	4					31	26	25	3	
16	4	109	52	23	17	14	3					60	43	39	14	
17	4	39	11	10	11	7						31	21	11	3	
18	4	19	9	2	2	3	3					10	8	No Record.		
19	4	46	21	7	12	5	1					29	17	16	12	
20	4	55	27	7	8	7	6					29	25	18	4	
21	4	151	151													
22	4	241	9	14	21	79	76	22			20	221	99	48	43	
23	4	47	13			8	21	5				34	9	3	13	
24	4	85	4	4	7	27	27	16				81	64	27	7	
25	4	21	3			5	5	8				18	10	3	5	
26	4	106	67	20	19							47	34	34	13	



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
7. Vosburg .. .. .	A. 3	..	..	74	70	..	..	67	68
8. Wolfefontein .. .. .	A. 3	..	10	10	10	..	9	9	9
9. Yzervarkpoort .. W. H. Kempen	A. 3	17	17	16	18	17	16	16	17
10. Biesjesdam .. .. .	G. Thomson	P.F.	7	6	6	6	7	6	6
11. Brandewijnskuil Mrs. W. v. Housden	P.F.	4	..	..	..	4	..	..	..
12. Burgersfontein .. .. .	J. F. Theron	P.F.	..	..	..	11	..	..	10
13. Groot Beyersfontein J. E. B. Kempen	P.F.	10	9	..	..	10	5	..	..
14. Groot Kalkfontein .. .. .	P.F.	6	6	7	7	6	6	7	7
15. Hoedkop .. .. .	P.F.	11	10	..	..	9	10	..	..
16. Hoeks Plaats .. .. .	J. J. Hugo	P.F.	8	7	..	..	8	7	..
17. Kweeka .. .. .	P. J. Olivier	P.F.	..	..	5	5	..	5	5
18. Leeuwfontein .. .. .	A. S. Jackson	P.F.	..	5	6	6	..	5	6
19. Leifontein .. .. .	G. P. Kempen	P.F.	..	5	5	..	..	5	5
20. Modderfontein Mrs. P. J. v. d. Merwe	P.F.	5	7	9	9	5	5	9	9
21. Osfontein .. .. .	H. J. Classens	P.F.	7	7	7	7	7	6	7
22. Phizantfontein .. .. .	A. E. Loxton	P.F.	6	6	6	6	6	5	5
23. Taaiboschfontein G. F. v. Schalkwijk	P.F.	..	..	6	7	..	..	6	5
24. Van der Walt's Poort W. S. Lubbe	P.F.	5	5	5	5	5	5	4	4
25. Vlekfontein .. .. .	H. C. Barnard	P.F.	8	..	..	..	8	..	..
26. Witvallei .. .. .	C. Stevens	P.F.	..	5	..	..	..	5	..
27. Yzerkoppen .. .. .	A. P. Oliver	P.F.	5	5	..	5	5	..	5
28. Zwavelfontein .. .. .	F. Stanbridge	P.F.	..	..	..	..	..	..	..
29. Victoria West .. .. .	Poor	38	39	40	43	29	29	33	34
30. Do. .. .. . (D.R.C.)	B	74	68	69	65	55	42	52	45
Total .. .. .		401	400	466	468	361	328	415	408

**VRYBURG (Inspector Brice).**

1. Vryburg .. .. .	A. 1	94	145	170	172	83	115	129	126
2. Doornlaagte .. .. .	J. v. Niekerk	A. 3	18	..	..	15	..	..	..
3. Gannalaagte .. .. .	A. 3	..	29	..	..	..	13	..	..
4. Hamburg .. .. .	H. v. Tonder	A. 3	21	24	13	..	16	20	13
5. Kareefontein .. .. .	A. 3	..	..	15	10	..	..	13	9
6. Lefton .. .. .	P. A. v. Zijl	A. 3	26	16	..	..	24	15	..
7. Rustfontein .. .. .	Pieterse	A. 3	16	19	20	16	11	12	16
8. Schuinshoogte .. .. .	F. J. C. Truter	A. 3	..	..	21	18	..	..	17
9. Tigerkloof .. .. .	D. Jacobs	A. 3	17	..	..	..	16	..	..
10. Taungs .. .. .	A. 3	25	29	25	19	23	24	20	13
11. Thornleigh .. .. .	O. W. Trollip	P.F.	..	8	8	..	..	8	8
12. Vryburg .. .. .	Poor	46	..	..	..	31	..	..	..
13. Manthe .. .. . (Ind.)	B	..	52	52	51	..	37	48	44
14. Taungs .. .. . (R.C.)	B	..	..	..	32	..	..	..	25
Total .. .. .		263	322	324	318	219	244	264	246

**WILLOWMORE (Inspector Murray).**

1. Steytlerville .. .. .	A. 2	71	58	72	61	54	47	44	42
2. Willowmore .. .. .	A. 2	120	121	123	130	99	98	100	119
3. Eenzaamheid .. .. .	A. 3	..	..	..	11	..	..	..	11
4. Elandsheuvell .. .. .	A. 3	..	12	13	14	..	12	10	12
5. Good Hope .. .. .	A. 3	18	19	19	21	14	15	8	19
6. Groot Boschfontein .. .. .	A. 3	..	..	15	15	..	..	14	12
7. Hartebeest Kuil .. .. .	A. 3	18	18	16	13	9	15	14	8
8. Klipfontein .. .. .	A. 3	1	17	10	13	12	15	8	11
9. Nelskraal .. .. .	E. Kilian	A. 3	13	10	11	12	10	11	10

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
7	4	68	..	42	10	6	6	..	4	..	..	27	14	First Inspection.		
8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
9	3	14	..	2	1	3	6	2	..	..	..	12	10	10	1	..
10	1	7	..	2	..	..	2	..	..	..	..	5	4	4	1	..
11	1	4	..	..	..	1	..	3	..	..	..	4	1	First Inspection.		
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
14	1	5	..	2	..	2	1	..	..	..	..	4	2	1	3	..
15	1	9	..	2	4	1	2	..	..	..	..	7	6	First Inspection.		
16	3	7	..	1	2	2	1	1	..	..	..	7	2	2	3	..
17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
18	2	5	..	1	2	1	..	1	..	..	..	4	2	First Inspection.		
19	3	5	..	3	..	2	..	..	..	..	..	2	..	Do.		
20	4	9	..	2	2	1	2	1	1	..	..	7	6	4	1	..
21	1	5	..	4	..	1	..	..	..	..	..	1	1	First Inspection.		
22	3	6	..	3	..	2	..	1	..	..	..	3	2	Do.		
23	3	6	..	1	1	3	..	1	..	..	..	5	3	Do.		
24	1	5	..	1	1	..	1	1	1	..	..	4	2	..	3	2
25	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
26	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
27	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
28	1	5	..	2	1	1	1	..	..	..	..	3	2	First Inspection.		
29	1	22	..	10	4	7	1	..	..	..	..	14	6	6	9	..
30	1	62	..	52	8	2	..	..	..	..	..	19	7	7	10	2
1	4	134	..	45	23	21	26	4	8	3	4	96	54	First Inspection.		
2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5	4	6	..	5	1	..	..	..	..	..	..	6	..	First Inspection.		
6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7	4	14	..	4	5	5	..	..	..	..	..	12	1	First Inspection.		
8	4	15	..	12	..	3	..	..	..	..	..	3	3	Do.		
9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	4	12	..	5	4	2	..	1	..	..	..	10	..	First Inspection.		
11	4	8	..	3	..	1	2	2	..	..	..	6	3	Do.		
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	4	41	..	34	6	1	..	..	..	..	..	14	4	First Inspection.		
14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	3	57	..	23	7	15	6	5	1	..	..	35	26	23	4	..
2	4	124	..	23	21	19	32	17	10	2	..	101	81	51	18	1
3	4	11	..	7	3	1	..	..	..	..	..	4	3	First Inspection.		
4	3	12	..	6	4	..	..	2	..	..	..	6	6	Do.		
5	3	19	..	3	5	4	2	4	1	..	..	19	10	Do.		
6	3	15	..	5	..	1	4	4	1	..	..	10	6	5	..	..
7	4	13	..	4	4	2	1	2	..	..	..	10	5	6	3	..
8	4	13	..	4	3	2	3	1	..	..	..	10	9	First Inspection.		
9	3	11	..	3	1	2	5	..	..	..	..	11	11	5	4	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
10. Rietbron .. .. .	A. 3	..	..	..	13	..	..	..	13
11. Rietfontein .. .. .	A. 3	11	10	11	11	10	10	11	11
12. Smitskraal .. .. .	A. 3	26	27	..	..	21	20	..	..
13. Spitskop .. .. .	A. 3	10	10	12	14	8	10	11	13
14. Verloren River .. .. .	A. 3	16	15	15	15	14	14	11	12
15. Willowmore .. .. . (Ind.)	E	33	41	39	..	26	36	30	..
16. Allemanskraal .. .. . W. J. Hayward	P.F.	6	5	5	5	6	5	5	5
17. Chelmsford .. .. . C. W. de la Harpe	P.F.	6	..	..	..	5	..	..	..
18. Grobbelaarskraal .. .. . J. Botha	P.F.	7	..	..	..	7	..	..	..
19. Kalkdam .. .. . J. Swanepoel	P.F.	6	7	7	7	6	7	6	6
20. Kalkkraal .. .. . Mrs. J. G. Horne	P.F.	12	12	12	13	12	10	11	13
21. Klipfontein .. .. . E. Studti	P.F.	..	..	..	10	..	..	..	8
22. Platfontein .. .. . J. Nortje	P.F.	..	..	8	..	..	7	..	..
23. Rietfontein .. .. . R. Brunson	P.F.	7	7	9	10	6	7	9	8
24. Windheuvcl .. .. . J. J. Hayward	P.F.	6	10	12	11	6	7	8	7
25. Bakens Nek (Brakoes Nek) .. .. .	Poor	17	19	13	14	15	11	11	11
26. Coega .. .. .	Poor	19	19	20	16	15	19	16	15
27. Middelkraal .. .. .	Poor	20	..	..	..	9	..	..	..
28. Roodbloem .. .. .	Poor	13	11	10	..	10	9	8	..
29. Schildpadbeen .. .. .	Poor	26	25	22	20	19	18	17	17
30. Tooverfontein .. .. .	Poor	17	17	20	20	14	11	18	13
31. Vledermuispoort .. .. .	Poor	18	17	17	12	13	15	15	10
32. Waalkraal .. .. .	Poor	27	19	28	22	16	12	8	13
33. Zandkaal .. .. .	Poor	16	14	16	15	13	10	14	13
34. Steytlerville .. .. . (Ind.)	B	63	70	62	70	44	40	47	53
35. Willowmore .. .. . (do.)	B	36	..	44	56	34	..	30	36
Total .. .. .		671	610	661	643	529	483	502	521

WODEHOUSE (Inspector Milne).

1. Dordrecht .. .. .	A. 1	124	125	114	128	113	106	103	107
2. Andover .. .. . O. B. Greyling	A. 3	..	10	10	10	..	10	9	9
3. Driefontein .. .. .	A. 3	..	..	..	10	..	..	..	10
4. Gourie .. .. .	A. 3	..	..	10	10	..	..	10	8
5. Jakhalskop .. .. . P. Roodt	A. 3	13	13	12	12	12	12	11	10
6. Kransfontein .. .. .	A. 3	16	22	20	17	14	16	16	14
7. Leeuwspruit .. .. .	A. 3	..	16	23	22	..	15	22	20
8. Lower Ndonga .. .. . J. W. Gray	A. 3	13	13	15	12	10	12	13	9
9. Oorlogspoort .. .. . J. v. Zijl	A. 3	11	..	..	..	7	..	..	..
10. Paardenkraal .. .. .	A. 3	26	28	28	20	26	26	27	19
11. Pronksberg .. .. .	A. 3	19	..	..	..	18	..	..	..
12. Snymankraal .. .. .	A. 3	24	25	25	24	19	24	23	19
13. Upper Ndonga .. .. . A. H. Marx	A. 3	11	11	..	..	9	8	..	..
14. Waterval .. .. . J. J. Dempsey	A. 3	..	26	27	24	..	26	22	24
15. Bamboeshoek .. .. . C. J. Schoeman	P.F.	11	11	12	..	10	10	11	..
16. Di Bouligné .. .. . W. F. Shepstone	P.F.	..	..	..	12	..	..	..	12
17. Driefontein .. .. . W. W. T. Clarke	P.F.	5	5	6	6	5	5	5	5
18. Droogfontein .. .. . A. v. Jaarsveld	P.F.	5	5	5	..	4	5	4	..
19. Erin .. .. . L. J. Mulligan	P.F.	6	6	6	6	6	6	6	6
20. Horologium .. .. . M. W. B. Opperman	P.F.	11	..	..	..	11	..	..	..
21. Indwe Poort .. .. . T. A. Trennery	P.F.	..	..	8	8	..	..	8	8
22. Klipkraal .. .. . B. J. Bekker	P.F.	9	..	..	..	9	..	..	..
23. Lemoenkloof .. .. . G. H. Pedlar	P.F.	10	5	6	5	10	5	6	5
24. Middlecourt .. .. . Mrs. C. W. Robilliard	P.F.	10	10	10	9	7	9	9	8
25. Middleplaats .. .. .	P.F.	..	..	18	18	..	..	18	18
26. Milton .. .. . P. J. Oelofse	P.F.	9	9	9	9	9	9	9	9
27. Rheedershoeck .. .. . F. J. Wagenaar	P.F.	7	7	..	..	7	7	..	..
28. Schoorsteenmantel .. .. . J. Bekker	P.F.	6	6	..	..	6	5	..	..
29. Smoorfontein .. .. . S. Marais	P.F.	5	6	10	10	5	5	8	9
30. Spioenkop .. .. . P. Lang	P.F.	..	5	..	..	..	5	..	..

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.		Higher.		
												Presented.	Passed.	Higher.	Same.	Lower.
10	4	12	7	2	1	2	..	..	..	..	..	5	4	..	4	..
11	3	11	2	2	2	2	1	..	..	..	..	9	5	3	3	..
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	4	14	5	2	4	3	..	..	..	..	..	9	8	6	1	..
14	4	15	7	2	6	..	..	..	..	..	..	8	5	5	2	..
15	4	27	18	6	3	..	..	..	..	..	..	12	7	1	4	1
16	3	5	3	1	1	..	..	..	..	..	..	2	2	First Inspection.		
17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
18	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
19	4	7	1	..	2	3	1	..	..	..	..	6	5	4	1	..
20	3	10	4	..	5	..	1	..	..	..	..	6	5	First Inspection.		
21	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
22	3	8	2	1	3	2	..	..	..	..	..	6	6	First Inspection.		
23	4	9	2	2	2	1	1	1	..	..	..	7	3	2	5	..
24	4	7	5	..	2	2	..	..	..	..	..	3	2	2	1	..
25	4	13	3	1	5	3	1	..	..	..	..	10	9	7	1	..
26	4	16	5	7	4	..	..	..	..	..	..	11	11	First Inspection.		
27	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
28	3	10	1	3	1	3	2	..	..	..	..	..	..	..	..	..
29	4	18	3	4	3	5	2	1	..	..	..	10	9	5	..	..
30	4	16	2	5	3	2	3	1	..	..	..	17	10	11	1	..
31	4	10	4	4	1	..	1	..	..	..	..	14	9	9	4	..
32	4	17	13	2	1	1	..	..	..	..	..	7	5	4	1	..
33	4	13	9	..	4	..	..	..	..	..	..	6	1	..	1	1
34	3	50	39	4	7	..	..	..	..	..	..	20	6	3	10	1
35	4	37	28	3	6	..	..	..	..	..	..	11	4	1	4	..
1	2	121	32	13	13	12	15	12	19	..	5	84	77	64	2	..
2	2	10	7	2	1	..	..	..	..	..	..	3	3	First Inspection.		
3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5	3	12	8	3	1	..	..	..	..	..	..	5	4	First Inspection.		
6	2	15	7	7	1	..	..	..	..	..	..	8	6	Do.		
7	4	21	10	8	..	2	1	..	..	..	..	15	8	Do.		
8	1	10	4	..	3	1	..	2	..	..	..	6	6	4	2	..
9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	2	28	9	2	10	5	1	1	..	..	..	19	7	6	8	..
11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12	3	25	3	9	3	6	4	..	..	..	..	22	21	13	2	..
13	1	11	1	5	1	2	2	..	..	..	..	10	..	6	3	1
14	2	25	15	3	4	1	1	1	..	..	..	10	3	First Inspection.		
15	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
17	2	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..
18	3	5	3	1	1	..	..	..	..	..	..	5	5	3	2	..
19	2	6	..	3	..	1	2	..	..	..	..	2	2	First Inspection.		
20	2	8	..	1	3	1	3	..	..	..	..	6	6	6	..	..
21	..	..	..	..	..	..	..	..	..	..	..	7	6	3	..	..
22	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
23	2	10	1	3	1	2	1	2	..	..	..	9	9	6	..	..
24	2	8	..	..	3	4	1	1	..	..	..	9	6	6	1	..
25	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
26	2	8	4	2	2	..	..	..	..	..	..	..	..	..	..	..
27	2	7	4	..	3	..	..	..	..	..	..	4	4	First Inspection.		
28	2	5	..	2	..	1	..	..	..	..	..	3	3	Do.		
29	2	6	3	..	..	2	1	..	..	..	..	3	2	Do.		
30	2	5	1	1	1	2	..	..	..	..	..	3	3	3	..	..
..	..	..	..	..	..	..	..	..	..	..	..	4	4	..	5	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
31. Sprigg's Rest	W. McKenzie	P.F.	5	5	5	4	4	4	..
32. Steyn's Nek	Mrs. C. Wagenaar	P.F.	..	12	8	8	..	12	8
33. Vlakkfontein	..	P.F.	..	..	..	..	..	..	..
34. Wintershoek	C. v. Pletzen	P.F.	5	5	6	4	4	6	..
35. Alpha	..	Poor	37	32	33	26	23	26	27
36. Annawater	..	Poor	..	..	18	..	..	17	11
37. Bird River	..	Poor	..	15	19	15	..	14	16
38. Bitterplaats	..	Poor	54	35	17	34	17	11	..
39. Bonthoek	..	Poor	21	17	18	17	10	13	3
40. Elandsfontein	..	Poor	24	22	24	22	21	21	22
41. Hughenden	..	Poor	27	27	27	27	20	26	25
42. Joubertskop	..	Poor	..	..	13	..	..	12	12
43. Leeuwfontein	..	Poor	21	23	23	19	20	19	17
44. Prospect	..	Poor	26	26	22	26	26	14	..
45. Rondavel	..	Poor	18	18	22	15	16	18	18
46. Staplebergs Vlei	..	Poor	..	..	24	..	..	22	23
47. Tennyson	..	Poor	32	59	53	20	15	34	23
48. Touhill	..	Poor	32	29	40	27	23	32	25
49. Wasch Bank	P. J. de Wet	Poor	10	19	20	10	16	16	18
50. Welgevonden	..	Poor	18	16	16	16	15	12	14
51. Wolvenkloof	..	Poor	..	..	13	..	..	9	8
52. Dordrecht	(D.R.C.)	B	74	61	69	53	50	63	56
53. Guba	(do.)	B	..	..	..	..	..	..	22
54. Rietspruit	(Wes.)	B	66	84	80	52	69	56	61
Total	..	..	821	869	944	689	701	795	735
<b>WORCESTER (Inspector Noaks).</b>									
1. Worcester, Deaf and Blind Institute	..	Sp.	75	76	80	69	74	75	77
2. Do., Boys'	..	A. 1	133	128	125	110	105	110	107
3. Do., Girls'	..	A. 1	159	161	163	136	137	144	148
4. Goudini	..	A. 2	31	31	30	22	23	20	21
5. Rawsonville	..	A. 2	48	45	48	37	36	45	40
6. Achter Hex River	..	A. 3	14	17	17	11	15	12	11
7. Breede River	..	A. 3	43	43	46	35	34	39	42
8. Doorn River	..	A. 3	27	29	28	18	15	22	22
9. Hex River East (De Doornen)	..	A. 3	33	..	..	23	..	..	..
10. Lower Hex River	..	A. 3	23	22	25	18	18	22	23
11. Nonna	..	A. 3	11	11	14	10	10	12	11
12. Roodehoogte	..	A. 3	25	24	29	20	18	24	21
13. Slang Hoek	..	A. 3	12	14	17	9	12	13	22
14. Spes Bona	..	A. 3	23	32	37	18	28	34	31
15. Tows River Station	..	A. 3	71	71	69	55	47	53	47
16. Tweefontein	..	A. 3	12	12	11	10	11	10	9
17. Wagonboom River	..	A. 3	25	25	24	15	19	18	22
18. Worcester	..	A. 3	46	46	49	40	37	43	43
19. Brandwacht	J. S. Human	P.F.	9	8	..	7	5	..	..
20. Buffelskraal	J. C. Rabie	P.F.	8	..	..	7	..	..	..
21. Kanet Vlei	P. J. Conradie	P.F.	10	12	13	10	9	10	13
22. Oudewagen Drift	C. P. Naude	P.F.	..	..	6	..	..	6	6
23. Upper Brandvlei	D. J. de Wet	P.F.	11	11	11	9	8	10	10
24. Worcester	..	Poor	43	44	44	32	35	39	36
25. Do.	(Luth.)	B	72	82	86	59	62	74	75
26. Do.	(Rhen. M.)	B	567	560	562	362	365	320	357
Total	..	..	1531	1504	1534	1142	1123	1155	1194

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
31	2	5	..	1	2	..	1	..	1	..	..	4	4	First Inspection.		
32	4	8	..	1	3	..	1	..	..	..	..	7	6	4 3		
33	2	10	..	3	1	4	..	2	..	..	..	7	7	First Inspection.		
34	4	3	..	1	1	1	..	..	..	..	..	2	2	Do.		
35	2	23	..	14	8	1	..	..	..	..	..	9	9	Do.		
36	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
37	2	15	..	9	4	2	..	..	..	..	..	6	6	First Inspection.		
38	2	18	..	4	9	4	1	..	..	..	..	16	12	Do.		
39	2	11	..	5	3	3	..	..	..	..	..	6	6	5		
40	2	22	..	13	6	2	1	..	..	..	..	10	8	First Inspection.		
41	2	25	..	15	5	5	..	..	..	..	..	12	7	9 1		
42	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
43	2	21	..	6	9	6	..	..	..	..	..	15	14	First Inspection.		
44	2	24	..	15	7	2	..	..	..	..	..	10	9	Do.		
45	2	16	..	6	3	3	1	..	..	..	..	10	6	No Record.		
46	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
47	2	13	..	8	3	2	..	..	..	..	..	..	..	..		
48	2	24	..	6	6	12	..	..	..	..	..	5	5	First Inspection.		
49	2	19	..	12	..	3	2	2	..	..	..	18	17	13 1		
50	2	16	..	3	6	6	1	..	..	..	..	7	5	5 ..		
51	..	..	..	..	..	..	..	..	..	..	..	14	10	9 1		
52	2	40	..	32	4	1	3	..	..	..	..	10	7	7 1		
53	..	..	..	..	..	..	..	..	..	..	..	..	..	.. ..		
54	2	62	..	43	8	7	4	..	..	..	..	20	14	9 4		
1	1	70	5	37	3	7	7	8	..	3	..	31	27	25 1 2		
2	1	110	11	7	15	7	14	18	16	8	14	92	81	68 6 ..		
3	1	42	..	24	7	19	30	21	16	22	1	118	93	61 23 1		
4	1	21	..	2	4	5	2	4	3	4	..	22	19	13 3 ..		
5	1	40	2	5	7	3	9	9	3	2	..	33	18	18 11 ..		
6	1	12	..	3	3	2	2	1	1	..	..	9	6	5 1 ..		
7	1	40	..	7	8	11	7	4	2	1	..	33	22	21 5 ..		
8	1	24	..	6	3	5	8	2	..	..	..	19	12	9 5 ..		
9	1	25	..	13	8	3	1	..	..	..	..	16	9	First Inspection.		
10	1	23	..	3	5	4	4	3	..	..	..	20	17	14 3 ..		
11	1	11	..	..	1	6	2	2	..	..	..	11	7	7 3 ..		
12	1	22	..	2	11	4	1	4	..	..	..	20	20	17 2 ..		
13	1	10	..	2	..	2	3	1	2	..	..	10	6	5 3 ..		
14	1	20	..	7	2	7	2	2	..	..	..	13	12	First Inspection.		
15	1	54	..	26	9	6	4	4	3	2	..	28	26	18 3 ..		
16	1	11	..	1	2	3	2	3	..	..	..	11	10	6 1 ..		
17	1	20	..	3	3	2	3	1	3	5	..	18	13	12 3 1		
18	1	38	..	26	5	7	..	..	..	..	..	12	12	11 ..		
19	1	8	..	2	3	1	1	1	..	..	..	8	4	4 3 ..		
20	1	8	..	1	1	4	1	1	..	..	..	7	6	6 1 ..		
21	1	10	..	4	1	2	3	..	..	..	..	6	4	First Inspection.		
22	..	..	..	..	..	..	..	..	..	..	..	..	..	.. ..		
23	1	11	..	3	3	1	1	3	..	..	..	8	5	9 1 ..		
24	1	40	21	6	5	8	..	..	..	..	..	19	18	16 1 ..		
25	1	65	..	29	10	16	7	3	..	..	..	36	26	27 8 ..		
26	1	420	..	253	71	65	19	11	1	..	..	183	97	92 80 1		



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
<b>TERRITORIES.</b>									
<b>BIZANA (Inspector Rein).</b>									
1. Emtamvuna .. (Wes.)	C	..	..	56	46	..	..	32	31
2. Ludeka .. (do.)	C	..	..	34	35	..	..	29	23
Total ..		..	..	90	81	..	..	61	54
<b>BUTTERWORTH (Inspector Woodrooffe).</b>									
1. Butterworth ..	A. 2	56	57	69	70	50	53	59	62
2. Ndabakazi .. R. E. Gaylard	P.F.	6	5	6	6	6	5	5	6
3. Toleni .. T. Gerich	P.F.	6	6	8	8	6	6	7	7
4. Butterworth, Girls' .. (Wes.)	C. 1	..	..	..	..	..	..	..	..
5. Izagwityi .. (Eng. Ch.)	C	82	70	101	99	40	51	75	60
6. Ceru-Bawa .. (F.C.)	C	73	56	55	47	54	46	48	38
7. Cunningham .. (do.)	C	97	98	122	99	58	57	80	59
8. Ndabakazi .. (do.)	C	48	56	79	77	41	49	70	65
9. Nqutu .. (do.)	C	56	65	70	69	50	55	59	52
10. The Springs .. (do.)	C	..	63	62	55	..	47	47	21
11. Bulube's .. (Wes.)	C	74	77	84	87	43	51	60	65
12. Butterworth .. (do.)	C	226	203	227	215	181	175	175	180
13. Do., Industrial .. (do.)	C	..	26	29	25	..	25	25	24
14. Cegcuana .. (do.)	C	56	56	82	80	40	41	54	46
15. Kobodi .. (do.)	C	86	88	110	109	64	69	91	82
16. Mgagasi .. (do.)	C	..	56	54	54	..	41	44	43
17. Mgomanzi .. (do.)	C	53	47	49	70	40	40	42	25
18. Mpenduza .. (do.)	C	65	66	69	60	56	60	50	54
19. Tongwane .. (do.)	C	53	53	56	45	47	48	52	37
20. Veldman's .. (do.)	C	129	106	119	123	101	83	80	90
21. Zangwa .. (do.)	C	51	45	47	29	39	30	30	25
Total ..		1217	1299	1500	1427	916	1032	1153	1041
<b>ELLIOT (Inspector Bennie).</b>									
1. Elliot ..	A. 3	25	25	16	16	22	20	16	15
2. Fingal .. J. MacGregor	A. 3	12	12	13	13	11	10	10	11
3. Kilchamaig .. L. C. Hattingh	A. 3	13	13	19	19	9	7	17	10
4. Oranzai .. B. Moolman	A. 3	20	15	..	..	19	12	..	..
5. Ronan .. J. Hart	A. 3	26	22	22	28	21	18	20	21
6. Rondeval .. J. L. Pretorius	A. 3	29	15	..	..	27	10	..	..
7. Ulva ..	A. 3	..	..	11	11	..	..	10	10
8. Draaifontein ..	P.F.	..	..	6	6	..	..	6	6
9. Hout Nek .. Mrs. Kennelly	P.F.	6	6	8	..	6	6	8	..
10. Lutha .. O. G. Fitzhenry	P.F.	10	9	9	9	7	8	8	6
11. Uamhna Chean .. J. H. v. Rooyen	P.F.	..	10	10	8	..	9	7	7
12. Ballater ..	Poor	..	..	..	20	..	..	..	20
13. Elliot ..	Poor	36	32	27	..	25	23	20	..
14. Embokotwa ..	Poor	28	18	26	28	25	16	21	18
15. Gubenxa, Erf 85 ..	Poor	19	19	25	20	18	18	22	18
16. Lower Gubenxa ..	Poor	26	24	..	12	18	16	..	10
17. Orla ..	Poor	..	16	13	..	..	15	11	..
18. Smalpoort ..	Poor	28	31	35	30	27	26	27	22
19. Upper Gubenxa ..	Poor	28	25	31	29	24	22	24	28
20. Upper Zweethoek ..	Poor	..	..	26	18	..	..	26	18
21. Xuka Drift ..	Poor	28	32	21	18	19	16	16	16
22. Zweethoek ..	Poor	25	28	..	..	17	14	..	..
23. Cenevu .. (Eng. Ch.)	C	27	25	25	28	26	24	23	20
24. Maxongo's Hoek .. (Wes.)	C	36	37	42	37	26	26	26	25
Total ..		422	413	385	350	347	316	318	289

Inspector Qr.	Present at Inspection.	Unclassified. Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	1	54	..	11	6	10	13	1	6	5	2	..	43	38	29 6 ..
2	2	6	..	1	1	3	1	..	..	..	..	..	5	5	First Inspection.
3	2	6	..	1	..	2	1	2	..	..	..	..	6	..	Do.
4	2	52	21	..	..	6	8	17	..	..	..	..	31	28	7 2 ..
1	1	46	..	24	11	8	3	..	..	..	..	..	30	8	3 9 1
6	1	45	..	32	5	6	2	..	..	..	..	..	19	9	7 3 1
7	2	76	..	27	25	18	6	..	..	..	..	..	55	34	27 10 1
8	2	40	..	22	7	11	..	..	..	..	..	..	18	14	14 4 ..
9	2	51	..	17	12	17	4	1	..	..	..	..	36	20	18 10 ..
10	2	37	..	34	3	..	..	..	..	..	..	..	3	3	First Inspection.
11	1	44	..	19	14	6	5	..	..	..	..	..	26	19	15 6 ..
12	1	143	..	57	25	34	22	5	..	..	..	..	101	76	60 12 ..
13	1	21	..	3	5	10	3	..	..	..	..	..	21	7	1 8 ..
14	1	39	..	18	9	8	3	1	..	..	..	..	23	15	13 6 ..
15	2	63	..	38	10	10	3	2	..	..	..	..	33	18	13 6 ..
16	2	44	..	25	10	6	2	1	..	..	..	..	25	15	10 5 ..
17	1	36	..	24	7	5	..	..	..	..	..	..	16	7	7 1 ..
18	2	52	..	20	13	13	5	1	..	..	..	..	32	31	19 1 ..
19	2	43	..	30	6	2	5	..	..	..	..	..	13	12	First Inspection.
20	1	90	..	42	28	14	6	..	..	..	..	..	52	31	15 16 1
21	2	33	..	21	6	4	2	..	..	..	..	..	16	3	1 9 ..
1	3	16	..	1	2	5	..	4	1	3	..	..	15	8	5 6 ..
2	3	13	..	3	..	5	1	4	..	..	..	..	13	13	11 ..
3	3	18	..	8	3	1	4	2	..	..	..	..	13	3	1 9 ..
4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5	3	22	..	5	7	2	7	1	..	..	..	..	18	7	3 6 ..
6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
9	3	8	..	3	1	1	1	2	..	..	..	..	6	1	3 2 ..
10	3	8	..	1	3	1	2	1	..	..	..	..	8	2	2 6 ..
11	3	8	..	1	2	4	1	..	..	..	..	..	7	5	First Inspection.
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	3	20	..	7	3	5	2	2	1	..	..	..	13	9	8 2 ..
14	3	25	..	8	5	7	2	2	1	..	..	..	17	14	10 2 ..
15	3	18	..	8	6	4	..	..	..	..	..	..	11	8	First Inspection.
16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
17	3	12	..	7	4	1	..	..	..	..	..	..	6	4	First Inspection.
18	3	31	..	8	1	9	10	1	2	..	..	..	24	15	11 3 ..
19	3	22	..	4	7	2	9	..	..	..	..	..	18	6	12 5 ..
20	3	22	..	19	1	1	1	..	..	..	..	..	3	1	First Inspection.
21	3	15	..	7	4	3	..	1	..	..	..	..	8	7	5 ..
22	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
23	3	20	..	2	4	2	8	4	..	..	..	..	18	13	13 ..
24	3	25	..	8	8	8	..	1	..	..	..	..	22	3	1 17 ..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
<b>ELLIOTDALE (Inspector Rein).</b>									
1. Tubine .. .. .	A. 3	12	12	16	12	10	10	12	10
2. Ncehana .. .. . (Wes.)	C	51	62	68	56	35	42	34	22
Total .. .. .		63	74	84	68	45	52	46	32
<b>ENGCOCO (Inspector Bennie).</b>									
1. Engcoco .. .. .	A. 3	30	25	28	27	21	21	23	23
2. Clarkebury, Boys' .. .. . (Wes.)	C. 1	..	..	..	..	..	..	..	..
3. All Saints', Boys' .. .. . (Eng. Ch.)	C	84	54	60	70	40	27	36	41
4. Do., Girls' .. .. . (do.)	C	106	126	160	150	69	72	91	81
5. Emkanzi .. .. . (do.)	C	40	41	48	49	26	22	36	25
6. Esitoleni .. .. . (do.)	C	34	37	36	34	22	27	22	24
7. Gqaka (Mnyolo) .. .. . (do.)	C	24	23	19	..	18	18	12	..
8. Manzana .. .. . (do.)	C	132	115	106	107	91	80	73	72
9. Mjanyana, Leper .. .. . (do.)	C	14	18	20	20	12	16	15	20
10. Qutubeni .. .. . (do.)	C	74	78	74	71	56	56	50	39
11. Rasimeni's .. .. . (do.)	C	22	18	18	13	18	16	16	9
12. St. Alban's (Egoso) .. .. . (do.)	C	101	101	89	97	80	89	71	75
13. Silo's .. .. . (do.)	C	53	58	57	47	26	31	28	14
14. Sitonga's .. .. . (do.)	C	..	..	32	33	..	..	22	16
15. Sitoza's .. .. . (do.)	C	43	50	36	36	41	40	26	10
16. Qengqeleka .. .. . (F.C.)	C	38	47	61	57	27	33	41	35
17. Tora (Kidston) .. .. . (do.)	C	130	139	104	106	122	88	88	81
18. Elucwewe (Solomon's Vale) .. .. . (Ind.)	C	75	66	67	58	50	45	48	38
19. Kipping .. .. . (do.)	C	40	42	45	42	30	32	33	28
20. Mqonci .. .. . (do.)	C	30	33	30	28	28	28	24	24
21. Xentu .. .. . (Mor.)	C	25	31	32	30	22	27	29	25
22. Bojana .. .. . (Wes.)	C	90	88	83	74	75	66	60	50
23. Clarkebury, Boys' .. .. . (do.)	C	259	153	190	167	172	125	121	120
24. Do., Girls' .. .. . (do.)	C	117	125	121	114	89	97	103	89
25. Cweeweni .. .. . (do.)	C	94	86	80	64	69	69	61	45
26. Gqobongo .. .. . (do.)	C	38	43	61	60	29	34	51	49
27. Gqutyini .. .. . (do.)	C	53	45	56	..	44	30	43	..
28. Mbanga .. .. . (do.)	C	68	70	73	74	56	57	63	44
29. Mjanyana .. .. . (do.)	C	27	33	34	33	23	25	25	28
30. Ngqwaru .. .. . (do.)	C	..	..	..	70	..	..	..	39
31. Tyeni .. .. . (do.)	C	81	81	81	82	74	74	69	63
Total .. .. .		1922	1826	1901	1813	1430	1336	1379	1207
<b>IDUTYWA (Inspector Woodroffe).</b>									
1. Idutywa .. .. .	A. 2	37	30	36	39	35	30	34	34
2. Steinele's .. .. . (Eng. Ch.)	C	..	..	61	48	..	..	39	22
3. Ziwundwana .. .. . (do.)	C	37	67	77	77	31	35	46	42
4. Dale .. .. . (F.C.)	C	58	57	60	60	39	36	44	36
5. Douglas .. .. . (do.)	C	44	42	54	47	36	33	44	28
6. Ewing .. .. . (do.)	C	44	39	48	43	35	30	40	35
7. Morrison .. .. . (do.)	C	53	45	50	50	36	26	34	29
8. Nqabara (Duff) .. .. . (do.)	C	30	32	37	42	15	15	20	23
9. The Residency .. .. . (do.)	C	64	59	63	65	36	42	40	33
10. Colosa .. .. . (Wes.)	C	59	60	57	53	36	37	40	42
11. Gwadana .. .. . (do.)	C	72	66	64	69	38	39	44	40
12. Lota .. .. . (do.)	C	56	49	47	31	36	27	25	13

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
1	1	11	1	5	1	2	2	..	..	..	..	10	5	2	8	..
2	1	45	20	14	7	3	1	..	..	..	..	27	12	9	13	..
1	2	24	5	1	5	5	7	..	..	1	..	20	13	14	3	..
2	2	23	23	..	..	..	..	..	..	..	..	..	..	..	..	..
4	4	52	49	..	..	..	1	2	..	..	..	3	2	..	..	..
3	2	41	5	9	9	10	8	..	..	..	..	41	22	16	5	1
4	2	100	37	18	23	9	13	..	..	..	..	65	24	First Inspection.	..	..
5	2	23	19	4	..	..	..	..	..	..	..	9	4	2	5	1
6	2	33	14	7	11	1	..	..	..	..	..	20	14	12	7	..
7	2	11	8	2	1	..	..	..	..	..	..	5	1	1	4	..
8	2	96	55	22	9	9	1	..	..	..	..	54	30	19	24	..
9	2	16	16	..	..	..	..	..	..	..	..	..	..	..	..	..
10	2	68	31	12	15	6	4	..	..	..	..	39	30	24	8	..
11	2	16	11	4	1	..	..	..	..	..	..	5	5	First Inspection.	..	..
12	2	89	32	24	23	7	..	..	..	..	..	66	33	30	28	..
13	2	41	34	7	..	..	..	..	..	..	..	11	10	10	1	..
14	4	22	19	3	..	..	..	..	..	..	..	3	2	First Inspection.	..	..
15	2	45	31	5	7	2	..	..	..	..	..	24	11	No Record.	..	..
16	2	38	30	5	3	..	..	..	..	..	..	10	8	First Inspection.	..	..
17	2	84	41	16	16	7	4	..	..	..	..	53	30	30	18	..
18	2	57	32	14	6	4	1	..	..	..	..	33	19	13	10	..
19	2	38	25	10	3	..	..	..	..	..	..	22	9	9	11	..
20	2	27	17	3	2	5	..	..	..	..	..	11	9	6	5	..
21	2	30	24	3	3	..	..	..	..	..	..	6	6	3	..	..
22	2	75	36	18	12	8	1	..	..	..	..	40	29	20	8	..
23	2	158	7	26	38	54	33	..	..	..	..	158	78	16	15	1
24	2	116	73	10	20	12	1	..	..	..	..	46	39	23	14	1
25	2	74	56	8	6	4	..	..	..	..	..	23	11	6	12	..
26	2	41	14	8	6	11	2	..	..	..	..	32	15	9	15	..
27	2	33	23	6	4	..	..	..	..	..	..	24	..	First Inspection.	..	..
28	2	59	35	12	10	2	..	..	..	..	..	25	16	10	10	..
29	2	24	12	6	2	4	..	..	..	..	..	13	7	5	7	..
30	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
31	2	71	60	3	6	2	..	..	..	..	..	12	11	First Inspection.	..	..
1	3	32	8	2	2	7	6	..	5	2	..	24	23	16	3	..
2	2	51	38	9	4	..	..	..	..	..	..	14	11	First Inspection.	..	..
3	3	32	26	6	..	..	..	..	..	..	..	9	6	6	..	..
4	3	37	25	5	6	1	..	..	..	..	..	16	10	2	2	1
5	3	43	20	10	8	5	..	..	..	..	..	28	15	7	11	..
6	3	34	22	6	4	2	..	..	..	..	..	15	10	8	3	..
7	3	38	26	5	6	1	..	..	..	..	..	18	9	9	1	..
8	3	19	10	3	4	2	..	..	..	..	..	11	8	6	..	..
9	3	53	23	11	9	10	..	..	..	..	..	35	17	9	11	1
10	3	38	20	8	6	4	..	..	..	..	..	20	10	9	8	..
11	3	55	36	7	3	..	..	..	..	..	..	29	15	7	2	1
12	3	31	25	2	1	..	..	..	..	..	..	9	4	2	..	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
13. Nqabane .. .. . (Wes.)	C	59	64	58	59	50	49	52	53
14. Qora .. .. . (do.)	C	43	50	49	45	32	27	33	20
15. Sipika's (Bolotwa) .. .. . (do.)	C	55	55	61	56	46	42	40	49
<b>Total .. .. .</b>		<b>711</b>	<b>715</b>	<b>822</b>	<b>784</b>	<b>501</b>	<b>468</b>	<b>575</b>	<b>499</b>
<b>KENTANI (Inspector Woodrooffe).</b>									
1. Manyube Forest .. .. .	A. 3	15	15	..	13	15	14	..	12
2. Residency .. .. . J. W. Lieberum	P.F.	..	..	8	8	..	..	7	7
3. Tutura .. .. .	P.F.	9	9	10	5	9	9	6	5
4. Anta's .. .. . (U.P.)	C	37	34	16	18	16	11	11	11
5. Columba .. .. . (do.)	C	28	35	37	18	13	15	20	15
6. Isigangala .. .. . (do.)	C	42	39	42	45	30	22	28	22
7. Jantjes .. .. . (do.)	C	26	33	35	28	20	20	24	9
8. Kabakazi .. .. . (do.)	C	47	41	36	33	26	33	31	26
9. Ncezele .. .. . (do.)	C	49	43	47	44	28	32	26	20
10. Qoboqobo .. .. . (do.)	C	32	37	35	33	24	22	22	14
11. Rwantsana .. .. . (do.)	C	..	36	38	28	..	21	22	20
12. Tutura .. .. . (do.)	C	48	52	63	64	39	41	45	39
13. Cebe .. .. . (Wes.)	C	80	71	71	63	55	43	43	44
14. Iqina .. .. . (do.)	C	41	39	40	41	27	25	31	22
15. Lusizi .. .. . (do.)	C	52	58	66	62	38	43	55	39
16. Maki's .. .. . (do.)	C	35	36	38	44	25	26	29	30
17. Mtunzi .. .. . (do.)	C	53	52	51	49	40	44	42	36
18. Ncingane .. .. . (do.)	C	43	41	35	30	33	30	25	22
<b>Total .. .. .</b>		<b>637</b>	<b>671</b>	<b>668</b>	<b>626</b>	<b>438</b>	<b>451</b>	<b>467</b>	<b>393</b>
<b>MACLEAR (Inspector Bennie).</b>									
1. Glen Colley .. .. . P. de Wet	A. 3	16	12	..	..	15	8	..	..
2. Glen Thompson (Umga) .. .. . G. C. Schutte	A. 3	32	31	28	30	28	22	21	14
3. Maclear .. .. .	A. 3	..	..	29	26	..	..	25	19
4. Round Hill .. .. . W. A. Goosen	P.F.	7	7	7	7	7	7	6	7
5. Thomson .. .. .	P.F.	..	..	..	5	..	..	..	4
6. Wizard's Vale .. .. . B. E. Leach	P.F.	6	6	6	6	6	6	5	6
7. Woodstock .. .. . C. B. C. Roberts	P.F.	8	7	12	..	7	6	10	..
8. Gatberg .. .. .	Poor	26	27	25	29	25	25	15	25
9. Upper Tsitsana .. .. . (Eng. Ch.)	C	32	35	32	27	26	20	19	23
10. Mapassa's Hoek .. .. . (F.C.)	C	31	26	25	18	15	20	20	10
11. Remia .. .. . (do.)	C	23	23	19	18	15	18	16	13
12. Ugie .. .. . (do.)	C	..	34	25	25	..	25	22	18
13. Lower Tsitsana .. .. . (Wes.)	C	44	38	50	49	30	29	37	31
<b>Total .. .. .</b>		<b>225</b>	<b>246</b>	<b>258</b>	<b>240</b>	<b>174</b>	<b>186</b>	<b>196</b>	<b>170</b>
<b>MATATIELE (Inspector Rein).</b>									
1. Cedarville .. .. .	A. 3	29	40	39	38	26	34	35	37
2. Matatiele .. .. .	A. 3	17	17	19	16	16	15	17	14
3. Otterspoort .. .. . A. L. A. Maartens	A. 3	13	13	12	11	11	10	11	8
4. Harmony .. .. .	P.F.	..	..	6	6	..	..	6	6
5. Valschfontein .. .. . S. J. v. Niekerk	P.F.	11	11	12	12	9	10	10	9
6. Lower Rolweni .. .. . (Eng. Ch.)	C	56	53	46	44	35	37	40	23
7. Queen's Mercy .. .. . (do.)	C	29	24	36	31	21	19	26	24
8. Ramohlakoana's .. .. . (do.)	C	25	25	34	..	20	15	20	..

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
13	3	41	20	6	5	7	3	..	..	..	..	21	15	16	4	..
14	3	32	27	4	1	..	..	..	..	..	..	8	4	2	1	..
15	3	51	24	9	12	6	..	..	..	..	..	29	13	11	8	2
1	1	15	4	1	4	5	1	..	..	..	..	12	7	4	10	..
2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3	1	9	6	1	1	1	1	..	..	..	..	4	2	First Inspection.		
4	1	27	16	2	3	5	1	..	..	..	..	13	3	1	16	..
5	1	15	13	2	..	..	..	..	..	..	..	2	2	First Inspection.		
6	1	23	8	4	7	4	..	..	..	..	..	15	5	4	10	1
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8	1	27	18	2	5	2	..	..	..	..	..	11	1	3	9	..
9	1	35	28	2	5	..	..	..	..	..	..	10	1	First Inspection.		
10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12	1	38	20	3	11	4	..	..	..	..	..	27	6	4	16	3
13	1	62	17	11	20	13	1	..	..	..	..	50	21	25	22	..
14	1	28	19	8	1	..	..	..	..	..	..	9	9	5	9	..
15	1	28	13	13	2	..	..	..	..	..	..	20	..	2	12	7
16	1	28	14	4	7	1	2	..	..	..	..	18	6	3	4	1
17	1	31	18	9	3	1	..	..	..	..	..	15	8	6	13	..
18	1	23	18	3	1	1	..	..	..	..	..	8	1	1	12	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
9. Hebron .. .. . (Fr. Ev.)	C				45				29
10. Mafube .. .. . (do.)	C	58	54	61	52	44	36	45	42
11. Matatiele .. .. . (do.)	C	76	72	51	58	47	47	35	41
12. Nkupelweni .. .. . (do.)	C	29	28			22	17		
13. Pehong .. .. . (do.)	C	34	31	31	28	27	23	21	22
14. Tikatikong .. .. . (do.)	C	31				23			
15. Tsitsong .. .. . (do.)	C	20				16			
16. Bethesda .. .. . (Mor.)	C	75	76	77	79	61	64	66	63
17. Bubese .. .. . (do.)	C			39	44			36	35
18. Elukolweni .. .. . (do.)	C	34	28	36	34	20	15	27	21
19. Magadla's .. .. . (do.)	C	28	24	25	23	15	14	18	16
20. Mvenyane .. .. . (do.)	C	30	26	29	24	21	20	21	16
21. Upper Rolweni .. .. . (do.)	C		21	30	27		19	26	19
22. Alwin Rein .. .. . (Trap. M.)	C			26	27			24	23
23. Maria Zell .. .. . (do.)	C	37	37	43	31	22	26	28	28
24. Etswilika .. .. . (Wes.)	C	34	35	32	32	25	28	26	28
25. Sigoga's .. .. . (do.)	C	42	42	44	44	28	26	26	21
Total .. .. .		708	657	728	706	509	475	567	525
<b>MOUNT AYLIFF (Inspector Rein).</b>									
1. Gillespie .. .. . (U.P.)	C	29	27	33	30	24	25	30	20
2. Dumdums .. .. . (Wes.)	C	23	22	25	24	18	21	20	22
3. Endakeni .. .. . (do.)	C	60	60	92	90	49	46	78	74
4. Engwekazana .. .. . (do.)	C	55	60	67	71	45	54	56	46
5. Mbumbazi .. .. . (do.)	C	29	38	36	34	18	31	26	29
6. Rode .. .. . (do.)	C	148	155	149	155	127	109	126	131
Total .. .. .		344	362	402	404	281	286	336	322
<b>MOUNT CURRIE (Inspector Rein).</b>									
1. Kokstad .. .. .	A. 2	84	83	81	94	71	73	72	78
2. Dwaal Hoek .. .. . J. W. v. Zijl	A. 3	16	16	12	12	15	12	11	9
3. Kokstad .. .. . (R.C.)	A. 3	56	51	66	56	44	36	43	38
4. Mount Currie .. .. .	A. 3	14	13	12	12	14	13	10	11
5. Tiger Hoek .. .. . R. Scott	A. 3	10	11	13	13	9	11	12	11
6. Fair View .. .. . W. W. Pringle	P.F.	13	16	14	14	13	15	14	11
7. Highlands .. .. . W. Nourse	P.F.	10	10	9	9	9	9	9	9
8. Koppies Kraal .. .. . W. R. Stubbs	P.F.	6	6			6	6		
9. Newmarket .. .. . C. A. Taylor	P.F.	7	7	7		7	7	5	
10. Rooipoort .. .. . J. R. Garbutt	P.F.		5				5		
11. Rooiwal .. .. . J. A. de Kock	P.F.	7	7	6	6	7	7	6	6
12. Bultfontein .. .. . (Ind.)	C	27	34	37	33	21	26	30	23
13. Kokstad .. .. . (do.)	C	164	146	151	133	132	112	143	118
14. Leeuwfontein .. .. . (do.)	C	17	31	34	33	10	26	30	23
15. Modderfontein .. .. . (do.)	C	44	44	49	41	34	37	38	28
16. Rustfontein .. .. . (do.)	C	32	27	27	37	27	22	23	31
17. Spioenkop .. .. . (do.)	C	41	45	47	52	38	43	45	46
18. Upper Droevig .. .. . (do.)	C	30	31	31	30	28	29	30	24
19. Gcebeni .. .. . (Wes.)	C	39				31			
20. Goxe .. .. . (do.)	C	38	39	36	25	27	31	25	25
21. Vogel Vlei .. .. . (do.)	C	49	50	48	49	44	43	38	39
22. Zwakfontein .. .. . (do.)	C	26	30	28	29	25	29	25	26
23. Zwartberg .. .. . (do.)	C	37	40	43	41	24	35	30	38
Total .. .. .		767	742	751	719	636	627	639	594
<b>MOUNT FLETCHER (Inspector Rein).</b>									
1. Mount Fletcher .. .. .	A. 3	9	8	9	10	7	7	7	8

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
9																
10	4	48		34	3	6	3									
11	3	46		23	7	12	2					24	11	6	3	
12												24	17	10	5	
13	4	27		20	2	4	1					14	2	2	11	
14																
15																
16	3	70		41	2	11	11	5				41	13	12	26	
17	3	39		28	8	2	1					13	11	First Inspection.		
18	3	33		21	5	4	3					21	6	6	11	
19	3	22		10	6	4	2					14	8	6	5	
20	3	25		11	3	9	2					22	8	8	11	
21	3	25		19	4	2						11			9	
22	4	25		18	6	1						10	4	First Inspection.		
23	4	28		23	3	2						5	2	Do.		
24	4	30		20	5	3	2					11	3	1	7	
25	3	32		22	2	6	2					21	7	6	11	
1	4	25		12	5	5	3					14	11	7	1	
2	4	23		17	6							6	6	First Inspection.		
3	4	79		48	14	17						35	28	23	5	
4	4	49		42	3	1	3					16	4	3	9	
5	4	25		18	4	2	1					13	2	2	10	
6	4	121		49	28	18	16	10				75	51	39	21	
1	4	86		17	6	8	10	29	9	7		70	59	45	9	
2	4	12		1	4	4	1	2				12	8	8	3	
3	4	45		21	5	9	6	4				26	18	13	6	
4	4	12		4	6	2						8	6	8		
5	4	12		2	1		4	4	1			11	7	7	2	
6	4	14		2		1	4	1	4	2		12	11	7	2	
7	4	9			2		2	3	1	1		9	9	8	1	
8																
9	4	7		2	1		4					7	4	4	2	
10																
11	4	6		1	2		1	2				5	2	First Inspection.		
12	4	32		17	8	6	1					16	8	4	8	2
13	4	122		52	18	18	24	10				76	57	32	20	
14	4	29		19	4	5	1					14	8	1	7	
15	4	38		22	12	4						18	7	5	12	
16	4	27		17	4	5	1					14	6	5	7	
17	4	50		24	14	10	2					29	22	16	5	
18	4	30		13	10	6	1					18	12	11	5	
19																
20	4	23		14	5	4						9	8	First Inspection.		
21	4	42		31	9	1	1					12	10	Do.		
22	4	28		17	8	1	2					11	11	Do.		
23	4	38		30	7	1						21	2	No Record.		
1	3	9		6	2	1						4		First Inspection.		



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
2. Ngodiloe .. ..	(Eng. Ch.)	C	32	32	37	36	27	27	32	32
3. Pabalong .. ..	(Fr. Ev.)	C	66	68	75	73	52	50	55	45
4. Sekhobong .. ..	(do.)	C	29	..	..	..	17	..	..	..
5. Emtumasi .. ..	(Mor.)	C	51	50	51	55	43	36	38	41
6. Ezincuka .. ..	(do.)	C	135	127	123	117	102	108	101	97
7. Gxaku .. ..	(do.)	C	24	24	26	20	17	15	16	16
8. Nxotshane .. ..	(do.)	C	26	34	34	33	20	24	25	23
9. Tinana .. ..	(do.)	C	70	70	76	72	62	62	62	57
10. Mount Fletcher .. ..	(U.P.)	C	31	27	27	33	25	21	15	25
11. Fletcherville .. ..	(Wes.)	C	52	57	71	74	45	48	61	57
12. Ketekete .. ..	(do.)	C	72	61	62	60	41	39	46	39
13. Matlake .. ..	(do.)	C	..	..	34	34	..	..	29	28
14. Mrobe .. ..	(do.)	C	30	30	26	25	28	28	24	22
Total .. ..			627	588	651	642	486	465	511	490
<b>MOUNT FRERE (Inspector Rein).</b>										
1. Mnyamana's .. ..	(Eng. Ch.)	C	65	72	45	65	44	40	35	51
2. Mount Frere .. ..	(do.)	C	81	68	81	84	59	59	69	68
3. Do. .. ..	(R.C.)	C	31	30	25	..	21	21	18	..
4. Etoleni .. ..	(U.P.)	C	45	46	56	49	30	35	47	39
5. Lower Mkemane .. ..	(do.)	C	40	37	50	53	21	24	41	31
6. Ncome .. ..	(do.)	C	..	60	103	108	..	35	84	73
7. Cabane .. ..	(Wes.)	C	47	50	54	46	40	34	38	36
8. Cancele .. ..	(do.)	C	75	74	79	80	65	59	61	54
9. Colana .. ..	(do.)	C	48	52	61	63	32	42	48	42
10. Embodleni .. ..	(do.)	C	37	53	84	106	26	43	75	90
11. Emgungundlovu .. ..	(do.)	C	30	34	37	34	19	25	27	27
12. Lutateni .. ..	(do.)	C	42	41	56	58	25	32	38	43
13. Lwandlana .. ..	(do.)	C	57	52	60	59	45	43	52	33
14. Mandileni .. ..	(do.)	C	53	67	79	85	37	47	66	71
15. Maketa's .. ..	(do.)	C	16	30	40	31	13	21	22	16
16. Mpemba .. ..	(do.)	C	44	39	67	75	26	27	41	31
17. Mvuzi .. ..	(do.)	C	53	60	67	80	45	48	57	68
18. Ntenetyana .. ..	(do.)	C	55	59	67	67	38	36	49	44
19. Ntlabeni .. ..	(do.)	C	93	85	91	104	71	59	79	78
20. Osborn .. ..	(do.)	C	209	221	227	249	168	168	196	169
21. Qwidlana .. ..	(do.)	C	37	38	34	30	27	30	22	16
22. Umtshazi .. ..	(do.)	C	57	60	78	62	43	46	56	47
Total .. ..			1215	1328	1541	1588	895	974	1221	1127
<b>MQANDULI (Inspector Rein).</b>										
1. Nqwara .. ..	(U.P.)	C	40	35	44	47	30	20	20	37
2. Mqanduli .. ..	(Wes.)	C	41	33	34	37	23	22	28	17
3. Ncanasini .. ..	(do.)	C	64	69	71	64	48	53	53	34
4. Qokolweni .. ..	(do.)	C	133	129	130	124	93	96	105	94
Total .. ..			278	266	279	272	194	191	206	182
<b>NGQELENI (Inspector Rein).</b>										
1. Irhlaza .. ..	(Eng. Ch.)	C	39	34	34	39	33	30	29	32
2. Buntingville .. ..	(Wes.)	C	75	66	67	65	55	48	46	31
3. Corana .. ..	(do.)	C	..	..	89	79	..	..	62	55
4. Emdumbi .. ..	(do.)	C	..	18	17	15	..	11	12	12
Total .. ..			114	118	207	198	88	89	149	130

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.			Same.			Lower.		
														Higher.	Same.	Lower.	Higher.	Same.	Lower.	Higher.	Same.	Lower.
2	3	32	..	30	1	1	..	..	..	..	..	3	2	First Inspection.								
3	3	69	..	39	11	8	6	4	1	..	..	38	20	15	11	1						
4	..	..	..	..	..	..	..	..	..	..	..	..	..									
5	3	42	..	28	9	3	2	..	..	..	..	25	11	11	13	..						
6	3	103	..	40	19	13	22	9	..	..	..	65	58	49	13	..						
7	3	18	..	12	4	2	..	..	..	..	..	13	4	4	9	..						
8	3	30	..	20	3	7	..	..	..	..	..	13	4	4	7	..						
9	3	74	..	39	14	11	8	2	..	..	..	52	25	23	26	..						
10	3	20	..	14	5	1	..	..	..	..	..	15	1	..	10	2						
11	3	68	..	41	10	11	6	..	..	..	..	40	12	9	22	..						
12	3	44	..	30	11	2	1	..	..	..	..	18	10	9	8	..						
13	3	31	..	20	6	4	1	..	..	..	..	17	8	7	7	..						
14	3	22	..	12	10	..	..	..	..	..	..	11	10	First Inspection.								
<b>MOUNT FRERE (Inspector Rein).</b>																						
1	3	39	..	21	6	11	1	..	..	..	..	22	4	First Inspection.								
2	3	64	..	35	9	13	7	..	..	..	..	32	23	16	9	..						
3	3	24	..	10	7	4	2	1	..	..	..	15	12	10	3	..						
4	3	49	..	38	7	2	2	..	..	..	..	16	8	7	6	..						
5	3	39	..	30	2	6	1	..	..	..	..	15	5	5	6	..						
6	3	80	..	50	13	10	7	..	..	..	..	33	25	20	6	..						
7	3	40	..	40	..	..	..	..	..	..	..	..	..	First Inspection.								
8	3	69	..	46	13	6	3	1	..	..	..	33	17	13	14	..						
9	3	36	4	20	4	8	..	..	..	..	..	19	8	8	8	..						
10	3	77	..	62	9	5	1	..	..	..	..	18	4	First Inspection.								
11	3	31	..	22	2	4	3	..	..	..	..	11	5	5	6	..						
12	3	42	..	23	8	4	7	..	..	..	..	24	16	14	7	..						
13	3	56	..	44	5	6	1	..	..	..	..	18	9	First Inspection.								
14	3	71	..	56	11	4	..	..	..	..	..	17	12	8	4	1						
15	3	28	..	27	1	..	..	..	..	..	..	4	1	First Inspection.								
16	3	53	..	38	4	8	3	..	..	..	..	15	9	7	7	..						
17	3	56	..	38	8	7	3	..	..	..	..	24	9	7	11	1						
18	3	66	..	44	15	6	1	..	..	..	..	27	16	9	11	..						
19	3	89	..	50	18	10	4	7	..	..	..	51	20	16	26	..						
20	3	218	..	117	37	24	26	14	..	..	..	115	90	78	19	2						
21	3	34	..	26	1	5	2	..	..	..	..	17	6	4	10	..						
22	3	71	..	59	..	6	6	..	..	..	..	22	11	10	7	..						
<b>MQANDULI (Inspector Rein).</b>																						
1	1	27	..	15	9	2	1	..	..	..	..	12	11	8	1	..						
2	1	30	..	17	6	7	..	..	..	..	..	13	12	No Record.								
3	1	58	..	40	14	4	..	..	..	..	..	18	18	13	1	..						
4	1	113	..	59	28	13	13	..	..	..	..	59	44	29	22	..						
<b>NGQELENI (Inspector Rein).</b>																						
1	1	39	..	21	8	6	4	..	..	..	..	20	14	First Inspection.								
2	1	59	..	38	12	7	2	..	..	..	..	23	17	Do.								
3	..	..	..	..	..	..	..	..	..	..	..	..	..									
4	..	..	..	..	..	..	..	..	..	..	..	..	..									



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
<b>NGAMAKWE (Inspector Woodrooffe).</b>									
1. Blythswood .. .. (F.C.)	C. 1	..	..	..	..	..	..	..	..
2. Sihlabeni .. .. (A.N.C.)	C	..	..	34	38	..	..	28	30
3. Hebehebe .. .. (Eng. Ch.)	C	47	42	75	75	29	32	48	53
4. Kotana .. .. (do.)	C	73	63	56	54	47	46	39	33
5. Lower Nculu .. .. (do.)	C	66	62	84	76	45	38	59	52
6. Matolweni's .. .. (do.)	C	40	54	58	50	32	41	40	37
7. Mtwaku .. .. (do.)	C	50	45	46	43	35	33	31	30
8. Ndakana .. .. (do.)	C	32	33	43	35	21	26	30	22
9. Ntseshe .. .. (do.)	C	53	57	58	61	38	48	40	37
10. Piet Mlandu's .. .. (do.)	C	50	49	49	45	40	40	41	25
11. Xilinxu .. .. (do.)	C	59	64	107	107	40	41	67	64
12. Blythswood, Boys' .. .. (F.C.)	C	102	92	123	105	68	78	80	93
13. Do., Girls' .. .. (do.)	C	104	91	103	102	75	75	82	90
14. Gecuwana .. .. (do.)	C	53	52	52	48	38	41	36	31
15. Lower Zolo .. .. (do.)	C	44	48	70	66	39	29	45	34
16. Magodla's .. .. (do.)	C	53	48	47	40	39	38	37	33
17. Mpeta's (Govan) .. .. (do.)	C	81	75	86	71	51	53	56	57
18. Ndakana .. .. (do.)	C	129	97	120	99	78	69	76	62
19. Nyidlana .. .. (do.)	C	43	50	48	38	27	31	30	31
20. Toboyi .. .. (do.)	C	63	61	72	70	40	46	46	46
21. Ezolo .. .. (Ind.)	C	59	67	70	70	42	49	50	46
22. Neisininde .. .. (U.P.)	C	125	115	139	164	76	60	84	92
23. Upper Zolo .. .. (do.)	C	57	54	64	66	35	37	42	31
24. Dingiswayo's .. .. (Wes.)	C	58	54	60	56	40	40	44	35
25. Gqogqora .. .. (do.)	C	86	68	73	51	50	43	39	33
26. Gudla's .. .. (do.)	C	..	..	80	66	..	..	52	53
27. Hlobo .. .. (do.)	C	101	105	110	106	90	72	80	69
28. Jikezi .. .. (do.)	C	58	71	74	67	44	68	61	41
29. Magodla's .. .. (do.)	C	47	57	53	53	43	45	48	44
30. Mpahleni's .. .. (do.)	C	44	53	58	56	30	50	46	36
31. Mpukane .. .. (do.)	C	78	79	91	90	59	64	64	67
32. Mtshabe's .. .. (do.)	C	39	49	48	47	29	30	29	25
33. Newana's .. .. (do.)	C	58	50	49	48	45	45	39	31
34. Ndondo's .. .. (do.)	C	119	109	113	91	101	63	77	49
35. Nobanda's .. .. (do.)	C	39	40	36	27	29	27	21	20
36. Nomaheya .. .. (do.)	C	73	67	88	82	46	44	42	49
37. Ngamakwe .. .. (do.)	C	..	57	64	67	..	46	53	50
38. Tyinira .. .. (do.)	C	78	72	75	72	44	51	62	57
39. Umgewe .. .. (do.)	C	59	55	65	56	45	45	50	47
40. Xume .. .. (do.)	C	51	51	52	52	17	40	36	39
Total .. ..		2371	2356	2793	2610	1647	1724	1930	1774
<b>NTABANKULU (Inspector Rein).</b>									
1. Dumsi .. .. (Wes.)	C	32	36	45	41	25	29	38	33
2. Mnceba .. .. (do.)	C	77	80	94	98	64	62	48	72
3. Tolweni .. .. (do.)	C	37	40	57	62	25	28	47	40
Total .. ..		146	156	196	201	114	119	133	145
<b>QUMBU (Inspector Rein).</b>									
1. Lower Roza .. .. (Eng. Ch.)	C	62	57	70	66	42	40	52	43
2. Qanqu .. .. (do.)	C	89	90	116	109	53	60	82	79
3. Balasi .. .. (U.P.)	C	118	106	101	85	87	89	79	71
4. Botsabelo .. .. (do.)	C	85	86	65	66	63	60	44	47
5. Etwa .. .. (do.)	C	..	46	52	42	..	36	44	37
6. Lower Nxaxa .. .. (do.)	C	39	40	59	48	24	34	47	46

Inspection Qr.	Present at Inspection.	Unclassified.	*Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
1	4	78	78	..	..	..	..	..	..	..	..	..	..	..	..	..
2	2	42	..	26	10	4	2	..	..	..	..	9	5	First Inspection.		
3	2	35	..	8	12	7	8	..	..	..	..	29	26	6	21	..
4	2	51	..	27	11	13	..	..	..	..	..	26	23	9	4	..
5	2	47	..	34	7	6	..	..	..	..	..	17	5	1	9	..
6	2	45	..	16	12	4	13	..	..	..	..	34	21	9	9	3
7	2	39	..	22	12	5	..	..	..	..	..	22	13	7	5	..
8	2	26	..	14	4	6	2	..	..	..	..	12	9	4	6	2
9	2	46	..	27	8	6	5	..	..	..	..	19	14	8	6	..
10	2	36	..	20	5	8	3	..	..	..	..	21	7	4	6	..
11	2	35	..	9	8	10	7	1	..	..	..	31	24	15	7	..
12	4	95	..	9	10	6	20	49	1	..	..	87	64	22	7	..
13	4	100	..	14	11	12	29	34	..	..	..	86	73	20	10	1
14	2	37	..	16	9	7	5	..	..	..	..	22	10	8	8	1
15	2	32	..	12	6	10	4	..	..	..	..	26	12	10	6	2
16	2	46	..	27	10	4	5	..	..	..	..	20	18	11	3	..
17	2	49	..	34	9	4	2	..	..	..	..	22	7	9	5	..
18	2	62	..	17	22	5	13	5	..	..	..	48	36	31	7	..
19	2	35	..	22	4	9	..	..	..	..	..	20	4	4	4	1
20	2	51	..	8	13	15	10	5	..	..	..	43	28	21	19	..
21	2	56	..	36	8	8	4	..	..	..	..	21	5	9	2	..
22	2	88	..	21	38	18	8	3	..	..	..	69	56	31	14	..
23	2	38	..	19	6	11	2	..	..	..	..	24	8	5	9	..
24	2	46	..	24	6	10	5	1	..	..	..	24	12	9	7	2
25	2	33	..	11	9	8	5	..	..	..	..	22	15	11	7	..
26	2	42	..	26	10	4	2	..	..	..	..	18	10	First Inspection.		
27	2	86	..	43	18	8	12	5	..	..	..	49	33	15	19	3
28	2	44	..	30	8	6	..	..	..	..	..	19	6	2	6	..
29	2	47	..	18	6	13	10	..	..	..	..	33	14	11	7	3
30	2	39	..	25	8	6	..	..	..	..	..	18	5	3	3	4
31	2	62	..	24	15	15	8	..	..	..	..	48	29	18	7	..
32	2	27	..	16	2	5	4	..	..	..	..	16	9	5	2	1
33	2	37	..	19	5	10	3	..	..	..	..	23	14	9	3	..
34	2	62	..	33	19	3	7	..	..	..	..	33	24	5	6	2
35	2	27	..	17	5	3	2	..	..	..	..	11	8	5	2	..
36	2	41	..	16	8	6	7	4	..	..	..	27	15	8	3	..
37	2	35	..	29	5	1	..	..	..	..	..	9	5	First Inspection.		
38	2	59	..	29	18	4	7	1	..	..	..	33	25	Do.		
39	2	47	..	19	19	4	3	2	..	..	..	29	21	15	4	1
40	2	33	..	17	6	8	2	..	..	..	..	16	10	8	4	..
1	3	30	..	20	7	3	..	..	..	..	..	10	10	First Inspection.		
2	..	..	..	..	..	..	..	..	..	..	..	..	..	First Inspection.		
3	3	44	..	41	1	2	..	..	..	..	..	5	3	First Inspection.		
1	3	34	5	21	3	3	2	..	..	..	..	14	7	7	5	..
2	3	108	..	76	18	13	1	..	..	..	..	40	15	9	20	..
3	3	77	..	36	14	16	7	4	..	..	..	52	28	28	18	..
4	3	45	..	30	11	1	3	..	..	..	..	15	13	11	1	..
5	3	43	..	41	2	..	..	..	..	..	..	13	6	First Inspection.		
6	3	36	..	26	5	4	1	..	..	..	..	12	8	5	5	..



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
7. Sulenkama ..	(U.P.)	C	42	42	53	41	25	30	35	20
8. Upper Culumca ..	(do.)	C	59	61	61	57	49	53	55	53
9. Upper Nxaxa ..	(do.)	C	26	24	20	25	20	20	19	22
10. Caba ..	(Wes.)	C	58	66	76	76	44	58	66	64
11. Encoti ..	(do.)	C	90	87	102	90	60	75	64	65
12. Gura ..	(do.)	C	37	42	47	53	24	22	33	33
13. Laleni ..	(do.)	C	72	53	71	65	34	33	52	27
14. Lotana ..	(do.)	C	51	48	47	48	35	32	38	33
15. Lower Culumca ..	(do.)	C	109	104	123	109	76	84	93	80
16. Mahlunqulu ..	(do.)	C	79	79	81	77	50	55	45	37
17. Shawbury, Boys'	(do.)	C	83	69	93	90	55	51	73	54
18. Do., Girls'	(do.)	C	126	114	128	117	100	103	106	96
19. Tyira ..	(do.)	C	74	71	74	72	55	57	56	50
20. Upper Roza ..	(do.)	C	..	..	..	45	..	..	..	40
Total ..			1299	1285	1439	1381	896	992	1083	997
<b>ST. MARK'S (Inspector Bennie).</b>										
1. St. Mark's ..		A. 3	17	16	17	19	12	14	15	15
2. Southeyville ..	W. H. Wilson	P.F.	7	8	8	8	6	8	7	7
3. Banzi ..	(Eng. Ch.)	C	23	21	20	18	10	11	12	9
4. Cofimvaba ..	(do.)	C	64	49	48	43	39	33	27	24
5. Hoita ..	(do.)	C	23	22	23	18	14	15	13	11
6. Kwababa ..	(do.)	C	64	50	51	55	40	40	40	34
7. Matoleanyile ..	(do.)	C	41	32	29	32	31	20	16	14
8. Mtonjeni ..	(do.)	C	34	47	53	54	23	33	39	29
9. St. Mark's, Boys'	(do.)	C	95	82	84	85	54	50	54	40
10. Do., Girls'	(do.)	C	102	108	98	102	73	68	69	65
11. Tafeni ..	(do.)	C	..	34	41	..	..	28	34	..
12. Tshingeni ..	(do.)	C	90	92	97	95	80	71	79	79
13. Koning's ..	(F.C.)	C	47	42	48	48	20	17	18	18
14. Main ..	(do.)	C	104	99	78	72	51	56	66	58
15. Qitsi (Smithvale) ..	(do.)	C	34	32	33	36	20	16	18	16
16. Hoyle ..	(Ind.)	C	36	37	47	42	29	29	35	27
17. Isikoba ..	(Wes.)	C	62	61	71	67	30	45	54	44
18. Matafeni ..	(do.)	C	51	50	52	45	39	32	32	30
19. Ncora ..	(do.)	C	44	51	53	57	28	34	36	35
20. Ndlunkulu ..	(do.)	C	23	30	19	..	12	27	9	..
21. Ngqwaru ..	(do.)	C	67	66	77	..	43	61	48	..
22. Nquqhu ..	(do.)	C	33	30	37	32	26	17	21	17
23. Southeyville ..	(do.)	C	53	59	71	72	44	40	44	52
24. Wodehouse Forests ..	(do.)	C	78	83	93	89	63	44	58	46
Total ..			1192	1201	1248	1089	787	809	844	670
<b>TSOLO (Inspector Rein).</b>										
1. Tsolo ..		A. 3	21	21	18	14	17	14	13	10
2. Gqaqala ..	(Eng. Ch.)	C	..	..	71	73	..	..	48	63
3. Gqogqora ..	(do.)	C	..	..	34	34	..	..	24	16
4. Mbidlana ..	(do.)	C	31	31	30	29	23	27	27	23
5. Mbokotwana ..	(do.)	C	70	61	72	67	53	42	55	52
6. Ncolosi ..	(do.)	C	105	111	119	117	88	83	93	100
7. Nqadu ..	(do.)	C	61	68	87	76	42	50	73	61
8. St. Augustine's ..	(do.)	C	54	53	49	51	32	29	29	21
9. Siqungqini ..	(do.)	C	66	61	68	67	43	33	34	40
10. Umjika ..	(do.)	C	63	62	87	61	54	46	67	50
11. Cingco ..	(F.C.)	C	33	31	28	34	22	21	11	23

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
7	3	40	..	30	3	1	6	..	..	..	..	15	7	6	6	1
8	3	60	..	42	7	7	4	..	..	..	..	20	17	16	3	..
9	3	16	..	14	1	1	..	..	..	..	..	2	1	1	1	..
10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11	3	74	..	46	14	7	4	3	..	..	..	35	21	20	14	..
12	3	37	..	25	5	5	2	..	..	..	..	14	9	7	4	2
13	3	47	2	22	11	8	4	..	..	..	..	26	17	14	7	..
14	3	39	2	28	5	3	1	..	..	..	..	10	6	5	3	..
15	3	100	..	67	19	7	7	..	..	..	..	54	24	23	27	..
16	3	62	..	32	13	6	10	1	..	..	..	38	23	18	13	..
17	3	71	..	36	15	10	7	3	..	..	..	38	29	25	8	..
18	3	100	12	33	10	11	12	17	5	..	..	62	49	41	8	..
19	3	61	..	16	12	14	17	2	..	..	..	47	37	22	7	..
20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	2	16	..	7	2	2	3	2	..	..	..	9	5	4	3	..
2	2	7	..	2	3	..	1	1	..	..	..	5	2	1	1	1
3	2	14	..	13	1	..	..	..	..	..	..	2	1	..	1	..
4	2	37	..	28	7	2	..	..	..	..	..	12	4	2	6	..
5	2	16	..	8	1	6	1	..	..	..	..	10	4	2	6	..
6	2	44	..	25	12	7	..	..	..	..	..	22	9	6	10	..
7	2	30	..	22	5	3	..	..	..	..	..	11	3	3	8	..
8	2	28	..	26	2	..	..	..	..	..	..	8	..	2	6	..
9	2	61	..	40	5	8	6	2	..	..	..	24	8	7	13	..
10	2	97	..	58	13	9	16	1	..	..	..	47	17	14	29	..
11	2	23	..	22	..	1	..	..	..	..	..	3	1	..	1	2
12	2	76	..	32	16	19	7	2	..	..	..	63	16	14	38	2
13	2	35	..	24	9	2	..	..	..	..	..	13	8	8	4	..
14	2	68	..	40	10	12	3	3	..	..	..	28	18	14	8	..
15	2	27	..	19	3	4	1	..	..	..	..	11	2	2	7	..
16	2	36	..	29	4	2	1	..	..	..	..	7	5	No Record.		
17	2	50	..	26	13	6	4	1	..	..	..	24	17	12	6	..
18	2	42	..	22	10	9	1	..	..	..	..	25	13	11	11	..
19	2	33	..	25	4	3	1	..	..	..	..	10	4	4	3	..
20	2	20	..	19	..	1	..	..	..	..	..	2	1	1	1	..
21	2	39	..	21	8	8	2	..	..	..	..	24	10	7	13	3
22	2	28	..	13	4	9	2	..	..	..	..	18	8	8	8	..
23	2	34	..	18	8	8	..	..	..	..	..	24	7	6	15	1
24	2	61	..	47	7	6	1	..	..	..	..	24	7	2	17	1



Name of School.	Class.	Scholars on Roll				Average Attendance				
		during				during				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
12. Egoqwana .. .. .	(F.C.) C	39	41	44	33	35	34	33	29	
13. Esidwadweni .. .. .	(do.) C	56	56	64	56	37	37	46	36	
14. Lower Esinxaku .. .. .	(do.) C	42	48	48	41	32	27	34	30	
15. Magutywa .. .. .	(do.) C	70	70	47	28	47	34	18	10	
16. Mqokolweni .. .. .	(do.) C	60	57	64	58	39	27	51	43	
17. Ngecele .. .. .	(do.) C	38	33	35	35	23	17	18	14	
18. Qelana .. .. .	(do.) C	47	40	36	26	21	12	18	6	
19. Somerville .. .. .	(do.) C	54	56	58	59	48	46	48	48	
20. Etyeni .. .. .	(Wes.) C	98	87	103	112	72	54	87	46	
21. Gungululu .. .. .	(do.) C	..	70	68	63	..	64	61	57	
22. Ncambele .. .. .	(do.) C	112	81	75	89	49	37	34	56	
23. Qolombana .. .. .	(do.) C	..	..	37	33	..	..	22	23	
24. Upper Esinxaku .. .. .	(do.) C	61	59	58	63	46	44	44	37	
Total .. .. .		1181	1197	1400	1319	823	778	988	894	
<b>TSOMO (Inspector Woodroffe).</b>										
1. Hange .. .. .	P.F.	..	7	7	7	..	7	7	7	
2. Tsomo Mission Station .. .. .	P.F.	11	13	..	5	10	12	..	5	
3. Caba .. .. .	(Eng. Ch.) C	104	99	102	115	86	84	92	89	
4. Hange .. .. .	(do.) C	45	45	42	51	35	32	30	30	
5. Mbulukweza .. .. .	(do.) C	41	43	49	46	28	31	36	28	
6. Nconcolora .. .. .	(do.) C	41	35	35	34	25	25	21	24	
7. Ngonyama .. .. .	(do.) C	65	54	64	72	43	44	52	38	
8. Ngudhle's .. .. .	(do.) C	83	87	96	95	72	75	81	67	
9. Nqolosa .. .. .	(do.) C	60	62	72	78	43	50	57	55	
10. Qutsa (Sijula's) .. .. .	(do.) C	42	39	40	40	31	25	27	35	
11. Tsojana (Pitso's) .. .. .	(do.) C	81	77	84	65	69	54	58	43	
12. Upper Qutsa .. .. .	(do.) C	56	63	70	73	47	51	55	57	
13. Upper Xolobe .. .. .	(do.) C	59	61	59	59	49	45	50	47	
14. Cibala .. .. .	(U.P.) C	38	41	51	41	31	30	39	24	
15. Esigubudwini .. .. .	(do.) C	48	52	89	87	33	32	72	61	
16. Lutuli .. .. .	(do.) C	54	58	66	67	43	44	53	56	
17. Mbaxa .. .. .	(do.) C	55	59	65	64	37	43	52	46	
18. Mbulu (Paterson) .. .. .	(do.) C	110	101	106	97	86	71	92	79	
19. Intsito .. .. .	(Wes.) C	37	44	43	43	29	30	36	31	
20. Lumani's .. .. .	(do.) C	46	47	45	43	37	30	38	28	
21. Mlondleni's .. .. .	(do.) C	56	57	69	75	40	40	54	50	
22. Tshangana's .. .. .	(do.) C	56	55	53	41	39	31	37	28	
23. Tsojana (Mhluzi's) .. .. .	(do.) C	68	70	77	75	51	41	59	41	
24. Tsomo .. .. .	(do.) C	79	77	87	70	48	40	46	32	
25. Tsume's .. .. .	(do.) C	58	51	56	52	46	26	44	38	
Total .. .. .		1393	1397	1527	1495	1058	993	1188	1039	
<b>UMSIKABA (Inspector Rein).</b>										
1. Flagstaff .. .. .	A. 3	..	23	24	22	..	22	22	20	
2. Emfundisweni, Boys' .. .. .	(Wes.) C	84	87	83	65	58	41	49	46	
3. Do., Girls' .. .. .	(do.) C	104	111	108	102	80	66	70	77	
4. Palmerton .. .. .	(do.) C	124	142	135	134	99	106	87	63	
Total .. .. .		312	363	350	323	237	235	228	206	
<b>UMTATA (Inspector Rein).</b>										
1. Umtata, Boys' .. .. .	A. 2	61	62	64	65	50	52	49	54	
2. Egerton .. .. .	J. J. Bouwer	Poor	29	24	24	20	22	23	14	12
3. Roodeheувel .. .. .	T. Kriel	Poor	26	26	31	21	18	20	18	17
4. Esikobeni .. .. .	(Eng. Ch.) C	52	52	54	55	37	32	42	43	

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Result		
														Higher.	Same.	Lower.
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
15	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
18	1	31	..	26	..	5	..	..	..	..	..	..	5	..	1	4
19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
21	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
22	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
23	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
24	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	3	7	..	1	1	2	2	1	..	..	..	6	5	First Inspection.		
2	2	13	..	..	4	1	2	3	3	..	..	13	13	7	..	..
3	3	101	..	27	22	29	13	10	..	..	..	80	43	30	32	2
4	3	34	..	22	6	4	2	..	..	..	..	17	6	6	6	..
5	3	43	..	19	9	8	6	1	..	..	..	27	15	14	5	..
6	3	26	..	17	2	4	2	1	..	..	..	14	8	3	3	..
7	3	54	..	37	8	6	3	..	..	..	..	21	11	5	8	2
8	3	53	..	28	6	12	7	..	..	..	..	34	9	6	5	..
9	3	46	..	23	11	6	6	..	..	..	..	25	18	14	4	..
10	3	23	..	12	4	7	..	..	..	..	..	13	3	3	2	2
11	3	71	..	47	12	7	4	1	..	..	..	31	16	10	8	2
12	3	48	..	27	8	7	6	..	..	..	..	28	19	13	4	2
13	3	49	..	33	5	6	5	..	..	..	..	27	9	5	8	1
14	3	39	..	20	8	7	4	..	..	..	..	23	7	2	11	..
15	3	82	..	47	16	11	2	6	..	..	..	40	27	17	10	..
16	3	58	..	19	11	10	7	11	..	..	..	41	28	15	19	..
17	3	59	..	34	9	12	2	2	..	..	..	34	17	12	11	..
18	3	97	..	43	12	21	16	5	..	..	..	56	38	28	17	1
19	3	32	..	17	6	8	1	..	..	..	..	17	9	5	5	..
20	3	37	..	21	6	5	5	..	..	..	..	16	15	3	10	..
21	3	57	..	40	5	6	6	..	..	..	..	17	13	2	9	1
22	3	32	..	16	11	5	..	..	..	..	..	23	9	7	6	..
23	3	49	..	23	8	10	5	3	..	..	..	26	17	13	9	..
24	3	57	..	25	21	7	1	3	..	..	..	34	28	20	5	..
25	3	35	..	20	4	7	4	..	..	..	..	23	10	6	7	..
1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	1	26	..	17	2	6	1	..	..	..	..	12	6	First Inspection.		
3	1	20	..	9	7	4	..	..	..	..	..	13	9	2	3	..
4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
5. Gqogqora ..	(Eng. Ch.) C	..	32	..	..	25	..	..	..
6. Springvale ..	(do.) C	..	..	56	43	..	..	35	25
7. Umtata ..	(do.) C	111	120	123	118	94	105	113	111
8. Ncisi (Ross) ..	(F.C.) C	50	44	46	36	22	20	19	10
9. Baziya ..	(Mor.) C	103	97	106	101	79	80	83	75
10. Mhlukuhlwas ..	(do.) C	33	34	34	30	29	28	28	26
11. Tabase ..	(do.) C	54	47	47	49	45	41	41	43
12. Bedford ..	(R.C.) C	33	34	42	42	24	31	32	33
13. Emqekzeweni ..	(Wes.) C	65	72	79	79	56	45	65	62
14. Kambe ..	(do.) C	56	50	56	55	31	36	36	38
15. Qweqwe ..	(do.) C	64	63	73	69	42	45	54	53
16. Zimbani ..	(do.) C	..	..	35	37	..	..	24	23
<b>Total ..</b>		<b>737</b>	<b>757</b>	<b>870</b>	<b>820</b>	<b>549</b>	<b>583</b>	<b>653</b>	<b>625</b>
<b>UMZIMKULU (Inspector Rein).</b>									
1. Umzimkulu ..	A. 3	27	28	27	20	23	25	21	19
2. Waterfall ..	J. E. Hancock A. 3	20	20	17	19	18	16	15	17
3. Beersheba (Ben Lomond) ..	H. B. Hulley P.F.	12	9	9	..	11	8	6	..
4. Woodlands ..	C. Whitelock P.F.	7	7	7	7	7	7	7	7
5. Clydesdale ..	(Eng. Ch.) C	89	85	84	..	53	46	49	..
6. Groene Vlei ..	(Ind.) C	27	..	..	..	24	..	..	..
7. Rietvlei ..	(do.) C	78	71	62	46	63	58	52	31
8. Lourdes, Boys' ..	(Trap. M.) C	73	65	65	60	66	62	62	56
9. Do., Girls' ..	(do.) C	73	73	76	79	63	67	68	75
10. Boschfontein ..	(Wes.) C	63	61	65	65	30	49	50	46
11. Cabane ..	(do.) C	..	..	36	32	..	..	33	30
12. Diep Kloof ..	(do.) C	45	50	43	36	39	43	30	32
13. Emvubukazi ..	(do.) C	37	51	46	37	13	41	30	10
14. Engungini ..	(do.) C	33	30	29	31	26	26	25	23
15. Engwanqa ..	(do.) C	36	41	43	44	33	33	37	44
16. Etembeni ..	(do.) C	95	105	111	106	65	70	87	84
17. Ezimpungeni ..	(do.) C	46	42	43	37	30	30	31	28
18. Highlands ..	(do.) C	35	38	..	..	23	25	..	..
19. Ibsi ..	(do.) C	54	59	67	66	26	44	52	44
20. Krom Hoek ..	(do.) C	100	98	122	121	78	98	113	110
21. Msingapantsi's ..	(do.) C	..	..	30	30	..	..	27	24
22. Ntlawana ..	(do.) C	43	42	44	43	32	35	37	40
23. Nyanisweni ..	(do.) C	52	58	62	63	44	48	55	52
<b>Total ..</b>		<b>1045</b>	<b>1033</b>	<b>1088</b>	<b>942</b>	<b>767</b>	<b>831</b>	<b>887</b>	<b>772</b>
<b>WALFISH BAY (Inspector Hofmeyr).</b>									
1. Schepmansdorp ..	(Rhen. M.) B	27	35	40	40	25	31	36	35
2. Walfish Bay ..	(do.) B	29	50	64	64	22	40	38	47
<b>Total ..</b>		<b>56</b>	<b>85</b>	<b>104</b>	<b>104</b>	<b>47</b>	<b>71</b>	<b>74</b>	<b>82</b>
<b>WILLOWVALE (Inspector Woodrooffe).</b>									
1. Ciko ..	(Eng. Ch.) C	47	47	51	54	39	40	45	46
2. Egwadu ..	(do.) C	34	54	49	30	25	24	29	16
3. Ngxutyana ..	(do.) C	49	47	45	42	37	34	33	33
4. Qakazana ..	(do.) C	62	67	70	59	49	47	46	44
5. Ciko ..	(U.P.) C	57	60	77	63	50	54	66	48

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8	1	27	..	25	..	2	..	..	..	..	..	2	2	First Inspection.		
9	1	84	..	34	22	12	13	3	..	..	..	51	38	27	21	..
10	1	31	..	19	6	4	2	..	..	..	..	14	9	9	4	..
11	1	52	..	20	15	13	4	..	..	..	..	34	27	17	15	..
12	1	30	..	19	5	5	1	..	..	..	..	15	7	First Inspection.		
13	1	51	..	37	7	6	1	..	..	..	..	15	9	Do.		
14	1	33	..	24	4	4	1	..	..	..	..	15	5	3	10	..
15	1	46	..	17	9	19	1	..	..	..	..	31	18	17	12	..
16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	4	22	..	5	3	3	4	7	..	..	..	19	11	8	4	..
2	4	15	..	2	..	2	10	1	..	..	..	13	13	4	6	1
3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4	4	7	..	..	1	3	1	1	1	..	..	7	4	7	..	..
5	4	40	..	27	5	6	2	..	..	..	..	15	7	5	8	..
6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7	4	43	..	21	11	8	3	..	..	..	..	23	18	17	5	..
8	4	59	..	36	10	12	1	..	..	..	..	34	18	16	13	..
9	4	71	1	50	11	8	1	..	..	..	..	23	11	8	10	..
10	4	56	..	42	5	4	5	..	..	..	..	23	12	10	10	1
11	4	29	..	29	..	..	..	..	..	..	..	..	..	First Inspection.		
12	4	30	..	21	6	2	1	..	..	..	..	11	4	4	6	..
13	4	19	..	12	5	2	..	..	..	..	..	7	2	3	..	..
14	4	25	..	12	7	4	2	..	..	..	..	16	10	9	7	..
15	4	44	..	30	6	8	..	..	..	..	..	23	11	6	13	..
16	4	93	..	51	16	10	10	6	..	..	..	46	36	32	11	..
17	4	27	..	16	5	4	2	..	..	..	..	15	8	8	7	..
18	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
19	4	54	..	47	4	2	1	..	..	..	..	18	3	3	13	1
20	4	105	..	71	8	15	6	5	..	..	..	48	17	14	21	1
21	4	18	..	12	3	2	1	..	..	..	..	11	3	..	7	1
22	4	43	..	28	9	6	..	..	..	..	..	19	15	15	4	..
23	4	57	..	38	11	6	2	..	..	..	..	24	13	11	12	..



Name of School.	Class.	Scholars on Roll				Average Attendance			
		during				during			
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
6. Malan .. .. .	(U.P.) C	51	73	85	78	39	65	68	60
7. Mbongo (Mbancolo) .. .. .	(do.) C	19	..	..	..	12	..	..	..
8. Mpumi .. .. .	(do.) C	46	47	49	68	24	29	25	31
9. Msendo .. .. .	(do.) C	47	43	44	47	28	30	27	22
10. Ramra .. .. .	(do.) C	52	48	52	51	39	41	43	39
11. Fort Malan .. .. .	(Wes.) C	108	104	113	113	80	72	90	78
12. Gosani s .. .. .	(do.) C	33	43	38	40	24	23	14	25
13. Gwadu .. .. .	(do.) C	93	85	103	101	65	60	78	56
14. Mbancolo .. .. .	(do.) C	80	77	104	94	58	53	84	65
15. Mendu .. .. .	(do.) C	64	95	118	112	39	53	78	56
16. Mevana .. .. .	(do.) C	57	56	71	59	47	49	58	48
17. Mfula .. .. .	(do.) C	84	84	101	100	50	80	80	50
18. Ncizela .. .. .	(do.) C	..	..	..	34	..	..	..	23
19. Nqabara .. .. .	(do.) C	135	144	146	149	84	61	90	84
20. Ntsimbakazi .. .. .	(do.) C	75	69	70	62	57	53	47	50
21. Ntubeni .. .. .	(do.) C	34	38	38	35	25	33	35	23
22. Shixini (Songwevu's) .. .. .	(do.) C	54	55	49	50	43	34	36	23
23. Weza .. .. .	(do.) C	40	..	..	..	30	..	..	..
Total .. .. .		1321	1336	1473	1441	944	935	1072	920
<b>XALANGA (Inspector Bennie).</b>									
1. Cala .. .. .	A. 2	31	34	19	24	22	22	15	23
2. Do. .. .. .	E	22	21	..	..	18	13	..	..
3. Lower Indwana .. .. .	D. Ruiters P.F.	9	10	10	9	9	7	7	6
4. Stockwe's Basin .. .. .	C. J. Koch P.F.	9	9	9	16	8	7	8	13
5. Cala .. .. .	Poor	58	25	64	48	58	23	54	35
6. Cala River .. .. .	(Eng. Ch.) C	62	..	64	55	40	..	35	37
7. Lower Lufuta .. .. .	(do.) C	61	54	62	74	35	32	35	47
8. Manzimdaka .. .. .	(do.) C	65	41	46	48	60	36	39	44
9. Mnxe .. .. .	(do.) C	98	102	111	111	59	60	70	71
10. Nyalase .. .. .	(do.) C	56	53	52	57	45	37	38	51
11. Tsengiwe's .. .. .	(F.C.) C	52	59	83	82	35	36	58	62
12. Cala .. .. .	(Ind.) C	90	88	91	76	52	45	48	41
13. Hota .. .. .	(do.) C	39	38	41	45	29	24	27	24
14. Cala .. .. .	(R.C.) C	32	33	38	37	26	25	26	30
15. Bumbana .. .. .	(Wes.) C	83	80	70	77	60	59	56	57
16. Fononondile .. .. .	(do.) C	63	66	75	82	40	30	53	46
17. Indwana .. .. .	(do.) C	167	171	172	148	94	90	84	87
18. Lower Cala .. .. .	(do.) C	69	65	73	75	53	43	47	58
19. Lower Seplan .. .. .	(do.) C	69	64	62	57	38	36	38	35
20. Meeula .. .. .	(do.) C	67	69	57	56	54	46	48	44
21. Mtingwevu .. .. .	(do.) C	29	27	25	27	15	20	19	17
22. Papassa .. .. .	(do.) C	65	67	59	61	53	58	45	48
23. Qiba .. .. .	(do.) C	42	36	38	33	34	22	27	28
24. Seplan .. .. .	(do.) C	86	93	109	100	78	67	64	52
25. Upper Cala .. .. .	(do.) C	39	38	39	39	30	32	30	30
26. Upper Lufuta .. .. .	(do.) C	88	84	77	82	84	80	54	62
Total .. .. .		1551	1427	1546	1519	1129	950	1025	1048

Inspection Qr.	Present at Inspection.	Unclassified.	Sub-Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.	Presented.	Passed.	Higher.	Same.	Lower.
6	1	30	..	12	8	5	5	..	..	..	..	18	12	1	10	2
7	1	11	..	9	2	..	..	..	..	..	..	6	..	1	1	..
8	1	28	..	17	4	5	2	..	..	..	..	11	8	5	2	..
9	1	32	..	26	4	1	1	..	..	..	..	7	6	First Inspection.		
10	1	34	..	18	5	5	6	..	..	..	..	17	9	8	5	..
11	1	88	..	33	24	20	11	..	..	..	..	64	26	14	21	1
12	1	29	..	23	6	..	..	..	..	..	..	8	..	First Inspection.		
13	1	59	..	29	18	10	2	..	..	..	..	40	24	15	3	..
14	1	72	..	22	7	25	17	1	..	..	..	53	34	27	17	..
15	1	39	..	15	8	8	5	3	..	..	..	26	15	10	9	..
16	1	48	..	21	10	8	9	..	..	..	..	28	21	14	8	..
17	1	73	..	32	18	14	5	4	..	..	..	48	33	14	8	..
18	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
19	1	110	..	26	26	31	16	11	..	..	..	86	81	60	15	1
20	1	57	..	32	10	4	11	..	..	..	..	33	16	First Inspection.		
21	1	32	..	21	6	4	1	..	..	..	..	12	10	Do.		
22	1	48	..	22	7	10	9	..	..	..	..	26	23	19	5	..
23	1	33	..	20	7	5	1	..	..	..	..	20	9	6	2	..
1	4	24	..	2	7	6	4	4	1	..	..	24	5	6	4	2
2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3	4	6	..	3	2	..	..	1	..	..	..	4	2	2	2	..
4	4	15	..	5	6	2	..	2	..	..	..	11	10	3	1	..
5	4	44	..	16	13	12	3	..	..	..	..	32	18	13	6	..
6	4	45	..	16	19	4	4	2	..	..	..	32	12	8	17	..
7	4	69	..	40	9	17	3	..	..	..	..	30	12	7	13	..
8	4	41	..	25	10	5	1	..	..	..	..	20	7	6	10	..
9	4	93	..	52	20	11	10	..	..	..	..	43	26	No Record.		
10	4	39	..	25	7	3	3	..	..	..	..	14	9	9	4	..
11	4	77	..	43	15	10	7	2	..	..	..	41	26	18	8	1
12	4	61	..	42	12	5	2	..	..	..	..	19	14	10	3	..
13	4	36	..	23	6	6	1	..	..	..	..	17	8	7	6	..
14	4	36	..	14	7	5	8	2	..	..	..	22	18	12	8	1
15	4	60	..	40	9	7	4	..	..	..	..	21	14	9	5	..
16	3	53	..	32	11	8	2	..	..	..	..	30	5	2	13	1
17	4	105	..	48	26	17	9	5	..	..	..	62	43	29	16	..
18	4	50	..	19	13	7	9	2	..	..	..	33	27	20	5	..
19	4	39	..	17	8	12	2	..	..	..	..	24	19	16	4	..
20	3	50	..	25	10	9	3	3	..	..	..	31	12	6	18	..
21	4	23	..	16	6	1	..	..	..	..	..	10	3	2	6	..
22	3	35	..	19	5	7	3	1	..	..	..	21	11	10	9	..
23	3	33	..	24	6	3	..	..	..	..	..	11	4	4	5	..
24	4	76	..	34	22	15	5	..	..	..	..	43	33	22	7	..
25	3	33	..	23	7	1	2	..	..	..	..	15	6	6	9	..
26	4	67	..	31	29	5	2	..	..	..	..	43	12	10	28	..



## SUMMARY.

DIVISION.	SCHOLARS ON ROLL.				AVERAGE ATTENDANCE.			
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
	Aberdeen ..	339	347	362	359	241	297	284
Albany ..	2350	2328	2237	2194	1682	1756	1720	1727
Albert ..	923	956	941	1021	756	757	780	852
Alexandria ..	256	234	242	229	218	197	210	201
Aliwal North ..	795	787	855	822	618	603	668	648
Barkly East ..	351	372	376	371	300	323	334	326
Barkly West ..	771	761	864	722	561	541	619	540
Bathurst ..	326	358	359	386	257	287	271	289
Beaufort West ..	492	603	651	619	406	467	485	485
Bedford ..	526	520	516	541	423	416	419	411
Bredasdorp ..	1097	1025	1067	966	822	742	785	655
Britstown ..	399	349	428	434	322	299	362	349
Caledon ..	1840	1717	1711	1680	1370	1304	1363	1297
Calvinia ..	390	363	401	372	326	299	312	291
Cape ..	15497	15504	15848	15363	10768	10539	10925	11352
Carnarvon ..	378	346	378	351	289	228	249	290
Cathcart ..	506	518	521	522	443	454	461	457
Ceres ..	637	603	625	646	571	507	546	568
Clanwilliam ..	710	740	733	660	573	598	595	530
Colesberg ..	533	516	482	503	446	433	387	367
Cradock ..	894	810	817	813	741	656	623	660
East London ..	1778	1768	1924	1812	1360	1334	1411	1322
Fort Beaufort ..	1342	1320	1371	1411	963	1020	1081	1049
Fraserburg ..	283	275	252	245	247	228	208	193
George ..	1284	1236	1242	1242	971	1004	973	867
Glen Grey ..	1605	1502	1508	1450	1229	1124	1108	996
Gordonia ..	183	213	268	268	138	156	200	165
Graaff-Reinet ..	1483	1466	1528	1557	1159	1186	1259	1157
Hanover ..	256	243	198	190	203	195	173	170
Hay ..	100	122	131	125	87	107	109	104
Herbert ..	145	201	230	219	129	180	201	179
Herschel ..	1434	1429	1499	1451	1127	1041	1189	1075
Hopetown ..	243	258	253	261	202	222	222	216
Humansdorp ..	1003	1006	1059	1019	808	797	814	799
Jansenville ..	469	462	487	527	376	378	408	427
Kenhardt ..	105	145	124	93	92	124	101	76
Kimberley ..	2745	2868	2974	2842	2031	2085	2258	2154
King William's Town ..	7519	7274	7711	7521	5392	5306	5744	5034
Knysna ..	897	975	949	799	651	689	612	518
Komgha ..	242	254	263	257	165	177	192	201
Ladismith ..	866	761	774	758	632	574	594	579
Mafeking ..	99	151	275	292	72	107	169	195
Malmesbury ..	2584	2541	2529	2473	2072	1883	2026	1924
Middelburg ..	540	486	523	507	463	410	423	447
Mossel Bay ..	931	943	1040	1011	702	688	748	730
Murraysburg ..	226	239	245	229	208	215	219	149
Namaqualand ..	1084	1062	1100	1125	741	710	696	763
Oudtshoorn ..	1808	1803	1796	1671	1309	1339	1333	1287
Paarl ..	3546	3603	3680	3636	2726	2706	2808	2786
Peddie ..	1421	1391	1586	1497	972	958	1026	877
Philipstown ..	293	255	244	231	239	217	203	202
Piquetberg ..	833	803	767	738	679	596	627	546
Port Elizabeth ..	3532	3511	3637	3462	2674	2648	2578	2594
Prieska ..	127	191	208	190	102	165	178	157
Prince Albert ..	580	552	538	603	443	395	396	448
Queenstown ..	2031	2101	2285	2226	1617	1570	1793	1640
Richmond ..	280	291	289	204	243	238	225	177
Riversdale ..	1014	1020	1036	980	810	787	827	789
Robertson ..	1342	1317	1344	1349	1027	990	1037	998
Somerset East ..	1201	1170	1193	1168	975	959	948	949
Stellenbosch ..	1811	1869	1881	1823	1326	1334	1345	1358
Steynsburg ..	172	202	247	274	153	153	200	209
Stockenström ..	528	541	549	517	374	386	394	340
Stutterheim ..	842	886	897	866	637	664	689	628
Sutherland ..	154	163	159	139	133	137	140	117
Swellendam ..	1362	1378	1359	1251	1002	1004	1045	987
Tarka ..	408	431	431	414	347	323	352	352
Tulbagh ..	793	709	787	795	612	547	606	638
Uitenhage ..	1965	2068	2113	2017	1481	1509	1541	1506
Uniondale ..	718	685	725	667	546	546	560	554
Van Rhynsdorp ..	209	192	132	128	177	127	107	103
Victoria East ..	1754	1685	1901	1753	1280	1300	1403	1282

DIVISION.	SCHOLARS ON ROLL.				AVERAGE ATTENDANCE.			
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.
	Victoria West ..	401	400	466	468	361	328	415
Vryburg ..	263	322	324	318	219	244	264	246
Willowmore ..	671	610	661	643	529	483	502	521
Wodehouse ..	821	869	944	909	689	701	795	735
Worcester ..	1531	1504	1534	1555	1142	1123	1155	1194
Total ..	91867	91479	94584	91750	69177	68120	71028	68697
Bizana ..	..	..	90	81	..	..	61	54
Butterworth ..	1217	1299	1500	1427	916	1032	1153	1041
Elliot ..	422	413	385	350	347	316	318	289
Elliotdale ..	63	74	84	68	45	52	46	32
Engcobo ..	1922	1826	1901	1813	1430	1336	1379	1207
Idutywa ..	711	715	822	784	501	468	575	499
Kentani ..	637	671	668	626	438	451	467	393
Maclear ..	225	246	258	240	174	186	196	170
Matatiele ..	708	657	728	706	509	475	567	525
Mount Ayliff ..	344	362	402	404	281	286	336	322
Mount Currie ..	767	742	751	719	636	627	639	594
Mount Fletcher ..	627	588	651	642	486	465	511	490
Mount Frere ..	1215	1328	1541	1588	895	974	1221	1127
Mqanduli ..	278	266	279	272	194	191	206	182
Ngqeleni ..	114	118	207	198	88	89	149	130
Nqamakwe ..	2371	2356	2793	2610	1647	1724	1930	1774
Ntabankulu ..	146	156	196	201	114	119	133	145
Qumbu ..	1299	1285	1439	1381	896	992	1083	997
St. Mark's ..	1192	1201	1248	1089	787	809	844	670
Tsolo ..	181	1197	1400	1319	823	778	988	894
Tsomo ..	1393	1397	1527	1495	1058	993	1188	1039
Umsikaba ..	312	363	350	323	237	235	228	206
Umtata ..	737	757	870	820	549	583	653	625
Umzimkulu ..	1045	1033	1088	942	767	831	887	772
Walfish Bay ..	56	85	104	104	47	71	74	82
Willowvale ..	1321	1336	1473	1441	944	935	1072	920
Xalanga ..	1551	1427	1546	1519	1129	950	1025	1048
Total for Territories ..	21854	21898	24301	23162	15938	15968	17929	16227
„ „ Colony ..	91867	91479	94584	91750	69177	68120	71028	68697
Total ..	113721	113377	118885	114912	85115	84088	88957	84924



2 STATISTICS REGARDING INCREASE OF SCHOOLS AND PUPILS DURING 1896.

A. Arranged in Alphabetical Order of Divisions.

DIVISION.	Number of Schools.			No. of Pupils on Roll.			Average Attendance.		
	1895.	1896.	Incr.	1895.	1896.	Incr.	1895.	1896.	Incr.
Aberdeen	11	13	2	303	359	56	234	285	51
Albany	43	42	-1	2074	2194	120	1584	1727	143
Albert	24	28	4	837	1021	184	704	852	148
Alexandria	16	13	-3	262	229	-33	228	201	-27
Aliwal North	19	19	0	766	822	56	606	648	42
Barkly East	17	15	-2	379	371	-8	323	326	3
Barkly West	19	17	-2	769	722	-47	573	540	-33
Bathurst	11	12	1	365	386	21	275	289	14
Beaufort West	25	27	2	515	619	104	415	485	70
Bedford	28	28	0	561	541	-20	428	411	-17
Bredasdorp	26	28	2	992	966	-26	598	655	57
Britstown	19	17	-2	432	434	2	346	349	3
Caledon	39	40	1	1706	1680	-26	1205	1297	92
Caledon	39	40	1	1706	1680	-26	1205	1297	92
Calvinia	16	14	-2	392	372	-20	302	291	-11
Cape	114	114	0	14097	15363	1266	10092	11352	1260
Carnarvon	9	10	1	388	351	-37	285	290	5
Cathcart	30	27	-3	503	522	19	430	457	27
Ceres	16	15	-1	631	646	15	533	568	35
Clanwilliam	21	21	0	736	660	-76	581	530	-51
Colesberg	16	13	-3	493	503	10	416	367	-49
Craddock	28	22	-6	871	813	-58	722	660	-62
East London	27	25	-2	1776	1837	61	1341	1343	2
Fort Beaufort	25	31	6	1300	1411	111	982	1049	67
Fraserburg	22	14	-8	307	251	-56	253	199	-54
George	21	25	4	1190	1242	52	877	867	-10
Glen Grey	27	23	-4	1548	1450	-98	1081	996	-85
Gordonia	4	4	0	268	268	0	165	165	0
Graaff-Reinet	32	31	-1	1475	1552	77	1182	1153	-29
Hanover	11	10	-1	247	191	-56	208	170	-38
Hay	5	4	-1	123	125	2	107	104	-3
Herbert	6	7	1	124	219	95	109	179	70
Herschel	28	27	-1	1479	1451	-28	1151	1075	-76
Hopetown	12	11	-1	211	261	50	179	216	37
Humansdorp	37	37	0	985	1019	34	763	799	36
Humansdorp	37	37	0	985	1019	34	763	799	36
Jansenville	24	27	3	450	527	77	377	427	50
Kenhardt	5	3	-2	92	93	1	81	75	-6
Kimberley	32	30	-2	2746	2842	96	1889	2154	265
King William's Town	123	124	1	7414	7531	117	4929	5034	105
Knysna	23	25	2	789	799	10	478	518	40
Kongha	8	11	3	178	257	79	140	201	61
Ladismith	18	18	0	818	758	-60	646	579	-67
Mafeking	5	5	0	292	292	0	195	195	0
Malmesbury	51	52	1	2436	2473	37	1784	1924	140
Middelburg	22	19	-3	506	507	1	424	447	23
Mossel Bay	18	18	0	890	1011	121	673	730	57
Murraysburg	11	9	-2	209	229	20	175	149	-26
Namaqualand	16	19	3	978	1125	147	702	763	61
Oudtshoorn	49	42	-7	1883	1671	-212	1420	1287	-133
Paarl	36	40	4	3400	3636	236	2563	2786	223
Peddie	27	27	0	1421	1497	76	832	877	45
Phillipstown	11	8	-3	255	231	-24	209	202	-7
Piquetberg	18	17	-1	735	738	3	527	546	19
Port Elizabeth	27	28	1	3333	3462	129	2484	2594	110
Prieska	8	9	1	162	190	28	137	157	20
Prince Albert	18	20	2	573	603	30	467	448	-19
Queenstown	47	46	-1	1981	2226	245	1514	1640	126
Richmond	14	8	-6	302	204	-98	261	177	-84
Riversdale	38	39	1	1035	980	-55	814	789	-25
Robertson	32	30	-2	1308	1349	41	965	998	33
Somerset East	47	50	3	1184	1168	-16	984	949	-35
Stellenbosch	25	25	0	1702	1823	121	1239	1358	119
Steynsburg	7	11	4	179	274	95	160	209	49
Stockenström	19	15	-4	594	517	-77	429	340	-89
Stutterheim	23	27	4	856	866	10	598	628	30
Sutherland	6	6	0	164	139	-25	147	117	-30
Swellendam	40	44	4	1284	1251	-33	950	987	37
Tarka	13	14	1	398	414	16	334	352	18

DIVISION.	Number of Schools.			No. of Pupils on Roll.			Average Attendance.		
	1895.	1896.	Incr.	1895.	1896.	Incr.	1895.	1896.	Incr.
Tulbagh	15	17	2	734	795	61	499	638	139
Uitenhage	46	44	-2	1969	2017	48	1405	1506	101
Uniondale	19	22	3	621	667	46	465	554	89
Van Rhynsdorp	5	5	0	156	128	-28	133	103	-30
Victoria East	24	26	2	1757	1753	-4	1339	1282	-57
Victoria West	20	21	1	407	468	61	319	408	89
Vryburg	7	7	0	318	318	0	246	246	0
Willowmore	31	28	-3	636	643	7	524	521	-3
Wodehouse	32	40	8	821	909	88	677	735	58
Worcester	26	23	-3	1459	1555	96	1105	1214	109
<b>Total</b>	<b>1874</b>	<b>1883</b>	<b>9</b>	<b>87652</b>	<b>91787</b>	<b>4135</b>	<b>64911</b>	<b>68739</b>	<b>3828</b>
Bizana	2	2	0	81	81	0	54	54	0
Butterworth	19	20	1	1267	1427	160	907	1041	134
Elliot	18	18	0	429	350	-79	355	289	-66
Elliotdale	2	2	0	81	68	-13	51	32	-19
Engcobo	24	29	5	1688	1813	125	1079	1207	128
Idutywa	13	15	2	675	784	109	483	499	16
Kentani	13	18	5	645	626	-19	397	393	-4
Maclear	10	11	1	213	240	27	147	170	23
Matatiele	24	21	-3	811	706	-105	588	525	-63
Mount Ayliff	5	6	1	336	404	68	228	322	94
Mount Currie	21	19	-2	795	719	-76	620	594	-26
Mount Fletcher	14	13	-1	649	642	-7	538	490	-48
Mount Frere	21	21	0	1278	1588	310	952	1127	175
Mqanduli	5	4	-1	307	272	-35	204	182	-22
Ngqeleni	4	4	0	198	198	0	130	130	0
Nqamakwe	38	40	2	2473	2610	137	1651	1774	123
Ntabankulu	3	3	0	201	201	0	145	145	0
Qumbu	18	20	2	1283	1381	98	917	997	80
St. Mark's	23	21	-2	1211	1089	-122	760	670	-90
Tsolo	20	24	4	1118	1319	201	748	894	146
Tsomo	24	25	1	1395	1495	100	982	1039	57
Umsikaba	4	4	0	323	323	0	206	206	0
Umtata	12	15	3	616	820	204	470	625	155
Umzimkulu	23	19	-4	1107	942	-165	832	772	-60
Walfish Bay	2	2	0	94	104	10	82	82	0
Willowvale	22	21	-1	1384	1541	157	922	920	-2
Xalanga	26	25	-1	1440	1519	79	972	1048	76
<b>Total for Territories</b>	<b>397</b>	<b>422</b>	<b>25</b>	<b>21295</b>	<b>23262</b>	<b>1967</b>	<b>14865</b>	<b>16227</b>	<b>1362</b>
<b>Do. Colony</b>	<b>1874</b>	<b>1883</b>	<b>9</b>	<b>87652</b>	<b>91787</b>	<b>4135</b>	<b>64911</b>	<b>68739</b>	<b>3828</b>
<b>Total</b>	<b>2271</b>	<b>2305</b>	<b>34</b>	<b>108947</b>	<b>115049</b>	<b>6102</b>	<b>79776</b>	<b>84966</b>	<b>5190</b>

B. Arranged according to Inspectors' Circuits.

INSPECTOR'S CIRCUIT.	Number of Schools.			No. of Pupils on Roll.			Average Attendance.		
	1895.	1896.	Incr.	1895.	1896.	Incr.	1895.	1896.	Incr.
Inspector Bartmann	130	137	7	5684	5720	36	3992	4297	305
.. Bennie	173	169	-4	8387	8283	-104	5868	5781	-87
.. Brady	114	114	0	11097	15363	4266	10092	11352	1260
.. Brice	87	97	10	4227	5330	1103	3075	4031	956
.. Clarke	145	145	0	6135	6429	294	4694	4768	74
.. Ely	177	176	-1	10611	10865	254	7102	7254	152
.. Fraser	171	167	-4	8564	8829	265	6404	6728	324
.. Hofmeyr	109	110	1	4456	4568	112	3359	3521	162
.. Milne	163	173	10	4877	5147	270	4027	4196	169
.. Mitchell	144	142	-2	5816	5662	-154	4430	4252	-178
.. Murray	145	152	7	3784	4014	230	2841	3104	263
.. Noaks	145	145	0	8603	9013	410	6417	6922	505
.. Rein	165	177	12	8381	9664	1283	6148	7095	947
.. le Roux	132	117	-15	3889	3896	7	3206	3074	-132
.. Theron	111	107	-4	2563	2660	97	2061	2096	35
.. Woodroffe	160	177	17	8873	9606	733	6060	6495	435
<b>Total</b>	<b>2271</b>	<b>2305</b>	<b>34</b>	<b>108947</b>	<b>115049</b>	<b>6102</b>	<b>79776</b>	<b>84966</b>	<b>5190</b>



### 3. STATISTICS REGARDING SCHOOLS CLOSED DURING 1896.

A. Arranged in Alphabetical Order of Divisions.

DIVISION.	A. 3	D.	E.	P.F.	Poor.	B.	C.	Total.
Aberdeen	1			1				2
Albany	1			6	1	1		9
Albert				4				4
Alexandria				4				4
Aliwal North				4				4
Barkly East	1			8				9
Barkly West	2			2				4
Bathurst				1				1
Beaufort West	1			6				7
Bedford	1			4				5
Bredasdorp	2							2
Britstown	1			3				4
Caledon	1			5	1	1		8
Calvinia	1			6				7
Cape				3				3
Carnarvon	1			4				5
Cathcart	1			5				6
Ceres	1			4				5
Clanwilliam				2	1			3
Colesberg	1			5				6
Cradock	1			7				8
East London	1			1				2
Fort Beaufort				3				3
Fraserburg	2	1		11				14
George	1			1	1			3
Glen Grey						1		1
Gordonia								
Graaff-Reinet	1			4				5
Hanover				4				4
Hay				3		1		4
Herbert	1			1				2
Herschel						2		2
Hopetown	2			3				5
Humansdorp	1			4	1			6
Jansenville	3			8				11
Kenhardt	1			3				4
Kimberley				2	1			4
King William's Town				2		2		4
Knysna					1			1
Komgha				1				1
Ladismith				1				1
Mafeking				1				1
Malmesbury				4	1			5
Middelburg	1			7				8
Mossel Bay				3				3
Murraysburg				4				4
Namaqualand	1							1
Oudtshoorn	4				4			8
Paarl	1							1
Peddie	1			1	1			3
Philipstown				4				4
Piquetberg	1				1	1		3
Port Elizabeth								
Prieska	1							1
Prince Albert	2			2	2			6
Queenstown				7				7
Richmond				6				6
Riversdale				5	1			6
Robertson	2			3	1			6
Somerset East				17	1			18
Stellenbosch								
Steynsburg	1			1				2
Stockenström	2			2		1		5
Stutterheim	1			3				4
Sutherland	2							2
Swellendam				3	1			4
Tarka	1			3				4
Tulbagh								
Uitenhage	1			6		2		9
Uniondale	1			3		2		6

### SCHOOLS CLOSED.

117c

DIVISION.	A. 3	D.	E.	P.F.	Poor	B.	C.	Total.
Van Rhynsdorp				1				1
Victoria East				1				1
Victoria West	1			7	1			9
Vryburg	8			1	1			10
Willowmore	5			7	2			14
Wodehouse	3			9	3			15
Worcester	1			2				3
<b>Total</b>	<b>71</b>	<b>1</b>	<b>5</b>	<b>245</b>	<b>27</b>	<b>14</b>	<b>..</b>	<b>363</b>
Bizana								
Butterworth				1				1
Elliot	2				2			4
Elliotdale								
Engcobo							1	1
Idutywa								
Kentani								
Maclear	1			2				3
Matatiele				1			3	4
Mount Ayliff								
Mount Currie				1			1	2
Mount Fletcher							2	2
Mount Frere								
Mqanduli							1	1
Ngqeleni								
Nqamakwe				1				1
Ntabankulu				1			1	2
Qumbu								
St. Mark's								
Tsolo								
Tsomo				1				1
Umsikaba								
Umtata							1	1
Umzimkulu							3	3
Walfish Bay								
Willowvale							1	1
Xalanga								
<b>Total for Territories</b>	<b>3</b>	<b>..</b>	<b>..</b>	<b>8</b>	<b>2</b>	<b>..</b>	<b>14</b>	<b>27</b>
<b>Do. Colony</b>	<b>71</b>	<b>1</b>	<b>5</b>	<b>245</b>	<b>27</b>	<b>14</b>	<b>..</b>	<b>363</b>
<b>Total</b>	<b>74</b>	<b>1</b>	<b>5</b>	<b>253</b>	<b>29</b>	<b>14</b>	<b>14</b>	<b>390</b>

B. Arranged according to Inspectors' Circuits.

INSPECTOR.	A. 3	D.	E.	P.F.	Poor	B.	C.	Total.
Bartmann	3			8	2	1		14
Bennie	4			11	2	3	2	22
Brady				3				3
Brice	15		2	15	2	1		35
Clarke	3			18		1		22
Ely	2			4	1	2		9
Fraser	3			21	1	3		28
Hofmeyr	4			13	2	1		20
Milne	5			44	4			53
Mitchell	5			10	6			21
Murray	11			23	4	2		40
Noaks	4			9	2			15
Rein				2			11	13
Le Roux	5			34				39
Theron	9	1		34	3			47
Woodrooffe	1			7			1	9
<b>Total</b>	<b>74</b>	<b>1</b>	<b>5</b>	<b>253</b>	<b>29</b>	<b>14</b>	<b>14</b>	<b>390</b>



4. STATISTICS REGARDING SCHOOL INSPECTIONS DURING 1896.

A.—Teachers' Qualifications.

	ACADEMIC.			No Academic Certificate.	Total.
	Degree.	Intermediate.	Matriculation.		
British Privy Council	21	4	6	117	148 (3.86 %)
Other European Governments				14	14 (.37 %)
Cape Second Class	12*	17	71	31	131 (3.42 %)
Cape Third Class	5	6	43	1323	1377 (35.93 %)
No Professional Certificate	73	21	71	1996	2161 (56.42 %)
<b>Total</b>	<b>111</b> (2.9 %)	<b>48</b> (1.25 %)	<b>191</b> (4.96 %)	<b>3481</b> (90.89 %)	<b>3831</b>

\* Three teachers are here included who have passed the whole or part of the written examination for the First Class Certificate, but who have not taken the practical part of the examination.

B. Distribution of Pupils into Standards.

1. Arranged according to Inspectors.

INSPECTED BY	Number of Schools.	Pupils on Roll.	Present at Inspection.	Unclassified.	Sub-Standards.	Not below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Ex-Standard.
Inspector Bartmann	144	5690	4907	52	2344	2511	728	716	504	245	156	76	28	55
„ Bennie	179	8362	7241	113	3666	3462	1307	1141	624	305	67	9	4	8
„ Brady	12	902	728	..	395	333	90	112	67	33	20	11	..	..
„ Brice	131	5927	5116	..	2574	2542	801	676	448	366	175	58	16	2
„ Clarke	137	6097	5307	266	1944	3097	805	829	766	466	144	48	10	29
„ Crawshaw	20	954	856	..	490	366	181	130	49	6	..	..	..	..
„ Ely	169	9988	8086	86	3850	4150	1354	1328	805	377	165	98	19	4
„ Fraser	160	7813	6693	166	2803	3724	1036	1032	770	439	248	132	23	44
„ Hofmeyr	76	3028	2558	6	1216	1336	404	387	282	139	79	39	3	3
„ Milne	165	4908	4380	20	1504	2856	754	669	557	451	230	127	40	28
„ Mitchell	138	5369	4658	41	2225	2392	690	706	466	320	120	50	14	26
„ Murray	161	4095	3653	..	1574	2079	604	649	420	251	104	43	7	1
„ Nixon	43	5994	4991	14	2542	2435	673	680	521	306	165	59	16	15
„ Noaks	151	8911	7678	384	2889	4405	1159	1043	811	656	385	279	62	10
„ Rein	122	6191	5484	26	3337	2121	851	662	399	174	25	10	..	..
„ le Roux	119	4175	3732	42	1546	2144	617	511	469	300	150	69	25	3
„ Theron	128	2795	2547	..	1106	1441	336	391	346	203	92	53	11	9
„ Woodrooffe	174	8811	7112	132	3379	3671	1355	1200	751	286	53	18	6	2
„ Young	55	7187	5795	1	2675	3119	693	711	540	475	307	260	110	23
20 Casual Inspectors	43	606	542	..	192	350	107	115	63	49	13	3	..	..
<b>Total</b>	<b>2327</b>	<b>107803</b>	<b>92064</b>	<b>1349</b>	<b>42181</b>	<b>48534</b>	<b>14545</b>	<b>13688</b>	<b>9658</b>	<b>5847</b>	<b>2698</b>	<b>1442</b>	<b>394</b>	<b>262</b>
<b>Total for 1895</b>	<b>2223</b>	<b>101590</b>	<b>85210</b>	<b>770</b>	<b>37894</b>	<b>46546</b>	<b>13786</b>	<b>13822</b>	<b>9374</b>	<b>5427</b>	<b>2441</b>	<b>1109</b>	<b>258</b>	<b>329</b>
<b>Increase</b>	<b>104</b>	<b>6213</b>	<b>6854</b>	<b>579</b>	<b>4287</b>	<b>1988</b>	<b>759</b>	<b>-134</b>	<b>284</b>	<b>420</b>	<b>257</b>	<b>333</b>	<b>136</b>	<b>-67</b>

SCHOOL INSPECTIONS.

2. Arranged according to Classes of Schools.

	Sp.	A. 1.	A. 2.	A. 3.	D.	E.	P.F.	Poor.	B.	C. 1.	C.	Total.
Number of schools inspected	11	72	99	437	6	10	599	171	546	10	360	2327
Do. pupils on roll	484	10116	7783	14280	255	649	4867	4621	42607	589	21552	107803
Do. do. present	440	9487	7174	12772	222	416	4719	4051	34122	575	18086	92064
Percentage of do.	90.91	93.78	92.18	89.44	87.06	64.16	96.96	87.67	80.09	97.62	83.92	85.4
Pupils unclassified	300	273	33	38	1	72	1	7	8	531	85	1349
Do. in sub-standards	48	1566	1670	4742	29	202	1133	1959	21197	..	9641	42181
Do. in standards and above	92	7654	5471	7992	192	142	3585	2085	12917	44	8360	48534
Pupils in Standard I.	24	786	1022	2346	36	59	922	800	5387	..	3163	14545
Do. do. II.	46	1159	1198	2285	43	69	1012	757	4442	6	2671	13688
Do. do. III.	11	1509	1217	1761	42	13	807	340	2326	10	1622	9658
Do. do. IV.	8	1550	1007	1109	36	1	542	147	663	26	758	5847
Do. do. V.	..	1212	580	390	23	..	232	38	97	2	124	2698
Do. do. VI.	3	920	343	94	12	..	63	3	2	..	2	1442
Do. do. VII.	..	307	74	7	..	..	6	..	..	..	..	394
Do. Ex-standard	..	211	30	..	..	..	1	..	..	..	20	262
Percentage in Sub-standards	10.91	16.44	23.28	37.12	13.06	48.55	24.	48.36	62.12	..	53.3	45.81
Standard I.	5.45	8.28	14.25	18.37	16.22	14.18	19.54	19.75	15.79	..	17.49	15.8
Do. do. II.	10.46	12.22	16.7	17.89	19.37	16.59	21.44	18.69	13.02	1.04	14.77	14.87
Do. do. III.	2.5	15.91	16.96	13.79	18.92	3.13	17.1	8.39	6.82	1.74	8.97	10.49
Do. do. IV.	1.82	16.34	14.04	8.68	16.22	.24	11.49	3.63	1.94	4.52	4.19	6.35
Do. do. V.	..	12.77	8.08	3.05	10.36	..	4.92	.94	.28	.35	.69	2.93
Do. do. VI.	.68	9.7	4.78	.74	5.4	..	1.34	.07	.01	..	.01	1.57
Do. do. VII.	..	3.24	1.03	.06	..	..	.13	..	..	..	..	.43
Do. Ex-standard	..	2.22	.42	..	..	..	.02	..	..	..	.11	.28
Do. unclassified	68.18	2.88	.46	.3	.45	17.31	.02	.17	.02	92.35	.47	1.47

C. Success and Progress.

- a. Total number of Pupils presented for Standards.
- b. Number of Pupils who passed the Standard for which they were presented.
- c. Percentage of passes.
- d. Number of Schools inspected for the first time.
- e. Number of Schools where a comparison with a previous inspection is impossible for other reasons.
- f. Number of Schools where such a comparison is possible.
- g. Number of Pupils present at inspection in these schools.
- h. Of these, number presented for Standards this year who were also present at previous inspection.
- i. Of these, number of Pupils who passed a higher Standard this year.
- j. Do. do. the same Standard this year.
- k. Do. do. a lower Standard this year.
- l. Percentage of Pupils who passed a higher Standard this year.
- m. Do. do. the same Standard this year.
- n. Do. do. a lower Standard this year.

	Sp.	A. 1.	A. 2.	A. 3.	D.	E.	P.F.	Poor.	B.	C. 1.	C.	Total.
a.	104	7537	5594	10562	198	167	3767	2285	14969	44	9777	55004
b.	58	5979	4252	6078	155	109	3001	1639	8997	34	8597	35899
c.	55.77	79.33	76.01	57.55	78.28	65.27	79.67	71.73	60.1	77.27	57.25	65.27
d.	1	2	3	85	1	5	200	51	41	..	48	437
e.	6	1	3	4	..	3	..	2	8	9	7	43
f.	4	69	93	348	5	8	399	118	497	1	305	1847
g.	136	9082	6826	11043	222	182	3275	2872	31288	52	14966	79944
h.	65	5017	3762	5675	106	37	2335	1353	11935	9	6704	36998
i.	27	4089	2864	4016	80	19	1631	957	6211	7	3598	23499
j.	15	915	890	1621	26	17	688	392	5582	2	3001	13149
k.	23	13	8	38	..	1	16	4	142	..	105	350
l.	41.54	81.5	76.13	70.77	75.47	51.35	69.85	71.81	52.04	77.78	53.67	63.51
m.	23.08	18.24	23.66	28.56	24.53	45.95	29.46	28.9	46.77	22.22	44.76	35.54
n.	35.38	.26	.21	.67	..	2.7	.69	.29	1.19	..	1.57	.95



D.—Extra Subjects.

SUBJECT.	No. of Schools.	No. of Scholars.	Average Hours per Week.	
Agriculture	5	89	1.85	
Basket-making	4	81	15.38	
Book-keeping	7	58	3.14	
Botany	6	107	1.58	
Brick-making and Building	1	16	14.	
Chemistry	8	279	2.16	
Cookery	1	5	9.	
Domestic Economy	3	10	1.33	
Drawing	406	18337	1.34	
Dressmaking	7	150	2.86	
Drill, Physical	432	28400	1.17	
Dutch Grammar	134	4781	2.16	
Dynamics	12	77	2.06	
Elocution	1	7	1.	
Fancy Work	2	33	3.	
French	33	487	1.89	
Gardening	2	10	10.	
German	27	797	2.58	
Greek	26	263	2.53	
Hebrew	1	87	5.	
History, Ancient	4	45	1.44	
House and Laundry Work	2	29	11.5	
Kafir	8	169	1.13	
Latin	131	2777	2.52	
Literature, English	5	91	6.05	
Mathematics	140	2264	3.83	
Music, Theory of	5	348	1.05	
Painting	5	67	2.7	
Physics	14	158	1.68	
Physiology	36	418	1.55	
Printing and Bookbinding	1	14	56.	
School Method	3	44	2.	
Sesuto	2	7	1.75	
Sewing	1185	35749	2.33	
Shoemaking	2	22	45.	
Shorthand	4	60	1.5	
Singing from Notes	798	47165	1.32	
Waggon-making	1	12	56.	
Woodwork	42	1443	10.47	
Zoology	2	14	1.5	

E.—Cost of Schools.

Class.	Total Rate of Government Grant.	Total Rate of Local Contribution.	Teachers with Free			Cost to Government per Pupil examined.								
			Board.	House.	Land.	Highest.	Lowest.	Average.						
									£	s.	d.			
Sp.	4982 <sup>3</sup> / <sub>4</sub>	1992	11	2	..	25	9	5 <sup>1</sup> / <sub>4</sub>	4	11	5	1	12	1 <sup>1</sup> / <sub>4</sub>
A. 1	32026 <sup>1</sup> / <sub>2</sub>	30564 <sup>3</sup> / <sub>4</sub>	106	25	..	6	6	3 <sup>3</sup> / <sub>4</sub>	1	4	3 <sup>3</sup> / <sub>4</sub>	3	7	6 <sup>1</sup> / <sub>4</sub>
A. 2	18620	16457	5	45	..	5	15	10	1	8	11 <sup>1</sup> / <sub>2</sub>	2	11	11
A. 3	25957 <sup>3</sup> / <sub>4</sub>	18839 <sup>1</sup> / <sub>4</sub>	208	131	..	7	10	0	0	12	8	2	0	7 <sup>3</sup> / <sub>4</sub>
D	950 <sup>3</sup> / <sub>4</sub>	735	2	3	..	9	5	5	2	1	2	4	5	7 <sup>3</sup> / <sub>4</sub>
E	370	214 <sup>3</sup> / <sub>4</sub>	..	..	..	2	2	10 <sup>1</sup> / <sub>4</sub>	0	4	7	0	17	9 <sup>3</sup> / <sub>4</sub>
P.F.	10678 <sup>1</sup> / <sub>4</sub>	10462 <sup>3</sup> / <sub>4</sub>	555	3	..	4	5	10	1	0	0	2	5	3
Poor	10736 <sup>1</sup> / <sub>2</sub>	1472	98	18	..	6	18	0	0	14	7 <sup>1</sup> / <sub>4</sub>	2	13	0
B	24327 <sup>1</sup> / <sub>4</sub>	18461 <sup>1</sup> / <sub>4</sub>	123	136	57	3	0	0	0	5	7	0	14	3
C. 1	5137	2575	8	16	..	23	9	5 <sup>3</sup> / <sub>4</sub>	5	3	1	8	18	8 <sup>1</sup> / <sub>4</sub>
C	13961 <sup>3</sup> / <sub>4</sub>	6522 <sup>1</sup> / <sub>4</sub>	75	107	125	19	17	10	0	4	6	0	15	5 <sup>1</sup> / <sub>4</sub>
Total	147748 <sup>1</sup> / <sub>2</sub>	103296 <sup>1</sup> / <sub>4</sub>	1191	486	182	25	9	5 <sup>1</sup> / <sub>4</sub>	0	4	6	1	12	1 <sup>1</sup> / <sub>4</sub>

5. EXAMINATION STATISTICS.

I. NUMBER OF CANDIDATES FOR TEACHERS' EXAMINATIONS ARRANGED ACCORDING TO INSPECTORATES.

I. YEAR PUPIL TEACHERS.		II. YEAR PUPIL TEACHERS.		III. YEAR PUPIL TEACHERS.	
Inspector.	No.	Inspector.	No.	Inspector.	No.
Clarke	176	Clarke	63	Noaks	79
Woodrooffe	80	Brady	60	Brady	60
Ely	69	Noaks	57	Fraser	48
Brady	57	Bennie	36	Bartmann	39
Bennie	55	Ely	34	Ely	35
Noaks	50	Bartmann	29	Clarke	31
Rein	43	Le Roux	22	Le Roux	24
Fraser	37	Milne	21	Milne	20
Milne	24	Fraser	20	Rein	19
Le Roux	20	Woodrooffe	18	Brice	17
Brice	19	Mitchell	13	Bennie	15
Mitchell	12	Hofmeyr	10	Mitchell	14
Bartmann	9	Rein	8	Woodrooffe	13
Hofmeyr	6	Brice	7	Hofmeyr	4
Murray	4	Theron	6	Murray	2
Theron	4	Murray	3	Theron	1
Ex-Colonial	29	Ex-Colonial	4	Ex-Colonial	8
Total	694	Total	411	Total	429

FIRST CLASS TEACHERS' CERTIFICATE.

MIDDLE CLASS TEACHERS' CERTIFICATE.

FIRST CLASS TEACHERS' CERTIFICATE.		MIDDLE CLASS TEACHERS' CERTIFICATE.	
Inspector.	No.	Inspector.	No.
Fraser	2	Brady	10
Milne	2	Noaks	6
Brady	1	Bartmann	1
Brice	1		
Clarke	1		
Le Roux	1		
Theron	1		
Total	9	Total	17

II. NUMBER OF CANDIDATES FOR EXAMINATIONS IN SPECIAL SUBJECTS ARRANGED ACCORDING TO INSPECTORATES.

WOODWORK.		SCIENCE.		DRAWING.		NEEDLEWORK.	
Inspector.	No.	Inspector.	No.	Inspector.	No.	Inspector.	No.
Noaks	169	Noaks	61	Fraser	211	Brady	48
Brady	167	Brady	51	Brady	151	Noaks	25
Bartmann	118	Fraser	44	Bartmann	42	Mitchell	20
Le Roux	86	Le Roux	44	Noaks	33	Fraser	10
Fraser	53	Milne	31	Rein	13	Brice	8
Ely	45	Brice	27	Ely	11	Bartmann	5
Mitchell	27	Ely	26	Milne	10	Milne	3
Milne	9	Bartmann	11	Brice	9	Woodrooffe	1
Bennie	..	Mitchell	9	Hofmeyr	9	Bennie	..
Brice	..	Clarke	3	Le Roux	4	Clarke	..
Clarke	..	Murray	1	Woodrooffe	2	Ely	..
Hofmeyr	..	Rein	1	Clarke	1	Hofmeyr	..
Murray	..	Woodrooffe	1	Bennie	..	Murray	..
Rein	..	Bennie	..	Mitchell	..	Le Roux	..
Theron	..	Hofmeyr	..	Murray	..	Rein	..
Woodrooffe	..	Theron	..	Theron	..	Theron	..
				Ex-Colonial	3		
Total	674	Total	360	Total	441	Total	117



III. SUMMARY OF NUMBER OF CANDIDATES FOR ALL DEPARTMENTAL EXAMINATIONS, DECEMBER, 1896.

INSPECTOR.	No.
Brady .....	605
Noaks .....	480
Fraser .....	425
Clarke .....	275
Bartmann .....	254
Ely .....	220
Le Roux .....	201
Milne .....	120
Woodrooffe .....	115
Bennie .....	106
Mitchell .....	95
Brice .....	88
Rein .....	84
Hofmeyr .....	29
Theron .....	11
Murray .....	10
Ex-Colonial .....	44
Total .....	3,162

IV. DIVISIONS INCLUDED IN INSPECTORATES.

A. B. BARTMANN, M.A.	REV. D. D. FRASER.	T. W. REIN, B.A., Ph. D.
Bredasdorp	Albany	Bizana
Caledon	Alexandria	Elliotdale
Stellenbosch	Bathurst	Matatiele
Swellendam	Bedford	Mount Ayliff
	Port Elizabeth	Mount Currie
	Uitenhage	Mount Fletcher
		Mount Frere
W. G. BENNIE, B.A.	J. H. HOFMEYR, M.A.	Mqanduli
Barkly East	Calvinia	Ngqeleni
Glen Grey	Ceres	Ntabankulu
Herschel	Clanwilliam	Qumbu
Elliot	Namaqualand	Tsolo
Engcobo	Piquetberg	Umsikaba
Maclear	Tulbagh	Umtata
St. Mark's	Van Rhy'n's Dorp	Umzimkulu
Xalanga	Walfish Bay	
J. H. BRADY, M.A.	WM. MILNE, M.A., B.Sc.	B. P. J. LE ROUX.
Cape	Albert	Britstown
	Aliwal North	Colesberg
	Cradock	Graaff-Reinet
A. E. BRICE, B.A.	Somerset East	Hanover
Barkly West	Tarka	Middelburg
Gordonia	Wodehouse	Philipstown
Hay		Richmond
Herbert	J. MITCHELL.	Steynsburg
Hope Town	George	
Kenhardt	Ladismith	G. P. THERON, B.A.
Kimberley	Mossel Bay	Beaufort West
Mafeking	Oudtshoorn	Carnarvon
Prieska	Riversdale	Fraserburg
Vryburg		Murraysburg
	A. H. MURRAY, M.A.	Prince Albert
	Aberdeen	Sutherland
W. E. C. CLARKE, M.A.	Humansdorp	Victoria West
Cathcart	Jansenville	
Fort Beaufort	Knysna	REV. CANON H. R. WOODROOFFE,
Queenstown	Uniondale	M.A.
Stockenström	Willowmore	Komgha
Victoria East		Stutterheim
	E. NOAKS, M.A.	Butterworth
	Malmesbury	Idutywa
F. HOWE ELY, M.A.	Paarl	Kentani
East London	Robertson	Nqamakwe
King William's Town	Worcester	Tsomo
Peddie		Willowvale

ANNEXURE IV.

FINANCE.



INDEX.

	PAGE.
1. STATE EXPENDITURE FOR PUBLIC EDUCATION .. .. .	3 <i>d</i>
2. PUPIL TEACHERS' FUND .. .. .	5 <i>d</i>
3. PENSIONS GRANTED .. .. .	6 <i>d</i>
4. GOOD SERVICE LIST .. .. .	7 <i>d</i>

1. STATE EXPENDITURE FOR PUBLIC EDUCATION FOR  
THE FINANCIAL YEAR ENDED 30th JUNE, 1896.

	£	s.	d.
A.—OFFICE. .. .. .			4,775 10 0
Staff—Salaries .. .. .	4,633	10	9
Contingencies .. .. .	141	19	3
B.—INSPECTORATE .. .. .			13,690 11 6
Regular Staff—Salaries .. .. .	7,228	5	8
Do. Travelling Expenses .. .. .	6,412	15	10
Casual .. .. .	49	10	0
C.—HIGHER EDUCATION .. .. .			10,600 5 0
University .. .. .	2,000	0	0
Do. School and College Bursaries .. .. .	300	0	0
South African College (Special Grant, Ordinance No. 11 of 1837) .. .. .	400	0	0
Colleges .. .. .	7,900	5	0
a. Salaries .. .. .	£5,880	9	6
b. Merit Grants .. .. .	1,309	7	6
c. Apparatus .. .. .	710	8	0
D.—TRAINING OF TEACHERS .. .. .			6,784 3 1
Educational Museum .. .. .	37	11	10
Instructors in Drawing .. .. .	631	15	0
Do. Singing .. .. .	450	0	0
Instructor of Pupil Teachers .. .. .	320	0	0
Instructress in Needlework .. .. .	200	0	0
Do. do. Special .. .. .	11	0	0
Do. Physical Exercises .. .. .	30	0	0
Allowances to Principals on passing Pupil Teachers .. .. .	1,561	0	0
Vacation Courses of Training .. .. .	2,368	13	8
a. Petty Expenses .. .. .	£39	18	2
b. Books .. .. .	470	10	0
c. Materials .. .. .	77	5	0
d. Furniture .. .. .	9	9	0
e. Fees to Lecturers .. .. .	647	0	0
f. Railway Fares to Lecturers .. .. .	134	6	7
g. Do. to Teachers attend- ing Vacation Courses .. .. .	990	4	11
Contingencies :—			
Pupil Teachers, Monthly Railway Fares .. .. .	229	6	4
Rent of Rooms .. .. .	169	2	0
Gas Supplied .. .. .	11	8	3
Examination for Certificates .. .. .			409 16 7
Transport of Departmental Instructors .. .. .			651 14 0
			112 12 0
E.—SCHOOLS .. .. .			161,084 11 1
Undenominational Public Schools .. .. .	59,239	6	2
Church Third Class Schools .. .. .	3,323	11	8
Boarding Schools .. .. .	5,197	13	4

[G. 10—'97.]











## 3. PENSIONS GRANTED.

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

	Amount.	Date.
Petrus Beukman ..	£21 0 0 ..	1st January, 1890.
Nanno Byrnes ..	21 0 0 ..	1st October, 1891.
Catherine Buchanan ..	52 10 0 ..	1st October, 1892.
Maria Goultly Bond ..	52 10 0 ..	1st January, 1894.
George Baker ..	52 10 0 ..	1st July, 1894.
William Breach ..	24 0 0 ..	1st July, 1895.
Dr. F. D. Changuion ..	52 10 0 ..	1st October, 1891.
Sarah A. Calder ..	21 0 0 ..	1st July, 1893.
Jacob Cats ..	52 10 0 ..	1st January, 1896.
David Dwashu ..	21 0 0 ..	1st January, 1894.
John T. Eaton ..	52 10 0 ..	1st July, 1889.
Cornelia February ..	24 0 0 ..	1st April, 1894.
Theophilus Groenewald ..	24 0 0 ..	1st July, 1891.
Jacob Hoek ..	52 10 0 ..	1st July, 1893.
Constance E. Kidd ..	45 0 0 ..	1st July, 1892.
Thomas Kyd ..	52 10 0 ..	1st July, 1893.
Henry C. Kildasi ..	21 0 0 ..	1st August, 1895.
Brother Loman ..	21 0 0 ..	1st January, 1895.
Francis McIntyre ..	87 10 0 ..	1st April, 1889.
Richard McCormick ..	87 10 0 ..	1st July, 1895.
Henry Nixon, B.A. ..	75 0 0 ..	9th August, 1888.
John A. Ntsiko ..	21 0 0 ..	1st January, 1895.
Andrew Smith, M.A. ..	52 10 0 ..	9th August, 1888.
Sarah J. Schuld ..	21 0 0 ..	1st January, 1895.
Elizabeth de Villiers ..	21 0 0 ..	1st May, 1889.
Jeanie Wilson ..	60 0 0 ..	1st July, 1891.

## 4. GOOD SERVICE LIST.

Names.	Month when Allowance falls due.	Names.	Month when Allowance falls due.
Adams, F.	February.	Cornelissen, Miss A.	September.
Alberta, Sister.	December.	Cornwall, Miss M. E.	March.
Alexander, Miss E. J.	June.	Cotter, Sister M. B.	Do.
Alexia, Sister, M.	December.	Craib, J.; M.A.	December.
Aloysius, Sister M. (R.C., K.W. Town)	Do.	Crawford, Miss H.	March.
Aloysius, Sister M. (R.C., St. Patrick's, C. Town)	Do.	Cumbela, A. J.	June.
Anderson, Rev. G. W.	September.	Cummings, Miss A. M.	September.
Anderson, Rev. G. B.	Do.	Cummings, Miss E. A.	May.
Annecke, P.	June.	Cuthbert, J. R.	October.
Arends, J.	Do.	Daly, Miss M. A.	March.
Armstrong, Miss K.	December.	Daniel, W.	Do.
Augustine, Sister.	March.	Daniels, Miss C.	September.
Baabe, F. J.	December.	Daoma, Anne.	February.
Balie, R.	March.	Davidson, J.	March.
Ball, G. H.	June.	Davis, Rev. H. W.	December.
Bampton, F. W.	January.	Deary, Miss E. J.	Do.
Basson, P. A.	June.	De Graaff, M.	March.
Berning, A. M.	December.	De Kock, Miss M. J.	December.
Berthold, E.	June.	De Labat, B. J.	May.
Beswick, F.	July.	De Leeuw, E. A.	March.
Beswick, Miss J. E.	Do.	Dennis, C.	December.
Bett, W. R.	June.	De Smidt, J. H.	June.
Bland, D.	Do.	De Villiers, Miss A.	March.
Bliss, Miss A.	December.	De Villiers, A. B.	September.
Bloemkolk, M. P.	March.	De Villiers, G. J.	Do.
Blundell, Mrs. E. J.	December.	De Villiers, Miss M.	December.
Bohlmann, J. A.	September.	De Villiers, S. J.	September.
Bonaker, Mrs. F.	December.	Devine, Miss G.	August.
Booyens, E. J.	March.	De Vos, A. P.	September.
Brink, C. P.	June.	De Wet, A. P.	August.
Brink, P. A.	September.	De Wet, Miss M.	June.
Brink, P. J.	March.	De Wet, P. F.	Do.
Broster, T.	February.	Dickinson, Miss E.	September.
Brown, Miss E. L.	June.	Dix, R.	June.
Bruce, Rev. W. R.	March.	Dodd, Rev. D.	Do.
Burbidge, Rev. G. T.	December.	Dowling, Miss E. J.	February.
Calderwood, Miss M.	August.	Dowling, Sister M. Raymond.	December.
Campbell, Miss T. M.	September.	Dreyer, J. C.	March.
Carnie, A. T.	February.	Driver, A.	June.
Cellarius, J. R.	August.	Dryden, Miss M. H.	December.
Cembi, D.	December.	Dunga, B.	Do.
Chaney, Miss S.	March.	Du Plessis, J. S.	January.
Chapman, Mrs. C.	June.	Du Toit, A. F.	March.
Chilton, Miss E.	December.	Du Toit, C. F.	December.
Cilliers, Miss S.	March.	Du Toit, S. J.	September.
Clarry, R. W.	May.	Eaton, L.	June.
Clement, Sister.	June.	Eaton, Miss S. M.	December.
Cluver, F. A.; B.A.	Do.	Ebeling, Miss A. M.	March.
Cluver, Miss J.	December.	Eksteen, Miss E. C.	Do.
Coetzer, J. N.	September.	Esselen, Miss C. E.	June.
		Euvsard, F. C.	September.



Names.	Month when Allowance falls due.	Names.	Month when Allowance falls due.
Euvrard, J. G.	June.	Hoogenhout, C. P.	September.
Every, Miss F.	Do.	Hope, Miss M. W.	July.
Falati, N.	January.	Hornabrook, Rev. R. F.	June.
Fanti, E.	June.	Hosking, G. T.; B.A.	Do.
Featherstone, Miss B.	Do.	Hugo, J. C.	September.
Ferguson, Miss A.	December.	Humberta, Sister.	December.
Fini, R.	March.	Hurst, W. J.	June.
Forbes, Miss J. G.	December.	Hutchinson, G. P.	July.
Forman, W. J.; B.A.	Do.	Immelman, C. J.	September.
Fouché, W. C.	March.	Immelman, P. D.	June.
Fourie, J. S.	July.	Immelman, S. A.	December.
Franken, P. F.	December.	Inglis, J.; M.A.	Do.
Frans, E.	June.	Innes, Miss H. Rose.	September.
Fransch, Rosa.	July.	Irving, J. E.	June.
French, G.	March.	Jacks, J.	July.
Frylinck, D. E.	September.	Jackson, Mrs H.	December.
Frylinck, J. R.	March.	Jackson, W.	Do.
Gallant, R.	Do.	Jaeger, F. W.	September.
Galvin, Sister Pius.	December.	Janssen, Miss H.	December.
Gantz, Miss C. L.	October.	Jonker, J.	April.
Gatt, J. B.	May.	Jordaan, P. D.	December.
Gawe, S.	August.	Joseph, Sister M.	June.
Gericke, J. C.	September.	Joubert, Miss D.	Do.
Geyser, H. J.	June.	Juffernbruch, C.	December.
Gie, C. J.	May.	Kannemeyer, P.	April.
Giwu, S.	June.	Kennedy, Miss M.	December.
Glennie, Miss C. F.	April.	Kiddell, Miss L.	July.
Glynn-Wright, J.	December.	Kikillus, Rev. J.	December.
Godden, T. W.	March.	Kilkelly, Miss A.	March.
Goliath, J.	Do.	Kinna, Miss M.	June.
Golightly, T. S.	September.	Kirsten, Miss M. B.	April.
Gordon, H.	December.	Kleinschmidt, W. G.	September.
Gould, Mrs. J. S.	June.	Klinck, J. D.	October.
Greathead, Miss E. B.	January.	Kretzen, R. D.	June.
Greig, W. M.	December.	Krige, D. J.	March.
Griffiths, Mrs. M.	March.	Krige, J. D.	December.
Groenewald, M.	May.	Kupferburger, Miss C.	Do.
Gundwana, J.	February.	Lamont, J.	April.
Haas, Miss F.	December.	Langa, C.	September.
Häfele, C. J.	September.	Lauwrence, Miss E. S.	January.
Hahn, J. S.	July.	Le Cornu, W.; M.A.	Do.
Halcrow, T. S.	December.	Leipoldt, Miss M. C.	November.
Hanafey, Miss E.	March.	Le Roux, Rev. A. G.	September.
Hanrahan, Miss K.	December.	Le Roux, D. F.	July.
Harper, Miss A. E.	Do.	Le Roux, J. G.	June.
Harris, Miss A. M.	March.	Le Roux, P. G.	March.
Harris, A. V.	September.	Lewis, Miss A. E.; B.A.	December.
Hartle, Miss A. C.	June.	Linney, Miss S. A.	June.
Hatch, Miss S. L.	July.	Lister, Miss A.	Do.
Hauptfleisch, Miss N.	September.	Lloyd, G. A.	March.
Heese, Miss F.	October.	Lloyd, W. H.	September.
Henderson, D. H.	April.	Long, Miss S. J.	June.
Hendrickse, A. J.	March.	Longden, Miss A.	Do.
Hendrickse, C. W.	December.	Louis, E.	April.
Hendrickse, J. M.	June.	Louw, F. B.	June.
Herbert, Miss M.	December.	Lusaseni, P.	December.
Hill, H.; B.A.	June.	Lutumbu, A.	Do.
Hlangwana, I. J.	April.	Lwana, J.	March.
Hockly, Miss L.	September.	Mabandla, Jessie.	June.

Names.	Month when Allowance falls due.	Names.	Month when Allowance falls due.
MacCrone, R.; M.A.	December.	Mtombeni, J.	June.
MacCuaig, A.	Do.	Mtshemla, N.	Do.
Maci, A.	Do.	Muller, Miss A.	December.
Mackay, N.	March.	Muller, F.	April.
Madolwana, T.	September.	Muller, Rev. H.	December.
Magdalen, Sister M.	August.	Mullins, Rev. R. J.	August.
Magocoba, H.	March.	Murray, Miss H.	March.
Magungu, J.	October.	Musson, Miss A.	December.
Mahali, J.	June.	Nakin, J.	June.
Mahlaka, J.	September.	Nason, Miss L.	Do.
Makapela, J.	December.	Naudé, Miss H.	May.
Malherbe, Miss J. E.	May.	Ndubela, S.	December.
Malunga, S.	February.	Ndwandwa, N.	April.
Mama, W.	December.	Nel, L. F.	July.
Marais, Miss A. C.	September.	Nelson, A. C.	September.
Marais, F. G.	Do.	Ngana, S.	December.
Marais, Miss J.	March.	Nicol, M.	August.
Marelle, Rev. J.	Do.	Njokwani, A.	June.
Martin, Miss S. J.	March.	Ngaka, J.	December.
Martindale, Miss J. E.	June.	Nstikana, W.	Do.
Marsh, E.	October.	Ntikinca, H.	September.
Mashiyi, H.	June.	Ntloko, W. R.	December.
Masiza, Pauline.	December.	Ntobongwatfa, J.	June.
Mason, S.; B.A.	September.	Ntondini, J.	December.
Matodlana, N.	March.	Nzoyi, S.	Do.
Matshoba, J.	December.	Oliver, O. J.	June.
Mayeza, I. J.	Do.	Olthoff, Miss S. A.	February.
Mazwi, B.	April.	Orchard, Miss E. L.	June.
Mazwi, P.	December.	Orsmond, Miss E. E.	December.
Mbambiza, H.	Do.	Page, C. F.	June.
Mbeki, M.	September.	Palmer, Miss M. B.	August.
McKay, Miss A.	June.	Pamla, G.	June.
McKenzie, Mrs. Y.	Do.	Pamla, M.	December.
McLeod, Miss A.	December.	Parkinson, G. W.	July.
Mdudu, C.	Do.	Parratt, J. W.	December.
Melvill, Miss M.	Do.	Pattison, Rev. J.	September.
Meredith, W. C.; M.A.	June.	Pauw, D. A.	June.
Meyer, Miss M. C.	March.	Pauw, J. C.	September.
Michie, M. A.	June.	Pauw, T. C.	Do.
Midelton, Miss E.	September.	Peebles, Miss M. A.	December.
Miller, C. G.	December.	Perring, Miss C.	June.
Mills, Miss E.	February.	Peters, Rev. T. H.; M.A.	March.
Milne, G. A.	September.	Pfeiffer, E.	December.
Minnaar, Miss L.	Do.	Pfeiffer, P. S.	February.
Mitchell, Miss A.	March.	Phillips, D. M.	December.
Mitchell, S. H.	June.	Pienaar, Miss A. S.	June.
Mokuena, D. S.	December.	Pienaar, G. F.	September.
Mollett, Rev. P. R.	Do.	Pienaar, Miss H. H.	November.
Moncholomie, H.	Do.	Pressly, J. S.; M.A.	May.
Monyakuane, N.	Do.	Pride, Miss V.	December.
Mooney, J. E.	March.	Proctor, J.	July.
Moore, Miss M. L.	September.	Prozesky, Rev. C.	August.
Morton, Miss E.; L.L.A.	December.	Quail, J.	June.
Moyle, Mrs. E. J.	June.	Radas, Mary A.	May.
Moyle, M. P.	October.	Rainer, Rev. A. G.	December.
Mpondo, S.	June.	Raphael, Sister M.	Do.
Msikinya, C.	September.	Raymond, Sister M.	Do.
Msutwana, A.	December.	Redford, Miss C. E.	September.



Name.	Month when Allowance falls due.	Name.	Month when Allowance falls due.
Redford, Miss E. L.	March.	Swemmer, J. W.	June.
Rein, R.	December.	Tas, S.	May.
Rettie, J. ; M.A.	June.	Taylor, W. T.	March.
Reynolds, P.	April.	Theron, D. K.	July.
Rhoda, Mrs. R.	March.	Theunissen, P.	September.
Roberts, Miss E.	December.	Thomas, W.	August.
Rosenow, C. F.	March.	Thompson, P.	January.
Ross, Miss J.	December.	Tobias, M. J.	June.
Rossouw, Miss E. H.	March.	Tunyiswa, T.	December.
Roux, A. P.	December.	Tyamzashe, P.	Do.
Roux, D. G.	June.	Uys, J.	Do.
Roux, G. J.	December.	Van Alphen, D.	June.
Roux, P. E.	January.	Van Blommestein, D.	March.
Rowan, J. Z.	June.	Van Coppenhagen, G.	December.
Ruiter, A. J.	December.	Van der Horst, E. J.	March.
Russell, W. A. ; M.A.	Do.	Van der Spuy, M. J.	June.
Sampson, J. H.	Do.	Van Heerde, G. L.	January.
Schaefer, J. D.	June.	Van Heusden, Mrs.	March.
Scheublé, Miss F. C.	December.	Van Niekerk, Miss J. J.	December.
Scheublé, Miss M.	March.	Van Niekerk, Miss C.	Do.
Schmidt, Miss M.	September.	Varnfield, G.	Do.
Schroder, Miss F.	December.	Venn, Mrs C.	February.
Schumann, J. H.	January.	Von Bonde, G. C.	January.
Scott, A.	December.	Vos, Mrs. A.	December.
Scott, W. McD.	March.	Wagner, F. H.	Do.
Searle, Miss F.	June.	Wagner, J. H.	Do.
Sedeman, S. M.	December.	Waitt, Miss G. C.	January.
Sehlabo, M.	August.	Walker, Miss M.	June.
Sheppard, E. B.	April.	Wallis, Miss E.	September.
Shosha, E.	December.	Walsh, J.	December.
Sidziya, F.	February.	Walters, M. M.	June.
Siebert, Miss M. J.	January.	Watermeyer, E.	Do.
Sihunu, Mrs. M.	December.	Weeber, Miss M.	May.
Smit, A. W.	September.	Weich, S. B.	March.
Smith, Miss A. E.	June.	Weisbecker, Miss F.	December.
Smith, Rev. G.	December.	Wessel, H. W.	Do.
Smith, J.	Do.	Whiteside, Rev. J.	June.
Smith, P. ; M.A.	June.	Whitton, J. R.	December.
Smuts, M.	Do.	Whyte, Miss M.	Do.
Solilo, A.	December.	Wilkinson, A. B.	June.
Solms, Miss U.	Do.	Willebrord, Brother.	March.
Sopelo, S.	June.	Williams, Miss L. E.	April.
Spijker, Miss A. H.	February.	Wilson, E. G.	December.
Starkey, E. J. ; B.A.	Do.	Wilson, G. W.	January.
Stegmann, Rev. J. F.	December.	Wilson, T. W.	December.
Stevenson, Miss S.	March.	Wiinn, J.	Do.
Steyn, Miss S. D.	Do.	Woeke, S. V.	July.
Stocks, A. R.	December.	Woodcock, J. B.	January.
Stofberg, F. J.	Do.	Wyatt, Miss M.	December.
Stroebel, H. H.	June.	Xakekile, J.	March.
Stucki, Miss C. M.	February.	Xavier, Sister.	July.
Stucki, M. J.	September.	Zeeman, D. W.	December.
Sutton, Rev. J. G. ; M.A.	June.	Zeeman, J. F.	January.