

THE

BOOK

12)

The
BRITISH LIBRARY
of POLITICAL *and*
ECONOMIC
SCIENCE

Rerum Cognoscere Causas

CAPE OF GOOD HOPE.



DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

SUPERINTENDENT-GENERAL

OF

EDUCATION

FOR THE YEAR ENDED 31st DECEMBER,

1921.

Price: 5s. 6d.

CAPE TOWN :

CAPE TIMES LIMITED, GOVERNMENT PRINTERS,

1922.

[C.P. 4-'22.]

Cost of Printing £ s. d.
162 7 6

B630411.1100.5.22.
C.T.L.—B3573.

CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

SUPERINTENDENT-GENERAL

OF

EDUCATION

FOR THE YEAR ENDED 31st DECEMBER,

1921.

CAPE TOWN:

CAPE TIMES LIMITED, GOVERNMENT PRINTERS,

1922.

[C.P. 4-'22.]

CONTENTS.

	PAGE
COVERING LETTER	1
THE REPORT OF THE SUPERINTENDENT-GENERAL OF EDUCATION :	
I.—Administration.	
Consolidated Education Ordinance	2
Head Office	2
Controller of Educational Finance	3
Inspectorate	3
Departmental Standing Committees	5
II.—Pupils and Schools.	
Number of Pupils	6
Number of Schools	6
Types of Schools	8
Secondary School Bursaries	12
III.—Teachers.	
Supply of Teachers	14
Sex of Teachers	15
Staffing of Schools	15
The Training Institutions	16
Furlough	17
IV.—Curricula.	
Primary Education	17
Language Provisions	18
Secondary Subjects in Standard VI.	19
Secondary Education	21
Agricultural Education	22
V.—Examinations and Inspections.	
School and Professional Examinations	23
Circuit Inspectors' Reports	25
VI.—Non-European Education.	
Coloured Education	30
Teachers' Salaries	31
Native Education	32
VII.—School Buildings.	
Buildings completed during the year	33
VIII.—Finance.	
Educational Expenditure	34
Apportionment of Government Expenditure	39
School Board Finance	40
IX.—Conclusion	
IX.—Conclusion	
INSPECTORS' AND INSTRUCTORS' REPORTS	42
REPORT OF MEDICAL INSPECTORS OF SCHOOLS	93
REPORT ON INDIGENT BOARDING HOUSES	105
STATISTICS	110

CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

**Report of the Superintendent-General of
Education for the year ended 31st
December, 1921.**

Department of Public Education,
Cape Town, 31st March, 1922.

The Honourable the Administrator,
Province of the Cape of Good Hope.

SIR,—I have the honour to present to you the report on the work of the Department for the year ended 31st December, 1921.

The state of the country's finances and the urgent call for economy have constrained me to compress the report into the narrowest possible limits. This has been achieved mainly by cutting down the statistical information to a minimum, all figures respecting territorial divisions and inspectors' circuits having been eliminated. The days are past when details of each school could be given in the report. And, after all, there is not great cause for regret in the reduction of the size of the report. We have the useful details given in the statistical abstract, though the need for economy has reduced even this publication to two issues a year instead of four, and we have in the fortnightly *Education Gazette* a means of giving to those interested early and regular information of new developments.

Here it may be recorded with pleasure that it has been possible to meet the need for economy in the production of the *Gazette* by issuing the periodical in English and Dutch separately, instead of in both languages as before. In this way the expenditure on paper—an important item nowadays—has been halved.

Chapters II., III. and IV. of the report deal solely with the education of Europeans. Reference is made in Chapter VI. to the education of non-European children.

The year has been an exceedingly trying one: abounding growth and restricted expenditure are ill-assorted companions. Throughout the year, however, I have been

indebted to you and the Executive Committee for the kind consideration shown to the Department. While leading the way in plans for economizing, you have always lent a sympathetic ear to an urgent appeal on behalf of education.

I have the honour to be,

Sir,

Your obedient servant,

W. J. VILJOEN,

Superintendent-General of Education.

I.

ADMINISTRATION.

Consolidated Education Ordinance.

The most important educational event of the year was the passing of the *Consolidated Education Ordinance* by the Provincial Council. This monumental measure consolidated practically all the acts and ordinances relating to education in the Cape Province which were passed by the legislature in the last fifty-six years. Certain legislative provisions of minor moment were deliberately excluded from the consolidation, it being found more convenient to leave them alone. The Ordinance did not stop at consolidation; it embodied a number of changes of considerable importance.

The consolidation of the educational laws is a thing for which we may be thankful, for much confusion and misunderstanding has through it been avoided. It is by no means a perfect piece of work: many desirable provisions had to be excluded on economic grounds, and must remain an ideal for the future. It is true also that a consolidated ordinance which becomes sacrosanct, even when amendment is shown to be both necessary and possible, is likely to prove a curse rather than a blessing, a hindrance to education rather than a help. Nevertheless we may hope that it will prove feasible to keep our new law materially unaltered for a number of years. What is chiefly wanted now is steady progress on the lines laid down in the Ordinance.

In the drafting of the Ordinance, I have received much help from officials, teachers, school boards and teachers' associations; and to all who have co-operated in the work I tender my sincere thanks. One name I would single out for special mention—that of Mr. P. A. Millard, chief clerk to the Department.

Head Office.

Work connected with the new Ordinance was the cause of extreme pressure on the office. There was first the drafting of the Ordinance, which, as may be imagined, was a heavy task; then the constant attendance of senior officials

at the Council's sittings during the passage of the draft Ordinance; and finally, when the measure had become law, the carrying into effect the provisions that were new.

There is to my mind no question that the senior officers of the Department, and especially those in charge of important sections, are undergraded for the work they have to perform. As however the newly-appointed inspectors of the Public Service are expected shortly to visit the Department, more hardly requires to be said at this juncture.

My own time, too, has been more than fully occupied during the past year, with work additional to and inherent in the discharge of my legitimate duties. Apart from the responsibility and the constant demand upon my time as head of the Department and Vice-Chancellor of the University of South Africa, I have, at the request of the Minister of Agriculture, and with your approval, acted as chairman of the committee appointed by the Government, for the purpose of inquiring into the present position of agricultural education throughout the Union, with a view to establishing a greater measure of co-ordination.

The report of the committee, for which I was primarily responsible, will shortly be placed in the hands of the Minister, and should be the means of assisting the Department in bringing about much needed reforms, not only in the system of public education, so far as primary and secondary schools are concerned, but also in the training of teachers.

Controller of Educational Finance.

Section 8 of the Ordinance instituted a Finance Department of the Provincial Administration dealing with the financial administration of education, under an officer entitled the "Controller of Educational Finance." This department is the successor of the Administrative Branch of Education, established in 1918. Mr. J. P. J. Brunt, who had held the post of Officer-in-Charge of the Branch for two years, was appointed to the newly created post.

Perhaps the most important achievement in connection with the Administrative Branch has been the institution of the Cape Province Requisite Store, which supplies books and requisites to the schools not only of the Province but also of the Orange Free State and South-West Africa. As is only natural, the new venture came in for considerable criticism at the outset; but improvements and developments have steadily been effected, and the machine is now running well.

Inspectorate.

There were several changes during the year in the inspectorate. The only resignation was that of Mr. A. J. Lambrechts, B.A., who, after a short term of service as inspector, decided to return to teaching. Mr. J. C. Zuidmeer, B.A., principal of the French Hoek High School, was

[O.P. 4—'22.]

temporarily appointed to succeed him, pending the advertisement of the vacancy; and after full consideration of all the applications, Mr. Zuidmeer was permanently appointed to the post.

The Namaqualand circuit, vacated by Mr. Retief's transfer to the Swellendam circuit, was filled by seconding Mr. S. Boersma from his language inspectorship.

Mr. J. C. W. Radloff, language inspector, was appointed a circuit inspector and was assigned to the Willowmore circuit in succession to Inspector Freeman, transferred to the East London circuit.

The vacancy as language inspector was filled by the appointment of Mr. J. F. Swanepoel, B.A., principal of the Venterstad Secondary School.

An interesting appointment was that of Miss L. C. Elton, B.A., who had served as principal of the Uitenhage Girls' High School and of the Good Hope Seminary, Cape Town. This is the first appointment of a woman as an inspector of schools in the Union, though there have been in the Cape Province and elsewhere organizing instructresses in special subjects such as infant school instructresses, domestic science, and needlework instructresses, and though one of the medical inspectors is a woman. Miss Elton will, for the present, not be assigned to a circuit; her services will be utilised mainly in the inspection of girls' schools and in special work relating to the education of girls. For the period of Mr. Boersma's secondment, also, she will assist in language inspection.

During the year under review three officers on the field staff retired from the service of the Department, namely, Miss M. C. MacIver, Departmental Instructress of Domestic Science, Dr. B. J. Haarhoff, M.A., Ph.D., Relieving Inspector and Inspector of Dutch, and Mr. F. T. Morrison, Departmental Instructor in Manual Training.

Miss MacIver had held her post since 1904, and may rightly be regarded as the official pioneer for domestic science subjects in this Province. Throughout her arduous period of service she has been responsible for the organisation and supervision of instruction in cookery and kindred subjects, and has been successful in laying the foundation in this important branch of girls' education, on which the Department has now found it possible to base the scheme of instruction in domestic science, which is embodied in the new secondary school course. By those who know the difficulties that had to be overcome in this long period of pioneer work, Miss MacIver's services will always be gratefully remembered. From the very outset she upheld the highest principles and best traditions of such instruction.

Dr. B. J. Haarhoff retired in October after having performed valuable work as an Inspector of Dutch and a Relieving Inspector since April, 1911. Prior to that date he was an inspector of schools in the Orange Free State. Dr. Haarhoff's

work, particularly in connection with the study of Dutch in the training schools before the advent of two special language inspectors, was of great value, especially as at all times he threw himself into the performance of his daily work with enthusiasm, insight and sympathy.

Mr. F. T. Morrison was appointed Departmental Instructor in Manual Training in 1902, having previously served as technical instructor at Lovedale. In his work as departmental instructor he has been the inspiration and the friend of the woodwork teachers and pupils, first in the eastern districts, and more recently in the west; and his all-round acquaintance with industrial work has made him invaluable to the Department in connection with the establishment and development of industrial schools, both for European and for native pupils. Indeed, his knowledge of the first principles on which the training of industrial apprentices should proceed has been a great asset in the organisation of industrial school work, and the absence of his counsel on such matters is sorely missed by the Department.

Departmental Standing Committees.

The Department has definitely adopted the principle of consultation with the elected representatives of the teachers. In the Cape Province we have two European teachers' associations—the *South African Teachers' Association*, in which English-speaking teachers are in the majority, and the *Suid Afrikaanse Onderwyzers Unie*, in which Dutch-speaking teachers are in the majority.

Three departmental standing committees have been established:

The Departmental Examinations Committee advises the Department on all questions affecting its examinations; it consists of four representatives of the South African Teachers' Association, four representatives of the Suid Afrikaanse Onderwyzers Unie, one representative of the Association of European Teachers in Native Training Schools, and ten representatives of the Department.

The Departmental Book Committee advises the Cape Province Requisite Store in regard to the supply of books and requisites to schools, and compiles and revises, from time to time, lists of approved books and requisites. This committee has two representatives of the South African Teachers' Association, two representatives of the Suid Afrikaanse Onderwyzers Unie and five representatives of the Department.

The Teachers' Advisory Board, instituted under the Education Ordinance, is composed entirely of teachers. Three are members of the South African Teachers' Association and three members of the Suid Afrikaanse Onderwyzers Unie.

The Examinations Committee and the Book Committee have rendered very valuable service to the Department, and [C.P. 4—'22.]

the Advisory Board, although it has been in existence only for a short time, gives much promise of performing a very useful function. The appointment of a Departmental Examinations Committee has been found necessary, in anticipation of the great changes that are pending as a result of the introduction of the new secondary school courses and the courses for the training of teachers. It is likely that, in consequence of the Department's decision to have, at the end of standard VIII., a junior certificate examination, the University of South Africa will, in a comparatively short time, abolish the junior certificate examination hitherto conducted by it, and if, as is confidently expected, the senior leaving certificate examination of the Department is recognised by the Joint Matriculation Board as a substitute for the matriculation examination, the number of candidates entering for the latter examination will materially decrease, while those taking the departmental examination will increase from year to year. In framing the secondary courses of study, preparing the syllabuses of the departmental school examinations, prescribing set works, appointing examiners and moderators, the Examinations Committee can be of the greatest possible assistance to the Department.

II.

PUPILS AND SCHOOLS.

Number of Pupils.

The number of European pupils under the Department at the end of 1921 was 135,708, as compared with 128,061 at the end of 1920—an increase of 7,647 for the year.

It has been estimated that the number of European children of school-going age (seven to sixteen) in the Cape Province increases by about 1,000 a year; and consequently an increase of 7,647 is very satisfactory indeed, showing as it does that not only is the Provincial Administration keeping pace with the growth of the Province, but that it is making up leeway at a rapid rate. When it is remembered, however, that the provision for educational purposes for the financial year 1921-22 was very severely restricted, it will be seen that the task of providing for these additional children has been a very difficult one, both for school boards and for the Department.

Number of Schools.

The increase in the number of schools has not been anything like so great as the increase in the number of pupils, the number of schools having risen only by 41. This gives evidence of the success which has attended the policy of centralization, formulated by the Department several years ago, and loyally carried out by some of the school boards.

Indeed, in previous years the figures have been even better, there having been for a considerable time a regular decrease in the number of schools, accompanied by an increase in the number of pupils. Thus, in 1918, I was able to record a decrease of 60 schools; in 1919, a decrease of 57 schools; and in 1920, a decrease of 149 schools.

The slight increase in the number of schools this year is partly due to the fact that the increase in the number of pupils is larger than the normal; but it also seems to indicate that, in the great majority of cases, all possible centralization has already been effected. When once a school has been established, it very soon becomes a vested right, and any attempts to close it are stubbornly resisted, even though it can be shown that both economy and efficiency will be served.

But the policy of centralization of school facilities does not depend for its fulfilment solely on the consolidation of already existing schools. The Department's course has been one of restriction of the birth-rate of new schools rather than the forcible extinction of existing single-teacher schools.

Country schools in the Cape Province are notoriously shortlived: there are hundreds of places in the Province where schools once existed, but where they exist no more. If we allow single-teacher schools to die un lamented, and steadfastly refuse to establish fresh schools of this type, unless the pupils cannot be suitably provided for at an existing school in the neighbourhood, we shall make steady progress along the road of school centralization. Of course, there are many isolated localities for which the only solution of the rural education problem is to establish a single-teacher school.

The question arises in what way provision is made for pupils living in localities where the establishment of schools is refused.

There are two main methods: one is to convey the child daily to and from the school. The first legislative reference in our system to school conveyance appears in the *School Board Act of 1905*, and since that date steady, if slow progress has been made towards the solution of the problem of transport to and from school. The donkey-cart has been tried in several places with considerable success, and appears to be, on the whole, the most economical and satisfactory plan. Motor-conveyances have been used at other places, and recourse has even been had to the school boat. There is however widespread objection to these conveyances; too many people seem to think that every child of school-going age who lives out of walking distance of a school should be given a bursary to enable him to board near the school. Any such plan would involve a large expenditure which cannot be contemplated.

Where a child resides so far from the nearest school that even the use of transport is out of the question, a boarding scheme is the only way to help him. The large boarding-school has for years been a prominent feature of Cape education, and several towns owe much of their prosperity to the

existence in them of large boarding-schools. One of the most noteworthy features of recent years has been the establishment, under the *Indigent Boarding House Ordinance*, of indigent boarding-houses, through which many educationally destitute children have been cared for. Over 100 of these boarding-houses now exist, and more than 6,000 "poor white" children are to-day receiving the benefits of education through their agency.

Types of Schools.

The following table shows the distribution of the various schools for Europeans among the groups now recognised:—

	Dec. 1920.	Dec. 1921.	Increase.
<i>European Schools</i>			
<i>Training Institutions:</i>			
Training Colleges	3	3	—
Training Schools	10	10	—
<i>Secondary Schools:</i>			
High Schools	66	69	3
Other Secondary Schools	102	105	3
<i>Primary Schools:</i>			
Undenominational Public Schools	1889	1945	56
Church Schools	35	35	—
District Boarding Schools... ..	1	1	—
Farm Schools	470	447	—23
Poor Schools	1	1	—
<i>Special Schools:</i>			
Schools of Art	3	3	—
School of Music	1	1	—
Schools for the Blind, Deaf and Dumb	4	4	—
Industrial Schools... ..	15	16	1
Domestic Science Schools	3	3	—
Other Special Schools	2	3	1
<i>Part-time Schools</i>	16	16	—
Total	2621	2662	41

The training institutions will be dealt with in another chapter.

Here it will be convenient to review the changes made in the grading of schools of recent years. These changes affect mainly secondary and high schools and the relation between primary education and secondary education.

There are two ways of regarding the secondary institution. One is to regard it as a school for the intellectual *élite*, overlapping in the early years of its course the primary school and leading to the university. The other way is to regard the secondary school as the natural continuation of

the primary school, and to view attendance at it as the birthright of the many rather than the privilege of the few.

The former plan was followed in the Cape for over twenty years; it cannot be said to have worked very successfully. Those pupils in the primary schools who desired secondary education were supposed to go to high schools after standard V.; but in practice they rarely did so, the primary schools retaining them until they had passed standard VI. or even standard VII. Pupils who went from some primary schools to high schools were put back a standard or two, thus losing time which they could ill spare.

In order to prevent this penalization of their old pupils, other primary schools introduced Latin into standards VI. and VII.; and this resulted in many pupils wasting time on the elements of Latin, when they had no opportunity whatever of pursuing their studies in that language sufficiently far to be of any value. The view also existed that, if a pupil embarked on a secondary course and did not stay at school until he had successfully completed it, the time spent in the secondary school was largely wasted.

Three years ago the second plan of school organisation was adopted, with, it is believed, the general approval of all most competent to judge. Under this plan, the primary school ceases work when the standard VI. course has been completed; the secondary school proper begins with standard VII. On this arrangement is based the grading of schools and teachers, salary scales and the bursary system. Further, the Department has officially recognised the fact that there are many pupils who desire a somewhat more prolonged education than they can obtain in a primary school, and who are unable to complete the full secondary school course. For them it has decided to make definite provision by a series of differentiated courses, framed to meet their needs, and crowned by the junior certificate examination, marking the successful completion of a two years' course of secondary education.

The most important of the arguments usually urged in favour of an earlier start with secondary education than the standard VII. stage is that the second language should be begun not later than the age of twelve. But ours is a bilingual country, and all but a negligible minority of European pupils commence the study of the second language at a much earlier age than twelve. Under the new plan, it is the third language that is postponed until the age of thirteen or fourteen has been reached. There is no doubt whatever that the wisest course is to concentrate on English and Dutch until standard VI. has been passed. A smattering of a foreign tongue, whether it be living or dead, is poor compensation for a lack of knowledge of the two official languages of the Union. The obvious disadvantages of bilingualism are emphasised: too little stress is laid on the fact that, through the existence of two languages in our country, we are enabled to make practically every primary school a pre-

paratory school for the secondary institution. For, it is the absence of any language other than the mother-tongue that in most countries distinguishes the purely primary school from the preparatory school.

The Department has, with the full accord of all concerned, adopted the view that the natural culmination of a primary school course is for the majority of European children a secondary school course at least two years in length; and in all its actions it has this ideal in view. The primary school thus has a curriculum extending in no case beyond standard VI.; the secondary school has a curriculum extending up to and including standard VIII.; the high school has a curriculum extending up to standard X. Most of the secondary schools and high schools have primary departments embracing either the whole or the upper part of the primary school course.

At the beginning of 1921, however, there were for the first time secondary institutions that had no primary classes, viz., the South African College High School for boys in Cape Town, and the mixed secondary schools in Cape Town and Woodstock. From the beginning of 1922 the Mossel Bay High School has had no primary pupils; and a new secondary school with standard VII. and VIII. classes only was established at Parow, in the Cape Division.

Primary education should be separated from secondary education whenever possible. Both types of education will flourish more when provided for in separate institutions than when combined in one school.

There are many village schools in the Cape Province that cannot adequately support a high school, but that nevertheless can draw upon a constituency of reasonable size for a two years' secondary course. Consequently, provision has been made in the law for these village schools to be recognized as secondary schools. (The term "secondary school" is here used in the restricted sense of meaning a school with a two-year course of secondary education beyond standard VI. A secondary school that offers a four-year course of secondary education and fulfils the requirements of the law is graded as a "high school.")

The criteria for promotion of a village primary school to secondary grade, as defined by law, are: (1) the school must have maintained for a complete calendar year an enrolment of at least twenty pupils in standards V. and VI. combined; (2) the educational requirements of the locality must, in the opinion of the Superintendent-General, call for the recognition of a school as a secondary school.

In regard to the first requirement, it may be mentioned that, after careful inquiry, it was found that in secondary schools situated in small villages the number of pupils enrolled in standards VII. and VIII. bore a definite relation to the number enrolled in standards V. and VI. Consequently, it was easy to arrive at the number of pupils required in standards V. and VI. to furnish the minimum

enrolment considered necessary in standards VII. and VIII. As regards the second requirement, the Department takes the view that if a school applying for recognition as a secondary school is situated at least one hour's journey by cart or rail from the nearest existing secondary institution, the educational requirements of the locality call for the promotion of the school to secondary rank.

A school that is ambitious of secondary grading and that is situated in a locality satisfying the second requirement mentioned above, need busy itself only with building up its enrolment in standards V. and VI. When once it has met both requirements it will be graded as a secondary school, even though it may not have a single secondary pupil enrolled at the time; and will be given a probationary period of three years to make good its claim to its new grade.

The same conditions prevail in regard to the promotion of secondary schools to high school grade, save that an enrolment of 40 pupils in standards VII. and VIII. is required for high school grading, as against one of 20 pupils in standards V. and VI. for secondary grading.

Since the introduction in 1920 of the provisions, prescribing the requirements for advancement of a primary school to secondary rank and of a secondary school to high school status, the Department has had no end of trouble in making ambitious school boards and principals understand that the only sound and essential course to adopt, with a view to early promotion of their schools, is to consolidate their constituencies by obtaining the necessary minimum of pupils required in the standards prescribed by law, and not to worry over the standards falling for the time being outside their prescribed scope. Indeed, so great has been the trouble with local school authorities, that it has been found necessary to define by regulation the discretionary power vested in the Department under section 90 of the Ordinance, prescribing that no such concession, as is there provided, will be extended to any secondary school that is not situated at least 70 miles by the shortest route from the nearest high school.

The figures regarding the remaining classes of schools do not call for much comment. The loss of 23 farm schools is not to be deplored, since an increase of a larger number in primary schools is shown.

To prevent misapprehension, it is well to point out that the three domestic science schools are in reality parts of one institution situated in Cape Town. This institution consists of a day school of domestic science, an evening school of domestic science and a training centre for domestic science teachers. For administrative purposes the three parts of the institution have to be treated as separate entities.

"Other special schools" include the day continuation classes at Cape Town and the Technical Institute at Salt River, both under the control of the Cape School Board.

[C.P. 4—'22.]

It will be noted that the number of part-time schools has not changed. These schools are all evening schools and were formerly known as such. In 1921, however, the title was changed to combat the idea that a school giving continuative instruction to those at work must necessarily meet in the evening. It would appear that the part-time school, whether held in the day or in the evening, will never prove very attractive to the South African youth. This, however, is not much to be regretted. The Department is trying to secure, instead of a part-time continuation of primary education, a minimum of two years' secondary education for the majority of pupils. There is no question that two years' full-time instruction is vastly superior to part-time instruction extending over double that period. The only desirable type of part-time school is that which gives the apprentice instruction in the theory of his trade.

Secondary School Bursaries.

Reference has been made in previous reports to the Department's proposal to institute a bursary scheme. The matter came up before the Provincial Council in the course of its 1921 session, and formed the subject of a very interesting and valuable debate, in which members, especially from the rural parts of the country, actively joined. It was clear that the need for a bursary scheme to link up our schools in a coherent educational system, and to bring to the secondary institution the pupil who had hitherto been excluded from it by reason of distance and poverty, had impressed itself strongly upon the minds of provincial councillors.

While there is general agreement that local sympathy and contribution should be evoked in connection with the bursary scheme, the Provincial Council felt that the system of Government bursaries should not be wholly or even mainly dependent upon a scheme of local contribution, so that poor localities, that might not be able to raise their quota, might not thereby be debarred from the benefits of the bursary scheme. Any idea of making local contributions essential was, therefore, dropped; and it was decided that the whole bursary should be paid by the Department.

It is hoped, however, that the new arrangement will not result in a slackening of local effort in the securing of money for bursary purposes. There are many ways in which a local supplement to the departmental bursary, though not absolutely required by the regulations, would prove of great assistance in deserving cases; and sometimes a case of hardship will arise for which no state aid at all can be given, and which must, therefore, be dealt with by local effort. One of the best features of educational progress during recent years has been the generous aid given by public bodies and private individuals to bursary schemes for secondary education; and these gifts are much to be desired, not only from the purely financial point of view, but also as betokening or even bringing about a valuable interest in the work of the schools.

The scheme, as passed, provides for a system of transport and boarding bursaries to assist pupils in obtaining secondary education. No pupil is eligible for a bursary, unless he lives at least three miles from a secondary institution, unless he is certified as able to profit by a course of secondary education, and unless the financial circumstances of his parents are such that they will be unable, without the aid of a bursary, to afford him secondary education. If his home, while situated beyond the three-mile limit, is still sufficiently near to the secondary institution to permit of his daily conveyance to and from school, a transport bursary will be granted not exceeding £5 per annum, if cart or tram is used, and not exceeding £7 10 per annum, if train or motor-car is used. The transport scheme has been initiated in several places, and is working well, though complaint has been made that the amount of bursary is insufficient. In one notable case over a dozen pupils are daily transported by motor-car from their homes in a village to a neighbouring high school nearly six miles away. This arrangement results in a better education for the pupils and less cost to the Government than the establishment of another secondary school.

Pupils whose homes are so far from the nearest secondary institution that daily conveyance is out of the question are eligible for boarding bursaries. These bursaries are of the value of £20 per annum, if the pupil is enrolled in standard VII. or standard VIII., and of the value of £25 per annum, if the pupil is enrolled in standard IX. or standard X. The amount of the boarding bursary is, of course, not sufficient to cover the whole cost of board.

There is no intention to remove the whole cost of the pupil's maintenance from the shoulders of the parent. It would not be fair to relieve the country parent of the whole cost of his child's maintenance when the town parent, however poor he may be, has to pay the whole cost. What must be done is to equalise opportunity, as far as possible, between the country pupil and the town pupil; and the boarding bursary is designed to cover approximately the additional expenditure the necessitous country parent must incur in order to send his child away for secondary education.

The school to be attended must, as a general rule, be the nearest institution of appropriate grade. Some objection has been raised to this principle; and it has been argued—with some show of reason—that the better plan would be to allow bursars free choice between schools of the same grade. It must be borne in mind, however, that, in sanctioning the establishment of secondary and high schools at various small centres throughout the Province, the Department has done so with the idea that these schools will cater, not merely for the villages in which they are situated, but also for the surrounding districts. Many of the villages which at present have secondary and even high schools are far too small to

afford adequate constituencies for schools of these grades. First to establish secondary institutions at comparatively small centres with the object of catering both for the village and for the surrounding district, and then to tempt away to larger centres portions of the natural constituencies of these institutions, would be a proceeding both educationally and financially unsound.

Still, there are cases where it would be unwise to insist on attendance at the nearest school. These exceptional cases are provided for in the regulations by power being vested in the Superintendent-General, on the recommendation of the school board of the district in which the pupil concerned resides, to approve of the selection of a school other than the nearest.

III.

TEACHERS.

Supply of Teachers.

For a considerable period the supply of teachers has been sufficient to make good the wastage of certificated teachers, to provide for development and even to replace a certain number of uncertificated teachers; but the six months July—December, 1921, showed for the first time for years an increase in the number of uncertificated teachers. Consequently, it is true to say that during the past year we have been able to make good all wastage of certificated teachers and to provide for only two-thirds of the development.

The reason for this change in the situation is not very apparent: the number of teachers in training during the previous year did not show any commensurate falling-off. At the beginning of 1922, however, the position was considerably altered, there being many newly-trained teachers who were unable to find employment. These teachers, it is hoped, will all be placed at the beginning of the second quarter of 1922.

The standard of teachers' qualifications is steadily improving. That is only as it should be. For, with the improvement that has come, since 1920, in teachers' salaries and conditions of service, the quality of the teaching, too, must be improved by the gradual substitution of the trained and certificated teacher for the untrained or only irregularly and poorly qualified teacher. The number of teachers holding the new primary higher teachers' certificate, which requires a two-years' course of training beyond the matriculation standard, has increased by over ten per cent. The number holding a degree and either the first-class or second-class teachers' certificate has increased by about eleven per cent.

Sex of Teachers.

The percentage which men teachers bear of the total number of teachers is, in training institutions, 24·8; in high schools, 33·3; in secondary schools, 28·0; in primary schools, 22·4; in farm schools, 12·6.

The low percentage of men teachers in primary schools and in farm schools need cause no alarm. The great majority of these schools are single-teacher schools attended by children whose attainments vary from sub-standard A to standard VI.; and in these schools the employment of women is preferable, except where the rough conditions of life make it imperative to employ a man. The proportion in secondary schools and high schools is more or less satisfactory.

Here one criticism might be offered. It is far too often the case that the upper standards of mixed secondary and high schools are staffed entirely by men, although boys and girls attend the classes equally. I have had repeatedly to insist, in the course of ordinary business, on women teachers being appointed to the secondary staff of these institutions. There is no doubt of the benefit that the elder girls derive from the presence on the staff of a well-educated and well-trained secondary teacher of their own sex. For, in addition to the discharge of her appropriate task, a lady assistant could exercise better oversight than a male teacher over such important matters as girls' health, conduct, recreation, manners, and their relations with the boy pupils.

Staffing of Schools.

For a long time the Department had no very definite rules in regard to the staffing of schools. The circumstances of each school were specially considered, and staff was allocated accordingly. Certain principles were generally followed, for example, that no class in the primary area should contain more than 45 pupils; that no class in the secondary area should contain more than 35 pupils, and that, when a teacher had pupils at different stages of attainment to deal with, the size of the class should be still smaller.

From long observation of hundreds of schools, it was found that, by allowing one teacher for every 30 pupils or fraction of that number enrolled in the primary area, and one teacher for every 20 pupils or fraction of that number enrolled in the secondary area, the schools would be adequately staffed, and the general principles referred to would be observed.

Unfortunately, before the Department could put this rule into full operation, the financial situation increased in difficulty, and the Department was obliged to raise the numbers to 33 and 22 respectively. Consequently a school will require to deal with an increase in its enrolment of ten per cent. without additional staff. The increase from 30 to 33 and 20 to 22 appears very small, but in reality it has resulted in a considerable saving. In a large school it

[C.P. 4—'22.]

may mean one or two teachers less than would otherwise have been granted.

So far the Department has not been compelled to reduce staffs in order to bring them into line with the new state of affairs; it has merely refused to create additional posts unless the new rules are met. To reduce a staff is a much more serious thing than to refuse to increase it. In secondary and high schools particularly the reduction of staff presents a problem of considerably difficulty. The stiffening-up of the staffing rules means that the schools are now working with the lowest possible staff compatible with efficiency; and the sooner we can return to the old basis of staffing the better it will be for education.

The Training Institutions.

There were, at the end of 1921, three training colleges and ten training schools; from the beginning of 1922 one training school (Paarl) will be promoted to the rank of a training college.

The difference between the two types of institutions, as defined by law, is that a training college must have had for at least one complete calendar year a minimum average enrolment of twenty students who have completed the full high school course or a course of equivalent length. Save for this, there is no difference between the two types of institutions, since the larger training schools offer several of the courses which are more distinctly training college work. As a matter of fact, some training schools are far too ambitious. Their main work should be to train students for the new primary teachers' lower certificate. Several of them, however, have instituted infant school courses and primary higher courses for which they are unable to recruit sufficient students to make the additional work worth while. The result is that there is at present a considerable amount of overlapping between the institutions.

The Department has no desire summarily to curtail the activities of these institutions; but, in order to prevent waste of money and effort, it has been found necessary to lay down the following principles:—

- (1) That no course already in existence at a training institution be permitted to continue at that institution, if for two consecutive calendar years, reckoned from the beginning of 1922 or any succeeding year, the number of students in each year of the course has been less than 10.
- (2) That no course already in existence at one or more institutions be established at another institution, unless the average number of students enrolled each year of that course has been not less than 15 per institution in the previous year.
- (3) That the establishment of courses in domestic science or physical training be specially dealt with on account of the expense of apparatus.

Furlough.

The restriction of funds made it necessary to limit the expenditure available for teachers' furlough to £10,000 for the financial year 1921-22. Many applications were received, but, in consequence of the limited amount available, it was only possible to grant furlough to teachers of at least sixteen years' service, who had not enjoyed furlough during the previous ten years.

The keeping of the grant of furlough within the sum of £10,000 was a difficult matter; for, at the time that furlough was granted, it was impossible to know what the salaries of the substitutes (the real cost of furlough) would actually be. It is pleasing to record, however, that the expenditure actually incurred exceeded the sum provided by £153 only.

In view of the extreme difficulty of making anything like adequate provision on the estimates for teachers' furlough, and the pronounced feeling held in high quarters that furlough, after all, should not be regarded as a matter of right, and should always be subject to the exigencies of the service, there is much to be said for the suggestion to revert to the old condition of affairs, whereby teachers were granted furlough at stated times, provided they made the necessary arrangements for the payment of the salaries of their substitutes. This suggestion could, regarded in the light of the above interpretation of teachers' furlough, not be said to be irrational, especially in view of the gratifying improvement brought about in 1920 in the conditions of service and emoluments of teachers.

IV.

CURRICULA.

Primary Education.

The new primary school curriculum introduced in 1919 was subjected to review in the past year. A few changes of minor importance were made, and the arrangement of the syllabus was altered in some respects; but generally speaking, the syllabus has remained unchanged.

Some teachers seem to have been rather afraid of the new syllabus, and have shown reluctance in introducing it into their schools; but this reluctance has now disappeared, and the new course is in operation in practically all schools.

The training institutions are annually supplying teachers who have been trained with the new syllabus in view; special help, however, requires to be given to teachers who were trained under the old system. In order to afford this help, the Department has had in preparation a series of memoranda giving advice on the teaching of all the subjects of the primary curriculum, and on related matters such as infant school method and the conduct of the single-teacher school. These memoranda are now (1922) appearing in the *Education*

Gazette. When they have all appeared, they will be republished in volume form, and will doubtless prove of great assistance to our primary school teachers.

Language Provisions.

The *Consolidated Education Ordinance* definitely fixed on the Department the responsibility for the practical application of the language provisions. The *Education (Language) Ordinance* of 1912 prescribed what was to be done in regard to the medium of instruction and the teaching of the second language; but it did not lay the responsibility for carrying out the law upon any body—Department, board or committee. In consequence, it has been very difficult to get the law observed in some schools.

In the vast majority of schools, the two cardinal principles of the language provisions are observed namely, home-language instruction, and the learning of the second language unless the parent objects. In a number of schools parallel classes have been established up to and including standard IV., and are working well. In other schools, English-speaking and Dutch-speaking pupils are taught by the same teachers, who of course must be bilingual.

The services of the language inspectors will, at all times, be available in guiding local school authorities and principals in the practical application of the provisions of the Ordinance governing language and medium of instruction.

As regards the learning of the second language, it has again to be pointed out that some parents very unwisely have withdrawn their children from instruction in that language. This applies both to English-speaking parents who withdraw their children from instruction in Dutch, and Dutch-speaking parents who withdraw their children from instruction in English. The number of cases that have as yet occurred is comparatively small, but it is much to be deplored that there is a single case of a parent so short-sighted as to place obstacles in the way of his child receiving as complete an education as possible. All should constantly bear in mind that English and Dutch are the official languages of the Union; that it is the duty of every good citizen to become as proficient as possible in the use of the languages; and that, apart from this, lack of knowledge of one or other of the languages is bound to prove a disability in after-life. There is allowance to be made for the unilingual men and women of to-day, since opportunities for becoming bilingual were not widespread in their youth, and since the acquirement of a second language is a more difficult matter in manhood or womanhood than at an earlier stage; the case is, however, entirely different with those who, as children, have been given by the State every opportunity of becoming conversant with both languages. To deny children the opportunity of learning the second language at school is to give them needless trouble in after-life. We must look forward to the time when practically every man and woman born in the Union will be

bilingual; and when, in consequence of the mutual understanding and good feeling thereby engendered, many of the present difficulties and hindrances to progress will vanish. Complete bilingualism and the advantages consequent thereupon cannot be brought about in a day; the task is a heavy and difficult one, and its performance will take a long time. It is incumbent upon all of us, however, to do what we can to help in the matter, and at the very least to abstain from wilfully doing anything that may hinder.

Secondary Subjects in Standard VI.

The results of the matriculation examination from year to year, and comparisons between the number of successful candidates and the number of undergraduates at the university institutions, make it evident—

- (1) that the standard required is too high for many of the candidates; and
- (2) that only a small proportion of the matriculants proceed to the university.

Recognising these facts, the Department is instituting its own senior school leaving examination, which presupposes a four-year secondary school course after standard VI., offers a wider range of subjects than that accepted by the Matriculation Board, and will provide a less exacting test for the pupils who do not seek admission to the university.

It is often estimated that these last account for 90 per cent. of our secondary school pupils, and for them the advantage of the new scheme is obvious. The chief difficulty will result from the pressure exercised indirectly by the Matriculation Board on the academic course for which the Department is seeking recognition. In a small secondary school, where the numbers do not justify the sub-division of classes, this pressure may lead to a stereotyping of the instruction of all the pupils, to meet the case of the few who wish to satisfy the Matriculation Board's requirements on the academic side.

There remain the 10 per cent. secondary school pupils who proceed to the university, and whose need is not only a mere pass at the matriculation examination, but a thorough preparation to enable them to profit by a university course. With occasional exceptions, this may be taken to imply a first or second class pass. The importance of this numerically small class in a young country is obvious; to it we look for our professional men and women, and our leaders in Church and State. Hitherto the Government high schools have more than held their own in this pre-university work, and year by year a large number of their pupils have entered the various university institutions, though the strain of preparation to meet the advancing standard required by the Matriculation Board has been admittedly severe.

In the past, practically all the large high schools in the town centres have given their secondary pupils a five-year course, beginning elementary mathematics and Latin (or [C.P. 4—'22.]

French or German) in standard VI., and incidentally finding out during this preliminary year which pupils are likely to benefit most by a secondary school course. At this stage the pupils master very rapidly the elements of the third language, and the strain of standard VII., a particularly trying stage for adolescents, is lessened by the preliminary work done in VI.

A difficulty arises in the case of ex-primary pupils joining such schools at the standard VII. stage, without any knowledge of secondary school subjects. In some schools they are kept back for a year on that account; at others they are coached individually, until they catch up with their classmates, or, if numbers permit, a separate section is formed; at certain girls' high schools, such subjects as domestic science and needlework are provided as alternatives to mathematics and the third language. The average parent leaves the casting vote as to the course to be followed to the child rather than to the principal.

The Department would like to exclude all secondary school subjects entirely from the primary school course, and to confine them to the four standards VII to X. This would be logical and obviously convenient from an administrative point of view. It would suit the 90 per cent. very well, but would be strongly opposed by the parents and teachers of the 10 per cent., who desire a five-year pre-university course. They would ask with some reason how they could be expected to cover in four years, without over-pressure and superficiality, what has hitherto occupied five; and why the opportunities hitherto enjoyed by their children should be curtailed on the ground that others were less favourably situated. They would also point to an increase in the syllabus of standards VII. and VIII., the classes in which over-pressure is most to be deprecated, and would remind the Department of the keen competition of non-Government schools in many centres.

The time would, therefore, seem to be approaching when a distinctively pre-university type of school will have to be recognised, with a five-year course of instruction after standard VI. In that case, in justice to the parents, every effort should be made to reduce the average age of standard VI. to between 12 and 13 years.

Pending the solution of what, admittedly, is a knotty problem, the Department, after consultation with the principals of certain high schools, has laid down the following general principles governing the situation:—

- (1) Every girl should receive instruction in needlework in the primary standards; and, so far as is possible, every boy should receive in the same standards some form of manual training. Where woodwork facilities cannot be afforded, some inexpensive but effective substitute should be provided in consultation with the departmental instructor, *e.g.*, tinwork.
- (2) Cookery should be regarded as a secondary school subject, and in secondary and high schools should

normally be commenced in the standard VII. class. Where, however, facilities for cookery instruction already exist in the primary standards of a school, such instruction may for the present be continued in the primary standards.

- (3) Provision should be made in every secondary or high school to permit to every pupil who has passed standard VI. in a primary school unrestricted choice of, and unretarded progress in any of the secondary courses offered by the school, including the academic course.
- (4) Instruction in algebra and geometry should be postponed until the standard VII. class is reached; but teachers may make in the primary standards such reference to these subjects as is necessary for the effective teaching of arithmetic and drawing.

Secondary Education.

The first draft of the new secondary curriculum was published early in 1920, and, after careful revision, has now reached finality. This curriculum is at present before the Joint Matriculation Board, and there is every reason to hope that the Board will accept the departmental senior school leaving certificate in lieu of matriculation for university purposes, subject, of course, to the necessary restrictions regarding the subjects taken. In the preparation of the curriculum the assistance of teachers, both individually and through their associations, has been most valuable.

Courses of secondary education are offered in great variety. It is possible to take an academic course leading to the university, or a commercial course, or an agricultural course, or a domestic science course, etc.

These are not technical courses: they are courses of general education with a technical bias, for it is not proposed to shape the education given in the schools too narrowly to bread-and-butter ends. No education, worthy of the name, can be based purely upon utilitarianism or premature specialisation. South Africa needs skilled workers, but above all it needs an educated and intelligent citizenship. Yet, in devising courses of secondary study, the insistence on general education as the main object does not necessarily preclude the giving of a technical bias to the course.

It has been found possible to provide alternative courses merely by varying the subjects of instruction for a few hours a week. Whatever the pupil's future career may be, he requires two languages (his own and another), science, and some form of mathematics. Save in the largest schools, the pupils taking the various courses will meet in the same classroom for these subjects, and will be divided merely for the subjects which are peculiar to the course they are taking. This plan is both economically and educationally sound: it is not a wise thing to separate pupils taking different courses of secondary education more than is absolutely necessary.

In framing the new secondary school curriculum, the Department had constantly in mind the fact that the secondary school has the double duty of fitting the pupils for the university or learned professions on the one hand, and, on the other hand, a much larger number for the practical walks of life. The secondary school should be regarded as a final school for the many rather than a preparatory school for the few.

Agricultural Education.

While definite technical instruction in agriculture as such is not feasible in the primary school, it is nevertheless possible to bring the primary school into closer relation with the land through the medium of nature study. This subject is included in the primary school curriculum issued by the Department, and efforts are made to get the children to take an intelligent interest in their surroundings. The Department is proposing to concentrate attention on a few rural schools of various types and see what can be done at a moderate expenditure in the way of school-gardening.

The secondary school course commences after standard VI. has been passed, and this course is divided into two parts,—the junior certificate course (standards VII. and VIII.) and the senior certificate course (standards IX. and X.). In the junior certificate course the science teaching has been remodelled. Instead of the old system, whereby pupils would learn physics alone, or chemistry alone, or a mixture of the two, they are now being given, as well as introductory instruction in physics and chemistry, a very interesting and useful course in biology (botany and zoology). In studying the life histories of insects, special attention is paid to those that have a directly useful bearing, *e.g.*, the codling moth, the Australian bug, etc. Articles on these subjects have appeared recently in the *Education Gazette* and have gained widespread commendation.

For the senior certificate a definitely agricultural course has been proposed in which pupils may take English, Dutch, agricultural science, history or geography, mathematics and another science subject. The successful completion of this course will be crowned by the senior certificate, so that in addition to receiving a useful general education, the pupil would be able on the strength of the certificate either to take a course of training as a teacher or to enter the public service.

The Department is considering the establishment of one or more agricultural secondary schools. These schools will not in any way compete with the agricultural schools at present in existence, the entrance to which is at least standard VIII. The agricultural secondary school will take boys and girls after they have passed standard VI. and will give them a two-year course of training preparatory to practical farming.

A committee on agricultural education has recently been deliberating at the instance of the Minister of Agriculture, and it is expected that the report of this committee will shortly be published for general information.

The committee was asked to deal with such important questions as: the possibility of establishing greater co-ordination between the faculties and the schools of agriculture, with a view to preventing overlapping, and obviating the need for duplication of staff and equipment; the limitation or extension of facilities in higher agricultural education, with a view to meeting the requirements of the universities in the matter of training for degrees in agriculture; the position of agriculture in primary and secondary education, preparatory to the courses provided at both the schools of agriculture and the faculties of agriculture; the training of teachers at university institutions either as specialists in agricultural science or as ordinary teachers with some knowledge of the subject; the establishment under the aegis of the departments of education of the Provinces of agricultural secondary schools; the relations of these institutions to agricultural schools intended primarily for the training of practical farmers and to university institutions providing degree courses in agriculture; and last, but not least, the establishment of an institution providing suitable courses for the training of practical women farmers. On all these points and others, not mentioned here, the committee has submitted definite recommendations—30 in all.

Under the proposed new arrangement, it is expected that the agricultural schools and colleges, *e.g.*, Elsenburg, Grootfontein, etc., will work in closer co-ordination with the faculties of agriculture at the universities and university colleges.

It is clear that never before has so much attention been paid to agricultural education. It is hoped that a full-grade system will be built up, stretching from the primary school to the university. Agriculture is now regarded by all as a positive science.

V.

EXAMINATIONS AND INSPECTIONS.

School and Professional Examinations.

In addition to the professional examinations, the junior secondary school certificate examination of the Department was held for the first time at the end of this year, and the senior secondary school certificate examination will be held for the first time at the end of 1923.

The Department has decided that, for the present, it will be left to the option of individual schools to prepare and enter candidates for its own examinations or those conducted by external bodies. But, with the University of South Africa conducting the junior certificate examination and the Joint Board responsible for the matriculation examination, both

having their seats at Pretoria, a thousand miles away from the headquarters of the Department, it is felt that candidates for these examinations should be examined by the Department under whose aegis the schools preparing such candidates stand.

For, while the school examinations, so long conducted by external bodies, such as the University of the Cape of Good Hope, the University of South Africa, and the Joint Matriculation Board have undoubtedly done much to standardise teaching, and have, on the whole, exerted a powerful and beneficial influence on the curricula and methods of teaching in our secondary schools, the great aim, unfortunately, has been to satisfy the examiners. The examinations have degenerated into a mere race for passes, and have, in many cases, had the deplorable effect of subordinating the main aims of education, namely, the development of individuality, originality and character, to the one and only object of gaining results, winning certificates, and obtaining honours, largely with a view to satisfying the itch for advertisement on the part of parents, and the craving for publicity on the part of local school authorities.

But, so long as examinations are recognised as the normal, if not the sole, method of testing progress, and the normal avenue for advancement from one stage of education to another, it is clear that the character of secondary school education will be determined by the standard of the examinations to be passed. And that alone is a sufficient reason for the Department to rid itself once for all of the incubus of a system of external examinations. The whole trend of modern educational reform is in the direction of entrusting the actual examining to competent and trustworthy school authorities, subject to adequate guarantees imposed and exercised by the central governing authority.

The departmental junior certificate examination of 1921 was taken by very few candidates, only a small number of schools having adopted immediately for the current year the new standard VII. syllabus issued in March, 1920. A very large number of schools, however, adopted the departmental course for standard VII. in 1921, and will be presenting candidates for the junior certificate examination in 1922; and the work of arranging for the examination of these candidates—possibly as many as two thousand in number—will be a heavy addition to the responsibilities of the examining branch of the Department.

It is not perhaps generally known how extensive that side of the Department's work already is. The main part of it has always been the examination of student teachers; and the number of these has risen—since the institution of the three-year course of training in 1894—from 789 in that year to 1,946 in 1900, 3,124 in 1910, and 5,392 in 1920. The separation of the European and non-European courses in 1910 ultimately led to the holding of six separate examina-

tions instead of three, with a proportionate addition to the complexity of the examination machinery. The present time is one of transition; and it is difficult to indicate the position briefly and at the same time clearly. The European course has now been reduced to two years (with a higher entrance standard); and in 1921 there have been only two examinations for European student teachers instead of three. Under the new scheme no departmental examination is being held at the end of the first year; and accordingly after 1921 there will be only one examination instead of three. On the other hand, separate courses (with two examinations in each) are being instituted for coloured and native student teachers, instead of one course for both classes; and after 1921 there will be four separate examinations for non-European student teachers instead of three. In 1921, with no first-year European candidates, the total number of student teachers was 4,654.

Meanwhile, in view of the institution of the new secondary school examinations, the so-called pupils' examinations in single subjects have this year been discontinued. These, however, have for many years been almost confined to pupil teachers, who have been awarded separate certificates for the languages and drawing included in their ordinary examinations; and they would have been discontinued earlier had it not been felt desirable during the introduction of the new bilingual arrangements to continue a plan which enabled each separate student teacher to take in the second language the examination best suited to his stage of advancement.

Circuit Inspectors' Reports.

Elsewhere will be found short reports furnished by circuit inspectors, specialist inspectors and departmental instructors and instructresses regarding the state of education in their areas, or in connection with the various branches and subjects of education for which they severally are responsible.

Needless to say, the Department attaches the greatest possible importance to these reports; and it is earnestly hoped that all alike—those in control of educational finance and buildings, provincial councillors, local school authorities and members of the teaching staff, will thoroughly acquaint themselves with the impressions of the field staff as recorded in these reports. The inspectors and instructors are intelligent men and women, many of them of long standing and successful experience. Occupying a position of semi-detachment, they move about the country with observant eyes, gaining impressions and formulating the results of their regular official rounds. It would, therefore, be of the very highest advantage if their reports could engage the attention of all concerned in the administration and work of education.

From a careful study of the reports, the following salient facts have been gleaned and are here given by way of emphasising the foregoing remarks:

[C.P. 4—'22.]

(1) *Shortage of school buildings.*

Almost without exception, the inspectors report that the provision of new buildings to cope with the increased enrolment is a matter of urgent necessity. In many places the overflow has been housed in hired rooms, at a considerable distance from the main buildings, making the task of organising and supervising the activities of the school a matter of supreme difficulty. Many of these hired buildings, too, are constructed of wood and iron, and as a result the pupils suffer from the extremes of temperature.

(2) *Centralisation of educational facilities.*

Where the policy of centralisation advocated time and again by the Department has been wholeheartedly adopted by the local authorities, it has had beneficial results in that it has been found possible to close down many ineffective schools, to do without the services of a considerable number of uncertificated and badly equipped teachers, and to give the pupils a sounder and better education than they were receiving.

Unfortunately, however, often for selfish reasons, all local bodies do not yet support the policy of centralisation. This is to be regretted, as, quite apart from the economy which could be effected by the amalgamation of small, struggling schools, the best interests of the pupils are being sacrificed by bodies and persons to whom the dearest and closest object should be the welfare of the young entrusted to their care.

(3) *Beneficial influence of indigent boarding houses.*

In the matter of the centralisation of rural educational facilities, the establishment of indigent boarding houses has been a great boon. Thus, in extending to the children of the rural parts equality of opportunity with those of the villages and towns, they are an effectual means for discovering and reclaiming the undiscovered and neglected talent of the "backveld." Apart from the fact that they very actively forward the policy of centralisation, they also make for greater efficiency, while their disciplinary effect cannot be overestimated. Having regard, however, to the fact that the majority of these establishments were never designed for the purpose of serving as school boarding houses, the practice of housing adolescent boys and girls under the same roof is fraught with considerable danger, and should be summarily discontinued.

(4) *Candidates for the teaching profession.*

Now that the teaching profession at last can be said to have come into its own, it is more essential than ever that future teachers on entering upon the secondary stage of education should be wisely guided in the selection of the subjects of their courses of study. There are certain subjects such as drawing, manual instruction, needlework and

singing which, while not commonly regarded as basic subjects, cannot be said to be non-essential to intending teachers, as these are the very subjects that are required of class teachers in primary schools. Accordingly, it is strongly recommended that prospective teachers should take these subjects in standards VII. and VIII.

(5) *Supplementary courses at training centres.*

The Department has for a long time had under consideration the important question of how to make the young teacher fulfil more effectively the part which he has to play in the system as a whole. All alike have felt that, while most of the teachers on entering the profession have the necessary knowledge of the ordinary school subjects which they have to teach, they were sadly lacking in knowledge of certain special subjects and such elementary requirements, as the completion of departmental returns, requisition forms and schemes and records of work. With a view to supplying what admittedly is an existing defect, circuit inspectors and departmental instructors will in future spend as much time as is necessary at training centres in order to enlighten students in regard to such matters as those referred to above, and any others falling within the daily routine of keeping school.

(6) *New spirit of the profession.*

It is particularly gratifying to learn from the reports that teachers to-day, as a whole, are animated by a healthy spirit of devotion to their work. The introduction of the new primary and secondary school courses, affording greater scope for initiative, originality and experiment, has, curiously enough, synchronised with a greater appreciation of the true value of the teacher, as evinced in the amelioration of the conditions of service and emoluments of the profession.

(7) *Migration of teachers.*

A disquieting feature, to which repeated reference is made, is the constant migration of many teachers, who seem like birds of passage, to take a special delight in flitting about the countryside, rarely spending more than one or at the outside two school terms at the same school. If teachers, without rhyme or reason, merely move about through a spirit of adventure or want of a proper feeling of responsibility, the Department and the Legislature will, in the end, be compelled to take steps to combat this undesirable practice.

(8) *Care in the selection of rural school centres.*

It is admittedly the fact that many schools, for one reason or another, have been established on the initiative of boards at unsuitable centres. Local authorities are earnestly requested, when recommending the opening of new schools, to make sure that accommodation for the teacher is available,

and that the conditions of residence are such as they would desire for their own children. In cases where the conditions are unsatisfactory, it is not to be wondered at that teachers, many of whom are young ladies from refined homes, do not remain any length of time unless animated by the missionary spirit.

(9) *Professional drones.*

Attention has been drawn to the position of some teachers—it is hoped they are few and far between—who, being in charge of standard VII., are graded as secondary teachers; and, having gained recognition as such, display no ambition to improve their qualifications. This is a deplorable attitude; for every secondary assistant should make it his aim so to improve himself as to be competent to take any class, at least in one or other subject, up to standard X.

(10) *Shortage of secondary teachers.*

While there cannot be said to be any dearth of teachers generally, the great increase in the secondary school enrolment and in the number of new secondary and high schools has, undoubtedly, exhausted the supply of male secondary teachers. The Department has, again and again, appealed to university institutions to devote all their energies to the training of secondary teachers and to abandon the idea of training primary teachers. This latter function falls naturally within the scope of the departmental training institutions, of which there are thirteen. It is to the university training centres that the Department looks for its supply of secondary teachers.

(11) *Language teaching.*

The reports speak of improvement in this important branch of work. Teachers are recognising, more and more, that successful language teaching will do much to raise the standard of education in the schools. The home language is being studied with greater pleasure and profit than before through reading, recitation, and oral and written composition. The second language, except in isolated cases, is taken up with enthusiasm. But practice dies hard, and a good many teachers still cling to the old-fangled idea of teaching the second language through spelling, reading and translation. Sound advice is offered by one of the language inspectors, who lays down as an axiom that reading and writing in the second language should be postponed, until it can be spoken. Conversational practice, in a word, is the key to successful teaching of the second language.

(12) *Text-books.*

The Department has no wish to decry the many excellent text-books that have been placed on the market. Used properly, they can be of the greatest value; but slavish

adherence to them is to be deprecated. The aim of the primary school course is to give the teacher the opportunity of displaying his skill and originality in devising and carrying out a programme of work suited to the needs of his pupils, and this teaching from a text-book, however good, is the very negation of the purpose of the primary school course.

(13) *Individual inspection in standard VI.*

The primary school course closes with standard VI. This standard is, therefore, the leaving standard for those pupils who do not intend to proceed further, and the qualifying standard for admission to the secondary school. The question of the holding of some individual test has been considered. As the Department is averse to a multiplication of written public examinations, the conclusion arrived at was that it would be necessary to make general the practice already observed by certain inspectors of holding an individual test of all pupils in standard VI. This will ensure that a proper standard of education has been reached by pupils desiring a passport into life, and that a more or less uniform standard of proficiency has been attained by entrants to the secondary school course.

(14) *Congestion in sub-standards of coloured and native schools.*

The practice in many of the coloured and native schools is to assign to the least experienced member of the staff the class known as "the beginners." Usually the enrolment in this class far exceeds the number which can be undertaken successfully, while at the same time the principal of the school busies himself with the instruction of a mere handful of pupils in standards III. and IV. The result is as might be expected; the majority of the mass of beginners make little or no progress, and leave school after a dreary and disappointing sojourn in the infant school. This system, or want of system, should not be tolerated. The upper classes should be discontinued, for the time being; and the principal should concentrate his attention on the beginners, with a view to speeding up their progress, and getting them into the standard classes. No effort should be spared to maintain a proper proportion of pupils in the standards. Only when this has been accomplished, and there is no danger of ground gained being lost, should the principal be allowed to restore the upper classes.

VI.

NON-EUROPEAN EDUCATION.

This is the first year in which the statistics for native and coloured education have been separate; formerly all non-European pupils were grouped together and styled
[C.P. 4—'22.]

“coloured.” The increase of pupils in both native and coloured schools has this year been 3,465; but it is not possible to say exactly what portion of this increase belongs to the native schools and what portion to the coloured schools.

Coloured Education.

At the end of 1921, there were 47,368 pupils in coloured schools; and there were in addition 9 coloured pupils enrolled at the Cape Town Deaf and Dumb School—an institution at which the majority of pupils are white. The total number of schools was 423; 4 of these were training schools, 2 were secondary schools, 4 were evening schools, and 413 were primary schools. Of the 413 primary schools, 17 are public schools for coloured children formerly conducted by the Railway Administration and now directly under the Department and public schools under school boards. The remainder are under denominational management.

The introduction of free primary education has resulted at a number of centres in a considerable improvement in the attendance of coloured pupils. We often hear that people do not value that for which they do not pay. In the coloured schools, however, there is not sufficient accommodation for all who wish to attend; and those coloured children who are able to gain admission to school value their privilege highly, being fully aware that, if they do not take advantage of the facilities offered them, there are others who will gladly take their place.

A serious matter in almost every coloured school is the retardation which takes place in the sub-standards. There is a tendency to have too many separate classes in the sub-standards, and to force all the pupils to spend a year in each class. Perhaps the worst case that has come to light is that of a coloured school in a large town, where there were no less than five sub-standard classes, in each of which a pupil was forced to spend a year. Thus, a pupil, who left school after seven years' attendance, had to be content with a standard II. attainment only, whereas, by proper organisation, he might have reached a considerably higher stage. The matter is now being rectified, and the immense congestion which has prevailed in the sub-standards will, it is hoped, soon cease.

A new primary school syllabus for coloured schools has been drafted and is being published in the *Education Gazette* for consideration. This syllabus is a cross between the primary syllabus for European schools and that for native schools. While the coloured people are rightly ambitious that their children should receive as good an education as possible, and while they would resent a form of education ostensibly inferior to that provided for Europeans, it is nevertheless the fact that the education of the coloured children will prosper best with a curriculum specially adapted to their needs.

The coloured schools under school boards are not distributed among the towns of the Province on any systematic plan. They have come into existence when occasion offered; but it is difficult to see what justification there exists for giving the

coloured children of one town a primary school under a board when the coloured children of another and similar town must be provided for by mission schools. It will, of course, be impossible for many years for the Government to undertake the education of coloured children to the same extent that it has undertaken the education of white children; and, this being so, it would seem that the best purpose which coloured schools under boards can serve is that of “higher standard” schools. It is not a difficult matter for a church to provide an elementary school giving satisfactory instruction up to about standard III.: it is a difficult matter for it to provide satisfactory instruction up to standard VI. This fact has been recognised in several localities where two or more mission schools existed, and higher standard schools have been established by the various denominations acting together.

Unfortunately, it is not always easy to secure the whole-hearted co-operation of different churches; and the provision of buildings will usually present a difficulty, even if co-operation between the churches is secured. It is here that school board intervention would be very useful. The centralisation of the higher standards of coloured schools would make it possible to give facilities for instruction in handwork to both boys and girls—a thing which is not feasible in the ordinary mission school.

The state of the country's finances will probably prevent for some time to come the establishment by boards of fresh schools for coloured children; but there is no reason why, in the interval, we should not carefully think over the matter and decide what is the next step to be taken for the improvement of coloured education.

Until such time the appointment of an organising inspector of coloured education, which would be a step in the right direction, and has had the attention of the Department, will require to stand over.

Teachers' Salaries.

The expenditure in connection with the salaries of teachers in coloured *mission* schools amounted, on the basis of the 1920-1921 period, to £76,250. To this the Administrator has agreed to add for the year 1921-22 the sum of £10,000, as a measure of relief to the teachers.

Unfortunately, there are very many anomalies in the salaries of mission school teachers, due very largely to the fact that the salaries were in many cases determined by the amount of the local contribution prior to the 30th June, 1920. The salaries then existing, were taken over by Government from the 1st July of that year, and it is only now that we are in a position to remove the anomalies out of the £10,000 granted. This will eat into it to the extent of about £5,000, leaving £5,000 for the genuine betterment of the scale of salaries. With this amount one cannot do much. The executive of the Teachers' League has been given an opportunity of seeing the Department's proposals in regard to the distribution

[C.P. 4—'22.]

of this sum. They amount, briefly, to the betterment, as far as the sum will go, of the position of those certificated teachers with long service and important responsibilities. In the immediate past the maximum salary of an assistant teacher has been £96 (unless the local community has been able to augment it beyond this sum), and of a principal teacher £144. Under the proposed scale for this year an assistant will not be debarred from proceeding until a salary of £120 has been reached, but it is only a teacher with 21 years' service that will be able to claim this amount. Additions up to £20 are proposed for teachers who have higher qualifications than the T.3 junior. The maximum salaries of *principal* teachers will also be extended where there is an enrolment of over 100 pupils, and it is also proposed to differentiate slightly between the salaries of women and men principals.

Native Education.

Mr. W. G. Bennie, B.A., took up his duties as Chief Inspector for Native Education at the beginning of 1921. Despite the short time that he has been at work, considerable progress has already been made. A new primary school course for native schools has been issued; the course of training for native teachers is being overhauled; and efforts are being made to increase the amount of handwork in native schools.

At the end of 1921, there were 110,519 native pupils in Government schools. The number of schools was 1,602; 14 of these were training schools, 1 was a secondary school, 3 were evening schools, 9 were industrial schools, and 1,575 were primary schools. One of the primary schools is under a school board; the rest are under missionary management.

While it is not possible to ascertain with certainty the whole cost of native education, owing to coloured and native education not being separated in the past, the amount spent on teachers' salaries, however, will serve to give some idea of the expansion in cost. For the year 1911-12—the first complete year after Union—the amount spent on teachers' salaries in coloured and native mission schools, was, in the Province proper, £47,619; in the Native Territories, £33,367, making a total of £80,986. In 1920-21, the year in which free education was granted and payment of the full salaries of teachers was taken over by the Administration, the amount had increased in the Province proper to £125,524; in the Native Territories, to £87,793, making a total of £213,317.

In spite of this general increase of expenditure on native education, I cannot allow this opportunity to pass, without emphasising the absolute need, so long felt, for the improvement of native teachers' salaries. During my association with the Department, and especially on the occasion of visits to the Territories, I have been very deeply impressed by the genuine willingness on the part of the natives to make sacrifices for the purpose of providing increased and improved

facilities for the education of their children. So long as those to whom this task is immediately entrusted are barely paid living wages, the progress of native education is bound to be retarded. Whether native education as such is to remain a provincial matter, or whether it will become, under the new Financial Relations Act, or as a result of the efforts of the Native Affairs Commission, a Union service, the fact remains that native teachers are to-day paid wages—for salaries they could hardly be called—which are not on a par with those received by members of their own race discharging menial services.

For full particulars on native education, reference should be had to Mr. Bennie's report, which is published as an annexure.

VII.

SCHOOL BUILDINGS.

The following school buildings were completed during the year 1921:

Aberdeen	Aberdeen Secondary (additions).
Albert	Sterberg Primary School and Boarding House (new building).
Alexandria	Alexandria Secondary (additions).
Aliwal North	Aliwal North Boys' Boarding Department (new building).
Barkly West	Daniels Kuil Primary (additions).
.. ..	Boetsap Primary (additions).
.. ..	Barkly West Secondary (additions).
Bredasdorp	Bredasdorp High (additions).
Caledon	Gans Baai Primary (new teacher's residence).
Cape	Constantia Primary (new building).
.. ..	Maitland, Koeberg Road Primary (additions).
.. ..	Brooklyn Primary (additions).
.. ..	Muizenberg Primary (additions).
.. ..	Woodstock Boys' Primary (alterations).
.. ..	Slangkop Primary (new building).
.. ..	Highlands (new building).
Carnarvon	Carnarvon Secondary (additions).
Cathcart	Cathcart Secondary (additions).
Ceres	Ceres High (additions).
Clanwilliam	Clanwilliam Girls' Boarding (additions).
De Aar	De Aar Secondary (new building).
East London	St. John's Road (De Waal) Primary (additions).
.. ..	West Bank Primary (additions).
.. ..	Lilyfontein Primary (erection teacher's residence).
.. ..	Southernwood Primary (additions).
Graaff-Reinet	New Bethesda Primary (new building).

SCHOOL BUILDINGS—*continued.*

Hopefield	Darling Secondary (additions).
Jansenville	Jansenville High (additions).
Kenhardt	Kakamas (additions).
"	Strausville Primary (new building).
"	Orangedal Primary (new building).
"	Louisvale Primary (additions).
Kimberley	Transvaal Road Primary (additions).
"	Gladstone Primary (additions).
"	Boys' High (additions).
"	Homestead Primary (additions).
King Williamstown	Frankfort Primary (additions).
Oudtshoorn	Boys' High Boarding (alterations).
Prieska	Prieska Secondary (additions).
Peddie	Peddie Secondary (new building).
Paarl	Lower Paarl Boys' High (purchase).
Springbok	Boys' Boarding (additions).
Steytlerville	Steytlerville Secondary (new buildings).
Stockenström	Upper Mancazana Primary (new building).
Swellendam	Uitvlugt Primary (new building).
Tulbagh	Wolseley Secondary (extensions to new buildings).
Uniondale	Joubertina Secondary (additions).
Elliotdale	Elliotdale Primary (new building).
Matatiele	Cedarville Primary (additions).
Mount Frere	Mount Frere Primary (new building).
Mqanduli	Mqanduli Primary (new building).

VIII.

FINANCE.

Educational Expenditure.

While this report is being written, the Provincial Council and its officers are being subjected to severe criticism on the score of alleged extravagance. Mainly owing to the rapid development of education in the Cape Province, additional taxation is necessary; and the occasion has been seized by many to attack the Provincial Council system in general and the Cape Provincial Council in particular. From many towns come indignant resolutions, accusing the Administration of waste of money, protesting against taxation, and calling for Union control of education as the panacea for all ills. Newspapers publish leading articles and statements by "experts" denouncing the Provincial Council and Administration as useless and wasteful excrescences on the government of the country.

The rôle of a spendthrift is a new one for the Cape Provincial Administration. For years past the Administration has been stigmatized as a niggard. The very newspapers that now join in the charge of extravagance, have

lent a ready ear of recent years to complaints of the alleged parsimony of the Administration. From the very towns that now appear to be appalled at the expenditure of the Administration, there have emanated of recent years fierce denunciations of what has been called its cheese-paring policy. The following sentence from a recent letter from a school board is a moderately worded sample of this kind of thing: "My board cannot protest too strongly against the systematic shelving of all their proposals by a parsimonious Administration." The "systematic shelving of all proposals by a parsimonious Administration" does not sound very much like heedless waste of public money. Yet the taxpayers of the district concerned are probably indignant at what they believe to be the Administration's inflated and unnecessary expenditure.

Still, criticism serves a good purpose, even if at times it be ill-informed and possibly unreasonable. Hard words break no bones, and straight talk is valuable. Efficiency and economy must be the twin gods of every educational system, as they must be of every undertaking in which public money is spent; and criticism that may help to secure the maximum of efficiency and economy is always to be welcomed.

It has been said, not once or twice, but over and over again, that, in the present circumstances of the country, additional taxation should not be levied: resort should be had to retrenchment. Let us inquire into some of the main items of educational expenditure, and see what retrenchment has already effected.

The bulk of the money spent on education goes towards teachers' salaries. And this must in the nature of things be so. "What the teacher is, the school is," said Donald Ross, Inspector General of Schools for the Cape Colony forty years ago; and this statement is as true to-day as it ever was. Out of the total estimated expenditure of £2,453,293 for the financial year, April, 1922, to March, 1923, the sum of about £1,770,000 is proposed to be spent on the salaries of teachers—European, coloured and native. Now, there are two factors which govern the expenditure on teachers' salaries—the number of teachers you employ, and the rates of salary you pay them. In the first matter, a considerable saving has already been effected. At the beginning of last financial year (April, 1921), we had in the schools of the Province 280,292 pupils and 10,894 teachers—an average of 25.7 pupils per teacher. During this financial year the number of pupils increased by 11,133. If, during the year, we had added teachers as we added pupils in the proportion of one teacher to every 25.7 pupils—in other words, if we had effected no improvement in staffing on the one hand and no retrenchment on the other—there would have been at the end of the year 445 teachers *more* than at the beginning. The fact is that there were 130 teachers *less*. Thus there has been a saving of 575 teachers; and thus, without wait-

ing for appeals from newspapers and chambers of commerce, quietly and without ostentation, the Department has already effected a considerable retrenchment, and has done so without causing the unemployment of a large number of teachers.

It may be thought that, at the beginning of the financial year, the staff of teachers was unduly inflated; but this is not the case. If we take the position at the time of Union (which marked the close of a long period of depression in the Cape, when drastic retrenchment had been the rule) we shall find that the average number of pupils per teacher was then 25.1. If at the beginning of the financial year the 1910 proportion of pupils to teachers had been observed, the number of teachers then employed would have been 273 more than it actually was. Even when finance was buoyant, the Department always watched carefully the number of teachers employed, and never granted an additional teacher unless it was certain that the school was understaffed; and conducted annual revisions of the staffing of schools.

The position in regard to staffing in some schools is now very acute; and if help is not speedily granted, education will suffer seriously.

As regards salary scales, it may be pointed out at once that the increase or decrease of the salaries of native teachers is no longer a matter for the Provincial Administration: the Financial Relations Act governs the situation. The coloured teachers are persons of good character, and, in most cases, qualified professionally for their work; and in almost every instance they are living in towns under European conditions. Anyone who knows the position, will agree that at the very least the coloured teachers are not overpaid. It is in regard to European teachers that the statement is repeatedly made that teachers are being overpaid; and it will be well to say a few words on the matter.

An instructive return, supplied at the instance of Mr. Mathewson during the last session of the Provincial Council, showed that the average salary of a male European teacher is £360 13s. 6d. per annum, and of a female £184 0s. 2d. These average salaries do not appear to be abnormally large. If we go from averages to details, we shall find that the male teacher with the lowest certificate receives a commencing salary of £135 per annum; and from this minimum the salaries range up to £900 per annum, the maximum attainable after long service by the principal of the largest high school. A salary of £900 per annum represents the "plum" which the ablest teacher hopes to win when, after prolonged training and experience, he has reached the top-most grade in his profession. It takes as long to become a teacher of the highest grade as it does, say, to become a doctor or a lawyer: does an annual income of £900 represent the highest emolument, to which a doctor or a lawyer can aspire? And as regards women teachers, it may be pointed out that the salary scale of the principal of the

largest type of girls' high school (a post almost invariably occupied by a university graduate with professional training and considerable experience) is little more than half that assigned to the woman medical inspector of schools. This fact shows in strong relief the relative position of the teaching profession to other professions in the matter of remuneration.

It is of course the case that some teachers are superintendents of boarding departments, and receive board and residence free, in whole or in part, for their services; but they have in consequence to devote the whole of their time to their work, and their lives would be lives of slavery, were it not that to the true *pastor agnorum* the work tends to be its own wages.

Then there is the question of free primary education. Some people have discovered, with a start of indignant surprise, that free education is not really free at all; someone has to pay for it, if not the parent, then the taxpayer. This of course might have been understood from the outset. But it is hardly correct to look upon the granting of free education as additional expenditure: it is really abstention from revenue. The distinction is not merely one of terms. In a state system of education, a school fee is a tax levied upon the parent. If the State enjoins that a parent should send his child to school until the sixth standard or the sixteenth year has been attained; and if it threatens him with prosecution if he fails to do so, it is surely not an unreasonable corollary that it should abstain from taxing him for obeying the law.

The free supply of school books and requisites is on a somewhat different footing; here there is a question of additional expenditure. But it is sincerely to be hoped that, so long as we have free primary education, school books and other requisites will be supplied free. Every teacher, who has had to teach pupils of the poorer class, knows the great hindrance to efficient work caused in the past by the pupils' inability to buy the necessary books and materials. To give a pupil free education, and to deny him the tools of learning, is comparable to sending a soldier weaponless into the fighting-line.

Though books and requisites are furnished free to most (not all) pupils up to and including standard VI., it is nevertheless the fact that the supply is now effected at far less cost than would have been incurred had the old methods of supply been retained. A short time ago the Administration instituted the Cape Province Requisite Store, and the result of this has been the purchase of books and requisites at the lowest possible prices.

Prominent features of the increase in the cost of education in recent years are the £110,000 annually spent in indigent boarding grants for primary education and the £30,000 per annum provided for bursaries for secondary education. These subventions will go far to solve the "poor white" problem

[C.P. 4-'22.]

—one of the outstanding questions that have for years exercised the minds of those who have South Africa's welfare at heart. Possibly it would be too much to suppose that any one remedy will prove a cure-all in this matter; but it is certain that improved educational facilities will go far towards solving the problem. The Provincial Administration is doing everything in its power to give all "poor white" children a sound primary education, coupled with secondary education for those who are able to profit by it, or with trade training for the remainder.

It is sometimes alleged that, in the Cape Province, we have established too many secondary and high schools. We certainly have a large number of these institutions in proportion to our population. But the whole problem of the co-ordination of educational facilities has been scientifically studied, economy no less than efficiency being kept constantly in view. The small secondary institution is undoubtedly more expensive than the large secondary institution. But, if we deny the primary school of a village its secondary crown, and if we desire, on the one hand, to deal justly with the ambitions of the people concerned and, on the other hand, to develop for the State's ultimate benefit the best brains of the countryside, we must be prepared to grant bursaries to the promising and necessitous graduates of the primary school, in order to enable them to proceed elsewhere for secondary education. For the small isolated community the bursary scheme is the best and the cheapest to the State; where the community is comparatively large, the bursary scheme is a far more expensive expedient than the crowning of the primary school with a course of secondary education. The stage, at which the bursary scheme ordinarily becomes extravagant, has been determined, and is reflected in the provisions of the law respecting the promotion of schools to secondary grade.

In some quarters it has been urged that a "Geddes Committee" should be appointed to bring about economy in educational expenditure. It is interesting to note, however, that several of the economies recommended by the English Geddes Committee are already in force here. It was recommended that children under six years of age be excluded from school in England: here children under six have since 1919 been excluded from public schools. It was recommended that English teachers should contribute towards their superannuation; here the European teachers pay every penny required for their very generous pension-scheme. It was recommended that the proportion of pupils to teachers in England should be raised; here this policy has been in force for a number of years. The Department has been its own Geddes Committee in the matter of education.

One of the main causes of the expensiveness of education in the Cape is the combination of a small population and a large area. We have to deal with a population one-fiftieth of that of England, living in a country more than five times

the size of England. A scattered population entails small schools; small schools mean a large body of teachers in proportion to the number of pupils instructed, and a correspondingly high cost of education. But the small school cannot be done without, unless we are willing to introduce a much more costly boarding bursary scheme, or to allow the men and women of the future to grow up in ignorance.

Despite the ill-founded statements of those who have no material on which to base a considered judgment, Cape education is progressing,—slowly, but steadily. Despite the myth, oft repeated within the last ten years, that the best of our teachers have gone and are going to the Transvaal, the Cape has to-day in the bulk a far finer teaching staff than ever it has had before. Despite the lucubrations of financial experts, the Provincial Administration is steadily aiming at economy in the truest sense of the word—the wise expenditure of the resources at its disposal.

In the year before us "short commons" will be the rule. We must budget for an increased enrolment of 10,000, and the amount voted on the estimates is a little less than that provided last year. To give these 10,000 children their chance of education, we must be content to pinch and save. Everyone concerned with the business of education must do his utmost to carry on his work efficiently with the limited means at his disposal. But, while this must be done, it is sincerely to be hoped that the needs of our rapidly growing educational system will be realized to the full by the public, and that progress will not be barred by ruthless retrenchment.

Apportionment of Government Expenditure.—The expenditure on education during the year ending 31st March, 1921, was £2,003,566 19s. 10d. as against £1,676,207 11s. 11d. for the previous year. The following statement shows how these totals were arrived at :—

	1919—20.			1920—21.		
	£	s.	d.	£	s.	d.
1. Head Office (Administration) (including transport)	15,269	19	1	19,302	10	6
2. Inspection (including transport)	44,353	17	11	49,928	16	10
3. Training of Teachers	105,443	17	6	133,795	12	7
4. Schools under School boards (grants-in-aid)	1,105,658	7	1	1,095,216	15	7
5. Schools not under School Boards	56,640	11	11	68,610	10	7
6. Schools under missionary control	144,765	0	3	241,607	11	10
7. Industrial Schools	23,369	3	4	30,607	2	11
8. Good Service Allowance	15,276	7	9	16,432	6	2
9. Pension Fund	2,500	0	0	—	—	—
10. Incidental expenses	66,874	8	3	84,474	6	5
11. War Bonus	62,867	16	11	166,054	18	1
12. Indigent boarding houses	33,188	1	11	97,536	8	4
	£1,676,207	11	11	£2,003,566	19	10

School Board Finance.—The following figures show the income and expenditure for the years 1919 and 1920 :—

INCOME.

	1919.	1920.
Government Contributions :		
(1) Grants	£626,612	£705,413
(2) Deficits	373,447	464,920
Total Government Contributions	£1,000,059	£1,170,333
Local Contributions :		
(1) School fees	£249,832	£200,291
(2) Sale of books, etc. .. .	24,360	13,325
(3) Other	5,878	6,572
(4) Rates	409	98
(5) Boarding Departments	92,191	114,176
Total Local Contributions .. .	372,670	334,462
Grand Total .. .	£1,372,729	£1,504,795

EXPENDITURE.

	1919.	1920.
(a) Administration :		
(1) Salaries of School board officers	£34,871	£39,253
(2) Other Expenses	22,013	16,424
Total Administration .. .	£56,884	£55,677
(b) Schools :		
(1) Salaries of teachers .. .	£960,105	£1,188,380
(2) Other expenses	209,818	224,625
Total schools	£1,169,923	1,413,005
(c) Boarding departments .. .	£123,668	£149,320
Grand Total expenditure .. .	£1,350,475	£1,618,002

IX.

CONCLUSION.

I cannot conclude this report without offering my personal thanks to the officers attached both to the head office and the field staff of the Department.

During the past year, I have held weekly staff meetings which were regularly attended by senior officers at headquarters and inspectors, and at which were discussed matters falling outside the ordinary routine of business or the limited scope of the individual sections. These meetings have proved most valuable and have been the means of preventing the various branches of the Department from working in water-tight compartments. They have aroused common interest, a sense of interdependence, and brought out in a very pronounced manner individuality. They have been the means of establishing links of co-ordination, not only between the sections of the Department internally, but also between them and the members of the field staff in the persons of inspectors and instructors. They have, above all, assisted me in the important and responsible task of evolving a system of education which may fairly be said to be abreast of the times and primarily suited to meet the practical requirements of the children of the State—white, coloured and native alike.

While it is gratifying for me, as head of the Department, to place on record my appreciation of the marked progress which, in spite of serious handicaps and financial restrictions, education is continuing to make, I am keenly alive to the fact that the country as a whole is still in a stage of transition, so far as its educational machinery and equipment are concerned. The Department cannot, and does not claim, to have reached anything like finality in its efforts to advance education. Nor does it presume to have attained to, let alone, to have perfected, a complete system of national education. It is just feeling its way towards a higher and better system. In doing so, it takes account of the changed conditions in which South Africa, with the rest of the world, lives to-day, and seeks to adapt its instruction to the legitimate aims of parents and the practical needs of the children taught. Our system of public education reflects, in one word, some of the merits and most of the defects of a young and growing country.

**REPORTS OF INSPECTORS AND DEPARTMENTAL
INSTRUCTORS AND INSTRUCTRESSES.**

	PAGE
Inspector Anderson, Inspector of Training Schools	43
Inspector Russell, Inspector of High Schools	44
Inspector Swanepoel, Language Inspector	45
Inspector Skaife, Inspector of Science	46
Inspector Bennie, Chief Inspector for Native Education	47
Circuit Inspectors in Province, excluding Transkei	52
Circuit Inspectors—Transkei	79
Departmental Instructors and Instructresses :	
Infant School Method	86
Domestic Science	87
Needlework	88
Vocal Music	89
Drawing	91
Handwork	92

INSPECTOR : MR. H. J. ANDERSON, M.A.
TRAINING COLLEGES AND SCHOOLS.

In addition to the regular training colleges and schools I visited during the year the teachers' training department of the Rhodes University College, Grahamstown, and the small training centre at the Worcester Girls' High School. Further, part of the second quarter was occupied with a hurried but important tour of proposed native training school sites, which was carried out in conjunction with the chief inspector for native education.

System of Examination.—Since my appointment the training schools have more than doubled in number and enrolment. It would in consequence have been impossible for me to maintain close touch with each aspect of training in all trainingschools, had it not been for a system of internal examination, or what is virtually such, which has gradually been introduced. On this system the judging and marking of the individual student's work in practical subjects has been entrusted to the training school authorities. During the year it is my duty and that of colleagues who are associated with me (*e.g.*, in language examinations), to carry out so much individual examination as is necessary to secure a uniform standard of marking in all the training schools. After a few years' trial the system has been found to work very smoothly and satisfactorily; it is in accordance with the main trend of modern education, and is specially well adapted to well organised schools with a high grade of staff.

I. *European Training Colleges and Schools.*

Owing probably to the raising of the entrance-qualification for the primary teachers' lower course, there was a falling off in the total enrolment during 1921; and a further decline may be expected. There are indications that the Department may have to intervene to secure a reasonable distribution of the total number of students in training between the various training schools.

Training being confined to the Training Colleges and Schools.—1921 was the last year in which schools other than the special training colleges and schools were allowed to have student-teachers in training. The mass of the students take the general courses of training for primary school teachers. The training of such teachers is regarded as being properly the function of the Departmental training colleges and schools, the general training of secondary school teachers forming the natural province of the universities and university colleges.

Special Courses of Training.—The final form of the secondary school course may necessitate a few changes in the course for the primary teachers' lower certificate. Apart from this the completion of the secondary school course makes it possible to redraft or revise in a final form the course of training for teachers of domestic science. A one-year infant school course has taken the place of the kindergarten teachers' courses. Special courses in drawing combined with either needlework or woodwork (and metalwork), will come into operation in 1922. During the year, at the Cape Town Training College, a successful beginning has at last been made in the training of physical culture teachers.

Buildings and Equipment.—Owing to the financial stringency there is little progress to record in these directions.

At Graaff-Reinet, however, what may prove a suitable training college building has been made available; and the hostel building at Stellenbosch is practically complete. The most outstanding needs are training school (*i.e.* classroom) buildings at King William's Town, Oudtshoorn, and Stellenbosch; students' hostels at Uitenhage, King William's Town, and Oudtshoorn; and special practising schools at Graaff-Reinet, King William's Town, Uitenhage, Oudtshoorn and Stellenbosch. It is as well that I should place these needs clearly on record against the time when a progressive building programme becomes again possible.

The restrictions placed upon the acquisition of necessary equipment and apparatus are profoundly regretted.

General Progress.—Increasing attention is being given in training schools to fundamental language problems; not merely to the bilingual training of the students, which is now on a sound uniform basis, but also to problems of method connected with the child's second language. Numerous experiments and lesson series on the 'direct method' of learning language are being carried out in the various training schools. In this connection I may venture the opinion that the time is now ripe for introducing some

clear practical instruction in phonetics into our training schools; such instruction should, however, if it is to bear any fruit, go along with vigorous and systematic drill in pronunciation and voice production.

Another matter of vital importance to South Africa which is receiving increasing attention is the problem of the small one-teacher school, with its special difficulties of organisation and methods.

II. Non-European Training Schools.

Of these by far the most important group is the native training schools, fourteen in number. In certain even of the coloured training schools there is a large proportion of native students, though it is the Department's policy to admit to the coloured training schools only such native students as have gained a really sound and fluent control of at least one of the official languages.

Probable increase in the number of Native Training Schools.—An increase in the number of native training schools may be expected in the near future. In 1921 the smallest (and most recently instituted) of the native training schools had an enrolment of 59, as against a minimum of 23 and 44 in European and coloured training schools respectively. On the other hand there are four native training schools which had each over 200 students in training (one had 265) and there was one with 184 students. As the facilities for practice teaching are very limited, such enrolments are altogether excessive.

Courses of training for Natives.—During the year the primary school course for natives was revised. Immediately upon that followed the re-shaping of the course of training for native teachers. The first draft was discussed by me, at each centre, with the training school authorities; and the suggestions received both then and later proved of great value in framing the final draft of the teachers' courses.

As in the field of European education, the view is held that the training of primary school teachers should be a matter entirely for the Departmental training schools.

The courses so far drawn up are (a) general courses for the training of native primary school teachers, and (b) a much-needed special course for native infant school teachers. Under (a) an important division has been made: two general courses have been provided, (i) a lower course, which aims at training teachers for the work of the native primary school up to standard IV., (ii) a higher course, which will fit specially selected students for the work of standards V. and VI. and for the general organisation and control of large native primary schools. What will be the standard of admission, ultimately, to the higher course, will depend on the development of a broadly based system of native secondary education.

The first year of the new lower course, which comes into operation in 1922, is in no way professional, its aims being to improve the students' general education and to lay a foundation for the years of professional training which follow. In both the higher and the lower courses increased emphasis has been laid on the study of native languages, on instruction in hygiene, and in manual and industrial training (including native handwork).

Coloured Training Schools.—The most important development during the year has been the establishment of the coloured training school at Uitenhage, this institution taking the place of the training school at Hankey. A valuable range of buildings has been erected.

Courses of Training.—The framing of special courses of training for coloured teachers will fall to be considered as soon as a primary school course, closely adapted to the needs of the coloured population, has been arrived at. This matter, it is understood, is now under consideration.

INSPECTOR: MR. W. A. RUSSELL, M.A.
HIGH SCHOOLS.

Staffing.—On the whole the position with regard to *staffing* in the secondary departments of high schools is in certain important respects very satisfactory. The large majority of the teachers, especially of the principals, are capable and conscientious workers with some force of character.

One matter, however, calls for criticism. In some schools teachers with weak qualifications who have been appointed to standard VII. classes, are doing nothing to improve themselves. As their salary rises automatically, they do not think it worth while. Occasions however not infrequently occur when inconvenience is caused by their unfitness to take work in the higher

standards. In my judgment no teacher should be graded as secondary unless he is competent to teach at least two subjects up to matriculation standard.

Curriculum.—With regard to the *curriculum* the position is not satisfactory. About two years ago a more liberal scale of staffing was instituted with the object of extending the secondary schools' field of usefulness. Courses in agriculture, commerce and domestic economy were framed by the Department. The practical outcome has however been disappointing. The new courses remain in the air. In the great majority of schools the only result of greatly enhanced expenditure has been that German has been added to the academic course as an alternative subject to Latin. The demand for German appears to be prompted almost wholly by the belief general amongst schools and justified apparently by facts, that English, Afrikaans and German form the easiest and safest combination for obtaining a pass in the matriculation examination. This consideration in practice dominates the course of study, and the result is detrimental to the country. For the majority of our secondary pupils the courses at present followed are too linguistic. Indeed in most cases the pupils do not carry the study of the third language far enough to derive any real benefit from it.

It is regrettable to observe how greatly manual training in woodwork has gone back in the secondary departments of high schools. If a pupil has a bent for engineering, no adequate provision at present is made in our schools to encourage and develop such an inclination.

The aim of a high school should be not only to give a sound, all round education, moral, physical and intellectual, but also to discover the pupil's aptitudes and what walks in life he is suited for, and to give him, as far as is practicable, preparatory school training in that direction. This part of their work our schools at present perform in a defective manner. The advance in educational effectiveness has by no means kept pace with the greatly increased expenditure.

Buildings.—With regard to high school *buildings* many of them are well adapted to their purpose. The classrooms are well lighted, well ventilated, and well proportioned. The public money used for this object has been wisely spent. In Cape Town the high school buildings are, comparatively speaking, inferior and inadequate.

INSPECTOR: MR. J. F. SWANEPOEL, B.A.,
LANGUAGE INSPECTOR.

During the year, all the European training institutions, as well as a large number of other schools of all grades, were visited and the teaching of language was, as far as possible, discussed and demonstrated.

The commonest fault of the primary school is the lack of regular and systematic practice in oral work. Many primary school teachers fail to realise that the second language should be introduced conversationally, and that reading and writing should not be attempted before the pupils have acquired a fair conversational command of the language.

A good deal of confusion appears to exist in regard to the stage at which the second language should be introduced, and the consolidated ordinance does not guide teachers in this matter. Teachers were, however, advised everywhere to introduce the second language conversationally in the very lowest standards and to postpone reading and writing until every pupil is able to use the language as a spoken language. Afrikaans is gradually ousting Nederlands and this change is, to some extent, revolutionising the teaching of Dutch in the English-speaking centres. The authorities, in these centres, realise that they have found a practical solution of their difficulties, because Afrikaans is the only form of Dutch used in everyday life by all the Dutch-speaking people with whom they come in contact. Teachers, however, were advised to retain the reading of as much Nederlands literature as possible in the higher primary standards in order to acquaint their pupils with both forms of the language.

The weakness referred to above in connection with primary work seriously affects our secondary and high schools, because so many of the pupils who bridge the gap between primary and secondary work have little or no knowledge of the official languages. The work of the secondary teacher is thus seriously hampered, and he is forced to spend a good deal of time and energy on work which should have been done in the primary school.

[C.P. 4—'22.]

INSPECTOR: MR. S. H. SKAIFE, M.A., M.Sc.,
SCIENCE INSPECTOR.

Perhaps the most outstanding feature in connection with the science teaching in our schools is the inequality of the equipment of the various schools, ranging from one of our largest high schools with three well-equipped laboratories and four qualified science masters, down to the small, rural secondary school with no laboratory, very little equipment, and a principal and one secondary assistant responsible for the whole of the secondary curriculum. As all the schools have to cover the same syllabuses, as far as standard VIII. or X., as the case may be, and enter candidates for the same examinations, this inequality of equipment places the small secondary schools at a great disadvantage when compared with the large high schools. Nevertheless, some of these smaller schools are doing very good work in science, work that compares very favourably indeed with the work of the better-equipped schools.

It is difficult to suggest a remedy for the above-mentioned handicap of the small secondary school. It is obviously impossible to equip schools having, say, an enrolment of a dozen pupils in standards VII. and VIII., with expensive laboratories and apparatus. The Department's policy of centralisation will remedy this state of affairs to a certain extent, but we shall always have a number of small rural schools that serve the remote country areas. Such schools might be excused the teaching of science altogether, but this would be undesirable and quite unsound from an educational point of view. The third remedy, and the one that has been adopted by the Department, is the institution of a science syllabus that can be effectively taught without the aid of expensive laboratory equipment.

The new secondary science syllabus was issued in 1920, and redrafted and republished in 1921. At first this new syllabus was received with considerable opposition, mainly because principals and teachers failed to understand what was expected of them; but in its present slightly modified form, the syllabus has been taken up in most of our secondary and high schools, and promises to be a very popular subject. Hitherto physics and chemistry have been limited to the boys' schools and botany to the girls' schools, with the result that the boys left school entirely ignorant of the most elementary facts of biology and the girls left with a knowledge of botany that consisted mainly of a long list of technical terms. The new syllabus prescribes a course in general science for all pupils in standards VII. and VIII.; it includes physics, chemistry, and biology, and is designed to bring the child into closer touch with his environment, to enable him to understand and to take an intelligent interest in the common, everyday natural phenomena he sees around him. His science will no longer be restricted to the calorimeter and test tube of the laboratory, but will carry him out into the veld, into the great world of Nature; in this respect the small rural school will no longer labour under a disadvantage when compared with the large urban schools.

The great difficulty in connection with the introduction of the new science syllabus has been the lack of teachers qualified to teach it. Arrangements have been made to meet this deficiency by the institution of special courses for the training of science teachers at one of our universities. Meanwhile, a special word of praise is due to those science teachers already holding posts in our schools, who are devoting no inconsiderable portion of their spare time to the study of those parts of the new syllabus with which they are not familiar, in order to qualify themselves to teach it. The majority of the science teachers in the boys' schools are well qualified on the physical science side but know no biology, whereas the teachers in the girls' schools are qualified in botany but have had no training in physics and chemistry.

Nature study is probably the worst taught subject in the whole of the primary school curriculum. This is not due to inefficiency or lack of enthusiasm on the part of the teachers, but to lack of suitable text-books and to the inadequacy of the time and attention paid to this subject in the training schools and colleges in the past. The majority of the text-books on the market deal with American and European conditions and are of little use in South African schools. Primary school teachers leave the training colleges with a very slight knowledge of South African biology, geology, and agricultural conditions, many of them move far too frequently from school to school and rarely stay long enough in a place to become thoroughly familiar with local conditions; consequently it is exceptional to find nature study lessons being given that will help to bring the pupils into

closer and more sympathetic touch with their environment. The great majority of our primary school pupils leave school utterly ignorant of and indifferent to the natural glories of the wonderful country in which they live. The remedies for this lamentable state of affairs are twofold, firstly, the production of suitable text-books for the guidance of the teachers, dealing with South African conditions, and secondly, the devotion of adequate time and attention to this subject in the training schools and colleges.

INSPECTOR: MR. W. G. BENNIE, B.A.,
CHIEF INSPECTOR FOR NATIVE EDUCATION.

The office which I have the honour to hold was created on the recommendation of the Native Education Commission of 1919; I undertook its duties on the 1st February, 1921.

At that time the wave of depression under which we labour had just made itself seriously felt, and the period under review was, therefore, one of progressive financial stringency. At the beginning of the year, applications for development, in the form of new schools or additional teachers, were considered but closely scrutinised. It was not long, however, before instructions were received that no additional responsibilities in this direction were to be undertaken. As far as statistics are concerned, therefore, this report is almost one of stagnation. Fortunately, however, educational development is not wholly represented by statistics, nor entirely dependent upon increased financial support, where those who do the work have the right spirit. It is possible, therefore, to report some most encouraging features in the work, which give grounds for believing that, as soon as funds are forthcoming, native education will advance with rapid strides.

As this is the first report dealing specifically with native education as a whole, it will be useful to report in greater detail on this occasion than may be necessary in future years.

Supply of Schools.—The classification and numbers of schools in operation during the fourth quarter of 1921, was as follows:—

	Number of Schools.						Total.
	Train- ing.	Second- ary.	Prim- ary.	Mission.	Indus- trial.	Even- ing.	
Province ..	6	1	1	533	5	3	549
Transkei ..	8	—	—	1,041	4	—	1,053
Total, Decem- ber, 1921..	14	1	1	1,574	9	3	1,602
Total, Decem- ber, 1920..	14	1	1	1,581	9	3	1,609
Increase ..	—	—	—	—7	—	—	—7

Many applications for aid to new schools received in the earlier part of the year had to be refused, and later on notice had to be given that no fresh applications would be entertained. Where the people were so anxious to raise themselves by the help of education, the Department was loath to limit its assistance in this way, but under the circumstances no other course was possible.

The number of industrial schools is much too small. Great development in this direction is required, with a view to training native tradesmen for work among their own people. Unfortunately this needs much money.

No. of Pupils.—Schools for non-Europeans are designated as coloured or native, according to the race of the majority of the pupils. There are many native children attending coloured schools, and many coloured children in schools classified as native, but it is probable that the numbers counterbalance fairly evenly, and that the number of pupils attending native schools gives a reasonably close approximation to the number of native children receiving education.

The average enrolment in native schools for the last quarter of 1921 is given below; the total numbers for the corresponding quarter of 1920 are shown for comparison.

	Number of Pupils.						Total.
	Train- ing.	Second- ary.	Prim- ary.	Mission.	Indus- trial.	Even- ing.	
Province ..	851	96	266	38,403	195	177	39,988
Transkei ..	977	—	—	69,496	67	—	70,540
Total, 1921	1,828	96	266	107,899	262	177	110,528*
Total, 1920	1,799	57	280	108,796	252	196	111,380
Increase ..	29	39	-14	-897	10	-19	-852

In many schools lack of accommodation has made it necessary to limit the enrolment by refusing pupils. Extreme poverty of the people, and the prevalence of typhus fever, influenza and other epidemics, have also necessitated the removal of pupils from school. In the earlier part of 1921, not only had many of the people no money wherewith to buy clothes for their children, but in some districts conditions approaching famine prevailed.

For these reasons the attendance of pupils enrolled was also frequently unsatisfactory, with the result that the percentage of the average attendance to the average enrolment was only 78·8. It is to be borne in mind also that among a pastoral and agricultural population, there is a constant need for boys and even girls to tend stock and to assist in field work.

Attainments of Pupils. The table given below shows the classification of pupils presented for examination during 1921.

Class.	Second- ary.	Prim- ary.	Even- ing.	Indus- trial.	Mission.	Total.	Percent- age.
A	—	87	33	3	40,154	40,277	42·7
B	—	34	13	1	14,486	14,534	15·4
I	—	21	3	5	12,260	12,289	13·0
II	—	28	7	12	9,317	9,364	9·9
III	—	25	5	12	7,437	7,479	7·9
IV	—	15	1	20	5,295	5,331	5·7
V	—	24	1	70	2,922	3,017	3·2
VI	25	13	—	77	1,719	1,834	1·9
VII	55	—	—	—	39	94	·1
VIII	20	—	—	—	—	20	·02
Pupil teachers	—	—	—	—	126	126	·13
Unclassified	—	—	5	63	—	68	·07

The Lovedale Secondary School takes pupils to the stage of standard VIII. Two mission schools obtained in the past permission to take standard VII. of the old elementary school course. For the time being, since it has not been possible at present to open additional secondary schools, this arrangement has not been disturbed, but it will ultimately have to be altered. 151 schools go up to standard V., and 130 as far as standard VI. These numbers are too large for the available supply of teachers qualified to do the work successfully. It is not desirable that standard V. should be taken in a school with fewer than three teachers, or standard VI. in one with less than four; and there is the additional fact that the proportion of native teachers holding the third year junior certificate who are competent to teach standards V. and VI. successfully, is comparatively small. Two results have followed undue leniency in allowing these standards in the past: (1) children in the

* Including nine European pupils.

lower classes have been neglected for the sake of the few in the upper, and (2) the pupils have been passed on to the training schools having indeed barely passed standard VI., but so imperfectly educated as to make it impossible for them to do satisfactorily the work of the pupil-teacher course. It is proposed as soon as the necessary money is available to institute a course of training specially intended to prepare teachers for dealing with the work of standards V. and VI. In the meantime inspectors have been asked to see that no pupil secures a pass in standard VI., even if he gets through the bare tests, if his general education has not been attended to. They have also been advised to do all they can to centralise pupils for these standards in schools adequately staffed.

Teachers.—The number of teachers employed at the end of last year was 3412; of this number 2336 were certificated, and of the remainder a large number had passed the first or second year pupil-teachers' examination, but had not been able to obtain the full certificate. The percentage of certificated teachers in the Province proper, was 69·3 and in the Transkei 68·1. The supply of certificated men is now fairly satisfactory. Indeed some have difficulty in finding places especially at the beginning of the year. In the case of women teachers, however, there is a large leakage every year owing to marriage, and the supply of certificated women is still very inadequate.

In the Consolidated Education Ordinance native teachers' tenure of office has been made more secure than it formerly was. Indeed managers have complained that, while the teachers may resign at any time and for any reason by giving three months' notice, the manager's powers of dismissal are so limited to make it difficult to remove a teacher who, while he is not guilty of actual misconduct or gross neglect, yet fails to discharge his duties successfully, and to work in harmony with employer and people. In order to facilitate the replacement of an uncertificated teacher by one who is certificated, notice was given in the EDUCATION GAZETTE of the 3rd November, that after the end of the year the appointment of uncertificated teachers would be viewed as temporary, save in the case of those who, by good service extending over a number of years, had proved themselves competent and reliable teachers.

The question of the salaries of native teachers engaged much attention during the year. The Native Education Commission had recommended a substantial improvement in these, and the improvement effected in the salaries of white teachers made it necessary to deal similarly with the native teachers. Suitable scales were considered, but, before they could be put into operation, financial depression set in and it became impossible to carry them out. Indeed even cases of anomaly could not be remedied for lack of funds. In May, 1921, the Transkei General Council voted the sum of £17,000 out of funds released by the provision of free education, for the purpose of giving relief to teachers in its area, by means of a bonus of 20 per cent. on their salaries. To remove the inequality thus created between Transkeian and Ciskeian salaries, the Provincial Council provided for a similar bonus for teachers in the Province proper. This relief was appreciated as a first instalment, but the need for dealing adequately at an early date with the salary question cannot be too strongly urged. The native teacher is expected to be fully qualified for his work by a course of training; to discharge his duties in school whole-heartedly and efficiently; and in addition to be an influence for progress and civilization among his people. It is manifestly due to him, therefore, that he should be paid at a rate that will make it possible to live a self-respecting life, to provide himself with suitable literature for the maintenance of his intellectual life, and generally to take his place in the community as one of the leaders in the field of progress.

Training of Teachers.—During the year the training of teachers on the lines of the pupil-teacher junior course was carried on in fourteen native training schools and five other schools. The number of candidates who took the examinations at the end of the year, and of those who succeeded, are as follows:—

	I. Year.	II. Year.	III. Year.	Total.
<i>Training Schools.</i>				
Number of candidates	709	592	489	1,790
Number who succeeded ..	521	458	370	1,349
<i>Other Schools.</i>				
Number of candidates ..	76	30	19	125
Number who succeeded ..	68	26	16	110

In addition a considerable number of acting teachers took the examination by private study, but the quality of their work as a whole was poor, and the

number of successes small. For the new courses of training referred to in a later paragraph, attendance at a training school will be obligatory. The quality of the work done at a number of the training schools deserves high praise. Under the guidance of the inspector of training schools, the training given is well planned and thorough. A great draw-back has been the poor attainments with which many come to the training school, but, as already indicated, steps are being taken to remedy this as far as possible.

Courses of Instruction.—In the past, native schools had in general, followed the elementary school course as used in European schools, but the view had for some time been generally held, and was emphasized by the Native Education Commission, that a course specially adapted for native schools was needed—a course specially planned to take into account the native child's home life and upbringing, to make the most of his powers, and to fit him for his future life. With these points in view, a draft primary school course was drawn up, and submitted to those inspectors who were largely concerned with native schools. Their criticisms and suggestions were considered by a small committee of experienced inspectors, and the course as thus revised was published on the 11th August, for discussion. The course was well received, few further criticisms were received, and on the 1st December, it was published with a view to introduction, to such an extent as circumstances permitted, at the beginning of 1922. In fixing the requirements of the course, regard was had to what could be accomplished in the better type of school, in the expectation that it would provide a stimulus to effort; the expectation seems likely to be fulfilled.

In addition to the subjects comprised in the old elementary school course, provision is made in the new for moral instruction and for instruction in hygiene, native language and nature study. Special emphasis is laid upon manual and industrial training, including native handwork, and agriculture for the boys or domestic science for girls. The new course will demand much more from teachers than the old, and for the successful carrying out of certain branches, considerable additional funds are necessary. It is realised, therefore, that for some time to come it will not be possible to carry out the course wholly in every school. All possible assistance, however, is being given by inspectors and instructors, and also through the EDUCATION GAZETTE. The teachers themselves as a body show great keenness to qualify themselves for the requirements. During the year Miss Cogan and Miss Exley visited schools in Natal to see what was done in native handwork, with a view to giving assistance to the teachers in this Province. Their visits to schools and meetings with teachers, have done much to instruct and stimulate those who are to teach the subject. Miss Currey also has given valuable assistance by visiting the native institutions in order to advise the authorities on the organisation of classes in domestic subjects. A special instructor of handwork and kindred subjects will ultimately have to be appointed. This important branch of the work will need not only technical skill but also the whole-time services of an officer, who, besides giving the necessary instruction, can also organise the supply of material and the sale of completed work.

Courses of training for teachers were also drawn up, the inspector of training schools and the registrar of the Department taking a large part in this. After being referred to the training schools individually, and considered by a small committee including representatives of the training school staffs, the syllabuses were published on the 6th October. Three courses have been provided for—the primary teachers' lower certificate, qualifying the holder to teach up to standard IV.; the primary teachers' higher certificate, qualifying for work up to standard VI.; and an infant school teachers' certificate. With a view to ensuring sufficient educational attainment, the first year of the lower course is purely educational, all professional training being reserved for the second and third years. The normal standard of admission to the higher course is to be, in the first instance, a pass in standard VIII. of the secondary school course. There were many applicants for admission to the higher course, but unfortunately, for lack of funds, training schools had to be instructed to confine themselves in 1922 to the lower course, the first year of which is being taken this year. The content of the syllabus of the primary school course is naturally reflected in the teachers' courses.

Buildings, Furniture and Equipment.—The buildings in which native schools are conducted are supplied by the community, usually by the church controlling the school. In a few instances, advantage has been taken of the provisions of the law under which the Administration may pay a rent grant of 3 per cent. per annum on the cost of buildings built for educational purposes on approved plans. In a great many instances school buildings are insuf-

ficient and ill-suited for school purposes, and the extreme poverty that has prevailed among the natives for some years past has made it difficult to have the necessary improvements carried out. On the representations of the Transkei missionary conference, the Department has had to exercise great leniency in this respect. Serious difficulty arises in the case of combined schools in certain towns, where rent has to be paid for the use of the building. The law does not permit of fees being charged, and the raising of money for the rent by voluntary effort in a time of depression has added much to the burden of the managers. It is much to be desired that some means should be devised by which loans could be made available for interdenominational schools, interest on sinking fund charges being arranged for, if necessary, by the charging of a small fee to the pupils.

Furniture, books and requisites have been supplied free by the Administration since July, 1920. Owing to the war and the following depression, supplies in the schools had become low. Consequently when the Administration undertook the responsibility for these, requisitions came in such numbers and volume, that there was great difficulty in meeting them. The result was that in the first half of the year the work of the schools was much handicapped by the lack of books and requisites. The visit of an officer of the Administration to the Transkei, who attended the conference of missionaries at Umtata, proved of great help in arranging for the more speedy supply and transport of requisites, and towards the end of the year the position was considerably improved.

Control of Schools.—The Native Education Commission reported in favour of a continuance of the missionary control of schools, an opinion with which I am in cordial agreement. At the same time, one has to face the facts that, as the people in any given community rise in the scale of education and general civilisation, they naturally desire a more definite share in the control of their schools, and that missionary control has not seldom led to undesirable denominational rivalry. Advantage has therefore been taken of every opportunity to urge upon managers the desirability of joint action in the establishment and control of schools, either by means of a committee established under the provisions of sub-sections (b) (i) of section 326 of the Consolidated Education Ordinance, or by the simpler means of a joint committee composed of the missionaries, and one or two representatives of the people of each denomination concerned. It is gratifying to be able to report that already the advice given has been acted upon in several cases, and there is reason to hope that the movement will grow.

Future Developments.—I should like to indicate briefly certain developments (besides the prime necessity of putting teachers' salaries on a proper basis and providing for much needed additional teachers and new schools), which are urgently needed, and which should be undertaken as soon as possible.

There is urgent need of provision for sick leave, and for a general pension scheme. The lack of regulations for pay during sick leave has been the cause of real hardship in many cases, and the pensions paid in connection with the good service allowance are wholly inadequate.

The new primary school course contains so much work new to most of the teachers, that a series of vacation courses is needed, at which teachers can receive three or four weeks of intensive training in the new branches of the work, and in those of the older branches which have been more or less remodelled.

There is a great demand, among the natives of the better class, for facilities to enable their children to go beyond standard VI., without taking the pupil-teachers' course; moreover, for the native teachers' primary higher course the admission standard is a pass in standard VIII. The only school at which this standard can be taken is the Lovedale Secondary School, where the limit of the accommodation has been reached. At least five additional centres should be chosen for the establishment of schools going up to standard VIII. After reaching this stage, pupils can, if they wish, go to the Fort Hare Native College.

Additional teachers are required, in certain training colleges to be selected, for the native primary teachers' higher course and for the infant school course.

In training schools attended by women, funds are required for the salaries of teachers specially trained in domestic subjects, and for the necessary equipment.

In the Transkei the development of schools renders necessary an addition to the inspectorate, and if possible two additional inspectors should be appointed.

[C.P. 4-'22.]

The system of industrial schools needs to be greatly expanded and to some extent reorganised. At certain places, more especially at the Roman Catholic Mission at Lourdes and the English Church Mission at St. Cuthbert's, Tsolo, valuable work is being done, with little aid from the Department. As soon as possible the work done at these two places should be fully recognised by payment of suitable grants, and additional centres for industrial training should be established.

General.—In spite of difficulties caused by the financial circumstances of the country, there are many hopeful features for the future of native education. One is the keen desire for education shown by the people, accompanied by willingness to make considerable sacrifices to attain their desire. A second is the patience and loyalty of the teachers; the enthusiasm with which they have received a school course, making greater demands on their intelligence and energy than the old; and their eagerness to qualify themselves by all available means for their new duties. This attitude of the teachers well deserves further, and more tangible recognition, in the form of an early improvement in their salaries. For this attitude a large part of the credit is due to the influence of the circuit inspectors, whose manifest interest in the teachers and their work has been to them an encouragement and stimulus. No report on native education in South Africa would be complete without cordial acknowledgment of the invaluable services of the missionary superintendents, who have given a large amount of their time and energy to furthering the interests of the natives in connection with their schools, often in discouraging circumstances. The natives especially have greater reason than some of them know, for gratitude to their missionary friends.

REPORTS OF CIRCUIT INSPECTORS, EXCLUDING TRANSKEI.

INSPECTOR: MR. J. ANDERS.

CIRCUIT: CALITZDORP, OUDTSHOORN, PRINCE ALBERT.

Inspections.—During the year under review 111 schools were formally inspected, and 48 informal visits were paid. During the first quarter of the year continuous rains and impassable roads rendered the work exceedingly difficult. Much to my regret, the inspections in the Prince Albert division could, in consequence, not be begun until the end of April. The Prince Albert division is difficult of access, especially when weather conditions are unfavourable.

Progress.—In many respects it is gratifying to be able to report progress generally. In some schools the standard of attainment shows distinct improvement; in others the work is very disappointing. In the better schools, where the importance of bilingualism is recognised, the English and Dutch and Afrikaans languages receive the attention due to them. Unfortunately, however, there were schools where the report on these languages, particularly English, could not but be adverse. The standard of attainment in the three divisions may be gauged from the following details based on the inspection results. (The training school at Oudtshoorn is not included in these details):—

Percentage of pupils in European schools in the various standards.

	Sub A.	Sub B.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	Student Teachers
Calitzdorp ..	22.9	12.9	10.1	11.2	12.9	11.9	7.6	5.6	2.1	1.2	.5	.5	..
Oudtshoorn	17.6	10.3	11.7	12.2	12.8	11.6	8	6.5	3.4	3.4	1	.9	..
Prince Albert	18.1	13.5	11.7	13.9	15.4	9.1	4.7	6.6	2.3	2	.4	.5	1.1

Percentage in Non-European Schools.

Calitzdorp ..	61.1	13.3	10	9.9	5.5	..	1.1	..	..	..	..	..	..
Oudtshoorn	58.6	11.6	10.9	8.8	4	3.1	1.4	.6	..	..	..	..	.4
Prince Albert	50.8	16.9	8.4	11.8	9.3	2.5	..	..	..	..	..	..	..

Accommodation.—In most instances the town or village schools, both European and coloured, are overcrowded, and the question of adequate accommodation has become a serious one. In the case of the non-European schools the problem is further aggravated by totally inadequate staffing. Some of these schools are, in spite of many serious disadvantages, doing very encouraging work.

The accommodation in the following schools is quite inadequate:—
Oudtshoorn, Girls' High, Oudtshoorn, Boys' High (Science Department), Van Wykskraal Primary, Armoed Secondary, De Rust Secondary, Oudtshoorn, South End Primary, Buffelsdrift Primary, Dysselsdorp Primary, Calitzdorp High, Prince Albert Secondary, Fraserburg Road Coloured.

INSPECTOR: MR. A. BAIN, M.A.

CIRCUIT: KING WILLIAM'S TOWN.

European Education.—Primary schools are sufficiently numerous, but in those parts of the district which have but a sparse European population they are somewhat far apart, and as boarding facilities for the children of poor parents residing at a distance from schools are almost entirely absent, school attendance involves in many instances long journeys daily; in two extreme instances reported at Mimosa Park and Frankfort the distance travelled on foot every day was stated to be twelve miles. Five European children whose homes were over three miles distant from primary schools were found receiving instruction in native schools. A small boarding house for indigent children would be a great boon, but if the provision of such is found to be impracticable, then in such instances as I have referred to, the parents should be required to provide transport for their children, help being given where it is needed.

The standard of attainment in the one-teacher schools is generally lower than in the larger schools.

A number of the primary school buildings are unsuitable for the purpose they serve, being wood and iron structures, very draughty and subject to extremes of temperature.

There has been during the year a marked increase in the demand for secondary education, especially for boys, but owing to the inadequacy of the boarding accommodation the principal of the King William's Town Boys' High School has had to turn away over one hundred and fifty applicants for admission to his school. Keiskama Hoek Primary School has been regraded as secondary, and when the schools at Berlin and Frankfort have been similarly treated secondary education up to the eighth standard will be obtainable at all the more populous centres in the district as well as in the town itself. The central high school has not yet been erected, though the town is in urgent need of the new building, for all the primary classes below the fourth standard as well as all the woodwork classes have been crowded out into hired halls.

The training school for European teachers continues to do excellent work in spite of the difficulties entailed by the use of scattered cottages as hostels.

Native Education.—The introduction of free education has not affected the total enrolment to any extent, for the heathen natives remain as before almost entirely indifferent, if not actually hostile, to education. In various quarters, however, a desire has been expressed for higher standards than have been permitted hitherto, but financial conditions have made it impossible for the time to satisfy this wish. Some schools are in great need of increased staffs. In many schools progress has been made in grass-weaving and other forms of manual work, and much credit is due to teachers, who, having had no training for such work, have sat at the feet of instructors—including Red Kafir women of the neighbourhood—in order to gain the necessary knowledge and experience. In a few instances suitable plots for school gardening have been obtained and fenced, so that though little actual work in this subject has been done so far, there is promise for the future. The want of a water supply within reasonable distance and the cost of fencing are the chief difficulties with which teachers are faced, when considering the introduction of this subject into their schools. In the Pirie (U.F.C.) school domestic science is taught on thoroughly practical lines.

The new year will witness the introduction of the syllabus for native schools, and a loyal attempt to conform with its requirements may be reckoned on in this circuit.

The native teachers are to be commended for the admirable patience with which they await the consideration of their claim to improved salaries and conditions of employment.

But for the poverty of the people many of the wattle and daub structures which serve as schoolrooms would have been condemned as unfit for further use.

[C.P. 4—'22.]

INSPECTOR: MR. S. BOERSMA.

CIRCUIT: NAMAQUALAND, VAN RHYNSDORP.

It is very pleasing to note progress in various directions in this circuit. The number of pupils following a secondary course in the two secondary schools in this circuit, more especially in the Springbok school, as well as the number of pupils in the primary schools, is continually on the increase. Obviously an increasing number of parents begin to realise the importance of a thorough education, and to appreciate the educational facilities which are offered. Although some still fail to understand that their children should at least complete the primary school course, yet there are the gratifying examples of others who will go to any amount of trouble in order to transport their children over long distances—in one case a father mounts each of his children on a donkey, while he walks behind them for miles and miles—to one of the indigent boarding-houses. These institutions are a great blessing, in particular for Namaqualand, and have made it possible to centralise education in remote parts.

For the purpose of comparison the statistics of the second terms of 1920 and 1921 have been used. The number of schools has decreased by 5, but the number of European pupils has increased by almost 300. The number of private farm schools has diminished from 14 to 8. Under the Van Rhynsdorp school board only one has remained, and it is hoped that by means of amalgamation with a school in the neighbourhood this will soon be raised to the rank of a primary school. The wish is expressed that it may be possible to report next year that the other boards in this circuit have also succeeded in eliminating this kind of school in which, as a rule, very unsatisfactory instruction is given. The number of non-European pupils has increased from 735 to 1,011 during the period under review. This number fluctuates very frequently. The mission schools have to combat many difficulties. The coloured population in general is very poor, and only by feeding and clothing them during the greater part of the year are the children enabled to attend school. Consequently the attendance is very irregular and very little real progress can be noticed in these schools.

Buildings.—The new boarding-house at Garies has been completed during the year and the school-building and boarding-house at Wallenkraal will be completed at an early date. Some enlargements and improvements have been effected to the existing boarding-houses at Springbok. It is intended to build new boarding-houses at Soebatsfontein, Grootmist and Bowesdorp in the near future. Plans have been passed for a new school building at Springbok, where many pupils are at present accommodated in unsuitable hired rooms.

In some places a commendable attempt to improve rented school buildings and to provide more attractive lodgings for teachers is noted, but in this respect there is still much to be wished for, and a healthy competition to attract teachers to remote parts, by making the conditions of life as pleasant as possible, has not yet been established.

Teachers.—One of the drawbacks is the large percentage of uncertificated teachers still employed in this circuit. No less than 38 out of 97 teachers employed in the schools for European children do not possess a professional certificate. In the schools for non-European pupils there are 12 uncertificated teachers out of a total of 27.

School Vacations.—In a previous report attention has been drawn to the detrimental effect on education caused by vacations during ploughing and harvesting seasons. The Springbok board has virtually abolished these vacations for the schools under its control, and the other boards would act wisely in following this example as soon as possible. Under the Garies board they are still almost a hard and fast rule for all schools, and it is remarkable that no less than 14 out of the 19 teachers employed in schools under this board are uncertificated.

INSPECTOR: MR. W. P. BOND, M.A.

CIRCUIT: ALBANY, ALEXANDRIA, BATHURST.

At the beginning of the year I succeeded Inspector Bennie, and found throughout the circuit striking evidence of his skilful administration and keen interest in all educational matters.

Buildings.—The Grahamstown Boys' High School and the Girls' Secondary School are in urgent need of additional boarding accommodation; at Alexandria two new rooms have been completed, but rooms have to be hired, as also at Sandflats Primary and at Riebeeck East, where the main building is in a dangerous state. Some of the country schools are unsatisfactory. Every schoolroom should be fenced off from the veld or farmyard, should have a garden plot, and should be pleasant to the eye both inside and out; if possible, trees should be planted for shade and beauty. Unlovely surroundings, the smell of manure, and thronging flies are not helps to education.

Staffing.—It is not easy to fill secondary school posts, even in Grahamstown. In the country primary schools and at farms changes of teachers are so frequent that one almost despairs. Out of sixty teachers in these schools forty were either appointed at the beginning of the year or were leaving at the end. In some cases there were good reasons for leaving; in many one was forced to attribute flight to desire for change or for escape from minor difficulties. A country teacher's position is not always a bed of roses; a little more sympathy from parents and less open criticism would encourage teachers to stay longer. As it is, parents complain that their children, who are often hard to manage, make no progress; teachers assert that they get no support from parents, and pupils suffer and are indolent. Teachers who stay at their posts are successful and happy, and win the confidence of parents and children. Until this disease of unrest is cured, no real progress can be expected. It is disappointing to find so many uncertificated teachers in a by no means remote area.

Subjects of Instruction.—Teachers should insist on good manners at all times; many pupils are not finished courtiers. Far more attention should be paid to composition and reading in both languages, and the school library should contain suitable books and be added to yearly; it is useless to ask a child to write a composition when he has never read a selection of essays or of letters nor turned the pages of a novel. Few schools have an adequate library; at Alexandria and Riebeeck East there is no village library, a grave reflection on an educated community. In English-speaking schools Dutch does not make the progress it might; books are sometimes lacking or sufficient time is not given, or grammar usurps the place of conversation and silent reading, or parents are luke-warm. Dutch pupils, on the other hand, must beware lest, through using only a colloquial form of Afrikaans in and out of school, they fail to acquire a command of their mother-tongue and get only a bowing acquaintance with English. History and geography are well taught by some teachers, but many draft ambitious schemes and do not revise sufficiently.

General.—The secondary school bursaries are a great help to country parents, and the Albany Divisional Council has voted a grant to supplement the amount available.

In all schools games should be organised; this is particularly necessary where there are boarders. Growing children need plenty of fresh air and exercise, and must not be condemned to do masses of homework. It is not unusual to find pupils who regularly spend at least three hours a day over homework. School-gardening and nature study should go hand in hand, and excursions should be planned to gather specimens for the school museum. In Grahamstown visits should be paid to the museum, the gardens and the art gallery; lectures might occasionally be arranged. An annual concert and report by the principal is an excellent way to interest parents in the school and to raise money for library and games.

Native and coloured schools have many difficulties to contend with, but teachers are interested in their work, and there is hope for the future. Pupils should not be admitted at too tender an age in order to please mothers or to swell the roll. In the country schools have suffered from the farming depression, and Coyi (Wes.), Shaw Park (Wes.) and Sidbury (Wes.) had to be closed. By the erection of a large building the accommodation at St. Philip's (E.C.) School has been greatly improved.

INSPECTOR: MR. A. L. CHARLES, B.Sc.

CIRCUIT: CAPE DIVISION (NO. 1).

For five months of the year I was absent on leave and Miss Elton had charge of the circuit during that time. 1921 was a year of consolidation
[C.P. 4—'22.]

rather than of change. The re-organisation foreshadowed in the last report was carried through in 1921. There were two main results:

- (a) Satisfactory and adequate accommodation was found for the Good Hope Seminary High School. The junior department up to and including standard V. is now comfortably housed in the Breda Street school. The completion of the original plan of this building will permit the complete separation of the primary and secondary departments.
- (b) The new secondary school accommodated in part of the Westcliff Primary School building was successfully launched in January, 1921, with an enrolment of 146, the great bulk of whom were in standard VII. The enrolment at the end of the year was 134; this indicated clearly the stability of the school. The present arrangement is necessarily a provisional one, and the question of a permanent home for the school must be faced before January, 1923.

The provision of sufficient and suitable accommodation for the Sea Point area still has to be faced. Each of the three schools serving this district was forced to hire outside rooms, and at the end of 1921 six temporary classrooms were in use. Sea Point is extending rapidly in the direction of Camp's Bay, and there is need to lay down some definite policy for dealing with the problem.

No primary school for European children outside this area is seriously overcrowded, because the removal of the standard VII. classes has eased the position considerably. In at least one school—the West End Primary—the tendency is in the opposite direction. The population in the neighbourhood of the school is so changing in character that the past few years has seen a steady decrease in the enrolment, and at the end of 1921 there were more than 200 available places in the school.

Coloured Education.—The following figures for coloured primary pupils in the circuit are interesting; they have been taken for the fourth quarter of each year:—

	1919.	1920.	1921.
Average roll	6,123	5,606	5,567
Average attendance ..	4,690	5,035	5,036
Percentage attendance ..	76.6	89.3	90.5

The serious decrease in enrolment in 1921 compared with 1919 was due to the restriction in admissions. In 1919 the schools were seriously overcrowded, classes were far too large, and efficient work in many cases was impossible. The enrolment now approximates to the available accommodation. The great improvement in attendance is interesting, since it synchronises with the introduction of free education. The main factor in the improvement was probably the knowledge that irregular attendance would almost certainly mean a pupil's exclusion from school. The constituency of each school is now much more stable, and the congestion in the sub-standard classes is much less acute. The subjoined figures are taken from the inspection records in 1919 and 1921:—

	1919.	1921.
Pupils present at inspection ..	5,060	4,936
Number in standard classes ..	2,197	3,076
Percentage in standard classes ..	43.5	62.4

While the figure for 1921 is a great advance on 1919, it is still too low. It will certainly improve because teachers now realise the serious consequences to a child's education of retardation in the sub-standards.

The Trafalgar School is the sole provision in the division for the secondary education of coloured pupils. It would serve its purpose admirably if primary pupils were excluded, but hitherto a full primary course has been offered, with the result that there are no facilities for practical science or manual training. In 1921 no pupils were admitted to the sub-standard classes, and if this policy is extended year by year to the other standards, the problem will be solved in a comparatively short time.

INSPECTOR: MR. J. CRAIB, M.A.

CIRCUIT: BEDFORD, CRADOCK, SOMERSET EAST.

Accommodation and Enrolment.—The school boards of the various areas of the circuit are giving anxious attention to the provision of suitable ac-

commodation for all classes of schools, but for some time past financial considerations have entirely suspended all progress in this direction. In the rural areas this is more particularly to be deplored, as it has resulted in the exclusion of a large number of children of school-going age from attendance at school.

The number of farm schools is gradually diminishing and central primary schools are eagerly desired. Expenditure in conveyance grants, in indigent boarding grants and in the establishment of central country schools with boarding houses attached, as at Cradock (a very successful undertaking), seems quite justifiable in securing permanence and efficiency. The enrolment of the town schools is steadily increasing and this increase is not confined to the primary departments.

Equipment and Requisites.—Some satisfactory progress in this direction has been made, more especially in the case of mission schools, but much has yet to be done in regard to rural schools before a fairly average suitable equipment has been reached. The handicap in this respect is really serious.

Staffing.—The new regulations in regard to staffing have not detrimentally affected the principal schools to any appreciable extent. A more serious matter is that the supply of really satisfactory teachers, especially male teachers, is not equal to the demand. The country primary schools and the primary departments of the higher grade boys' and mixed schools have to be staffed with lady teachers, and additional teachers in secondary departments are being increasingly drawn from the latter sex—a fact which sometimes causes difficulties in organising science work, manual work, cadet work, and sports. The drawback in the rural areas of frequent changes of teachers has not been and will not be entirely eliminated.

Curricula and Methods.—There is no doubt that great progress in the efficient handling of the requirements of the new syllabuses of both primary and secondary education has been made. One finds more interest and adaptability in the majority of schools on the part of both teachers and pupils. In the case of teachers the exercise of some individuality in the selection of schemes and methods of exposition, and in one-teacher schools the grouping and combining of classes and subjects, are more and more intelligently attempted. Of the subjects of the curriculum, languages and arithmetic receive most attention as a rule in the majority of schools. The second language is by no means backward either in town or country schools, and in all bilingualism is aimed at. In the rural schools, however, history, geography, hygiene and sometimes nature study are accorded a rather second-rate treatment for a number of reasons which are not always avoidable. On the other hand, there is still much to be done in the correct treatment of languages and in instilling a love of reading in the pupils. In mission schools the home language, as well as one official language, is being gradually introduced in all schools, and the new primary course for native schools will prove helpful in other respects also.

General.—With the introduction of secondary boarding bursaries, the matter of the selection of suitable candidates, chiefly from rural schools, comes into prominence, and it is difficult to certify that the pupil who does the formal work of standards V. and VI. satisfactorily will exhibit the same intelligence and alertness when faced with three new subjects—algebra and geometry and Latin, say, on entering standard VII. One is inclined to conclude that, for a very large percentage of such pupils, two years in standard VII. will be necessary, and also to suggest for this reason, that boarding bursaries be issued provisionally for standard VII. and continued for standard VIII. only on the condition that the boarder is considered worthy of promotion to that standard.

INSPECTOR: MISS L. C. ELTON, B.A.

During the latter half of 1921, I worked as relieving inspector in the Cape Town circuits, No. 1 and No. 2. The schools visited included a group of large primary schools for European pupils, in which the new curriculum is in full operation and to which the system of class inspection has been extended. The time that would otherwise have been employed in the examination of individual pupils, was spent in observing the teachers and pupils at their work, in giving occasional demonstrations of method, and in applying group tests where these seemed advisable.

It was encouraging to find in many directions evidence of originality and intelligent experiment. This was particularly noticeable in schools where the mother tongue is recognised as the pivotal subject of the primary course.

[C.P. 4—'22.]

Pupils who have benefited by a thorough training in composition, oral and written, who have taken part in lively class debates and have learned to find their material for themselves in the school library, may be expected in after years to read and think for themselves, and to discriminate broadly between what is worth reading and what is not. Thanks to the energy and enthusiasm of certain teachers, an increasing number of books are to be found in schools whose pupils would otherwise have little opportunity of cultivating a taste for reading. It is to be wished that teachers lacking initiative would emulate the example of the more enlightened experimentalists of their profession: the results would amply repay them.

The syllabus in the new curriculum that appears to be least satisfactory, is that for history in the lower standards. In too many cases there is a wearisome amount of repetition and overlapping, calculated to give the pupils a lasting distaste for a fascinating subject. These defects could be corrected by wider reading on the part of the class-teachers and a more careful correlation of schemes by the principal.

The outstanding feature in the schools for non-European pupils which I visited, was the ever-widening gap between the available accommodation and the demand for admission. The excessive size of the classes too often results in mechanical methods of instruction, but refreshing exceptions are to be found. The policy of centralising the standard V. and VI. pupils in schools where a teacher can be provided for each class, makes the work more effective. In some of the schools inspected much is being done by the teachers for the social, as well as for the educational uplift of their pupils.

INSPECTOR: MR. W. FREEMAN, B.A.

CIRCUIT: EAST LONDON, KOMGHA, STUTTERHEIM.

During the year 1921 all the schools in the circuit were inspected. In the latter half of 1920 I had made the acquaintance of the schools of the East London district, so this year I inspected those of Komgha and Stutterheim for the first time and those of East London for the second time.

The new primary school course is now in working order, though standards VII. and VIII. were transferred from College Street Primary to the East London High Schools only last July. Judging from the number of standard VII. pupils that are being admitted into secondary schools from primary schools, the purpose of the revised curriculum is being effected. The small single-teacher schools are certainly benefiting by having one class less to occupy the teacher's attention. In the town primary schools there is, however, some tendency on the part of parents of a certain class to take out those pupils who have passed standard VI. even at the age of fourteen, and to allow them to roam the streets until they find some employment, which is not always easy in the case of boys.

Curriculum.—Teachers sometimes complain that they cannot cover the whole ground of the syllabus in history and geography, and there is room for a good deal of improvement in the teaching of both these subjects, particularly the latter; but the teaching of composition is much more successful than formerly. The ideal underlying the arithmetical course, namely, the solution of easy problems requiring ordinary common sense and a little general knowledge as well as of the rules of arithmetic, is still a long way from attainment except in the best town schools; the criticism that only mechanical methods are understood is too frequently needed.

The new curriculum for native schools will, as far as my experience goes, take several years to get into working order on account of the conservative habits of the native teacher. The enormous predominance of sub-standard A pupils in native schools is a frequent cause of remark, indicating that very much of the teacher's time must be wasted on pupils who never learn much more than the letters of the alphabet. When teachers and native ministers are asked the reason for this preponderance, they can never give a satisfactory explanation; it seems natural to them, though it usually results in an assistant teacher having to struggle with three or four times as many pupils as the principal has in his classes. It is also frequently the cause of overcrowding. When I have recommended some discrimination in admission, I am usually told that such a course is not possible; all pupils that are offered must be admitted.

Teachers.—The supply of teachers for primary classes has not been noticeably deficient, but it is a constant cause of complaint that secondary teachers, especially men, are very scarce, with the result that many unqualified appli-

cants have to be accepted in default of applications from qualified candidates. There are several rural schools in the circuit where teachers will not stay on account of the uncongenial surroundings, and several where none of the parents are willing to board a teacher, thus making it difficult for any but a male teacher to be engaged. But on the whole it would appear that this part of the Province is attractive to teachers.

INSPECTOR: MR. S. B. HOBSON, M.A.

CIRCUIT: MAFEKING, VRYBURG.

The native mission schools in the circuit provide food for serious thought. The only language taught is the official language and all instruction is through that language. The home language varies greatly, and in many schools there are teachers who do not understand the home language of their pupils. Little, if any, progress is being made. Of 2,006 children examined only two had progressed sufficiently to pass standard VI., and only twelve had reached the standard V. stage. 70 % of the enrolment is classified in the sub-standards and not a third of them will ever get as far as standard I. They simply serve to cram the school for a year or two and then leave. It is chiefly girls who attend school, the boys being too useful with the cattle and goats. Formerly having to pay fees kept the non-serious element out of the schools. The teacher got a few of the better class natives. They came regularly and he could be expected to do thorough work. All that could save the situation is a strict limitation of the enrolment and the enforcing of regular attendance.

INSPECTOR: MR. C. HOFMEYR, B.A.

CIRCUIT: PAARL, MALMESBURY.

In 1919, after I had been at work in my present circuit for six months, I began to follow systematically a scheme of inspection in the primary area which directed attention chiefly to seven points, which were all prominently brought to the teachers' notice. Five of these points had reference to language-work and the remaining two to the teaching of history and geography.

Subsequent experience has confirmed me in my conviction that defective language-work lies at the bottom of the unsatisfactory conditions still prevailing in many of the schools in this area.

In this connection I am now able to report that the number of principals, who have come to regard efficient language-teaching as the principal function of all primary teachers, has increased, and that another hopeful sign is the fact that teachers are beginning to realise the essential difference in method between the teaching of a first and the teaching of a second language. On the other hand, the fact that many teachers either are not competent to teach language as it ought to be taught or are themselves deficient in language-knowledge, means that for many schools the dawn of a better day is still far off.

All standard VI. pupils of all the larger schools in my area I have subjected to a thorough efficiency-test in both languages, with a view to ascertaining what degree of bilingualism is attainable in a good school after completion of the primary course. The application of this special test will be continued, and at the end of another year it may be possible to arrive at a fair estimate, as the substitution of Afrikaans for Nederlands will by that time have had appreciable effect.

Teachers.—On the part of the great majority of teachers in my area, I am pleased to be able to testify to the existence of a spirit of growing earnestness and ready co-operation. This is noticeable especially in the larger schools. Inspection reports further show that the principals of big schools fully realise the responsibility of their office and that most of them are doing a great work with marked success; that there are individual instances—among principals as well as assistants—of exceptional merit; that there are busy in out-of-the-way localities several devoted teachers, who, under trying conditions and humble circumstances, are doing an equally great work. What is, however, still lacking in many even of my better teachers is ability to adapt acquired methods so as to suit them to their pupils' range of intelligence and to adjust schemes of work to their digestive capacity. As far as the creation of "live" interest on the part of their pupils is concerned, the

[C.P. 4—'22.]

teachers of the sub-standards have, on the whole, been more successful than their colleagues in the upper primary classes. This may be due to their special kindergarten training. And it seems that more of this kindergarten spirit, which takes account of the pupils rather than the subject, is needed to make the work in the upper classes as successful.

At two educational centres, where a year ago there was serious trouble, it is a pleasure to be able to report that certain changes have effectively cleared the atmosphere.

On more than one occasion, at interviews with local bodies, there was noticeable a healthy awakening of interest in matters educational on the part of managers and of the general public.

Another feature of note has been an awakening full of promise, amongst the coloured people, which manifested itself in the tone and spirit that characterised the deliberations at the annual conference of coloured teachers which took place at Paarl last June, and also in the manner in which several coloured communities responded to appeals from managers for practical assistance towards completion of building operations.

Frequent change of teachers is still one of the most serious hindrances to satisfactory progress in the areas served by single-teacher schools, whilst financial restrictions are the cause of serious inconvenience at several centres.

INSPECTOR : MR. S. G. JOUBERT, B.A.

CIRCUIT : ABERDEEN, GRAAFF-REINET, HANOVER, MURRAYSBURG, PEARSTON, RICHMOND.

All the towns and villages in my circuit, with the exception of Adendorp, are now supplied with suitable school buildings. Additional accommodation is needed at Aberdeen, Murraysburg and Hanover, and a new building at Adendorp.

The school grounds at Aberdeen should, as soon as funds are available, be enclosed.

The enrolment in the town schools shows a steady advance, due to the establishment of the indigent boarding-houses, and to the influx of pupils from the primary schools to the secondary departments of the town schools.

Single-teacher Schools.—In the districts of Aberdeen and Pearston there are 30 single-teacher schools. A very large percentage (46 per cent.) of these teachers are uncertificated and consequently hold temporary appointments. The quality of the work in several of these schools is very disappointing. It is to be regretted that such a large number of single-teacher schools have to be satisfied with an inferior type of teacher. Only a fully trained teacher can with some measure of success take charge of a school with five or six classes.

Staffing.—Several schools in my circuit were unable to make the necessary appointments in their secondary departments, and had to have recourse to temporary appointments, with the result that the efficiency of the school is impaired.

The question of the adequate staffing of the secondary departments of our schools still awaits solution.

Libraries.—Almost all schools are supplied with libraries. In several instances sufficient use is not made of these libraries.

Afrikaans.—The introduction of Afrikaans has been followed by an educational advance. That the pupils now take a pleasure in reading their own mother-tongue is evident in every school where it is taught systematically. In practically all the schools in my area Afrikaans is the prevailing medium in the primary standards. Afrikaans is taking, as it should, a very prominent place in the curriculum. The fear now exists that English, as the other official language, is not always receiving the necessary attention. A good knowledge of conversational English is very essential for the Afrikaans-speaking child. The desired end can be attained without doing any injustice to mother-tongue instruction, by devoting a short period daily to conversational practice in the second official language.

INSPECTOR : MR. J. A. KELLY, B.A.

CIRCUIT : BARKLY EAST, ELLIOT, MACLEAR, XALANGA.

My appointment to this area dates from January, 1921, and I have thus been able to visit and inspect all the schools in the circuit with the exception of five or six.

The two matters which have stuck me most forcibly are :

- (a) the low standard of attainment in the majority of the country (European) schools and
- (b) the general inadequacy of the equipment in the native schools.

European Schools.

Buildings.—Additions are being made to the town schools at Elliot, Maclear, and Ugie, and these schools will, in a short time, have sufficient accommodation. The pupils of the secondary school at Barkly East, however, are still housed in four different buildings in various parts of the town.

General.—About half the teachers in the circuit are not certificated. These teachers, through lack of knowledge and training, are unable to follow the requirements of the new primary school course. The boards seem to find it impossible to secure certificated teachers, and consequently it would be an advantage to close as many of these small schools as possible, and to provide accommodation for the pupils in the neighbourhood of the larger schools.

The gradual introduction of Afrikaans is bringing about an improvement in composition, but this subject is still the weakest in the curriculum. More time should be devoted to written composition and to all oral work, and greater use should be made of the second language as subsidiary medium.

Native Schools.

Medium of Instruction.—The standard of attainment as regards English is, generally, very low in these schools, and will undoubtedly become lower, if a successful attempt is made to impose on the native schools a language ordinance similar in scope to that applied in European schools. As a rule native pupils, who are able to read and recite more or less fluently, have not the slightest idea as to the meaning of what they read or recite. Moreover, teachers of first-year pupil-teachers at native training schools all complain of the inadequate knowledge of English possessed by standard VI. pupils. These facts force one to the conclusion that the official language should be the only compulsory one. Most native parents confessedly send their children to school principally to learn English. Moreover, the application of a language ordinance to native schools would cause greater administrative expense.

INSPECTOR : MR. H. H. G. KREFT, B.A.

CIRCUIT : ALBERT, ALIWAL NORTH, HERSCHEL.

Centralisation.—Centralisation of education in country schools has been actively pursued by the Aliwal North school board. Two country schools were closed during the year under review, and the pupils were sent to a third school, which in consequence became a two-teacher school. Exactly the same will take place at another centre in the same district next March, whilst in yet another part a school is being transferred to a more central place so as to obviate the necessity of opening an additional school and re-opening an old one.

Language.—The most noteworthy feature in recent developments in matters educational has been the changed attitude towards the teaching of language. Language used to be regarded as the all important subject and, in the primary school, comparatively little attention was paid to the training of the mind itself. It did not seem always to have been borne in mind that language is, after all, only a means of communicating thought and that, unless there is something worth communicating, the language itself is like an empty, useless vessel.

Now, however, the swing of the pendulum has taken us to the opposite extreme. The reasoning powers and the sentiments of the child are considered to be all important, and in not a few instances these are being developed to-day at the expense of effective language teaching. It may be well to remind those who are inclined to make this mistake that, whilst it is easy for language to become an empty vessel, it is quite impossible to convey thoughts to another unless the vessel is in every respect suitable and adequate for the needs ; and that, whilst it answers no good purpose if the vessel outgrows

[C.P. 4—'22.]

the needs, it is even a worse state of affairs if the vessel is inadequate for the needs.

But thoroughness is not only absent in language teaching to-day. Every school subject cries for it. The financial stringency, the need for economy and the delay in getting supplies for schools are usually blamed for this. On the other hand it is a pleasure to be able to record that there are some teachers who regard no obstacle as more than a difficulty that can be, and must be overcome. They realise that a year lost by a child at school might mean everything for the future of that child, that grumbling and complaining do not help the child on, and that they must therefore do their best with the facilities available. The teachers who work in this spirit almost invariably achieve success in spite of their difficulties.

Native Education.—As far as native education is concerned the chief feature during the past year has been the paving of the way for the introduction of the new syllabus. In my capacity as inspector of schools I addressed a meeting of the Herschel teachers' association last November. There was an excellent attendance. I dwelt on the differences between the old syllabus and the new, and pointed out how the new syllabus affords the teachers a much better chance to give the pupils an intelligent and useful education. I warned them that some teachers would probably try ere long to reduce the new syllabus to a series of mechanical rules, by which pupils can be forced through their standards, but that such teachers are not worthy of being teachers; every one engaged in teaching should do all in his power to avoid falling back into the mechanical groove from which the new syllabus is trying to raise native education; he will find that, in his efforts, he will have the full support of the Department, of the Department's local representative, the inspector, and of the training schools. In this matter, too, much depends on the initiative and resourcefulness of the teachers. The teachers at the meeting referred to realised this and the spirit among them left the impression that they were all determined at any rate to do their best to adapt themselves to the new order of things.

ACTING INSPECTOR: MR. P. J. LE ROUX.

CIRCUIT: BRITSTOWN, CARNARVON, DE AAR, PHILIPSTOWN,
PRIESKA, VICTORIA WEST.

Supply of Schools.—The supply of schools in the above named districts is fairly adequate, and with the aid available for indigent and necessitous children, the educational needs of nearly all children of school-going age are being provided for. There is a tendency to establish too many schools—to have a small school in every nook and corner of the district. With a view to efficiency and economy, this idea should be discouraged and school boards strongly urged to adopt the policy of concentration, wherever possible.

School Buildings.—In the case of secondary and primary town schools, the buildings and equipment are, as a rule, very satisfactory; but in the case of district schools every variety of building is found, some comfortable and commodious, others again small, comfortless and unattractive. As regards boarded floors, ceilings and out-office accommodation, there is ample room for improvement.

Farm Schools.—These schools are held in rooms of very moderate suitability. They are either small or low or imperfectly lighted and ventilated. The equipment is generally fairly satisfactory except that there is not always enough of it. The rooms are not, as a rule, very cheerful. The children are surrounded by bare walls and these are not always colour-washed.

Teachers.—In every class of school there are competent and successful teachers, men and women who do their work whole-heartedly, who keep in touch with educational development and adapt methods to suit the special needs of the children.

The number of uncertificated teachers, some of whom are indifferently fitted for the work, is gradually waning. Their place is being taken by certificated teachers generally with good results. The standard of education has been considerably raised, though the general level of attainment is not high yet in country and farm schools.

Reading.—This is in most schools fairly fluent, but too often mechanical and without much evidence of understanding. A free discussion of the subject matter of every lesson is a very useful exercise and should invariably follow the lesson. This would not only increase the pupils' vocabulary but also improve their power of expression.

In mission schools reading is painfully mechanical and monotonous. This unsatisfactory state of affairs will continue till such time that mother-tongue instruction is introduced.

Recitation.—In the better-class schools recitation is fairly well taught and fairly well rendered, with a satisfactory degree of emphasis and modulation. In other schools it is often of very poor quality.

Writing.—This subject receives very satisfactory attention in the sub-standards and lower standards. In the upper standards it generally deteriorates and needs more careful supervision.

Arithmetic is taught with a fair degree of success. More attention to method is, however, needed. Not infrequently exercises are correctly worked but unmethodically set down. Most weakness is shown in the working of decimals and the solution of problems.

History and Geography.—In the larger town schools great improvement is noticeable in the teaching of these subjects since the introduction of the new syllabus. In the country schools the quality of the work is, as a rule, still poor.

Composition, Sentence-construction and Oral Work.—These subjects receive considerable attention with very satisfactory results. The main difficulties are the correct use of the verb and the power of expression, owing no doubt to the want of practice. The second language is, as a rule, considerably weaker and more backward than the home language.

Afrikaans.—Afrikaans is gradually being substituted for Nederlands. Except in some schools, the results have not been so encouraging as was anticipated. To write a good and correct form of Afrikaans is not such an easy matter as was originally thought. As in the case of Nederlands, study and practice are needed. Afrikaans "Komt niet vanzelf".

Special Subjects.—In the higher class schools, especially those visited regularly by the Departmental instructors and instructresses, these subjects are taught on sound lines and not seldom with marked success. Nature study, as one of these subjects, is receiving increased attention under the new syllabus, and deserves special mention.

INSPECTOR: DR. T. LOGIE, M.A., PH.D.

CIRCUIT: CATHCART, QUEENSTOWN, STERKSTROOM,
STOCKENSTROM.

Buildings.—During the past year a new building has been completed for the Cathcart Secondary School, containing a classroom and a woodwork room. The whole plan of the Queenstown Boys' High School building has now been completed, but unfortunately nearly every room in the building shows leakages, which are probably due to the tile roofing. Unless these leakages are attended to promptly they will cause a rapid deterioration of the walls of the whole building. This shows very clearly that there should be a more rigid inspection of buildings in course of construction than is at present in vogue. Only four years after construction the Balfour school was in need of extensive repairs. The chief need of the circuit at the present time is further building accommodation for the Queen's Drive Primary School, Queenstown. At present the pupils of this school are taught in four different buildings, two of which are at a considerable distance from the main school. Under this condition supervision on the part of the principal is very difficult.

Teachers.—The increase in the salaries of teachers has not proved a remedy for frequent changes of teachers in schools. I cannot notice that there has been any diminution of these changes as compared with the period before salaries were increased.

If the numbers in the secondary part of a secondary school warrant the employment of only two teachers, it is inadvisable for such school to carry on work beyond standard VIII. Complaint is made that, if the work in such schools ceases at standard VIII., the education of children of poor parents must necessarily cease at that stage, for, even with the help of the scholarships provided by the Department, the parents are unable to make up the balance. This complaint applies also to poor children in country schools where the work ceases after standard VI. Now that the educational standard has been raised for candidates entering on a course as pupil-teachers, it is hoped that they may be enabled to pursue a more practical, and less theoretical course.

It is disconcerting to find how many teachers are helpless without the text-book, when they are asked to examine a class.

[C.P. 4—'22.]

INSPECTOR: MR. J. MITCHELL.
CIRCUIT: PORT ELIZABETH, UITENHAGE.

While the number of schools in each division of the circuit at the end of the second quarter of 1921 was exactly the same as at the end of the second quarter of 1920, the number of pupils on the roll of these schools showed an increase of 1341. A comparison of totals for the second quarter of 1914 with corresponding totals for the second quarter of 1921 shows an increase of nine schools and of 3,822 pupils on the roll.

Accommodation.—The position in regard to accommodation is practically what it was at the end of last year. The Boys' High School of Port Elizabeth, now offering four courses of study in its secondary classes, the old academic course culminating in matriculation, a commercial course, a technical course and an agricultural course, is handicapped by want of adequate and suitable accommodation; and in the case of the remaining three high schools of the circuit, such reorganisation as will allow the carrying out of work in accordance with the new curriculum is scarcely possible owing to the inadequacy of the buildings. The Cunningham Primary School in Port Elizabeth is still very unsatisfactorily housed, while the Innes and Dolley Primary Schools in Uitenhage continue to make use of annexes which have been repeatedly subjected to adverse comment. One improvement deserving of notice has been effected during the year: a satisfactory new building on a good site has taken the place of the old and frequently condemned building at Loerie River in the Uitenhage Division. The need for the provision of increased accommodation in the towns of Uitenhage and Port Elizabeth is somewhat pressing, and there is plenty of room for improvement in the school buildings in the rural areas.

Attendance.—The importance of the matter of attendance—the basis of all progress—is fully realised by the school boards of the circuit, and good use is made of the means available for checking irregularity. In the extended rural area under the control of the Uitenhage board—infrequently visited by the attendance officer—the teacher is the main factor in securing regularity. In the towns the employment of pupils before and after school has a serious effect upon progress.

Teachers.—During the year staffing difficulties have been conspicuous both in the country schools and in the advanced classes of secondary schools. In the case of the former there have been frequent changes of teachers, and in the case of the latter there has been difficulty in securing suitable teachers. At the close of the second quarter of the year under review 90.3 per cent. of the teachers in the service of the Department in Port Elizabeth schools, and 80.5 per cent. in the Uitenhage schools, were certificated.

Curriculum.—In the teaching of the subjects of the new syllabus for primary schools good progress has been made generally, and this progress is very marked in the larger schools where each class has its own teacher. In single-teacher schools, with classes ranging from sub-standard A to standard VI., there is frequently absence of intelligence, thoroughness and fullness, particularly in the case of history and geography. Schemes of work vary a good deal in value but show improvement and are proving of service: a good many show the exercise of much care and thought. The record-book, setting forth the ground gone over, is on the whole satisfactorily kept. In nearly all the board schools of Port Elizabeth and in a steadily increasing number of the board schools of Uitenhage, Afrikaans has taken the place of Nederlands. By the addition of a full-time specially qualified instructor to the staff of the Port Elizabeth Boys' High School the subject of physical culture has obtained its proper place in the curriculum of the school; this is a forward step which deserves mention.

Libraries.—In one or two schools, in addition to the school library proper, each class has its own select library. In the circuit there are very few white schools without libraries, but the number of books, in the case of a good many, is small and does not increase.

INSPECTOR: MR. J. C. W. RADLOFF.
CIRCUIT: JANSENVILLE, STEYTLERVILLE, WILLOWMORE.

In this report no comparisons can be made with the work produced in former years by the schools in this circuit, this having been my first year in charge of this area. A few points are here referred to in the hope that improvements will be noticeable during the coming year.

Monotony in the speech of the pupils, indistinct articulation and inflexibility of voice too often marred not only the reading and recitation, but the oral work generally. Singing can be used much more extensively and effectually than is the case at present, to remedy these defects.

Afrikaans.—Afrikaans has replaced Nederlands in almost all the schools of the circuit. Where teachers had kept themselves conversant with the development of the standardised and recognised forms of Afrikaans, and had employed the phonic method in teaching reading, very satisfactory progress was being made. It is confidently expected that creditable results, generally, will be found now that the initial stages of the transition period have been passed and weaknesses indicated.

Promotion of Pupils.—In a few of the schools unauthorised promotion of pupils was discovered, and in almost every case such unwarranted promotion resulted disastrously. Such procedure may please the parent at the time, but it is certainly not in the best interests of the child.

Changes of Teachers.—It is a question worthy of frank discussion whether a school should be allowed to continue to exist, where a succession of teachers finds it impossible to suffer—for more than a single term—the avoidable discomforts of indifferent accommodation. Schools of this description may save the conscience, but it is questionable whether the child is getting a fair chance, and the taxpayer adequate value for his money.

In one or two schools it was indeed pleasing to find quite a number of pupils able to write creditable compositions in both the official languages. Punctuation and paragraphing are matters that will require very much more attention in future.

This report can not be concluded without a word of thanks for help afforded and kindness shown while touring along what were unknown roads.

INSPECTOR: DR. T. W. REIN, M.A., PH.D.
CIRCUIT: FORT BEAUFORT, PEDDIE, VICTORIA EAST.

In addition to the ordinary inspection routine informal visits were paid to 65 schools. In the case of native schools such visits often disclosed gross irregularities. In two cases the irregularities noted were of such a serious nature that drastic action had to be taken.

On 1st July, 1920, education was made free for natives as well as Europeans throughout the Cape Province. What effect this innovation has had upon the enrolment in the circuit is shown in the following table, which gives the enrolment for white as well as native schools at 30th June, 1921, as compared with that of the corresponding date of the previous year.

Division.	White.		Increase	Native.		Increase	Total.		Total Increase
	1921	1920		1921	1920		1921	1920	
Fort Beaufort	753	692	61	1,628	1,254	374	2,381	1,946	435
Peddie	315	324	-9	1,749	1,684	65	2,064	2,008	56
Victoria East	233	237	-4	2,134	1,853	281	2,367	2,090	277
Total	1,301	1,253	48	5,511	4,791	720	6,812	6,044	768

In white schools, where compulsory education had been in force for a number of years, little or no change could be anticipated, and this is borne out by the figures in the table. Fort Beaufort shows an increase of 61 pupils; in the other divisions, instead of an increase, there is actually a decrease. In Peddie this is no doubt merely a temporary set-back. In Victoria East the matter must be viewed in a more gloomy light, as there has been a continuous fall in numbers in this division since 1914, when the enrolment stood at 292. Attention was called to this unsatisfactory feature in my report for 1917 in which I stated *inter alia* "Since 1914 there had been a continuous shrinkage in this division, and it is feared that this shrinkage is likely to continue. It is an undoubted fact that the white population in the rural part of the division is steadily decreasing. The reason for this is not far to seek. Farm after farm is being bought by one rich family of farmers and cattle speculators, and as a result almost the whole of the southern

portion of Victoria East is now in their possession. The families that formerly occupied these farms, leave the district, principally for the northern provinces, and the farms thus denuded of their European population are either occupied by natives as caretakers or are simply turned into cattle-runs." A reference to the recent census returns proves the correctness of the above statement. According to these returns the number of Europeans in Victoria East in 1921 was 1,314, as compared with 1,439 in 1911, and 1,574 in 1904. In other words since 1904 the European population of the district has according to the census returns decreased by no less than 260, or 16.5 per cent—truly a sad state of affairs.

In native schools, although the actual number of schools has undergone no change, there has in the first year of free education, according to this table, been an increase of 720 pupils. The largest is in Fort Beaufort (374) and the smallest (65) in Peddie—an almost negligible quantity in such a thickly populated native area.

It is pleasing to note that the percentage of certificated teachers has been steadily rising during recent years. In 1917 it still stood at 65.2. During the past twelve months it has gone up from 72.4 to 75.2. For this improvement the activity of managers and of the school board in the division of Fort Beaufort is mainly responsible, 88.4 per cent. of the teachers in that division being now certificated, as compared with 79.2 per cent. in 1920. The corresponding figures in Peddie and Victoria East are 65.4 and 72.2 respectively.

INSPECTOR: MR. P. J. RETIEF, B.A.

CIRCUIT: BREDASDORP, MONTAGU, SWELLENDAM.

Indigent Boarding Houses.—For the education of those pupils, who, owing to poverty and distance from existing schools, had not yet been put to school, much has been done during the past year. Indigent boarding establishments have been commenced and extended in all the towns in the circuit, and these have been readily filled with boarders. Unfortunately, there is a tendency to take the line of least resistance in this method of attending to the wants of the poor, and the pupils are brought in large numbers to the towns, while the question of providing education in the country by means of suitably centralising, with the aid of conveyance grants, has not yet found successful attention from the responsible bodies.

Bursaries.—Secondary education, which would have suffered very seriously owing to the general depression, has received very strong support by means of the bursaries now granted to poor and promising pupils for secondary education.

School Boards.—The application made by Barrydale for a separate board area is actuated by a desire for intensified local government in a district naturally cut off by mountain ranges, and does not suggest any grievance relative to the administration of the Swellendam board, which is recognised as having done justice to its responsibilities, particularly as regards Barrydale. All other boards have continued to deal well with the various problems which have from time to time presented themselves. Boarding for teachers, chiefly in the country districts, has presented a fair amount of difficulty. School boards should use discretion in the matter of establishing country schools, to arrange so that suitable boarding may be obtained near to the site selected for the school. It often happens, in the nomination of teachers by committees, that preference has to be given to those applicants who are more likely to be satisfied with poor boarding accommodation.

Primary Course. The new primary school course has been followed in all schools. Teachers have been encouraged to fill in their curriculum with discussions on social institutions and topics of general interest, and to prepare time tables and schemes of work, whilst keeping a record of all work done.

Afrikaans.—Afrikaans is taught and is used as a medium of instruction in almost all schools with very satisfactory results. English is receiving a little more attention than in the past few years, but the subject remains very weak. Generally, Dutch-speaking pupils show much less proficiency in English than English-speaking pupils show in Dutch.

Dates of Inspections.—In order to arrange for greater uniformity in the matter of school inspections, the dates of inspection of a considerable number of schools have been altered. It is now arranged that all the schools of a district are inspected during a fixed period of the year.

INSPECTOR: MR. S.G.E. ROSENOW.
CIRCUIT: CLANWILLIAM, PIQUETBERG.

School Supply.—Schools are now exceedingly plentiful, and, where the transport difficulties are very real, the usual distance between schools has not always been insisted upon. There is still much scope for amalgamation.

Subjects.—The writing in the exercise books is generally so bad compared with that in the copy books that I have seriously been tempted to warn teachers and scholars that I shall in future treat it as a failing subject. It is not unreasonable to expect in all written work the neat, regular and legible writing generally required by bankers, business men and government officials. On the whole, composition is not yet being treated as a subject that requires very careful and skilful teaching. In town schools, however, with a teacher for every class, the work is generally satisfactory. To the country teacher who complains of want of time, I must just say that there are several country teachers who take pains with this subject and have good results. A quarter of an hour's careful preparation by the teacher will work wonders.

Reading and recitation are generally marred by undue haste, with consequent carelessness in the production of the sounds. Besides proper pronunciation, correct phrasing, etc., the teacher should endeavour to get deliberate and expressive reading. I would suggest that in the reading lesson the phonic method only should be used in Dutch, and a combination of the phonic and "look-and-say" methods in English.

When a Dutch child begins to learn English, no book should be used. He should begin to learn the second language just as he learnt his own, *viz.*, by learning the names of the things in his environment, and gradually introducing little sentences.

The value of written arithmetic is exaggerated, and too much time is spent on it, while oral arithmetic, which has so much more practical and educative value, is too often being neglected. The work is far too mechanical, even in town schools.

Buildings.—Owing to the natural increase of pupils on the roll and the expansion of the curriculum in the direction of practical technical education, the need for more classrooms at Piquetberg and Porterville has become urgent. It is extremely difficult to get suitable rooms in towns on short notice, and it is indisputable that the health of children suffers greatly in unsuitable classrooms.

At Piquetberg the local Dutch Reformed Church is erecting a suitable hostel for girls. Here we have a praiseworthy example, which should commend itself to the neighbouring communities.

New school buildings are being put up by the State at Zandberg and Paleisheuvel, while the Clanwilliam Public School has just been provided with a new roof. Every effort should be made to hasten the erection of the proposed schools at Platkloof, Velddrift, Citrusdal (Jaagvallei), Halfmanshof, Pools and Krom Rivier.

In general the school buildings in the country are poor. It is most desirable that the plan for a new school should be submitted to the inspector for approval.

During the year I addressed teachers' gatherings at Aurora, Jaagvallei and Redelinghuis. These meetings were convened by myself in order to give practical hints generally on the management of small country schools.

INSPECTOR: MR. P. D. ROUSSEAU, B.A.

CIRCUIT: ROBERTSON, TULBAGH, WELLINGTON, WORCESTER.

Buildings.—The school buildings in this circuit are generally airy and spacious. In a few cases the portable type of building is used. These buildings are of wood and iron and are unsuited to the climate. With two exceptions little need be spent on repairing school buildings in this circuit during the coming year. This cannot be said of the Boys' High School, Wellington, and the Girls' High School, Worcester. The latter building was completed 11 years ago and nothing has been done towards repairs since then. Repairs will run into several hundreds of pounds. The former is an old building and is suffering from general neglect. The schools are generally well equipped.

Attendance and Enrolment.—Since the introduction of free education there has been a falling off in regularity. The Robertson board is the only one in this circuit which directly controls attendance and takes legal action consistently against defaulting parents. More should be done by boards to ensure regular attendance.

[C.P. 4—'22.]

All town schools show a regular increase in enrolment. The tendency is to send children to town schools wherever possible. Four district schools were closed during the year; one new school was opened. There was a marked increase in the enrolment of coloured schools during the year.

Primary Course.—The new primary school course is a great improvement on the old syllabus. The work is much more interesting to both teachers and pupils, and the standard of attainment has much improved. It is a pity that it is considered necessary to compile so many standard textbooks for use by the pupils. Such textbooks are not used judiciously, but are generally followed slavishly. The work is consequently falling into a groove once more.

Language.—The language provisions of the ordinance are fully carried out in standard IV. and below. With a few exceptions Afrikaans has now taken the place of Dutch in the schools of this circuit. In the primary and secondary schools Afrikaans is rapidly taking the place of English as medium of instruction and expression above standard IV. The pupils in these schools are almost exclusively Afrikaans-speaking. The progress of the pupils is in consequence much more rapid and their power of expression much greater. In one of the seven high schools in this circuit Afrikaans is used as medium throughout the primary school, with excellent results. While Dutch was still taught in schools, English, as a spoken language of this country, was the more natural medium of expression. Now that Afrikaans has taken the place of Dutch, English is at a decided disadvantage. The great majority of the pupils in most schools are Afrikaans-speaking, and must suffer unless taught through the medium with which they are much more familiar.

With few exceptions the teachers are hard-working and conscientious. They take a keen interest in the welfare of the pupils under their care.

INSPECTOR: MR. J. ROUX, B.A.

CIRCUIT: HUMANSDORP, UNIONDALE.

Centralisation of Schools.—The matter which at present may be considered of paramount importance in this circuit is the centralisation of primary education. The developments that have taken place during the last few years have clearly proved that the only way in which greater educational efficiency can be obtained is by eliminating all those small country schools that are at present struggling for a continued and precarious existence and only manage to maintain the bare minimum requirements by very often resorting to devices which are not to be recommended. The pupils of these schools would then be taken up in larger and more central schools and the educational facilities that are at present being wasted on these small and inefficient schools would be employed to a much greater advantage.

The many advantages of such a scheme have already been set out so clearly that it is unnecessary to repeat them here. The main objections usually advanced must, however, be briefly stated. These are (1) adverse climatic conditions; (2) distance; (3) full rivers; (4) danger of main roads; (5) lonely or hilly roads; (6) teacher's accommodation; (7) pupils' accommodation; (8) lack of supervision; (9) difficulty of getting transport; (10) long standing of old schools; (11) personal loss to former proprietor in rentals, etc. And so these objections may be multiplied *ad nauseam*, but when they are carefully investigated and tested by personal observations and experience, it is invariably found that there is too much of the mountain and the molehill about them, and that hardly any of them are insurmountable, if only there is the will to co-operate. Unfortunately those local governing bodies, from whom the Education Department has a right to expect active co-operation and full sympathy in this matter, are often found strongly opposed to fair and reasonable schemes that are projected from time to time. When their objections are added to those of the parents, the realisation of such schemes can only be accomplished by a great deal of friction and unpleasantness. In spite of all this, considerable progress towards the accomplishment of this ideal has been made during the last three years, but much still remains to be done. No fewer than 20 schools were closed for good; the re-opening of two old schools and the opening of four new schools were successfully opposed. In the towns three indigent boarding houses, all full to overflowing, were established. More than forty conveyance grants, as well as the purchase of several carts and donkeys, were authorised; the total enrolment has increased from 3,702 to 4,445 (according to the latest available statistics), and in no fewer than 15 primary schools assistants had

to be appointed owing to this remarkable increase in the enrolment. The result of all this is that a much higher standard of efficiency is already noticeable in most of these larger primary schools.

As stated above, much, however, still remains to be done before the ideal is attained. In this circuit there are still some schools as near as two miles from the larger neighbouring schools, while about 25 are within a four-mile radius from the next school. By a wise and tactful manipulation these schools could easily be concentrated without inflicting any undue hardship on the parents or pupils concerned. If the minimum salary and rentals are reckoned, this would mean an annual saving to the Department, in this one circuit alone, of at least £3,250, which sum could be much more advantageously spent in the cause of education.

Accommodation.—The question of new and larger school buildings, and the expense of erecting them, may be raised, but just as in the past the proprietors have been found quite willing to incur the necessary expense, so will they be found willing in future, judging by the promises already received. Moreover, as the existing accommodation and staffs will be quite adequate to deal with the increase in numbers in several of these schools, there will be very little extra expenditure to the State.

Unqualified Teachers.—The position as regards the continued appointment of unqualified teachers has also improved considerably during the last few years and, when this poorer type of school is altogether eliminated, there will be no further need at all to appoint such teachers. It is sincerely hoped that the day is not far off when everybody will have been brought to see and appreciate the invaluable benefits of centralisation, and will work together most harmoniously to come as near as possible to the ideal.

INSPECTOR: MR. A. SCOTT, B.A.

CIRCUIT: GEORGE, KNYSNA, MOSSEL BAY.

Training of Teachers.—The experience of the last twelve months has strengthened the conviction, expressed in my report of last year, that scrupulous care should be exercised in the selection of candidates for the teachers' training course, if justice is to be done to the children of our schools, and if the teaching profession is to take the place which it should occupy in public esteem.

Success in school work should not be regarded as sufficient recommendation, nor should the mere fact that the parents of applicants are in poor circumstances be allowed to weigh unduly with those responsible for the selection of candidates. I freely and gladly admit that in some of the poorer homes the training is excellent, and that from such homes many teachers have been drawn who are a credit to themselves and to the profession; but it is an undoubted fact that there are homes so lacking in refining and uplifting influence, that—since so much depends upon early environment—the odds are very much against their producing teachers of the right type. There appears to be a growing tendency among parents of a certain class to force their children into the teaching profession with the sole idea of making them contribute towards the household expenses. The wishes of the young people are not always consulted, and their fitness, physical or moral, for such important work is not considered. As a matter of fact, in the case of a boy, physical weakness, which incapacitates him for manual labour, has often been regarded as sufficient reason for deciding to make him a teacher. Under the new regulations a medical certificate is required, and the doors will now be closed to those who, in their own interests, ought to be debarred from taking up work, the effective discharge of which makes such heavy demands on the strength and endurance of those engaged in it. The provision that two years of secondary education must precede entrance upon the student-teacher course will have a still more far-reaching effect. The onus of recommending a pupil will no longer rest, as it has often done in the past, on the teacher of a small country school, who has sometimes been deterred from giving his candid opinion of a boy or girl through fear of falling foul of an influential member of his school committee. The responsibility will now be shared by several members of a school staff, and outside influence will have less weight. Steps might be taken to ascertain which of the pupils in standard VII. intend to become teachers, and a watchful eye might be kept on these throughout the secondary course. Their powers of teaching and control might occasionally be tested for, if these are absent, good health, refinement, and lofty ideals will count for little.

[C.P. 4-'22.]

In my opinion, unsuitable aspirants should, if possible, be prevented from entering upon the secondary course and it will be well, therefore, to withhold bursaries from those whose parents wish them to become teachers, but who are obviously lacking in the essential qualities. The disappointment of a check at this stage would be less galling than if it occurred two years later, and public money would be saved.

Bursaries.—The mention of bursaries leads me to another point which has been exercising my mind lately. I am a little afraid that the facilities which this excellent system affords to poor children of obtaining secondary education may not be an unmixed blessing. I do not wish to transgress the limits assigned to me and cannot, therefore, enlarge upon the subject. All I would now say is that, until more universal recognition is given to the fact that a liberal education is not wasted on a boy who intends to become, say, a farmer or an artisan, it is, in my opinion, mistaken policy to encourage indiscriminate application for busary grants.

INSPECTOR: MR. G. SIDDLE, M.A.

CIRCUIT: CALVINIA, FRASERBURG, WILLISTON.

Apart from some interruption to the work of various schools in the course of the third quarter, due to a recurrence of epidemic influenza, the period under review has been uneventful.

Accommodation.—The accommodation in the village schools of the area, with the exception of Nieuwoudtville and Williston, is fully equal to the demands made upon it, whilst in the case of the district schools a forward movement in the direction of the provision of boarded floors and ceilings is at length noted, though it is a matter for regret that out-offices are still regarded as non-essential. The work of centralisation in the rural areas continues to be hampered by the fact that the average schoolroom is not capable of accommodating more than from 12 to 15 children, whilst the scheme for the erection of a central school in the Karroo portion of the Calvinia district has had to be temporarily abandoned owing to the financial stringency. To these difficulties may be ascribed the springing into existence of seven private schools in the circuit, all of which were visited in the course of the year in terms of Sections 322 and 323 of Ordinance No. 5 of 1921. Only in one instance was it found that better educational facilities could be offered, and the conditions under which the work of this school was being carried on were sufficiently unsatisfactory to warrant non-recognition of attendance under the provisions relating to compulsory attendance in the ordinance.

Boarders.—As regards boarding facilities, the position is as was anticipated in my previous annual report. With the recent closing of the girls' establishment in Calvinia there are to-day just under 50 boarders in residence at various private houses in the village, and the problem of effective supervision is, in their case, one of extreme difficulty. In the smaller villages it is almost a sheer impossibility to find private individuals who are willing to accept the responsibility of conducting boarding establishments at their own financial risk—the initial outlay involved in furnishing is alone sufficient to deter them—and up to the present the boarding house at Loeriesfontein, which was erected at a cost of £2,000, has been lying idle.

Teachers.—As regards the qualifications of teachers, little, if any, improvement is to be recorded in the position. Of 155 teachers employed in the circuit in the middle of the year only 89 (about 57 per cent.) were certificated. The prospects for the coming year, however, are considerably brighter, and it would appear that the North-West is at last to derive solid benefit from the economic pressure that will naturally follow on the recent accession of a considerable number of recruits to the teaching profession from the various training schools. At the time of writing it is certain that with two exceptions all the schools under the Fraserburg board will be staffed by fully qualified teachers, whereas in the June quarter of the year under review, of the 42 teachers employed by the board, only 13—31 per cent.—had received a professional training.

Curriculum.—The standard of attainment in the work of the schools was generally in advance of the level of the previous year. In the primary departments teachers had been encouraged to show more initiative, with the result that the schemes of work were more comprehensive and stimulating. Composition-writing was again the least satisfactory of the subjects, whilst in the teaching of the second language progress will continue to be slow, as long as teachers are reluctant to avail themselves fully of the direct

method of instruction. In the secondary departments the conservative instincts of the teachers have impelled them to cling to the courses preparing for the university examinations.

Attendance.—Irregular attendance is still a disquieting feature of many of the single-teacher schools in the circuit. The recent appointment, however, of a part-time attendance officer by the Calvinia school board should do much to lessen the evil in schools under its control.

INSPECTOR: MR. A. SINTON, M.A.

CAPE DIVISION NO. 2.

During my absence on furlough a number of inspections were carried through by Miss Inspector Elton, to whom I wish to take this opportunity of expressing my thanks for her assistance.

Very little building was done in the circuit during the year. A new school to accommodate the pupils attending Church Street Primary School was built in Albert Road, Woodstock, and will be opened in the first quarter of 1922.

The boys of Balfour Street Primary School, Woodstock, were transferred to the new building in Mountain Road, Woodstock. The rooms vacated were then occupied by the newly established Woodstock Secondary School.

The opening of a secondary school at Woodstock, providing, as it did, facilities for secondary education in an artisan locality was a very important step. The result, an enrolment which in the course of the year reached 170, shows that the industrial population is anxious for opportunities of secondary education for its children. The range of study for the coming year has been restricted to standard VIII., but it is inevitable that provision of a full course of secondary education will require to be made in the near future. It should be stated that the object of the school is two-fold; while much of the instruction is what is called bread-and-butter education in that it gives commercial and industrial teaching to equip the pupils to take situations, yet the cultural side which is chiefly based on the study and appreciation of the two official languages and which makes for fullness of life receives great attention.

The total enrolment in the circuit during the year has increased by close on 600, of which increase 450 are white pupils. In consequence the schools are overflowing, and additional accommodation is urgently required. This is particularly the case at Woodstock, Lansdowne Road, Observatory Road and Rondebosch. At all of these suburbs hired halls or rooms of dwelling houses are being used. Neither maps nor pictures can be hung on the walls, nor can adequate blackboard accommodation be provided. The existing arrangements are the best that can be made for the time being, but it is hoped that suitable and well-equipped buildings will be erected at no distant date.

It is more encouraging to be able to report that there is considerable educational liveliness in the schools. For instance, at one school half of the pupils who were enrolled at the beginning of 1921 passed successfully through the sub-standards and standard I. classes in the course of the year. The other half passed through the sub-standard classes.

During the past year the pupils of Regent Street Primary School, Woodstock, have visited Kirstenbosch fortnightly, for a whole day. Each class went in turn, in charge of the class teacher, and was received by Mrs. Bolus, to whom the thanks of the Department are due for her public spirited work. The pupils have thus been brought into direct contact with nature, and have not only enjoyed the outings but have begun to record intelligently the nature lessons learnt during the rambles. It is hoped that these excursions will be continued.

Another school has started an old pupils' society, the object being not only to benefit the ex-pupils by giving lectures, readings, etc., but also to keep them in touch with the school and so to get them to take an interest in its welfare.

Reading, as was stated in last year's report, has made great strides. In two of the schools the experiment of *print writing* instead of ordinary writing is being tried, and the results will be carefully noted. In a few of the better schools composition is of a good standard. Geography and history on the whole are not up to the standard expected, but in several cases teachers have attended the classes provided at the University of Cape Town, with notable advance in the method of presenting these subjects.

[C.P. 4—'22.]

INSPECTOR: MR. E. J. SPURWAY, B.A.
CIRCUIT: BARKLY WEST, KIMBERLEY.

Accommodation.—No important building schemes have been carried out during the year. In the Kimberley division the accommodation at New Main Street Coloured school is quite insufficient and the existing buildings are badly situated. A new site with ample playground space is available. Additional classrooms are required at Beaconsfield Coloured and at the Central schools in Kimberley, and also at Warrenton, where the provision of a number of railway cottages has led to a large increase in the roll of the school.

In the Barkly West Division additional classrooms are needed at several places along the Vaal River. In some cases the present accommodation is too restricted and in others considerable expense is incurred for rent. A high rental has to be paid for buildings not really suitable for school purposes. This is not economical and impairs the efficiency of the schools, for effective supervision by the principals is rendered difficult.

Many of the River schools present a neglected appearance. The grounds are not fenced and consequently the precincts of the schools become the refuge of goats and other animals in bad weather. If the grounds were fenced tree planting might be undertaken in some cases, and the surroundings could be improved in other ways.

Most of the teachers engaged in the town of Kimberley have their homes there. In the Barkly West Division the remoteness of many schools from the railway makes it difficult to get and to retain teachers. Along the River Diggings unusual difficulty is found in obtaining accommodation, which costs far more than it does in the rural districts elsewhere. One consequence of this is that the services of several married ladies have to be accepted. A more serious result is that the schools suffer from frequent changes of staff, which militate against efficiency.

Afrikaans.—Afrikaans has replaced Nederlands in most of the schools. The latter is now found only in the more advanced classes, and it will be eliminated in the course of two or three years. The children write more freely in the new medium, but more importance ought to be attached to clear deliberate speech.

Primary School Course.—The aim and the requirements of the new primary school syllabus are becoming better understood. The combining of classes whenever possible is encouraged, and this facilitates the work of the teachers in the smaller schools. In the single-teacher schools many difficulties remain. It is a matter for regret that the course followed at such schools cannot be limited to standard IV.

Class Inspection.—Class inspection has largely taken the place of individual inspection in the urban schools, but the highest standard in every primary school is still inspected individually. In the rural schools and in the mission schools the old method of inspection is still retained, no other course being deemed possible in view of the frequent changes that occur.

Non-European Teachers.—In the payment of coloured and of native teachers many anomalies exist. There seems no good reason why the teachers who are engaged in schools managed by a board should receive more favourable treatment than their colleagues doing similar work in mission schools, where the duties are certainly not less arduous. The whole question of the salaries of these teachers needs careful consideration and adjustment.

Attendance.—Considerable expenditure is incurred, especially in the Barkly West Division, in transporting children to school. By no means all the children who have reached the age of seven years are attending school, while it frequently occurs that pupils who have reached neither the age nor the standard prescribed by law cease to attend. Along the River Diggings considerable irregularity of attendance prevails.

School Hours.—The practice of holding school in one long session is, in my opinion, open to objection on several grounds. It should not be resorted to except, perhaps, during the two or three hottest months of the year.

INSPECTOR: MR. C. H. STOKES.
CIRCUIT: GLEN GREY, WODEHOUSE.

Buildings.—Additional classrooms are being erected at Dordrecht Secondary School, but further additions will soon be necessary, when, however, the erection of a new preparatory primary school for pupils below standard III. should be considered. The indigent children's boarding house contains

85 children—50 more than last year. Apparently a second house will soon be required, and the separation of boys and girls effected. For the secondary school boarding house the Dutch Reformed Church has provided a good building, accommodating twenty boys and three teachers. At Indwe, although the municipality some time ago offered an excellent site, the urgent need of a school boarding house continues. The Lady Frere school still lacks a classroom for woodwork. Not quite half the rural schools in the circuit have boarded floors. In future, new schools must fulfil the Departmental requirements (vide *Education Gazette*, 25th August, 1921).

Teachers and Schools.—1917 inspection schedules returned as certificated 49.3 per cent. of teachers in rural European schools. Those of 1921 showed 63.6 per cent., while another 20 per cent. (P.T.2's) were nearly all preparing to complete their certificates. The number of men teachers in Wodehouse urban schools has increased from 20 per cent. (1916) to 27 per cent. (1921), and in rural schools from 36 per cent. to 43 per cent. The resulting benefit is that elder boys receive more teaching from men. Twenty-four of 44 rural schools, i.e., 55 per cent., inspected in Wodehouse had the same teacher as at the previous inspection, whilst in 1916 the percentage was 59. Frequent changes of teachers lessen the value of inspection criticisms. Small rural schools might attract and retain good teachers, if service therein received special recognition, e.g., if five years could, for salary and pension purposes, be counted as six. Such schools are now fewer in number owing (1) to the indigent boarding house in Dordrecht, and (2) to the increasing realisation by well-to-do parents of the deficiencies of the small school. Centralisation would easily eliminate one-third of the remaining schools. The difficulty is transport. But given more public spirit and less determination to screw the last penny possible from the public purse, a feasible scheme could be devised. The annual "trek" of a great part of the rural population also affects the case, and partly explains why only 24 rural schools are over five years old. In 1916, the Wodehouse board's annual report deplored the paucity of applicants for appointments, and admitted that consequently many schools were inefficiently conducted. Yet in 1918 the board formally resolved that for climatic reasons centralisation was impossible. This attitude, however, has since been slightly modified.

In August, 1918, the Wodehouse board affirmed by resolution "the impossibility of taking legal action at this centre," and within the next 2½ years, rural attendance depreciated over 4 per cent., being for the second quarter of 1919, 1920, and 1921, respectively 90.7, 89.8 and 86.4 per cent.

Subjects of Instruction.—Speaking generally, composition (in both languages) mental arithmetic, general history, and (in a slightly lesser degree) geography are unsatisfactory throughout the circuit, except in urban schools. Reading frequently becomes merely unintelligent recitation. In native schools, mispronunciations of English are allowed to persist until their eradication is almost impossible, e.g., *ch* is usually pronounced as *sh*, *sh* as *s*, and *th* as *t* or *d*. Written arithmetic and recitation show improvement, although in the latter, native teachers are prone to rely on collective repetition, thus reducing the subject to almost valueless mechanical drill. Further experience of the primary course emphasises the necessity of rural teachers receiving a definite and specific training different from that of urban teachers.

General.—During my absence on sick leave, Inspectors Kelly and Logie kindly undertook 33 of the 73 schools inspected in Glen Grey. Progress in that district has been retarded by the very disturbing effect on attendance produced in several locations by the Israelite movement, and by the inability of most schools to obtain books and other requisites before several months of the school year had elapsed.

INSPECTOR: MR. G. P. THERON, B.A.
CIRCUIT: CALEDON, STELLENBOSCH.

Buildings.—In last year's report five cases of urgent need in the matter of accommodation were mentioned. Of these two have had their requirements fully provided during the year at the cost of about £10,000—a measure of improvement which must be regarded with much satisfaction considering the prevailing financial stringency.

The three remaining schools with inadequate housing are Caledon High School, Greyton Secondary and Strand Secondary. To this list must now be added the primary school at Gordon's Bay, perhaps the most urgent case of all. At the Strand a long over-due scheme for extending

[C.P. 4—'22.]

the existing building has recently taken definite shape and tenders for the work are being submitted.

The accommodation in privately owned buildings of the large majority of country schools is seldom found wholly unsuitable, while in many cases excellent schoolrooms are provided at a reasonable rental.

Of the coloured mission schools there are three where an additional classroom would be a great relief.

Staffing.—Notices of vacancies almost invariably attract considerable numbers of applicants with more or less suitable qualifications. But unfortunately school managers are too often influenced by glowing testimonials from personal friends of aspirants to a post, and seldom seek to obtain official records of past services in the case of teachers in the Department's employ. The consequence is that easily avoidable mistakes are sometimes made in appointments, leading not infrequently to adverse results as regards the progress of the school, to say nothing of the trouble encountered in effecting a change of teacher.

Teaching Methods.—Attention was drawn in last years' report to the unsatisfactory way in which oral work in the second language (Afrikaans or Dutch or English as the case may be) was mostly done. In this respect considerable improvement may now be reported, especially as regards the progress in spoken Afrikaans in the case of English-speaking children. At certain fairly important centres, as well as at many country schools, Afrikaans-speaking children still continue to suffer from a serious handicap in this part of their school work, a draw-back resulting usually from the teacher's own want of facility in the colloquial use of the second language.

Some improvement in the teaching of geography and of history may also be recorded, although the handling of these important subjects still too frequently fails to arouse much interest in the pupils, this being especially noticeable where the teacher does not take the trouble to draw from wider sources of information than that supplied by the text book in use.

Enrolment.—In spite of the fact that sanction for the proposed establishment of a number of new schools has had to be withheld, and that the existing schools of the circuit are less by one than last year, the total enrolment shows an increase of 673 (428 white pupils and 245 coloured), while the average attendance was 649 more than at the corresponding date of 1920.

The opening of a boarding house for indigent children at Stanford supplies a real want; it is filled to its utmost capacity with upwards of forty inmates, for whom schooling has in this way been made possible. A similar institution is needed at Caledon as well.

The Department's policy of centralising groups of country schools is having careful attention and some success, notwithstanding local opposition, arising mostly from obvious motives of personal convenience, no matter how great the educational advantage and the financial saving might be.

INSPECTOR: MR. C. J. VAN DER MERWE, B.A.

CIRCUIT: BEAUFORT WEST, CERES, LAINGSBURG, SUTHERLAND.

Owing to continuous and, on occasion, heavy rains the task of the circuit inspector proved particularly trying during the first half of the year. In more than one instance the work in the Sutherland and Beaufort West districts could not have been carried out if it were not for the kind assistance of the local farmers. With no inconsiderable sacrifice of time and comfort, these gentlemen were always willing to provide the necessary conveyance to some post, which could not be approached in the usual manner. They have in this way, as in others, earned the appreciation and gratitude of the Department.

Afrikaans.—In all but a few schools Afrikaans has superseded Nederlands. The change is proving highly beneficial. Whereas, for example, under the old regime, the Dutch Africander boy left school hopeless even at standard VI. in regard to a medium for expressing himself in writing and in public speaking, he is now, where the teaching is in any way fair, not ill provided in this respect for the battle of life as early as the fourth standard. It is, however, disappointing to find how poor the form and idiom of an occasional teacher's Afrikaans are, and how little such teachers are aware that in these as in all other respects, they should be as scrupulously careful and exact as they are when taking any subject through the medium of English. Great stress might be laid on this side of the matter at training colleges.

At these institutions, moreover, young teachers might be thoroughly familiarised with the aim and scope of the primary school course. These are not always correctly interpreted, with the result that some loss is often sustained by the school in the hands of a young teacher prior to the inspector's first visit.

Mentally deficient children.—A great deal of inconvenience is being experienced through the presence in class of one or more mentally deficient pupils. As such a pupil requires to be nurtured in conditions far different from those obtaining in the ordinary class room, a vast amount of the teacher's time and attention is needlessly expended on him, and naturally at the expense of the others. Special provision should be made for these children as early as possible.

Equipment.—It is more than a pity that it should be next to impossible to furnish the rural school with desks graded to suit the size and age of the different pupils. The attitude, in which scores of pupils have in consequence to sit for hours daily, is calculated to impair physical development.

Teachers.—There are lonely and out of the way posts in this area where certificated teachers cannot be expected to stay for any considerable length of time. Should a capable uncertificated teacher be found willing to work there, the appointment of such a teacher should be permanent.

INSPECTOR: MR. H. Z. VAN DER MERWE, B.A.

CIRCUIT: LADISMITH, RIVERSDALE.

During the year under review the annual inspection of schools took place regularly. It is regretted that the urgency of other matters made informal visits to a larger number of schools impossible. As a result of their satisfying requirements, all secondary and high schools were exempted from individual inspection in 1921.

The school boards of the two divisions comprised in this circuit consistently manifest a high conception of duty in all their activities; important issues always receive painstaking and thoughtful consideration. The Riversdale school board office continues to function with signal smoothness and efficiency, while the expedition with which the routine work of the Ladismith office is now discharged is giving general satisfaction.

Secondary Education.—The facilities for secondary education provided by the three high schools in the Division of Riversdale are adequate to the needs of the district, but it is to be regretted that exigencies of staffing and organisation do not permit of their offering any other course than the academic. In the division of Ladismith the position of post-primary education gives cause for much less satisfaction; at neither of the secondary schools did the numbers in standards VII. and VIII. reach such a figure during the past year as would justify its inclusion in the list of high schools. Departmental sanction has, however, been obtained for the retention of standards IX. and X. at the Ladismith Secondary School, but it is greatly feared that the inadequacy of the secondary staff will render the demands of these classes on the principal's time so insistent as to leave him little opportunity for giving the necessary amount of supervision and guidance in the primary department.

Centralisation of Schools.—The rural areas are well provided with schools; in fact, the provision made in some localities is actually in excess of minimum requirements. The amalgamation of neighbouring schools would in most cases result in increased efficiency and would ultimately make for economy, but little can be done until the local authorities can be brought to recognise and to discharge their responsibilities in this matter. The outcome of the tentative efforts at centralisation made by the Ladismith board during the past year is awaited with interest.

Attendance.—Due consideration is being given to the position of a small number of children of school-going age, who are at present not under instruction. An appreciable reduction in this number will be effected early in the ensuing year, if authority can be obtained for the opening of two new schools.

Bursaries.—The provision of boarding and conveyance bursaries (which, in effect, means the recognition of the right of every intelligent child to the advantages of a good secondary education) for necessitous pupils who have passed the sixth standard, removes another of those obstacles which prevent many children from receiving the highest education by which they are able

[C.P. 4—'22.]

fully to profit. Parents are eagerly availing themselves of the facilities thus provided for placing their children at secondary institutions, but the boarding arrangements made by the parents are often so unsatisfactory that the pupils are very severely handicapped in their studies. It is sincerely hoped that the local authorities will not allow this most undesirable state of affairs to continue indefinitely.

Backward Children.—The number of backward, as distinct from mentally deficient, children is not inconsiderable. Their position gives cause for some anxiety, for comparatively few teachers are capable of distinguishing types of backwardness, with the result that a uniform standard of attainment is demanded from all pupils. It is seldom realised that efforts in this direction must of necessity be sterile, and that such efforts are eminently unfair to the pupil whose mental capacity is below normal.

Language Teaching.—Insistent advocacy of rational methods of language-teaching is at length beginning to bear fruit, more especially in secondary and high schools, where the conversational method will, in the ensuing year, completely replace the antiquated method by which the child made his first acquaintance with the second language through the medium of a reading book. Teachers who have given the conversational method a fair trial are deeply impressed by its scientific soundness and by its remarkable results.

INSPECTOR: MR. H. J. VAN DER WALT, B.A.

CIRCUIT: COLESBERG, MARAISBURG, MIDDELBURG, MOLTEÑO, STEYNSBURG, TARKA, VENTERSTAD.

School Buildings.—The execution of the urgent building schemes of the Middelburg and Colesberg boards had to be postponed on account of the prevailing depression. At Molteno provision has been made to meet the lack of accommodation by the erection of three spacious rooms out of funds obtained by the sale of the old school building. The Middelburg school board had to put off the establishment of separate primary and high schools until such time as the proposed new high school building and hostel are completed. At Colesberg and Steynsburg organisation and supervision are very difficult owing to the distances between the main building and the hired rooms.

Staff.—The teachers have on the whole performed their duties with meritorious zeal. Where there have been no changes in the staff the quality of the work was creditable, but there were again too many migratory teachers. These changes are detrimental to their own development into successful teachers and even more unfair to the pupils. Several instances were found where four (and even more) teachers have succeeded one another in the same class or rural school during the past year. Needless to say, the pupils made no progress under such adverse circumstances. It is to be hoped that such teachers will become imbued with a deeper sense of duty; then they will not so lightly flit from school to school, without making a success of any.

Compulsory Attendance.—Often, when visiting the rural schools, I noticed or heard of children of school-going age that were not attending school. And this involuntarily raised the question whether the present local regulations are adequate to ensure general attendance. I do not wish to cast reflections on any attendance officer; there are officers who faithfully carry out their regulations. As long as a census is not taken annually at every house, so that the quarterly returns from each school might be compared with this list, there will always be an opportunity for some parents to evade the law.

School Requisites.—I was not able to see whether the last provision of Section 247 of the Consolidated Education Ordinance was being carried out, nor to find out what became of the books and other school property used by pupils, who left school, as no authentic records are kept in schools. Often desks and other articles are requisitioned by a board for a new school, while surplus desks, etc., are available in other schools of the same district, which might have been utilised. In this way unnecessary expenditure is incurred.

I would, therefore, venture to suggest that in every school a stock-book should be kept, showing stock on hand at the commencement of every year, stock received and issued during the year and to whom. Copies of the requisitions should be filed so that the entries could be checked. If at the school board office a depot is established, to which every school annually

forwarded its surplus stores, many requirements of the local schools could be met locally. There seems no reason why a large number of readers could not be used for two years, while geography and history text-books should last longer. Similarly slates, maps, desks, cupboards, tables, globes, etc., might be transferred from school to school through the local depot according to the requirements for the year.

INSPECTOR: MR. C. E. Z. WATERMEYER, B.A., LL.B.

CIRCUIT: CAPE DIVISION No. 3.

Accommodation.—School accommodation is seriously inadequate. In consequence of an increase of enrolment, classroom space is insufficient, and the consequent congestion acute, in the majority of schools; in some, the quality of the accommodation is very bad, and classes are being conducted under conditions seriously detrimental to the health of teachers and pupils. At Norwood and at Stikland the conditions are extremely bad. The school board is keenly alive to all these deficiencies, and is remedying them as fast as funds permit. In non-board schools the conditions are equally serious.

Primary School Course.—The new primary school syllabus has been adopted in all primary schools, as well as in all primary departments of secondary schools. In a gratifyingly large number of cases its demands are being met in a very satisfactory manner; in some few, teachers are still groping their way; on the whole, the position in this respect is encouraging.

Class inspection.—Class inspection has replaced individual inspection in all schools in which the regulations permit of its being practised. Further experience will show to what extent this change in method has been beneficial or otherwise; present indications would seem to suggest that individual inspection should continue to be resorted to at least in the case of the standard VI. class.

Medium of instruction.—Every effort has been made to carry out the law in regard to medium of instruction. In every one of the few cases in which matters in this respect were not satisfactory, re-organisation was insisted upon.

Distance from Schools.—An arresting feature of the work in the circuit is the extent to which teachers and pupils travel to schools situated at long distances from their homes. In consequence of this, efficiency often suffers. The matter is one well deserving of the attention of the school board and of school managers generally.

INSPECTOR: MR. D. J. WIJUM, B.A.

CIRCUIT: GORDONIA, KENHARDT, KURUMAN.

Inspection.—Ninety-seven inspections were held in the past year, and, as a result of the extent of this circuit, the long distances and heavy roads, only thirteen informal visits were made, while I spent two weeks at Kimberley, assisting Inspector Spurway.

Enrolment: (1) European Schools.—Notwithstanding the fact that during the latter half of the year no new schools could be opened, the number of European children present at the annual inspections was 3,544, which is an increase of 679 on the previous year. Of this increase the school board area of Kenhardt is responsible for 467, Gordonia 112 and Kuruman 100, while ten schools with enrolment of about 130 pupils, established during the year, have not been visited.

(2) Non-European Schools.—There has been a slight increase in the numbers in the native schools along the Kuruman river, but a decrease in the number of pupils in the coloured schools is to be recorded. This decrease is due to the closing of two schools, namely, the amalgamated mission school at Keimoes and the Congregational mission school at Vaalhoek, Gordonia. Great difficulty was experienced in finding teachers for these schools. It is pleasing to make mention of the amalgamation of the Congregational and Dutch Reformed Church coloured mission schools at Upington, Keimoes and Kenhardt, where these schools are now under the management of committees, on which both these church denominations are represented.

It is to be regretted that besides a little needlework no handwork at all is being done in any of these non-European schools.

[C.P. 4—'22.]

School Buildings.—In the Division of Kenhardt four new school buildings were completed in the past year: at Strausville, Louisvale and Oranjedal (I and II) at a cost of £6,058, while a sum of £600 has been authorised for a new school building at Blokzijnkolk. Repairs and alterations were carried out at Oliphantshoek Primary at a cost of about £300 and at Kakamas Secondary at a cost of about £500. Further repairs were carried out at all the primary schools at Kakamas and also at Blauwskop, Kenhardt. Further urgent additions to school buildings are necessary in this circuit at an approximate cost of £20,000, of which sum the Kenhardt school board would need £4,500, Kakamas £5,000, Gordonia £7,000 and Kuruman £3,500.

Conveyance of teachers.—Teachers often have great expenses in travelling between the schools and their homes; therefore, to make outlying posts financially more attractive, owners of schools should be prepared to convey their teachers to and from the nearest town or railway station free of charge. Where such a fee is charged it should be inserted in the advertisement as well as the charge for board and lodging.

The curriculum.—There is, generally speaking, an improvement in teaching methods and in the execution of school work; record books are in use in most schools and more careful and conscientious work is being done. There is a tendency on the part of many teachers to rely too much on text-books. Every effort should be made to break away from this text-book slavery and to present information with greater independence and originality. There is, however, a marked improvement in the teaching of history and geography—greater freedom and variety are noticeable. Afrikaans is gradually taking the place of Nederlands as a subject of instruction. A point to be emphasised is that this change should take place gradually.

Secondary education.—The demand for secondary education has become greater, especially at Upington and Kakamas, where there are at present approximately 125 pupils above standard VI. It is pleasing to note that these two schools have just been graded as high schools.

Teachers' Conferences.—At several central spots small conferences of teachers were arranged for the purpose of discussing the curriculum, *e.g.*, at Kuruman, Oliphantshoek, and Kakamas. Besides these a one-day conference of teachers was held at Kakamas during the last October vacation, and was attended by sixty-two teachers from the Kenhardt and Gordonia districts.

INSPECTOR: MR. J. C. ZUIDMEER, B.A.

CIRCUIT: HAY, HERBERT, HOPETOWN.

Duty was assumed towards the middle of the first quarter. During the last quarter of the previous year my predecessor's services were required in another circuit and consequently the work was somewhat in arrears. A special effort was made to recover lost ground, and before the end of the period under review it was possible to inspect all the schools in the circuit and to visit twenty-three schools informally.

Buildings.—In most of the villages the school buildings are of modern construction and, in the nature of the accommodation which they afford, are suitable. At Griquatown, Campbell, Postmasburg, Niekerkshoop and Strydenburg, however, the village schools have overflowed into hired rooms situated at inconvenient distances from the main buildings, and consequently these schools are seriously in need of increased accommodation. At Niekerkshoop and at Bucklands the buildings are most unsuitable, and these schools urgently require improved accommodation.

Teachers.—On the whole the schools in this circuit are fully staffed, and it was possible to fill almost all the vacancies that occurred during the year. Considerable difficulty, however, is still experienced in retaining the services of qualified teachers, and changes of teachers, with all the attendant drawbacks, are altogether too frequent. This constant moving about of teachers not only prevents continuous teaching, without which there can be no real progress, but also nullifies all criticisms and suggestions made at inspections. It is doubtful whether the better scale of salaries has done much to improve this unsatisfactory state of affairs.

Centralisation of Pupils.—A pleasing feature is the decrease in the number of small country schools and the steady increase in the enrolment of the larger centres. This is chiefly due to the establishment of indigent boarding houses in connection with the village schools. The Administration has undoubtedly conferred a great boon on the country child by bringing it within reach of a

sound education. The indigent boarding houses have also greatly diminished the opposition with which centralisation of education has thus far met. Many school authorities and parents now begin to realise and admit that the advantages to a child arising from being educated in a village school, where there is a teacher for every class, enormously outweigh all the disadvantages.

REPORTS OF CIRCUIT INSPECTORS: TRANSKEI.

INSPECTOR: MR. H. ANDERS, B.A., PH.D.

CIRCUIT: LIBODE, QUMBU, TSOLO.

There were 145 schools in my area, with a total enrolment of 9,034 pupils and an average attendance of 7,293, in the fourth quarter of 1921. All these schools except one have been inspected. During my absence in February the Rev. R. Scott inspected 20 schools in Qumbu district. Later in the year, in September, I received instructions to inspect schools in Ngqeleni district.

Curriculum.—The educational work has been carried on along usual lines. Active preparations have been made towards carrying into effect the requirements of the new syllabus, which comes into operation this year (1922). Certain difficulties will naturally present themselves to those called upon to teach the new subjects. I hope that the Department will find it possible sooner or later to hold vacation courses for native teachers, and to appoint at least one man thoroughly competent to give instruction on the industrial side. Tsolo teachers will doubtless have derived some benefit from the courses they have attended from time to time at the school of agriculture. An annual prize of a guinea has been offered to the school which is most successful in planting and taking care of trees. The prize of 1921 goes to Qanda, where through local effort a good fence has been put up and a number of trees have been planted. Preliminary steps have been taken towards setting aside land in certain localities for gardening purposes.

The inadequate supply of books and materials has been the source of considerable inconvenience. Slates particularly, and native readers appear to be extremely scarce articles.

Teachers.—It gives me pleasure to say that, taken as a whole, teachers are doing good and conscientious work. The supply of teachers now exceeds the demand, and a considerable number of qualified male teachers have been unsuccessful in securing employment.

Thanks to local efforts and to generous contributions on the part of European friends, it has been possible to procure a shield for the native choir competition at Tsolo.

Buildings.—A considerable number of new buildings are needed. The greatest needs are an additional classroom for the practising school at Shawbury and a new building for the primary European school at Tsolo, where the accommodation is quite inadequate. The amount granted some few years ago towards improving the school at Qumbu has not yet been utilized.

It is gratifying to report that the Qumbu Primary school gained three prizes at a needlework exhibition for European schools held at Umtata in November, 1921.

INSPECTOR: MR. R. J. BAIGRIE, M.A.

CIRCUIT: ENGCOCO, ST. MARK'S.

The appointment of a chief inspector marks a very definite step forward in all matters pertaining to native education. It is very comforting to the inspectors to know that there is a senior officer at headquarters fully conversant with the peculiar conditions of educational matters in the Transkei.

Curriculum.—The new syllabus for native schools has just been published. In it very necessary emphasis has been laid on the need for improved methods in language teaching. The extension of the syllabus in such subjects as history and geography is distinctly progressive, although very many of the present teachers will find much hard work necessary to enable them to deal with the history section. Another notable step in the right direction has been made in the definite inclusion in the new syllabus of various forms of hand-work, gardening and hygiene. The introduction of these subjects undoubtedly will be full of difficulties. The larger schools, including the practising schools, will probably be the first to find the means of overcoming these obstacles, and teachers from the smaller schools will, during the coming

[C.P. 4-'22.]

year, have an opportunity of visiting such schools and receiving a practical demonstration for their guidance. A series of papers in the *Gazette*, dealing with the teaching of the various subjects from the point-of-view of native schools, is desirable.

In connection with school gardening and agriculture, reference is again made to the suggestion, put forward in the reports for 1919 and 1920, that the piece of land allocated to the head teacher should be taken away, increase of salary being given in compensation, and that this piece of ground should be devoted to school gardening. It could be sub-divided into suitable plots, showing the improvement to be effected by manuring and irrigation, and providing the opportunity for the introduction of vegetables, fruit trees and other crops in addition to the usual mealie. It would be very satisfactory if, in this work, the co-operation of the demonstrators sent out by the General Council could be secured.

The teaching of English has improved considerably throughout the circuit. With the consent of the chief inspector, teachers were brought together at certain of the larger schools and received demonstration lessons in the methods of oral teaching of English. These demonstration lessons were particularly efficient and useful at All Saints Practising School.

Inspection.—During the third quarter of this year the work of the circuit was carried on by the Rev. R. Scott, whose efficient work during this period is here acknowledged.

All schools teaching standard VI are now inspected during the fourth quarter. By this means it is expected that a larger number of pupils will proceed, after the holidays, to the training schools, than did so, when several months elapsed between the date of passing standard VI and the opening of the training schools.

Difficulties with regard to supplies of books have apparently been largely overcome, but immediate improvement with regard to supplies of school furniture is absolutely essential. Even in the smallest school a lockfast cupboard is a necessity, if teachers are to be responsible for supplies of school books, slates, etc.

Buildings.—In some parts of the circuit improvement in the school buildings is being gradually effected, although in others it is found difficult to persuade correspondents to deal energetically with this matter. Economic conditions among the people are improving, even if slowly, and improved buildings may soon be undertaken even in the more backward portions of the district.

The introduction of a salary scale is urgently required.

INSPECTOR: MR. J. CHISHOLM, M.A.

CIRCUIT: MOUNT FLETCHER, MOUNT FRERE.

Better accommodation, in the form of a new school building, has been provided during the year for the Mount Frere Primary School. Despite the alleged hardships among the native people, several new buildings for native schools have been begun on the initiative of the people themselves during the year.

In a few instances aloe hedges have been completed round the school, and in several others a beginning has been made with the fencing of the grounds, with tree-planting and the formation of a school garden. In this connection the assistance of the agricultural demonstrator, in the service of the Transkeian Territories General Council, stationed at Mount Frere, has been requisitioned, and he has very kindly visited several of the schools in my circuit and given the teachers helpful advice and guidance. On two occasions arrangements were made to call the teachers in Mount Frere Magistracy together to be addressed on school gardening by the demonstrator, but on both occasions the meeting had unavoidably to be postponed. It is hoped, however, during the coming year to make successful arrangements for such a meeting. The results of such a meeting should be invaluable, in formulating a more or less uniform scheme of instruction in the districts comprising the circuit, and in removing any obstacles and solving any difficulties which might beset the teachers in initiating this new branch of instruction in the school course. It is anticipated that during the coming year considerable progress will be made in most of the schools where such instruction is possible.

Teachers.—Complaints have been frequent during the year that teachers who have completed the three years' course have been unable to secure teaching appointments on leaving the training school, and many of them

have been compelled to go to work in the mines in order to procure funds to repay the money spent during their course of training. Apart from the influence on such teachers of even a short time spent on the mines, the interruption between the completion of their training and the assumption of duties as teachers is bound to have an ill effect on their teaching abilities. The proposal, however, to replace, with limitations, the uncertificated teachers by fully-trained teachers should solve this difficulty, and the entrance of a better stamp of teacher into the schools, in place of many of the half-trained and more or less incompetent teachers, should have a very beneficial effect on the quality of the work of the schools.

It is suggested that every inducement should be given to female teachers to complete their course of training, and that during the course special attention should be given to methods of teaching the lowest standards. In nearly every school the class formed by what are known as the beginners is entrusted to a female teacher, who is very rarely fully trained, and, though the teaching of this class is reckoned as part of that teacher's work, it is almost invariably left to its own devices, whilst the teacher is engaged in teaching a higher and what is erroneously regarded as a more important class. There is no doubt that much of the incompetence and inefficiency shown by pupils on reaching the standards, and a great deal of the irregularity of attendance and the discontinuance of school life even before attaining to the standards, is to be traced to neglect of this class. There can be no reason, other than neglect, for keeping the average child in this class for a period exceeding twelve months. A child's impression of school is formed whilst in this class, and, since such impression affords the main, and very often the only, inducement to native children to continue their school life, work in the lowest classes of the school should be made as attractive, as interesting and as efficient as possible, if a favourable impression is to be made. Under present conditions instruction in these classes is dry as dust, and it is often a matter of surprise that even the few who go through the sub-standard classes survive the ordeal so well as they do and with so little injury to their mental abilities.

There was not an appreciable improvement in the teaching of English as a language, and it is hoped that as an addendum to the new school course, a scheme detailing the work for each week or fortnight of the year for each class, will be included.

Standard IV.—The teaching of standard IV in two-teacher schools cannot be regarded as other than a failure. Not only is the work done in that class of poor quality, but the attempt to include the class in the school affects the work of the school as a whole, since the time that could with profit be given to the classes below standard IV is wasted in a vain attempt to teach one or two pupils in that class. Much better work could be done in two-teacher schools if instruction in such schools were restricted to standard III.

INSPECTOR: MR. A. M. FERGUSON, M.A.

CIRCUIT: BUTTERWORTH, NQAMAKWE, TSOMO.

European Schools.—The premises of the Tsomo Primary School are now inadequate for its purpose, and steps are being taken by the committee to secure the necessary accommodation.

The teaching of the English language in the Butterworth Secondary School is very efficient, and this is true also, though to a less extent, of the Nqamakwe and Tsomo primary schools; but the teaching of Dutch continues to be of a very elementary and somewhat worthless nature. Lessons in Dutch have too often been mere exercises in reading and spelling, without any persistent effort to develop a knowledge of the spoken and written idiom through oral and written composition. It is hoped that the introduction of Afrikaans will simplify the presentation of Dutch to English children.

Great difficulty is experienced in obtaining the services of qualified teachers, especially in Dutch, science and kindergarten, so that it frequently happens that it is necessary to appoint the only applicant who offers his services for the post.

The primary course is in full swing in all schools, and the secondary course will, from January, 1922, be limited to standards VII and VIII at the Butterworth Secondary School.

Several departmental secondary bursaries have already been authorised.

[C.P. 4—'22.]

G

Native Schools.—I. Table showing the qualifications of teachers.

	Certificated.	Uncertificated.
Butterworth	64	17
Nqamakwe	117	35
Tsomo	87	31
Total	268	83
Percentage	76.3	23.7

II.—Table showing the number of schools teaching up to:—

Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
3	8	59	19	30

III. Table showing details of:

	Std. V.	Std. VI.
Enrolment	501	329
No. present at inspection	451	300
No. passed	243	167
Percentage of passes	53.8	55.6

Standards V and VI.—Great care was exercised in inspection to impress upon the teachers the great importance of these classes, and the necessity of improving the quality of the work required for a pass. Several classes were discontinued because the pupils could be more efficiently taught at a neighbouring centre, and others will fare similarly at next inspection unless decided improvement in all the attendant circumstances at these schools is shown. While the position in reference to wall-maps, globes, historical and geographical readers has improved at some schools, the supply is still very inadequate in most, with the result that history and geography are inefficiently taught, except at the practising school of Blythswood.

Sub-Standards.—The sub-standards are now better classified, and small upper divisions in sub-standard A. receive some attention in the essentials; but it is regretted that the policy of ignoring, to a very large extent, the large lower divisions of the class is the rule in almost every school, and seems likely to persist until the training schools produce infant teachers who appreciate the importance of teaching pupils at this stage.

Kafir Language.—Owing to the scarcity of Kafir books and to the carelessness of many teachers, the Kafir language has been badly taught, reading and recitation being in most cases a mere jabbering of words with no attempt at correct enunciation or expression.

School gardening.—Thanks to the energy and enthusiasm of R. S. Harries, Esq., R.M. of Butterworth, school gardening has actually been started at two schools, viz., Lamplough Mixed (Wes.) and Veldtman's (Wes.), where large plots have been prepared, sown and fenced, and furrows dug to make use of a neighbouring water-supply. It is likely that, at an early date, a start will also be made at three other schools.

INSPECTOR: MR. W. H. H. GREEN, B.A.

CIRCUIT: IDUTYWA, KENTANI, WILLOWVALE.

Buildings.—There has been some progress in the provision of more suitable buildings; but the work has been greatly hampered by various causes. In 1920 an excellent harvest was reaped in the near neighbourhood of the coast, and none at all further inland. The advantage to the inhabitants of the coastal belt was largely discounted by the restrictions on the movement of cattle. In 1921 the harvest was a record one, with the result that the price of maize was barely enough to cover the cost of reaping. Typhus fever, small-pox and influenza have never been wholly eradicated, and in some areas are still taking a heavy toll. Under these circumstances, it was manifestly unreasonable to press for the immediate execution of building contracts. In some instances, apathy has undoubtedly been the root cause of inaction, but as a rule drastic action has not been deemed advisable.

Standards V. and VI.—In the great majority of cases, the results in these classes have amply justified their retention. In this circuit there are large areas in which the progressive element is small, and consequently it is impos-

sible to obtain the enrolment usually considered necessary for the teaching of these classes to be sanctioned. It is however deemed essential that this rule should not be too rigidly enforced, provided the staff and work are satisfactory, as otherwise much useful material would be lost, and education would be subjected to a serious set-back.

Hygiene.—In dealing with new buildings, or alterations to those existing, it is essential that due consideration be given to air space, ventilation, light and temperature. Brick buildings are as a rule preferable to iron, besides being more economical. Where the latter are used, it is essential that they should be ceiled, either with wood or with reeds, and the walls lined, preferably with bricks. It is necessary to impress on all teachers the importance of adequate ventilation. Except for lighting, a window is of no use which is kept fast shut except on the day of inspection.

Staffing.—It is gratifying to note a gradual but steady improvement in the qualifications of teachers.

Teaching methods.—In many schools a distinct improvement is noticeable in the teaching of English. Too great stress cannot be laid on the necessity for intelligent use of *conversational* English from the lowest classes up, and intelligent teaching of composition. On the other hand, Xosa teaching must receive due attention.

INSPECTOR: MR. A. E. HILL.

CIRCUIT: BIZANA, FLAGSTAFF, LUSIKISIKI, MOUNT AYLIFF, NTABANKULU, PORT ST. JOHN'S.

Attention is again drawn to the size of the circuit. The annual inspections are in nearly all cases done, but the number of informal visits is very small, while visits to outlying districts are all but impossible. A re-arrangement of circuits with fewer schools and less country to be travelled is urgent, if effective work and supervision are to be accomplished.

The financial condition is also responsible for the stoppage in the growth of the number of schools that was hoped for. Several private schools have had to be refused recognition owing to the lack of funds, although in normal times they would undoubtedly have been placed on the list of government schools. Then there are several cases where an increased enrolment needs a larger staff of teachers, but here again it has not been possible to make any new appointments.

Buildings.—As regards school buildings Lusikisiki has the most urgent claim to be considered first when funds are available. A small rondavel with a leaky roof and a concrete floor is far from being satisfactory for school purposes. Schools for natives are usually badly lighted and ventilated, and little improvement is to be reported. It is hoped that ere long the Eastern Pondoland Trust Account will help in this direction. A few model schools, planted here and there, would form admirable object lessons to those interested in education. A large loan on generous terms from the above-mentioned fund to Emfundisweni Training and Practising schools has been sanctioned, and should ensure to those schools a prosperous career in the future.

Pupils.—The enrolment and attendance in many native schools have fallen so low that in some cases it has been necessary to remove them from the list of aided schools. This has been due in some cases to poverty, as the parents have been unable to supply the necessary food and clothing. Apathy has also played a large part. The selfishness of the parents in keeping the boys at home to tend the cattle is also largely responsible.

Curriculum.—The progress of the pupils in the circuit during the year has not been satisfactory. In white schools arithmetic has been the principal failing subject. In native schools composition has been the usual stumbling block; the causes of this are not far to seek, too little time has been given to this important subject, while the grounding in the lower classes by means of oral work is still far too meagre. Nature study, school gardening and manual work have been all but neglected in most schools.

Teachers.—Considerably more than half of the entire number of teachers are now certificated. This proportion will be still further improved when some of the incompetent and uncertificated teachers have been weeded out, and replaced by certificated teachers.

The natives in this circuit seem inclined to urge the training of their children for pursuits other than that of teaching. At a meeting of the Ponds held at Flagstaff on the 12th of October—the first of its kind—the keen desire of the

[C.P. 4—'22.]

people for industrial and agricultural training was often expressed. The regent, Mswakeli, is apparently determined to walk in the steps of his brother, the late Marelane, and to impress upon his people the importance of education. The trend of discussion at the meeting augurs well for the success of the new native course, where it is hoped that instruction in handwork may lead to training of hand and eye and be useful, not only in the future lives of the pupils themselves, but to the community in general.

INSPECTOR: MR. K. A. HOBART HOUGHTON, M.A.

CIRCUIT: ELLIOTDALE, MQANDULI, NGQELENI, UMTATA.

There has been a very considerable increase in the attendance of European pupils, all but one of the primary schools, and the Umtata Secondary School, having improved their enrolment. Now that the policy of concentration has been adopted, and when the system of secondary bursaries gets into working order, this last-named school should have a great future before it. The Elliotdale Primary School and the Mqanduli Primary School have each moved into their new buildings.

Unfortunately, in the case of native schools very little progress can be reported. After three seasons of drought and famine, in spite of the good crops in the year under review, the majority of people are living in extreme poverty. There has also been a further epidemic of influenza, and in many parts typhus has been raging as fiercely as ever. These, added to the normal causes of non-attendance, have seriously and adversely affected the schools. Though education and school books are free, parents in many instances find the greatest difficulty in clothing their children. Each year for some time past one has noticed the shawls of the girls growing thinner and the shirts of the boys more ragged; they often are so scantily clothed they must envy the sheep skins and blankets of their "Red" companions. Once, on a bitterly cold day, I saw three pupils in school in a state of absolute nudity. One can hardly blame a child, whose entire wardrobe consists of one thin cotton garment, if on cold and wet days he prefers the warmth of his father's hut, with its fire in the centre of the floor, to shivering, chilled and wet, in a draughty unceiled school room.

Teachers.—The ratio of qualified to unqualified teachers is steadily rising. With the hearty co-operation of managers it should not be long before all the teachers in the circuit, with the exception of those few exempted on account of long and meritorious service, will be certificated. One wishes, however, that some of the younger men, fresh from the training institutions, showed more adaptability to their new surroundings and more energy in their work. It is disappointing to come to a school where an untrained man has been replaced by a qualified teacher and to find that, instead of the work having in consequence improved, it has gone back, and that the old mechanical methods of instruction are being continued.

Curriculum.—A much wider adoption of modern methods in teaching language, both English and Sixosa, has been, however, an encouraging feature of the year's work. The "alphabet card" has almost disappeared, the phonic method or some modification of it is largely used in teaching Xosa reading, and more use is being made of the blackboard. The "direct method" is also increasingly used in teaching oral English composition. In arithmetic "rough work" is having a lingering death and the mechanical system employed by some need to be entirely changed. Handwork is now done in practically all the schools and done with heartiness and intelligence in about half of them. School gardening in the larger schools is being taken up with enthusiasm, and at least one school quite an appreciable income has been made from the sale of green peas, carrots, turnips and other vegetables grown by the pupils.

The new primary school course was the subject for several conferences of teachers, whose desire to equip themselves for teaching along the lines laid down therein was most praiseworthy.

In conclusion I would express my gratitude for the assistance in my work and many kindnesses I have received from officials, missionaries, teachers and traders.

INSPECTOR: MR. N. PORTER, M.A.

CIRCUIT: MATATIELE, MOUNT CURRIE, UMZIMKULU.

This circuit is now one of the largest, and the routine of inspecting every school during the year leaves no time for organisation, and very little opportunity for visiting schools more than once a year. The number of schools inspected was 154, and the number of pupils present at inspection was 10,792.

European Schools.—There is an enrolment of 777 Europeans, with 19 schools. The buildings of the two secondary schools are a great deal too small, two or three extra rooms being needed in each. An excellent building at Cedarville was used for the first time in January, but the new one for Umzimkulu is not yet begun. As a rule the buildings for the smaller schools are satisfactory.

The schools are suitably staffed, but teachers will not remain long in these parts, probably because of the large expense and inconvenience involved in getting to their homes, so that every year several vacancies occur. In the largest secondary school the full course is provided for, and pupils are taken up to standard X.

Native Schools.—The remaining schools are native. Among these are two schools for native teachers, at Mvenyane and Maria Zell—each taking about 90 pupil-teachers. The number of pupils in native schools increases every year, but not so much this year on account of poverty and illness, which has also been the cause of an irregular attendance. A number of new schools, however, would have been opened, but unfortunately no new grants have been allowed during the last nine months. In many cases the buildings are overcrowded, but gradually more accommodation is being provided, and a few new buildings have been erected.

In regard to subjects taught in native schools, little need be said. The old syllabus has served a good purpose, and the new introduces many changes, so that more study will be needed by the teachers, who will certainly have to spend more time in preparing their daily lessons. A beginning has been made in a small way with basket-making, weaving and modelling with clay. School gardening has also been started, but with difficulty. Fourteen native schools teach as far as standard VI, and the number of pupils in that standard is increasing. Of the teachers, 61 per cent. are now fully certificated—though the majority of female teachers are uncertificated. A great improvement has been noticeable in the last two years.

NEEDLEWORK IN THE TRANSKEIAN TERRITORIES.

MISS A. M. EXLEY.

All the European schools but three have been visited, and in the majority decided progress has been made. Both teachers and scholars have shown much interest and zeal in connection with needlecraft, and on the whole there have been fewer changes of staff, and so more continuity of teaching. In November a quite informal exhibition of needlework from the European public schools was held, with the kind co-operation of the principal and his staff, at the secondary school, Umtata. All idea of competition was avoided, and the exhibits were the ordinary work of the year. They were sent from thirteen of the schools, and some were really excellent, especially the knitting done in the lower standards. Small prizes were given by friends of education in Umtata, and the success of the experiment was certainly great enough to justify the intention of repeating it at the end of the current year, though possibly another centre may be chosen. By it the small and scattered schools were brought into touch with one another, the enthusiasm of both teachers and scholars was aroused, and many of the parents were able to see the practical work done by their children.

In the native schools the results have been far less satisfactory than usual; one of the causes has been a general decrease in both enrolment and attendance, owing to the high cost of clothing, and to the prevalence of typhus fever in many districts.

Frequently the assistant's grant has had to be withdrawn, and this has stopped the teaching of needlework. This, however, is only a temporary phase which, it is hoped, may soon pass.

Another serious difficulty has been the lack of regular and timely supplies of the necessary materials, and this trouble has upset the whole of the work. This condition of affairs prevailed everywhere, the reason of course being the remoteness of the Territories from headquarters, the infrequency of posts, and the difficulties of transport.

[C.P. 4—'22.]

Much instruction has been given to native managers and teachers about the correct method of requisitioning materials, and if only goods can be despatched more promptly and the quantities approved be sent intact there will be some hope of improvement. The new syllabus now to be introduced has aroused much interest amongst the best teachers, and in several places meetings have been held to discuss it. Fundamentally no changes have been made in needlework, but the kindred crafts of basket, mat and hat-making which are to be begun will make demands on the skill and ingenuity of the female teachers. A visit paid to native schools in Natal, where native handicrafts have been taught for some time, was very helpful, and there is little doubt that, if only the imagination of our teachers is fired and some practical results of the work are attainable, the effort to revive native industries will be most successful. To open out some means of earning a livelihood other than that of teaching is imperative, and any move in that direction is valuable.

REPORTS OF DEPARTMENTAL INSTRUCTORS.

INFANT SCHOOL METHOD.

MISS C. DRAKE.

During the year I have visited 159 schools, and examined students for kindergarten and infant school teachers' certificates in four training colleges.

In all the small places the teachers were coached in infant school methods, and in the towns lectures were given to teachers, which were well attended, the teachers showing great interest and keenness to learn educational methods.

In many schools demonstration lessons were given, chiefly in arithmetic and reading.

All through the infant schools is noted among the teachers a spirit of alertness and eagerness to understand and carry out new methods, due probably to the introduction of the new syllabus, and to the cutting away by the Department of the notion that each child must stay one year in each class, and the consequent encouragement by inspectors of a quick but sure progress of children through the infant school; and due, too, to the influence of the excellent training given in method during the past 6 years to the students in the kindergarten and infant school classes in the Cape Town Training College.

Progress has been chiefly along the lines of individual work. There are a good many teachers now who are treating their children as a collection of units, each one with special gifts and aptitudes, with his own method and rate of development. They try to provide work in such a way as to ensure the maximum of individual effort with the minimum of sitting still, waiting to be told what to do. This is largely done by making individual occupations for reading, composition and number; by having available for the children's use a large collection of simple picture story books and periodicals; and by having plenty of material such as plasticine, crayons, paper and scissors at hand for the children's use, as they need them.

In certain schools I found a fairly general tendency to make a display of singing, games, and handwork without due regard to educational method, and in many cases the methods of teaching reading and arithmetic were weak and mechanical, the children consequently losing interest and not making satisfactory progress.

We have proved this year that normal town children, when taught well, can finish standard I. work in eighteen months after entering school, but in very few schools is there organisation for passing them on into standard II. in the middle of the year. In most schools there is a block before or after standard I. The work would be much improved if standard I. in every school were taught by a teacher holding the infant school teachers' certificate. At present the methods in this class are generally so weak and mechanical that the children's progress is retarded. It is also necessary that standard I. work in the closest touch with the sub-standards; often an upper set of sub-standard B. children can work better with standard I. than with sub-standard A.

INFANT SCHOOL METHOD.

MRS. M. PICKERILL.

As acting instructress of infant school work (Dutch section) I have visited schools in the north, east, south and west of the Province.

Considering the ages of the children little or nothing is done to handwork in the majority of schools. Suitable games and physical exercises are also

excluded from schools by many teachers and the reason given for this action is that there is no time. There is no doubt that such distribution of the work must be regarded as quite wrong.

The very large number of teachers suffering from throat trouble is very noticeable. The majority of them speak quite too loudly. They do not know how to use their voices. A course of lessons on elocution to teachers of infant schools is earnestly recommended. A great deal of what these teachers would thus learn they could apply to their own pupils to induce them to use their vocal organs more freely and easily. This would greatly improve the reading, recitation and singing.

DOMESTIC SCIENCE.

MISS W. M. CURREY.

Secondary and Primary Schools.—During the year all schools taking domestic science in my area were visited formally and informally. In many cases it was found that, though the teacher was going on conscientiously, she was much in need of help and advice, and at eight or more of these centres instruction was given so as to help the teacher over her difficulties.

In most secondary schools the new syllabus for standards VII. and VIII. has been worked and has proved satisfactory, wherever it has been possible to get some equipment.

This year has been a transition one, and consequently the work has been affected as classes have been changed. The existing syllabus for primary schools is too elaborate and complicated and too much crowded into the time. A new syllabus will have to be drawn up to be more suitable to the girls.

A brave beginning was made in starting the teaching of domestic science at Kakamas. The class was a small one, there was no cookery room nor equipment for cookery and laundry work, but the teacher had borrowed the use of a kitchen or room when possible and had taken the pupils through the syllabus and entered them for the junior certificate examination. In 1922, the class will be too large for the subject to be taught in this manner.

There has been a great dearth of qualified domestic science teachers this year which in itself has been a great drawback, some schools being without a teacher for half the year.

Industrial Schools.—Owing to the dearth of teachers it was found impossible to get one for the girls' industrial school at Adelaide, therefore no definite course of instruction in domestic science has been started there. A fully qualified teacher has now been appointed and a draft syllabus for five years drawn up, so that it is hoped that satisfactory work will be done in 1922.

Native Schools.—The work in native schools has developed considerably during the year.

Suggested syllabuses for both the native teachers' course and the primary schools have been drawn up. As many of the native training schools as possible were visited and it is hoped that the majority of them will be able to start the course in 1922. They will not be able to have qualified teachers nor adequate equipment, but they will begin by using what equipment they have and the matron or some other teacher will take the classes for the time being.

At Lovedale there is a qualified domestic science teacher and the work has been going on satisfactorily for some months.

Native Industrial Schools.—With the arrival of a domestic science teacher at Lovedale the industrial school was entirely reorganised. A new scheme of work was arranged which will be tested for a year and if necessary re-cast. So far the work is proceeding satisfactorily.

Lack of suitable accommodation at Blythwood for cookery classes and the shortage of a teacher at Tiger Kloof have been a great disadvantage to these schools.

The urgent need for economy is a great drawback to the work in all schools. No new centres can be opened and in existing ones the staffing and equipment are often necessarily inadequate.

I beg to thank the circuit inspectors for help and advice in their schools, missionary superintendents for their hospitality, kindness and help, and principals of schools for their courtesy and assistance during my visits.

[C.P. 4-'22.]

NEEDLEWORK : WESTERN DISTRICTS.

MISS A. CAIRNCROSS.

Primary Schools.—Steady progress has been made on the whole but skill in workmanship is not as general as one would desire, due in some instances to inefficient teaching but mainly to unavoidable circumstances.

Secondary Schools.—Requirements of the syllabus for standards VII., VIII., IX. and X. have been covered at the Good Hope Seminary in Cape Town and at the girls' high school at Rondebosch, where work has been very satisfactory. This subject has been continued in standard VII. at the girls' high schools at Sea Point and Wynberg.

Beyond the Cape area a few schools have retained needlework as a subject in standard VII, namely:—the girls' high schools at Kimberley, Oudtshoorn, Riversdale, Robertson, where teachers are available on the general staff. The majority of principals are awaiting decisions regarding courses for standards IX. and X. before including this subject in courses for the junior and senior certificates.

Four schools presented candidates for the Departmental examination in standard VIII.; these were the secondary schools at Kakamas, Prieska, Stanford, and Knysna. Bold attempts were made by unqualified teachers in undertaking this work. Their efforts were fairly successful, but the general standard of work was low owing to the teachers' lack of knowledge of the subject.

There are signs of considerable expansion in the near future and already requests for advice and assistance have come from various centres. Rapid developments may be expected when finances allow the necessary expenditure, provided the teachers are qualified.

Training Schools.—Instruction has been satisfactory and a standard of efficiency has been reached in European training schools, but the training of pupil-teachers has not included sufficient attention to actual class teaching. For this reason the new arrangements are gladly welcomed.

Needlework was not included in the infant school teachers' course introduced as a year's extra training for those qualified as kindergarten teachers. This is a serious omission, as these teachers are expected to give instruction in the sub-standards.

Results have not been altogether satisfactory in the two coloured training schools at Salt River and Zonnebloem, where teachers are capable and regular instruction is given. Lack of excellence can only be due to irregular attendance or indifference on the part of students or their lack of ability as teachers. Very good work has been done at Tiger Kloof, Kimberley, and the Dutch Reformed Church Mission School at Battswood, Wynberg.

At schools such as the Rhenish Mission School at Worcester, where the teacher's time has to be divided between large classes and the training of pupil-teachers, success has been achieved at the cost of considerable exertion on the part of the staff.

In many schools teachers are incompetent or over-worked, and are thus unable to give the pupil-teachers any attention in needlework.

Domestic Science Training Centre.—Sound work is being done here. Each year brings new sets of students and the range of ability differs with each set. A class of six students trained in 1921 showed moderate attainment. Improvement shown by the end of the year gave proof of the earnestness of these students and of efficiency in the teacher. Lack of grants is holding back those who are experienced and wish to improve their qualifications. As this institution enjoys no facilities in this respect, there is little to attract those unable financially to bear the whole cost of a year's training.

Native and Coloured Schools.—Conditions under which most of the instruction is given make good results impossible. The chief obstacles are the unwieldy classes, lack of suitable equipment or accommodation, incompetence of some teachers. Supervision of boys during the sewing hour is most essential and in most cases the staff is too small to allow for such supervision.

Industrial Schools.—As there have been no developments of any nature in this branch of work, there is nothing to report.

NEEDLEWORK : EASTERN DISTRICTS.

MISS A. M. COGAN.

During the year I visited or examined the work of 341 schools. In large native areas where visits to individual schools were impossible, the teachers were assembled in groups, instructed and advised in regard to the organization of their classes and the arrangements of their work; the needlework of the year was examined and reported on. Unfortunately, one or two native superintendents raised objections to this mode of procedure, a fact which is much regretted, for this is the one way of getting into touch with all the native teachers in each area and giving them practical help and advice. The majority of superintendents see the wisdom of such an arrangement and support it most whole-heartedly, consequently the practice will be continued.

Large numbers of schools were passed over owing to lack of time.

An arrangement was made with one or two school boards in districts where there were numerous primary and farm schools, e.g., Peddie, whereby the work was to be sent by post to the instructress for criticism, etc. This was done and the work returned to the school. Thus many far away schools were linked up and an interest created.

There has been a sad falling off in the numbers in the needlework classes above standard VI., and very few schools are taking classes in the subject beyond this standard. One of the difficulties is the necessary teacher, and where this can be overcome there are not the classes available to fill a specialist's time. So many good teachers of needlework need a little special help to fit them for teaching the requirements of the new secondary courses. A holiday course of training would meet the need and at the same time solve an obvious difficulty.

The alteration in the syllabus for primary teachers should help considerably towards the improvement of the teaching of needlework in the standards above IV.

During the year, in company with a colleague, I paid two very interesting visits to Natal for the purpose of seeing the handwork in the native schools. A report on the work seen was submitted to the Department.

After seeing the results of the handwork teaching in the increased intelligence of the children, one was convinced of the benefits to be derived from its introduction into the native schools of the Cape Province. The native child is able to assimilate only a certain amount of academic instruction during the school day and the remainder of the time is therefore wasted and the child's mind dulled. A definite time has now been set apart for instruction in handicraft. Already in many centres creditable beginnings have been made. At present everything is very primitive and the subject in its infancy, but there is interest and enthusiasm and from these much will develop.

VOCAL MUSIC : EASTERN DISTRICTS.
MR. F. FARRINGTON.

The following table shows the number of formal visits made:—

Primary Schools	..	..	..	..	..	105
Secondary Schools	..	..	..	..	..	59
European Training Schools	..	..	..	..	..	5
Native Schools	..	..	..	..	..	23
Native Training Schools	..	..	..	..	..	11
						203

In addition, 21 informal visits were made and 66 choirs, mostly native, were heard at various choir competitions.

Little change was noticed in the primary standards. The large town schools were usually satisfactory. More definite teaching of the elements of music is needed in most country schools, where the subject is often handicapped by the grouping of too many standards.

In the secondary standards a much worse state of things existed. With one or two exceptions, class singing has been neglected in past years. As some little time is now prescribed for singing, considerable improvement may be expected in the near future. The training schools had in every case done a great deal of hard work and the task of examining the students was

[C.P. 4—'22.]

a pleasant one. Unfortunately, many students came from small country schools in which there is little opportunity of becoming acquainted with music in any shape or form. Many of the students entering from secondary schools were handicapped on account of the neglect of music, or rather of class singing, in these schools. It is not creditable that a pupil who intends to be a primary teacher should discontinue attendance at the singing class during the four or more years of the secondary course. Under the circumstances, the staffs of the training schools deserve great credit for their untiring efforts.

In native schools there is generally an absence of method but the singing lesson is nevertheless a joyous one. Much repetition of tunes in four parts to sol-fa syllables seems to develop the ear and lay a sure foundation. At choir competitions the power to sing music at sight is often little short of marvellous.

Individual examinations in special subjects have been discontinued, consequently the certificates of the Tonic Sol-fa College will in future be awarded by the accredited examiners in the ordinary way. Some years ago, my colleague in the Western Province suggested that the inspectors of schools should apply certain class tests in singing from notes throughout their circuits. The importance of this suggestion is now emphasized. Tests might be issued from the Department suitable for application to standards IV., VI. and VIII.

It will be necessary to frame suitable tests for the individual examination of teachers and students at training colleges.

The choir competition movement should be well considered. European school choir competitions have shown signs of flagging for some years. The general public welcome these displays, which have led to a very high standard of singing in past years. Principals of schools, with a few exceptions, do not favour them. They do not like their choirs not to win the shield. As a good deal of money has been spent on the purchase of these shields, it will be well to review the position in a spirit of compromise. I would suggest that in any competition area the shield should be awarded to the school which proved itself best at the annual inspection in singing. This course would prevent the public from participating in the pleasure of the performance and it would take away somewhat from the competitive spirit, but it would enable us to make some use of the shield. The choirs concerned would probably be glad to sing their prepared pieces at a public performance at a later date. Two very successful concerts were given by the primary and high schools respectively of Port Elizabeth during the year. Each choir sang its own pieces and gained its fair measure of applause, but there was no feeling of failure because it was placed second or third.

For the present the native competitions justify their existence and no doubt they add materially to the social life of their supporters. At Umtata it was estimated that nearly 3000 people were present at the final tests in Inspector Houghton's circuit. It is almost entirely due to the interest of the inspectors of schools that the native competitions have proved so successful.

VOCAL MUSIC: WESTERN DISTRICTS.

MR. A. LEE.

1. Singing lessons are very popular with children, even when given by teachers who have had no special training in either vocal or instrumental music. This type of teacher is numerous and of great value. They lay a good foundation in ear training, teach the grammar of music with care and turn out good readers. They should never be disturbed in their charge of the lower classes except for weighty reasons. The proper sphere for teachers of special talent in music is of course among the upper primary and secondary standards. This ground work in ear training and getting a vocal command of music's notation and idioms should be kept up in moderation to the close of the secondary school course. A wise teacher turns his pupils out, now and again, into the playground to examine and prepare alone the melody of an elementary song. Every piece of real work done, every attempt at initiative and avoidance of the habit of leaning (the chief weakness of class teaching), contributes something towards social efficiency in that it makes individual development and expansion possible. Pupils are thrown upon their own resources in all other subjects and deplorably would they fare were this not so. To teach singing by rote is out of date and condemned by the blind alley in which it ends for the many. The most that can be said

for it is that in the hands of a person of refinement and instrumental attainment, pupils do sometimes get a glimpse into the land of promise. The pity of it is that so few ever get there.

2. As the early impressions of young folk generally tinge the whole tenor of their lives, the musical atmosphere in which they spend their school days calls for careful attention. The selected music must be of a healthy and uplifting character. Music that provides an outlet for the affections and the sheer joy of living should predominate, but room should also be found for music capable of stirring a sense of reverence and of creating a yearning for the sublime and spiritual.

3. Music is introduced in the primary course by means of the Tonic Sol-Fa notation. Without it the majority of children would never make its acquaintance. The ear training it supplies is the very foundation of musical appreciation. It is a path of easy approach to the staff notation and as such is receiving a warm recognition by those who are now responsible for its teaching in the secondary school course. It is a pleasure to note the welcome which has been accorded to the latter, and to report on the honest efforts which are being made to carry it out and to foster a wider and deeper interest in music generally.

4. School choir competitions move steadily forward. It is obvious that new ideals and skill to realise them have spread over a wide area. Only those familiar with the social conditions in country places can fully appreciate what the choir gatherings mean in their bearing on music and on their social side. They certainly help to prevent things of the mind and spirit from being side-tracked.

5. A healthy spirit of progress and proportion reigns in the music classes of training colleges. It is of three-fold aspect: (1) good and graded drill in ear training and sight reading with such theory as will enable students to understand the various points of time, tune, etc.: (2) choral singing, where the tuning together of the various parts in the rich sonority of beautiful chords is one of the finest means of developing true appreciation, and (3) illustrated lectures on a miscellany of musical topics to enlarge the outlook, extend the vocabulary, stimulate criticism and raise the taste.

DRAWING: WESTERN DISTRICTS.

MR. W. W. RAWSON, A.R.C.A.

During the year under review, drawing in the primary schools has become stabilised, a revision of the departmentally published time-table having made provision for a reasonable treatment of the subject in standards V. and VI. Improvement of method in the teaching of drawing slowly takes place, but even now, very few teachers are capable of exercising individuality in the treatment of syllabus requirements.

A syllabus fixes the minimum course for any school. In schools that are favourably placed, something more than minimum requirements should be done.

Further, too little use is made of the scope for freedom in the choice of natural forms that the syllabus provides. A school at the sea-side should reflect its environment in the general range of studies followed; similarly in the case of an inland school.

A proper correlation of drawing and nature study would obviate the foregoing defect. Too often, however, when an attempt is made to correlate the two subjects, the lesson supposed to be on drawing becomes another lesson on nature study.

With regard to manual training and drawing, a closer relationship of the subjects has long been desirable. In the lower standards (I. to IV.) each subject should supplement the other: in the higher standards each should be definitely the complement of the other.

A joint syllabus of drawing and manual training for the lower standards was published by the Department about 1907. This syllabus was devised by the four instructors concerned, but its application was not effective. The present seems a favourable time for a further attempt on similar lines.

It is pleasing to note that drawing is now generally taught in the primary schools, and teachers no longer consider it a virtue to give the subject its proper place on the time-table.

In the secondary schools matters are in a state of flux, and it is not yet possible to gauge the results of recent changes in the school course.

[C.P. 4-'22.]

So far as I have been able to observe, the misgivings mentioned in my last annual report are materialising. In a number of schools visited during the year, drawing is no longer taken above standard VI., whereas formerly it was taken alongside the university matriculation course (academic) in these schools. The approach to art that is provided by the secondary school course is thus very narrow. The exigencies of the defined time-table may require the group of subjects known as 'drawing' to be classed as a half-subject along with shorthand and book-keeping, but it would not be venturesome to state that they require vastly different treatments.

The training of prospective teachers in standards VII. and VIII. is not likely to include drawing in most cases, and the work of the training colleges will be rendered difficult thereby. The secondary schools wherein drawing is to be taken require teachers more highly trained than the rank and file. The course for such teachers, now to be centred at Paarl, will meet this need. There is no reason why similar courses should not be followed at the Cape Town Training College and the Robertson Training School, where suitable art teachers are available. The product of these courses will be able to teach other subjects besides drawing, to complete their hours.

Special teachers of a higher grade, possessing the art teachers' certificate, should be placed at all centres capable of absorbing their full time. Such centres are Cape Town, Robertson, Paarl, Wellington, Stellenbosch, Oudtshoorn, and Kimberley. Each centre has a training college or school, and at least two high schools. Such appointments have been made at Cape Town, Robertson, and Paarl with Wellington. Similar appointments at the other centres would not be extravagant.

The Cape Town School of Art represents the climax to the teaching of drawing in primary schools, and elementary art in secondary schools. No alteration in the affairs of this school has taken place during the year under review.

HANDWORK: EASTERN DISTRICTS.

MR. J. M. DOVEY.

When it is remembered that the financial stringency of the year 1921 has been slightly tempered by a reduction in the cost of materials, it is obvious that the position is very similar to that which had obtained during the five preceding years; and under such conditions it is very satisfactory to be able to report a maintenance of efficiency and a slight increase in the numbers of pupils receiving instruction. At the end of the year 6,014 pupils were receiving instruction in woodwork in 111 schools, and besides there were also 1,946 other pupils receiving instruction in cardboard modelling or primary woodwork.

Instruction is not given at a number of schools where equipment is available, for a variety of reasons. The *Teachers' Salaries Ordinance* has proved a boon in many respects but there is no provision in it which helps to get teachers to go to places far removed from big towns or railway facilities. In some other cases apathy on the part of the principal of the school is the fault. It is probable, however, that if there were some centre similar to the Domestic Science Centre at Cape Town, at which teachers wishing to become something a little more than ordinary teachers and yet not specialist teachers could obtain, say, six months' training in manual work, the whole position might be placed on a much more stable and profitable basis.

Principals of schools are apt to feel that the time spent on manual training is sometimes wasted and in some cases this is so owing to the assistant's lack of experience and training. Under such circumstances it is easy to see where and why the subject flags.

In addition to this I would again draw attention to the importance of improving the facilities for study and practice in most of our training schools. In the Eastern districts, particularly, the accommodation for the manual training of European male students is practically negligible. It is true the number of such students is not great and under the existing circumstances it is not likely to increase to any very great extent. No effort should be spared to see that instruction given to such students is of the very highest possible quality.

Both male and female students might also benefit very much as the result of a course of instruction in some lighter form of manual training such as light metal-work or tinplate-work or cardboard modelling, and a theoretical introduction to the aim and scope of woodwork instruction, extending over,

say, three or four lessons, would help female students to appreciate the possibilities of these forms of instruction as introductory to woodwork.

If teachers in country and small primary schools were thus equipped, they would be able to provide for the manual training of the boys who so often "kill time" while the girls have their sewing lesson. These boys who are drafted to the town schools into standard V. or standard VI—with fingers like sticks—act as a brake upon the other pupils' progress and lower the whole standard of work. They have little opportunity to benefit by the systematic instruction which is offered them at the town school before they go out into the world to "pick the rest up."

Vacation courses seem to be the only solution of the difficulty of placing our present teachers in an improved attitude to their work, as the time which can be spent with each teacher at the time of the annual visit is of necessity very limited.

In spite of the fact that there are several conditions not as one might wish, a good solid year's progress can be reported. In the great majority of cases instructors have given of their best, and oftentimes spent much extra time making their class-rooms and schemes of work as complete and interesting as possible.

REPORT OF MEDICAL INSPECTORS.

H. MAUGHAN BROWN, M.B., CH.B., D.P.H., and
ELSIE M. CHUBB, B.A., M.D., B.S., D.P.H.

In submitting this, our second annual report, we would at the outset express our regret, that owing to financial stringency, it has been impossible to increase our medical staff. This shortage of staff considerably hampers our efficiency and means that it is impossible to carry out the work adequately. Elsewhere, generally speaking, there is one medical inspector of schools to every ten or fifteen thousand children, but here at present, we have one to every seventy thousand European children, not to speak of coloured or native children. The schools, too, are far more numerous and the area so scattered that it is hopeless to expect anything other than very scanty supervision. We are continually having applications from all over the Province asking for visits—which it is impossible to carry out. The visits of medical inspectors to these outlying areas are so much appreciated that it is a pity that more cannot be done.

Until the staff increases it is impossible to do more than scratch the surface of the work. From our point of view this is most unsatisfactory. Regular and routine supervision is essential for adequate preventive hygiene, which is the underlying principle of medical supervision of schools. It is not of so much value merely to point out defects and seek to get them remedied, because the cause producing the defect goes on operating over and over again. The importance of medical inspection lies in its aim of preventing defects arising. Much can be done on these lines without expenditure of money. The pivot of much of the work is the teacher. He is constantly in touch with the school, the home and the child. His influence counts for much. In most cases his word is accepted as law—if not by the parent, at any rate by the child.

But to be of any use from the hygienic aspect he must have a knowledge of the laws of health. The vast majority of teachers in the Province do not know these things—but they could read and acquaint themselves with the ideal. Fortunately the Department has recognised the need for instructing student teachers in hygiene, and in the future we may hope that teachers will not be ignorant of the basic rules for healthy living.

What are the commonest defects found among school children? From our table of statistics this year you will see that decayed teeth, 17.5 per cent.; malnutrition, 11.6 per cent.; disease of the nose and throat, 8 per cent.; defective vision, 5.9 per cent. and uncleanness (vermin), 15.5 per cent. are among the commonest defects. Fatigue also is extremely common. All these are defects which are, to a large extent, capable of prevention if only a more hygienic life were led. What hygienic measures then might be adopted in order to lessen the incidence of disease or defect? We refer to these more in detail later.

Staff.—The medical staff remains unchanged, but there have been changes on the nursing staff. At the present time we have three assistant nurses—one with headquarters at Capetown, one at East London and one at Kimberley in addition to the chief school nurse.

[C.P. 4-'22.]

Two of the nurses appointed have left during the year. We very much regret this constant change of staff. The character of the work is new to South African nurses and many find the work uncongenial.

We feel that it is very necessary to endeavour to get some ladies who have had previous training in school nursing. Such of course are unilingual—but in other respects their qualifications are such as, in our opinion to override this objection, at any rate for work in some of the larger towns where the language is mostly English.

We would urge that an immediate increase in our staff of nurses is necessary.

We are not satisfied with the state of cleanliness of the schools. Many of the schools in the towns are crowded with children in a verminous state. Only constant supervision will improve this condition. The work of the school nurse in this respect is most important, but at present the nurses are engaged in the urgent work of assisting at medical inspections, and cannot carry out a continuous campaign against vermin. Fifteen per cent. of all children examined had lice or nits in their heads or bodies. The condition, of course, is much worse among the girls, 26 per cent. of whom were classed as verminous; 27 schools, or about one-sixth of those visited, were so bad in this respect that 50 per cent. or more of the girls examined were verminous.

Two schools had over 80 per cent., seven schools between 70 and 80 per cent., six schools between 60 and 70 per cent., and the remainder between 50 and 60 per cent. We do not propose to state which schools are affected, but if there is not much sign of improvement in the future, it will be necessary to make public the names of these schools which offend in this particular manner. Even some of the high schools showed a very high incidence of nitty heads among the girls. In one school 50 per cent. of the girls examined were placed in this category. On the whole the condition among the boys is much better, but in five schools there were between 20 and 25 per cent. with verminous heads. There may be some excuse for this condition in the case of girls with their long hair, but there is none with boys.

WORK DONE—Statistics.—Last year we indicated that we proposed to start examining children on a more regular basis, *viz.*, examining the "entrants" *i.e.*, those who have recently entered school, and the "leavers", *i.e.*, those who will shortly leave school. Accordingly we selected those children born in 1913 and 1906 for examination. In addition, if time availed, we saw those children born after 1913 and any child especially selected by the teacher and at the same time, as far as possible, all children previously examined who had been referred for treatment.

It has been impossible to visit all the schools, even all the large schools, this year, but we propose to continue the same system next year—because it is important to attempt to start the work on a systematic basis, even if it cannot be completely followed out.

We do consider it urgent that, at the very least, all children of these particular ages should be examined. It will be possible to do this annually at present if one assistant medical officer be appointed. We urge this appointment as absolutely essential if the work is to be carried out effectively.

	White	Coloured.
Number of schools visited	176	10
Number of training colleges	6	—
Number of indigent boarding houses	23	—
Number of addresses given to teachers, students and parents	28	—
Total number children examined	12,418	533
Total number parents present	3,603	—
Total number objections to examination	170	—
Total number children excluded from school	206	—
Infetious and contagious diseases	196	—
General weakness	5	—
Mental defect	5	—

For detailed statistics and statistics of nurses' work see pages 102-104.

Practical Hygiene.—In touring about the Province we have been much struck by the different way in which the subject of hygiene is viewed in different schools. In some the endeavour is to make the subject as practical as possible—in others there appear to be no views on the subject at all.

We would urge that all teachers should carry into practice the hygienic principles which they lay down in the classroom. How often does it not happen that the class receives a lesson on the importance and value of fresh air, and yet the windows of that same classroom are mostly shut during the lesson? The importance of opening the windows at the top to let out the used up air seems to be very commonly overlooked—it is quite true that in many cases the windows will not open owing to faulty cords, screws, etc., but the fact remains that they are left in this state and the practical value of the hygiene lesson is lost. Then too, is it not a fact that many schools have untidy and dirty classrooms, cobwebby walls, dusty and muddled cupboards, filthy washbasins, playgrounds littered with waste paper and fruit peel, etc., and even the principal's room is not uncommonly the worst room in the building, because of accumulation of dust, dirt and muddle? Is not the attempt to teach hygiene in such places a farce? We feel that more can and must be done in respect to these matters. The latrines in many schools are a positive scandal to any self-respecting community. Not only are the walls frequently covered with obscene scribbling, but the seats and floor are constantly fouled. In some cases absolutely no supervision is carried out with reference to these premises. It is looked upon as the caretaker's job. We cannot too strongly combat this attitude—the caretaker is there in a subordinate capacity to cleanse the place—but it is the duty of the principal or some responsible teacher deputed by him, to supervise these places and to stop this reprehensible practice. Children can and must be taught that these places are used in common with others, and it is not right or fair to leave them in a filthy condition. The fact that many schools have no trouble in regard to these places is proof in itself that the condition can be remedied if care and trouble are taken. We have recently come across an instance where the principal of a very large school adopts the attitude that it is not his business to see that these places are properly looked after. The caretaker has instructions to erase any obscene writing and cleanse the seats as often as they are fouled. No further action is taken. The caretaker very naturally feels that it is a labour of Sisyphus, seeing that no effort is made to prevent the trouble arising, and in consequence the place remains filthy. We are inclined to labour the point because, generally speaking, the latrines in this country are a disgrace and a considerable awakening of the sanitary conscience is needed. While discussing this subject of uncleanness, we would draw attention to the universal practice of dry dusting and dry sweeping of floors. The result is a fine deposit of dust all over the desks and walls after the sweeping is finished. Besides this it is most unhealthy for the caretaker. This dry sweeping should not be allowed. Damp sawdust, tea leaves or small balls of damp paper should be used. Dusting should be done with a damp cloth or a slightly paraffined one to retain the dust collected.

We have more to say on this subject elsewhere in this report under the heading of fatigue.

Infectious and Contagious Diseases.—Over 100 of the cases excluded from school were suffering from scabies. All these children were in school and acting as potential sources of spread of the disease. The disease is more troublesome than dangerous, but is easy to eradicate with proper treatment. In several instances children were found in school suffering from mumps, chickenpox, whooping cough, etc. These children were sent back to school although the parents knew they were suffering from the disease. There is much ignorance, and apathy along with much panic on the question of infectious disease in schools. Parents continue sending their children to school with the disease on them, and then when the disease spreads there is great panic in the locality leading to the usually totally unnecessary closure of schools. In most cases this closure is effected after all the mischief has been done, and is of no value whatever in checking an epidemic.

Greater care on the part of the parent in keeping the child at home, greater vigilance on the side of the teacher in preventing sick children from entering, and where an epidemic is about, demanding from the parent a medical certificate of freedom from infection, or else keeping the child out of school until the period of quarantine is up, would be more effective than school closure.

Many teachers do not observe the suggestions laid down in the regulations for dealing with infectious disease. These are somewhat obsolete and not altogether applicable to this country, and new regulations are being framed in the Public Health Department for adopting a uniform standard throughout

[C.P. 4-'22.]

the Union. These regulations have been drafted by a committee representing the medical officers of Health and Education, medical officers in the Union—and we recommend that they be adopted throughout the Province.

It is desirable that information on the subject of what infectious diseases a child has had should be available for school record purposes. We would recommend that in future this information be obtained on the child's entry at school and that the information be recorded in the school register. When new registers come to be printed space should be allotted for this information. This information should be kept up to date by recording the further infectious diseases which the child may develop while at school.

Fatigue.—A very common defect noticeable among children all over the Province is fatigue, or rather overfatigue—for fatigue itself is a natural result of all activity. But if conditions are not made favourable for allowing the body to recover from this natural condition of tiredness, the effect becomes cumulative and harm ensues, resulting in the development of overfatigue.

Fatigue is the condition brought about by activity. It may be looked upon as a poisoning resulting from the presence of waste products of cell activity, which have not yet been removed from the cell vicinity. Rest is necessary for this removal. Overfatigue may be regarded as the accumulation and retention of these self-generated waste products or poisons interfering with the cell activity and thus lessening its value. The fatigue poison at first increases the activity of the cell, but later on this initial action which is common to all narcotics is followed by the depressing effect which diminishes cell activity.

This accounts for the fact that work is always better shortly after the start than at the commencement or subsequently.

Overfatigue manifests itself in many different ways. It may show itself in fidgetiness and general restlessness, in inability to concentrate the attention, in apathy or indifference, or irritability, in yawning or sleep. Overfatigue often alters the disposition and may cause a child to lie or steal, and generally lowers the moral tone.

The physical manifestations of the defect vary according to the disposition of the child and the degree of the condition. There may be the sunken eye with dark shadows underneath or puffiness under the lower lid. There may be overaction of the face generally, twitching of the lips, frowning or wrinkling the brows, or fidgetiness of the hands. The outstretched hands may show an unnatural degree of nervous tension, or the condition may be worse and exhibit marked drooping of the wrist with no apparent tone in the muscles. The effect of overfatigue is to depress the body vitality—to lessen the power of resistance to disease generally, to increase the risk of accidents, to interfere with the quality of the work, and in some cases to stop all progress and to lower the moral fibre. Overfatigue may be brought about by varying conditions, the most important of which we enumerate below:

- (a) food—inadequate as regards quality and quantity, etc., (including insufficient water);
- (b) insufficient fresh air;
- (c) improper temperature control;
- (d) lack of rest—physical or mental;
- (e) overwork;
- (f) absorption of poisons—alcohol, tea and coffee, excessive meat, tobacco, autotoxin from teeth, nose, throat, skin, bowels, etc.

Most of these causative factors may be avoided if due care be exercised and consequently much can be done to prevent the onset of fatigue, and this without burdening either the parent or the state with increased cost. Of course some of the causes are due to faulty construction of buildings etc., in the past, and time alone or money can remedy these—but care can be exercised, that in future building conditions are not created which lead to the increase of fatigue.

As regards measures to prevent the development of fatigue, we will briefly refer to the question under the various headings.

(a) *Inadequate food.*—A properly balanced diet containing all the proximate principles necessary for proper nutrition, and a sufficiency of the vitamin element in the food are needed to prevent malnutrition and fatigue. Regularity in the meal times is also important. A proper breakfast is needed by most children, but in many cases this is not obtained; and the child gets only a slice of bread and a cup of black coffee, or else bolts a larger meal so hurriedly in his efforts to get to school in time that he does not benefit as he should from the food. Plenty of water is also essential—children should be allowed

to drink freely during the day—they are very active beings, and lose much fluid by sweating. This fluid must be replaced. Adequate provision at schools should always be made to supply this need.

(b) *Insufficient fresh air.*
(c) *Improper temperature control.* } These two may be very conveniently considered together for they are partly dependent on each other.

For long has it been considered that the air in a room became poisoned by the carbon dioxide and organic vapours, exhaled by individuals, and that it was necessary to dilute this poisoned atmosphere by the entry of pure air from outside—hence the importance of providing for efficient ventilation to remove the foul air and replace it by pure air. But comparatively recent research by Hill and others has shown that it is not so much the impurity of the air, as the amount of warm moisture in it which is responsible for producing the conditions of lassitude and torpor which we associate with a stuffy room. It is really the ease or otherwise with which the body surface can cool down which determines the well from the badly ventilated room. Much carbon-dioxide and organic vapours do not matter so much, provided the air is cool and dry and moving. These last physical characteristics are necessary to ensure proper cooling of the body surface by means of evaporation.

In England it has been found that in order to maintain thermal equilibrium the same amount of air has to be changed as was the case under the old idea of the necessity for purifying the atmosphere, so that similar provision for the entry of fresh air needs to be made as formerly, but the greater use of ventilating fans for circulating the air in the room would diminish the need for entry of fresh air. In this country the need for circulating the air is greater owing to the higher temperature. The condition varies considerably in different areas of the Province owing to the variation in the amount of humidity in the air, which markedly affects the cooling rate of the skin. High temperatures at the coast are much more productive of fatigue than similar temperatures inland, owing to the greater amount of moisture in the air, and the lesser capacity for evaporation of the sweat which is thereby implied. The important fact to be grasped in the ventilation then, is the efficient cooling of the surface of the body. Warm, moist air in close contact with the skin is detrimental to health. It follows from this that more attention should be paid to the clothing of the child. There should be greater variation during the seasons. Children should be clothed so that it would be possible to discard one layer during the very warm part of the day. It is extraordinary to see young children smothered with numerous garments, sometimes as many as six or seven, even in the summer. Small wonder that such children are delicate and fail to progress in school. Further, Hill and Muecke found that in unventilated rooms the mucous membrane of the nose becomes congested, causing nasal obstruction with consequent tendency to colds, etc. This congestion disappears when the room is cooled by a fan.

Teachers could do more than they are doing at present by seeing that the windows are opened top and bottom, by having the room specially flushed with fresh air during the break intervals, and between class periods; by utilising all available means for air circulation, either by improvising fans (punkahs), or by having the door swung to and fro, and by sprinkling the walls, floor or stoep with water in the up-country areas where the air is dry (this cools down these surfaces considerably through the evaporation); by permitting boys, at any rate, to remove their jerseys or coats in class.

The school hours should be altered as far as practicable, so as to utilise the cooler hours for lessons.

In regard to this we are of opinion that during the hottest months there should be an early morning session of 1 or 1½ hours before breakfast, and then a break of one hour, followed by the remainder of the session.

Failing the use of a Katathermometer in each school, to find out the rate at which cooling is taking place, the only means of determining when the heat conditions are detrimental to health is by watching the effect on the pupils. The school should be closed, when after carrying out all practicable suggestions for aiding in the cooling, the children as a whole still flag and are obviously suffering from fatigue.

(d) *Lack of rest—physical and mental.*
(e) *Overwork.* } These two again are intimately bound up and may very well be considered together.

It is hardly making too sweeping a statement, to say that the majority of children in the Cape Province do not get enough rest. Most children get insufficient sleep, they go to bed too late, especially in the towns, and they wake up very early owing to the powerful light from the sun. The bioscope

and other communal pleasures keep children up very late and excite them unduly at night, so that it is difficult for them to compose themselves for rest.

Many children sleep interruptedly owing to bites from vermin or itch. Many children's rest is disturbed by overcrowding in the room or the bed, leading to the uncomfortable conditions discussed under temperature control.

Many children fail to get off to sleep early because of reading too late, postponing home lessons till just before bed-time, drinking tea or coffee at night.

Many children's rest is disturbed by nightmare arising from gastrointestinal upset, owing to an overcrowded stomach from a late meal, or from the presence of worms, etc., or by undue excitement during the day, etc.

Apart from the question of sleep there is that of rest during the day, and not only physical rest, but rest for the brain as well. All young children need a rest after midday, and certainly in the hot weather all children, young and old, and adults too, would be better for an afternoon siesta.

It is a well known fact and has been proved over and over again that children cannot work without adequate breaks, without becoming unduly fatigued. There is no doubt in our opinion that the one session is detrimental to the welfare of the children, and not only that, but the work done during the last hour can be of very little use.

We consider that a continuous five hour session with one short break of 20 minutes or so, is unhygienic and should not be countenanced.

The cumulative effect of repeated unpleasant stimuli in schools or places where there is much noise, plays its part in inducing fatigue, and probably sufficient consideration is not given to this factor in gauging the excellence or otherwise of the pupils' home work.

A potent cause of fatigue in this country is "glare"—the repeated stimuli causing much trouble from headache, eyestrain, etc. This could be modified if more attention were paid to the use of blinds or shutters, to the colour of inside and outside walls, to the position of desks in relation to windows to the surface of the blackboard and to the character of the pages in reading books, etc. We should like to mention here the importance of maintaining a dull and dark surface to the blackboard. We have been much struck by the advantage and utility of an invention by Mr. Hughes of the Cape Town Training College, for erasing chalk marks and leaving a dull black surface behind. Apart from its value in respect to an efficient surface preventing glare—it eliminates the dust arising from chalk and is of great value to the teacher's voice and clothes. We should like to see this eraser supplied to every school.

Other causes of insufficient rest are worry from whatever cause, domestic or otherwise, and uncongenial work. In this latter respect, we would point out the folly of making children learn music. By far the majority who are made to do this irksome task have no soul for music and are wasting their parents' money and their own time and using up energy all to no end, for probably not more than 5 per cent. keep up their music afterwards. The time devoted to this useless grind would be much more beneficially devoted to rest or physical exercise with benefit to the individual concerned. In this respect we would say that we only refer to those children who are forced by their parents into attempting to acquire this accomplishment without reference to their capabilities. As regards the question of overwork—this is particularly evident in many high schools, especially those in the country districts where many youths and girls from country schools go to further their education. The pupils are behind their comrades and feel they must work extra to catch up with them, with the result that they develop signs of overfatigue. It is the examination fetish which curses this country which is responsible for this drive—and we cannot too forcibly condemn it.

Dr. Leipoldt, in his report to you two years ago, referred to the question of home work—we will not therefore, say anything further about the matter except to comment on the marked difference in regard to this question, not only throughout the Province but in the same school. It is no uncommon thing to find young children set home work to do which takes them twice as long to do as that set to older children in the same family. Some attempt should be made to deal more uniformly in this matter. Many children have to work unduly out of school either in the house or in the gardens or on farms. Some of them, especially boys, show marked signs of overfatigue. Other factors contributing to fatigue are the carrying of heavy school bags to and from school each day. Little boys and girls have to carry bags weighing 6 or 7 lbs. and in the hot weather this is far too much strain. This state of things ought not to be. Either provision should be made for the books to be kept at the

school or else the children should be told which books to bring for school the next day—so as to avoid carrying all their school possessions every day.

We would further comment on the extra strain attaching to children of Jewish parentage owing to their having to go to Hebrew classes after the other schools are finished. These are often held in stuffy little rooms and the general effect is detrimental to the health of the Jewish child.

The other chief cause of fatigue is the absorption of toxins either from without, or those manufactured in the body itself. We have already enumerated the chief of these and will not further refer to them except to say that obviously the source of the poison should be got rid of.

We have referred to the main conditions causing fatigue with the aim that the removal of these conditions will prevent the development of fatigue. Fatigue products, which are poisons, can be eliminated from the body and this elimination can be assisted by judicious physical exercise. In addition, the proper carrying out of physical training would raise the body vitality to enable it to withstand some of the strain producing fatigue, and for this reason, we encourage the greater extension of play, drill and physical training generally in the school.

Defects of Teeth.—These constitute by far the largest proportion of the defects among school children. In our table it will be seen that 17·5 per cent. of the children have very bad teeth. We record as a defect of the teeth only those with 4 or more decayed teeth, or those containing fewer who show signs of inflamed gums or abscesses, etc. The number of children who have unclean mouths is far larger. This condition varies considerably in different parts of the Province. We have been investigating this matter during part of the year, but our figures are not yet large enough to draw any definite conclusions, although so far they are very suggestive of the definite role played by one factor in the causation of dental decay. We forbear to publish them at present, but merely give a few interesting facts. Among children aged 8 years old, towns at the coast, like Cape Town, Port Elizabeth, Mossel Bay, East London, show the largest amount of decay, averaging between 3 and 4 decayed teeth per mouth; from 40 to 50 per cent. of the children have more than 4 decayed teeth and only from 2 to 6 per cent. have absolutely clean mouths free from decay; whilst the Graaff Reinet, Upington and Prieska districts show an average of one decayed tooth per mouth, under 10 per cent. with 4 decayed teeth and 50 per cent. free from all signs of decay.

These figures are corroborated among the fifteen year old children who have lost all their milk teeth. Cape, Port Elizabeth and Mossel Bay, give from 2 to 4 decayed teeth per mouth, from 25 to 40 per cent. with more than 4 decayed teeth and from 3 to 15 per cent. with clean mouths—whereas Graaff-Reinet and Upington areas show an average of 0·5 carious teeth per child, a percentage of 2 to 5 with 4 decayed teeth and a percentage of 60 to 75 with no decay at all.

So far as our figures go, there is practically no difference between those of coloured and European children in regard to this matter of decay. So much ill health is due to the presence of dental decay that it is important to do something to check this condition, which is one of the great causes of a C³ population.

The actual cause of the disease is still undetermined—the probability is that there are several factors at work, but undoubtedly there must be one or more of outstanding importance in the causation of the trouble. There is no doubt that diet has something to do with the disease. The greater incidence of decay among civilised races has gone forward along with the greater refinement in the preparation of food for the masses. A return to a sterner age, when the food was of tougher consistency and in a more natural state and thus required greater effort to consume it, would undoubtedly help in the problem.

It was markedly evident in England among the children brought up under war conditions, how the coarser bread and absence of sweet stuffs (cakes, biscuits and sweets) resulted in stronger and healthier teeth. One of us was remarkably struck by the improvement in the mouths of the 5 year old children whom he examined on his return after the war was over as compared with those of pre-war days. It would be interesting to know whether this improvement was maintained.

But it would appear that there is another factor involved which has a very decided effect in determining the condition of the teeth. This is the hardness of the water. Our figures are still incomplete, but the marked difference which exists in the mouths of children brought up in the coastal towns and those in the Karroo and on the uplands seems to us to be due very largely to the character of the water supply.

[C.P. 4—'22.]

When we started our investigation we were of the opinion that this factor was of no value in determining the incidence of decay, but our views have altered in regard to this matter.

The matter is one of very great moment because the whole essence of the prevention of dental caries is bound up with the knowledge of the causation of the disease.

There is no doubt that much can be done by an alteration in the diet of the people. This is a matter for public propaganda—to educate the people, the parents of the present generation. It is also necessary that all school children be enlightened on the causes of the disease and the means of prevention—by class lessons, and where possible, bioscope films.

The diet should be modified to include coarser bread made from brown meal instead of the usual white loaf, which is often purposely adulterated with minerals to make it whiter. It should contain more vegetables, especially green stuff. The meal should end with fresh fruit or very dry toast or vegetables like lettuce or radish, etc., with a view to cleansing the softer masses from the irregularities of the teeth. The mouth should be rinsed out after a meal. Biscuits, cakes and sweets should not be eaten between meals. The teeth should be thoroughly cleansed the last thing at night so as to remove all signs of food.

These measures are of far more value than the use of a tooth-brush. It would appear that there is a prevalent idea that the toothbrush is the chief weapon against dental caries. No idea could be more erroneous—and in some respects more retrograde. The toothbrush is often regarded as a veritable mascot—capable of guarding the citadel and warding off all attack. The toothbrush is of value only in its proper place and if properly used. Probably the majority of toothbrushes do more harm than good. They are often cheap and ineffective, they are seldom if ever boiled and they become in consequence laden with bacteria, with which they may inoculate the tender gums which they scratch. Far too frequently is the toothbrush a family one, and when used at all is used by all and sundry in the house.

We have seen too much evidence of clean healthy mouths among children who have never seen or even heard of a toothbrush, and on the other hand, dirty, septic teeth among those who habitually use a toothbrush, to have much faith in this object as much of a weapon in the prevention of dental caries. If properly used it may be a very useful and desirable adjunct, but it plays a very secondary rôle.

Of 1197 children from whom we have obtained particulars as to the habitual use of a toothbrush, only 27 per cent. came into this category.

This habit varied from 50 per cent. of the boys at a high school, to 13 per cent. of the children at a primary school.

Experience in other lands has found that systematic inspection and treatment of young children has been of great value in dealing with this problem. We are of opinion that some similar form of oversight is needed in the big coastal towns. We welcome the suggestion for the development of a dental clinic for Cape Town. We believe it is most necessary and that its establishment would have far-reaching results in the health of the children in the Peninsula.

Too little attention is paid to the need for prompt treatment of the teeth at the onset of the disease, in its relation to the prevention of further trouble. Parents are apt to think that it is of no use to treat these early cases and that the matter should be left till the tooth gives considerable pain and requires extraction. There is some evidence of the demand for conservative treatment, among the high school pupils more particularly, but even among the pupils from these more educated and enlightened classes the percentage of conservative treatment is small among the younger children. Among fourteen year old children of 505 examined having defective teeth, 89 or 17·6 per cent. had received conservative treatment for one or more teeth. Of the high school children 31·8 per cent. had received such treatment, but among the primary school children only 5·2 per cent.

Of the eight year old children of 998 having had defective teeth 31 or 3 per cent. had had teeth filled. Of the high school children 12·5 per cent., and of the primary school 2·5 per cent.

Undoubtedly a very big reason for this neglect to obtain conservative treatment is the expense involved. Parents are not sufficiently alive to the importance of dental supervision and early treatment, and even where they are, the cost is too prohibitive in the majority of cases.

It is in such instances that the dental clinic becomes of great service. We are not altogether enamoured of a voluntary clinic—by that we mean one

carried on gratuitously for the benefit of the poor. We think the clinic should be available for all—that it should be state-aided and that reasonable fees should be charged, which could be remitted in the case of those unable to pay even moderate charges.

Our experience is that people do not appreciate or think highly of gratuitous treatment.

We believe such a clinic should be first established in a large centre like Cape Town, where there is a large population and a great need for treatment. About 90 per cent. of all children in the Cape Peninsula have one or more decayed teeth. Of this number, among primary schools about 5 per cent. obtain conservative treatment.

There is thus tremendous need and enormous scope for this kind of work.

We consider the time has come when some development of this nature should take place in the Province.

Every country which has developed medical inspection of school children has proceeded to provide treatment centres for many of the minor defects of children, the most common of which is the dental clinic.

This Province is almost alone among civilised countries in its backwardness in this respect.

Failing the establishment of a clinic under this Department, we would urge that support be given to the development of the scheme for voluntary dental aid.

In conclusion we would reiterate that the whole aim of medical inspection is the prevention of disease and defect. In regard to this we would again emphasise what Dr. Leipoldt recommended two years ago, *viz.*, that no school site or building be approved by the Department until such have been reported upon by the medical inspectors of schools; we would further recommend that no new books for use in schools be placed on the list at the Departmental store until such have been reviewed by the medical inspectors of schools.

We would also recommend that power be given to principals of schools to exclude from school, until they are clean, all children who are verminous.

MEDICAL INSPECTION : EUROPEAN CHILDREN.

	Routine Examinations.			Special Examinations.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
No. of European schools examined : 176.						
No. examined	4,692	4,537	9,229	958	851	1,809
No. defective	2,080	1,957	4,037	646	526	1,172
Percentage defective ..	44.3	43.1	43.7	67.4	61.8	64.8
No. of defective children recommended for treatment	1,209	1,097	2,306	393	334	727
No. of directions to teachers	1,521	1,555	3,076	411	373	784
No. of parents (or guardians) present	1,317	1,537	2,854	245	268	513
No. of objections .. .. .	..	..	170	..	..	..
No. of verminous children	257	1,174	1,431	43	205	248

	No. defects present.		No. defects recommended for treatment		No. defects present.		No. defects recommended for treatment	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Analysis of defects :								
Malnutrition	598	474	..	..	164	126	..	..
Teeth	830	799	720	700	107	106	91	96
Nose and throat	433	309	315	237	117	113	93	94
Eye	68	83	31	37	38	31	22	19
Vision	257	291	183	174	142	113	118	90
Ear	49	66	32	19	34	20	16	8
Hearing	179	108	117	55	76	54	45	32
Speech	55	15	4	3	21	4	2	1
Skin	132	93	57	33	89	41	66	29
Heart : Organic	60	36	1	1	28	11	2	1
Functional	21	40	4	10	4	8	1	6
Anaemia	135	137	105	19	40	30	30	23
Lung	46	41	24	26	14	14	6	10
Nervous system	42	13	7	1	25	17	3	4
Intelligence	18	14	1	1	19	10	1	1
Deformities	96	67	11	16	21	23	3	5
Other defects	108	100	27	38	47	50	21	24

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.		Girls.		Total.	
	Treat-ment ob-tained.	No treat-ment ob-tained.	Treat-ment ob-tained.	No treat-ment ob-tained.	Treat-ment ob-tained.	No treat-ment ob-tained.
No. of re-examinations ..	780		600		1,380	
No. of children recom-mended for treatment ..	515		409		924	
No. of children who ob-tained treatment ..	231		194		425	
Defects :						
Dental disease	108	165	161	121	269	286
Nose and throat disease ..	99	139	52	73	151	212
Eye disease and defective vision	72	95	115	94	187	189
Ear disease and deafness ..	23	44	22	25	45	69
Other diseases	73	64	52	48	125	112

MEDICAL INSPECTION : NON-EUROPEAN CHILDREN.

	Routine Examinations.			Special Examinations.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
No. of Non-European schools examined : 10.						
No. examined	205	210	415	46	57	103
No. defective	108	116	224	30	41	71
Percentage defective	52.7	55.2	54.0	65.2	71.9	68.9
No. of defective children recommended for treat-ment	83	90	173	13	21	34
No. of directions to teachers	49	44	93	11	16	27
No. of parents (or guardians) present	104	99	203	15	18	33
No. of objections .. .. .	..	..	..	..	..	..
No. of verminous children	13	55	68	3	13	16

	No. defects present.		No. defects recommended for treatment		No. defects present.		No. defects recommended for treatment	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Analysis of defects :								
Malnutrition	45	53	..	..	1	2	..	..
Teeth	45	54	44	54	8	13	10	14
Nose and throat	8	16	6	13	19	15	15	9
Eye	2	5	1	1	4	5	2	4
Vision	8	9	8	5	8	12	7	10
Ear	4	..	2	..	1	3	1	3
Hearing	5	7	3	3	12	9	9	6
Speech	1	1	..	..	1	4	1	..
Skin	7	2	6	1	4	4	2	2
Heart : Organic	1	1	..	..	1	2	..	1
Functional .. .. .	..	..	..	..	..	..	..	..
Anaemia	5	9	4	7	2	2	2	2
Lung	11	9	9	7	..	..	1	1
Nervous system	5	3	1	..	1	..	..	..
Intelligence	1	..	..	..	..	..	..	..
Deformities	6	4	3	1	1	..	2	..
Other defects	19	26	11	14	17	12	11	5

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT:
NON-EUROPEAN CHILDREN.

	Boys.		Girls.		Total.	
	Treat-ment ob-tained.	No treat-ment ob-tained.	Treat-ment ob-tained.	No treat-ment ob-tained.	Treat-ment ob-tained.	No treat-ment ob-tained.
No. of re-examinations ..	11		4		15	
No. of children recom-mended for treatment ..	10		3		13	
No. of children who ob-tained treatment ..	6		1		7	
Defects :						
Dental disease	1	2	..	..	1	2
Nose and throat disease ..	3	..	..	..	3	..
Eye disease and defective vision .. ..	..	..	..	..	..	..
Ear disease and deafness ..	1	2	..	..	1	2
Other diseases	1	1	1	2	2	3

NURSES' WORK FOR THE YEAR ENDING DECEMBER, 1921.

	Mrs. Davies.	Miss Marais.	Miss Wiese.	Miss Head.	Miss van Niekerk.	Totals.
No. of medical in-spections assisted	42	99	34	19	20	214
School visits apart from medical in-spections ..	165	52	43	52	40	352
No. of children examined ..	4,811	1,057	3,673	4,473	3,165	17,179
No. of children with nits on hair	768	310	186	648	571	2,483
No. of children with vermin on hair	71	90	15	67	61	304
Home visits ..	377	580	306	307	258	1,828
Lectures given ..	113	16	..	2	7	138
Indigent boarding houses, homes, etc., visited ..	40	30	11	..	5	86

REPORT ON INDIGENT BOARDING HOUSES AND INDUSTRIAL DEPARTMENTS FOR INDIGENT CHILDREN.

REV. J. H. VAN WYK.

1. *The Evolution of the Indigent Boarding Department.*—It is always a pleasure to be able to report progress, and this report will deal mainly with progress in connection with the indigent boarding department scheme introduced in 1917. During the first two years progress was comparatively slow though satisfactory, but after that we entered upon a most interesting stage, which was reached in 1920-21. In this latter period the increase in number was rather more than 100 per cent, and at the end of 1921 no less than 144 such departments had been established, while authority had been given for others to be opened early in 1922.

If by the term "evolution" we are to understand "a history of steps or stages from the imperfect to the perfect," we may now, because of the progress described above, begin to speak of the evolution of the boarding department.

Owing to the prevailing crude and wrong ideas with the first promoters of what was aimed at by the scheme, many of the first boarding departments established under Ord. No. 11 of 1917 were little more than "kosthuizen" (literally understood) or "feeding-houses" where the indigents were brought together to be fed—nothing more. Any old derelict or dilapidated dwelling seemed to have been considered *good enough for the purpose*. The furnishings and equipment were in many cases inferior to those in the humble homes from which the indigents were obtained, and to make matters worse, promoters were allowed to appoint housefathers and housemothers—failures of the past, incompetent, insufficiently educated and poor—to conduct these boarding institutions at their own financial risk. A dangerous experiment, if scandals were to be avoided. It is no wonder that the inevitable result was a most unsatisfactory state of things; so much so that in several instances the whole of the personnel had to be dismissed, the buildings condemned as unsuitable, and the promoters threatened with a total withdrawal of the grants-in-aid.

It will readily be seen that in such circumstances the task of the inspecting commissioner would be both destructive and constructive—*destructive* as regards the unfavourable criticism he would be compelled to pass upon everything unsatisfactory and intolerable—*constructive* as regards the necessary measures of reform to be adopted. It was therefore considered advisable, wherever it appeared necessary, to discuss the condition of every boarding department with its committee, the kerkraad and the congregation, and to explain to these bodies the aim and object of these institutions from an educational and administrative point of view. I am pleased to say that the result of these discussions and meetings was most encouraging. Misconceptions were speedily removed, deficiencies readily acknowledged and regretted, and the desired reforms introduced without delay. Indeed we may feel satisfied that throughout the country it is now understood that the indigent boarding department is to be considered and conducted as an educational institution; that the personnel must, as far as possible, consist of experienced educationalists; that the buildings and general equipment are to be characterised by simplicity, neatness and serviceability; that bathrooms, sanitary offices and storerooms are to be of the most modern type, and afford the necessary privacy, comfort and safety.

The question naturally arises: At what stage of the evolution of the indigent boarding department have we arrived? The answer is that two years ago the country was dotted over with the above-mentioned imperfect "feeding-houses", the product, let us hope, of a moribund past, and productive of much evil and little good; to-day we find that they have almost entirely disappeared, and in their places have arisen educational institutions approaching the stage of perfection.

2. *Industrial Departments.*—Because of the financial state of the country it was not possible to authorise the establishment of more than one of these departments as contemplated by Ordinance No. 5 of 1921, and at present there are only three in operation: one at Montagu, and two at Ugie. A department at Willowmore is being established in the early part of 1922. Meantime a large number from the boarding departments had passed standard VI, and were clamouring for the promised industrial departments in terms of the ordinance. For the reason stated above it was impossible to accede to their request, but rather than send them back to their homes, the Administrator availed himself of his powers under section 292 of the ordinance, and in-

[C.P. 4-'22.]

augurated a bursary scheme under which boarding and conveyance bursaries are granted to all indigent pupils of standard VI, to enable them to continue their education in the ordinary secondary schools. The pupils will, however, not be allowed to reside in any of the existing boarding departments. I am given to understand that some hundreds have already availed themselves of this scheme.

Though it is a matter for rejoicing that proper and efficient secondary education has been provided for so many, the question remains, what is to become of the hundreds of indigent pupils who are less promising and who have not been able to pass standard VI, who have attained their sixteenth year, and who should have been provided with industrial departments? Undoubtedly a very serious situation has been created by the want of funds, and it appears urgently necessary for the Administration to reconsider the whole question of industrial training, special attention being given to the following :—

- (a) If there are no funds to establish the industrial departments in terms of the ordinance, in what other way can industrial training be provided for the less promising indigent pupils who have attained their sixteenth year?
- (b) If eventually in the near future it becomes possible to establish these industrial departments, how and to what extent will the existing industrial schools and the departments for the training of industrial-instructors be affected by the industrial departments which were to be the complement of the indigent boarding departments?
- (c) Is it not advisable in the present circumstances to utilise and increase the number and operations of the existing schools in which a more thorough, efficient and very much cheaper industrial training can be provided for such indigents? "*Tempori cedere habitur sapientis*"

Knowing the characteristic eccentricities of the poor-white, his lack of ambition and foresight, and his materialistic view of industrial training, I fear that if the Administration persists in the establishment of industrial departments the existing industrial schools will become depleted of pupils, and that the authorised training departments for trade-instructors will fail for want of the required number of student-teachers.

GENERAL.

Rules and Regulations.—A much needed pamphlet containing rules and regulations for the establishment of indigent boarding departments will shortly be issued by the Administration in printed form. These rules and regulations are based upon reports and the advice and suggestions contributed by the inspecting staff, and will in future save the Department an enormous amount of needless correspondence. If promoters could only be persuaded to be guided by the advice given therein, future boarding departments would be started on the right lines, and conducted to the entire satisfaction of the Department.

On just a few points in this pamphlet I must be allowed to lay stress :—

(a) *Financial responsibility of promoters.*—In terms of section 275 of the ordinance the church authority establishing an indigent boarding department will be held wholly responsible for the financial control thereof. Promoters, therefore, should on no account be allowed to transfer such responsibility to a manager or housefather, unless he is financially strong enough to make good from his own private means any deficit that may occur, and unless the Administrator is satisfied that the furnishings and equipment (in all such cases where even this by private agreement is required of him) have satisfied the inspecting staff.

(b) *Mixed boarding departments.*—In most boarding departments both sexes are represented. This is not advisable, even where the numbers are small; and the practice becomes absolutely dangerous where 80 to 100 or more boys and girls of the age of 15 and 16 years are housed in the same building. It is not pleasant to contemplate the position, if, notwithstanding disapproving reports by departmental inspectors, the practice is continued to the degradation and ruin of some girl or girls—a contingency to be dreaded and avoided by all possible means. The wiser course, it seems to me, is the authorisation of separate houses for the two sexes. At my suggestion this course has been adopted in several instances with most satisfactory results.

(c) *Contributions by parents.*—The principle of contributions by parents in cash or kind should be rigidly enforced both by the Department and the committees of management. In most cases the parents are in very deed able to provide sufficient clothing for their children, and the number of delinquents is as great as it is, simply because they are not told to do so in the ordinance. No maintenance grant should, therefore, be made available for any child unless the Administrator is satisfied that the parents are in the true sense of the term *absolutely* indigent, and that the local kerkraad has given a certificate to that effect. I will go further and advise that, even where a committee is prepared to admit an indigent child *unconditionally*, the grant should only be made available on a written undertaking of support to the child concerned by some guardian or relative, the local kerkraad, the A. C. V.V. or the local association for poor relief.

We must not lose sight of the fact that indigent parents are of opinion that the grants-in-aid are liberal enough to cover all expenditure in connection with a boarding department, and leave a substantial balance in the pockets of the promoters.

Accordingly, they think they should not be called upon for contributions towards the maintenance of their children.

In connection with this point I have been forcibly struck by the ingenuity of the speculative mind of the poor-white. He has made the singular discovery, that under the ordinance providing for the free schooling and industrial training of his children, the last deterrent to keep him from an early and injudicious marriage with a fellow poor-white has been removed, and that he is now entitled to what they term a "*speculation-marriage*".

By this we are to understand that the indifferent, regardless of the fate that awaits their progeny, will contract the most injudicious marriage as to time and prospects, *speculating* on the assurance given by the ordinance, that the government will relieve them of all educational burdens and responsibilities by giving their children from their sixth to their eighteenth or nineteenth year free schooling and industrial training, whereby they will in good time be enabled to earn their own livelihood, and support their irresponsible and indolent parents. "*Foedum dictu est*".

SCHOOL STATISTICS.

CONTENTS.

	PAGE
INSPECTORS AND INSTRUCTORS	110
SCHOOLS AND PUPILS :	
European and non-European schools	112
European and non-European enrolment	113
European schools and enrolment	114
Non-European schools and enrolment	114
Schools opened or re-opened and schools closed	114
Enrolment and attendance, arranged according to classes of schools	115
Sex and race of pupils	115
Number of European pupils at each year of age	115
Average age of European pupils in each standard	115
Classification of European pupils in standards	116
Classification of non-European pupils in standards	116
Industrial schools	117
TEACHERS :	
European, coloured and native teachers	119
Teachers holding professional and academic certificates	120
Percentage of certificated teachers in the various classes of schools	121
Sex of teachers	121
Race of teachers	121
Students in training colleges and training schools	122
EXAMINATIONS	125
SCHOOL BUILDINGS :	
Statement of loans issued	126
Free building grants	128
FINANCE :	
Expenditure for public education for year ended 31st March, 1921	129
Pupil-teachers' fund	130
Twenty-six years' comparison of expenditure	131
Savings clubs	133

ABBREVIATIONS.

Sp. ..	Special School or Institution.	D. ..	District Boarding School.
Sec. ..	Secondary School.	C1 ..	Native Training School.
Prim. ..	Primary School.		

INSPECTORS AND INSTRUCTORS.

CIRCUIT INSPECTORS :

- H. Anders, B.A., Ph.D. : *Libode, Qumbu, Tsolo.*
 J. Anders : *Calitzdorp, Oudtshoorn, Prince Albert.*
 R. J. Baigrie, M.A. : *Engcobo, St. Mark's.*
 A. Bain, M.A. : *King William's Town.*
 S. Boersma : *Namaqualand, Van Rhynsdorp.*
 W. P. Bond, M.A. : *Albany, Alexandria, Bathurst.*
 A. L. Charles, B.Sc. : *Cape Division No. 1.*
 J. Chisholm, M.A. : *Mount Fletcher, Mount Frere.*
 J. Craib, M.A. : *Bedford, Cradock, Somerset East.*
 A. M. Ferguson, M.A. : *Butterworth, Ngamakwe, Tsomo.*
 W. Freeman, B.A. : *East London, Komgha, Stutterheim.*
 W. H. H. Green, B.A. : *Idutywa, Kentani, Willowvale.*
 A. E. Hill : *Bizana, Flagstaff, Lusikisiki, Mount Ayliff, Ntabankulu, Port St. John.*
 S. B. Hobson, M.A. : *Mafeking, Vryburg.*
 C. Hofmeyr, B.A. : *Malmesbury, Paarl (excluding Wellington).*
 K. A. H. Houghton, M.A. : *Elliotdale, Mganduli, Ngqeleni, Umtata.*
 S. G. Joubert, B.A. : *Aberdeen, Graaff-Reinet, Hanover, Murraysburg, Pearston, Richmond.*
 J. A. Kelly, B.A. : *Barkly East, Elliot, Maclear, Xalanga.*
 H. H. G. Kreft, B.A. : *Albert (excluding Venterstad), Aliwal North, Herschel.*
 T. Logie, M.A., Ph.D. : *Cathcart, Queenstown, Sterkstroom, Stockenstrom.*
 J. Mitchell : *Port Elizabeth, Uitenhage.*
 N. Porter, M.A. : *Matatiele, Mount Currie, Umzimkulu.*
 J. C. W. Radloff : *Jansenville, Steytlerville, Willowmore.*
 T. W. Rein, M.A., Ph.D. : *Fort Beaufort, Peddie, Victoria East.*
 P. J. Retief, B.A. : *Bredasdorp, Montagu, Swellendam.*
 S. G. E. Rosenow, B.A. : *Clanwilliam, Piquetberg.*
 P. D. Rousseau, B.A. : *Robertson, Tulbagh, Wellington, Worcester.*
 J. Roux, B.A. : *Humansdorp, Uniondale.*
 A. Scott, B.A. : *George, Knysna, Mossel Bay.*
 G. Sidle, M.A. : *Calvinia, Fraserburg, Williston.*
 A. Sinton, M.A. : *Cape Division No. 2.*
 E. J. Spurway, B.A. : *Barkly West, Kimberley.*
 C. H. Stokes : *Glen Grey, Wodehouse.*
 G. P. Theron, B.A. : *Caledon, Stellenbosch.*
 C. J. van der Merwe, B.A. : *Beaufort West, Ceres, Laingsburg, Sutherland.*
 H. Z. van der Merwe, B.A. : *Ladismith, Riversdale.*
 H. J. J. van der Walt, B.A. : *Colesberg, Maraisburg, Middelburg, Molteno, Steynsburg, Tarka, Venterstad.*
 C. E. Z. Watermeyer, B.A., LL.B. : *Cape Division No. 3.*
 D. J. W. Wium, B.A. : *Gordonia, Kenhardt, Kuruman.*
 J. C. Zuidmeer, B.A. : *Hay, Herbert, Hopetown.*
 Vacant Circuit : *Britstown, Carnarvon, De Aar, Philipstown, Prieska, Victoria West.*

INSPECTOR OF TRAINING COLLEGES : H. J. Anderson, M.A.

INSPECTOR OF HIGH SCHOOLS : W. A. Russell, M.A.

RELIEVING INSPECTOR : Vacant.

WOMAN INSPECTOR : Miss L. C. Elton, B.A.

INSPECTOR OF INDIGENT BOARDING HOUSES : Rev. J. H. van Wijk.

MEDICAL INSPECTORS OF SCHOOLS : H. Maughan Brown, M.B., Ch.B., D.P.H.
 Elsie M. Chubb, B.A., M.D., B.S., D.P.H.

DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES :

Domestic Science :

Miss W. M. Currey.

Drawing :

Mr. W. W. Rawson, A.R.C.A. : *Western Districts.*

Mr. H. Christie Smith, A.R.C.A. : *Eastern Districts.*

Handwork :

Mr. J. M. Dovey : *Eastern Districts.*

Mr. A. Burns : *Western Districts (from January, 1922).*

Infant School Method :

Miss C. Drake, Miss E. Tismeer (on leave), Mrs. M. Pickerill (acting).

Language Inspector :

Mr. J. F. Swanepoel, B.A.

Needlework :

Miss A. Cairncross : *Western Districts.*

Miss A. M. Cogan : *Eastern Districts.*

Miss A. M. Exley : *Transkei.*

Science :

Mr. S. H. Skaife, M.A., M.Sc.

Vocal Music :

Mr. F. Farrington : *Eastern Districts.*

Mr. A. Lee : *Western Districts.*

SCHOOLS.

EUROPEAN AND NON-EUROPEAN SCHOOLS IN OPERATION AT 31st DECEMBER, 1921.

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	D.	Part-time.	Farm.	Poor.	Coloured Training.	Coloured.	Native Training.	Native.	Total, Dec., 1921.	Total, Sept., 1920.	Increase.
<i>European :</i>																
Schools under School Boards	8	5	67	103	1,912	..	15	434	..	..	..	..	..	2,544	2,493	51
Labour Colony Schools .. ..	..	1	..	1	8	..	..	..	..	..	..	..	..	10	10	..
Church Primary or A3 Schools .. ..	..	..	..	..	35	..	..	..	..	..	..	..	..	35	35	..
Other European Schools	5	24	2	1	25	1	1	13	1	..	..	..	..	73	97	-24
European Schools, Dec., 1921	13	30	69	105	1,980	1	16	447	1	..	..	..	..	2,662	..	..
European Schools, Sept., 1920	13	29	66	101	1,933	1	17	474	1	..	..	..	..	..	2,635	..
Increase .. ..	..	1	3	4	47	..	-1	-27	..	..	..	..	..	..	..	27
<i>Non-European :</i>																
Schools under School Boards .. ..	..	..	..	2	13	..	1	..	..	..	..	..	..	16	15	1
Other Non-European Schools .. ..	..	..	..	1	5	..	6	..	..	4	396	14	1,583	2,009	2,004	5
Total Non-European Schools, 1921 .. ..	..	..	..	3	18	..	7	..	..	4	396	14	1,583	2,025	..	6
Total Schools, 1921	13	30	69	108	1,998	1	23	447	1	4	396	14	1,583	4,687	..	33

	Dec., 1921.	Sept., 1920.	Increase.
European Schools	2,662	2,635	27
Non-European Schools	2,025	2,019	6
Total Number of Schools	4,687	4,654	33

112

ENROLMENT.

ENROLMENT OF EUROPEAN AND NON-EUROPEAN PUPILS AT 31st DECEMBER, 1921.

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	D.	Part-time.	Farm.	Poor.	Coloured Training.	Coloured.	Native Training.	Native.	Total, Dec., 1921.	Total, Sept., 1920.	Increase.
<i>European :</i>																
School Board Schools	795	670	26,440	23,576	69,046	..	773	3,101	..	..	..	..	..	124,401	115,064	9,337
Labour Colony Schools .. ..	..	5	..	278	699	..	..	..	..	..	..	..	..	982	980	2
Church Primary or A3 Schools .. ..	..	..	..	..	4,446	..	..	..	..	..	..	..	..	4,446	4,165	281
Other European Schools	641	2,127	1,126	341	1,297	36	155	82	63	..	2	..	9	5,879	7,294	-1,415
Total, Dec., 1921	1,436	2,802	27,566	24,195	75,488	36	928	3,183	63	..	2	..	9	135,708	..	..
Total, Sept., 1920	1,585	2,856	25,348	22,208	71,159	31	1,000	3,250	54	..	3	..	9	..	127,503	..
Increase	-149	-54	2,218	1,987	4,329	5	-72	-67	9	..	-1	..	..	..	..	8,205
<i>Non-European :</i>																
School Board Schools .. ..	..	..	..	995	2,555	..	93	..	..	..	..	..	..	3,643	3,143	500
Other Schools .. ..	..	9	..	96	409	..	256	..	..	317	43,177	1,828	108,152	154,244	153,298	946
Total, 1921 .. ..	..	9	..	1,091	2,964	..	349	..	..	317	43,177	1,828	108,152	157,887	..	1,446
Total European and Non-European, 1921	1,436	2,811	27,566	25,286	78,452	36	1,277	3,183	63	317	43,179	1,828	108,161	293,595	..	9,651

	Dec., 1921.	Sept., 1920.	Increase.
European Pupils	135,708	127,503	8,205
Non-European Pupils	157,887	156,441	1,446
Total Number of Pupils	293,595	283,944	9,651

113

EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER, 1921

	Schools under School Boards.	Schools not under School Boards.	Total.
<i>European Schools :</i>			
Training Schools	8	5	13
Industrial Schools	—	11	11
Other Special Schools	5	14	19
High Schools	67	2	69
Secondary Schools	103	2	105
Primary Schools	1,912	70	1,982
Part-time Schools	15	1	16
Farm Schools	434	13	447
Total	2,544	118	2,662
<i>European Enrolment :</i>			
Training Schools	795	641	1,436
Industrial Schools	—	528	528
Other Special Schools	670	1,604	2,274
High Schools	26,440	1,126	27,566
Secondary Schools	23,576	619	24,195
Primary Schools	69,046	6,541	75,587
Part-time Schools	773	155	928
Farm Schools	3,101	82	3,183
Coloured Schools	—	2	2
Native Schools	—	9	9
Total	124,401	11,307	135,708

NON-EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER, 1921.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools	4	317	14	1,828
Secondary Schools	2	995	1	96
Primary Schools	17	2,698	1	266
Part-time Schools	4	172	3	177
Mission Schools	396	43,186	1,583	108,152
Totals	423	47,368*	1,602	110,519

* Nine coloured pupils were on the roll at special schools.

SCHOOLS OPENED OR RE-OPENED AND SCHOOLS CLOSED.

	European.					Non-European.		Total.
	Sp.	High.	Sec.	Prim.	Farm.	Col.	Nat.	
Schools opened or re-opened ..	2	—	2	191	175	21	46	437
Schools closed ..	1	—	3	157	168	10	51	390

Four secondary schools were raised to high schools, 10 primary schools were raised to secondary schools, 84 farm schools were regraded as primary, and 54 primary schools were regraded as farm schools.

ENROLMENT AND ATTENDANCE ACCORDING TO CLASSES OF SCHOOLS.

Class of school.	No. of pupils on roll.	Average Attendance.	Percentage Attendance.
<i>European Training Colleges and Schools</i>			
Sp.	1,436	1,393	97.0
High	3,128	2,563	81.9
Sec.	27,566	25,275	91.7
Prim.	25,286	23,464	92.8
D	78,452	70,895	90.4
Part-time	36	35	97.2
Farm	1,277	999	78.2
Poor	3,183	2,987	93.8
Coloured	63	62	98.4
C1	43,179	37,011	85.7
Native	1,828	1,798	98.4
Total	108,161	87,010	80.4
Total	293,595	253,492	86.3

SEX AND RACE OF PUPILS.

Year.	European Pupils.			Non-European Pupils.			Total Enrolment.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
4th Qtr., 1921..	69,657	66,051	135,708	73,164	84,723	157,887	293,595

AGES OF PUPILS.

NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS ON 2ND NOVEMBER, 1921.

Ages in years.	High.		Secondary.		Primary.		Farm.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1921.	1920.
Under 7 yrs.	387	376	467	476	2,173	2,037	131	112	6,159	6,488
7 ..	667	692	888	886	4,054	3,763	178	135	11,263	10,557
8 ..	802	807	1,051	1,060	4,522	4,423	210	159	13,034	12,201
9 ..	880	910	1,151	1,155	4,520	4,491	209	166	13,482	12,691
10 ..	1,016	932	1,088	1,184	4,499	4,286	193	176	13,374	12,679
11 ..	1,038	929	1,089	1,196	4,353	4,169	224	163	13,161	12,487
12 ..	1,227	1,067	1,073	1,280	3,904	3,972	180	144	12,847	12,817
13 ..	1,465	1,238	1,192	1,271	3,862	3,762	145	156	13,091	12,860
14 ..	1,754	1,497	1,261	1,324	3,097	3,111	138	106	12,288	11,258
15 ..	1,825	1,520	1,174	1,122	2,162	1,947	75	71	9,896	8,655
16 ..	1,526	1,352	843	734	904	662	42	35	6,098	5,114
17 ..	1,118	859	429	351	273	211	33	16	3,290	2,622
18 ..	625	377	195	132	63	44	12	7	1,455	1,211
Over 18 ..	523	154	122	54	51	28	8	3	943	863
Total ..	14,853	12,710	12,023	12,225	38,437	36,906	1,778	1,449	130,381*	122,503*

AVERAGE AGE, IN YEARS AND MONTHS, OF EUROPEAN PUPILS IN EACH STANDARD.

	Sub-Std.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Un-classified.
High ..	7.5	9.0	10.1	11.3	12.3	13.6	14.4	15.5	16.2	17.1	18.3	18.0
Sec. ..	7.10	9.5	10.5	11.7	12.8	13.6	14.6	15.6	16.4	17.9	19.2	11.9
Prim. ..	7.9	9.4	10.6	11.7	12.8	13.8	14.6	16.3	..	..	..	15.9
Farm ..	7.7	9.3	10.7	11.9	12.6	13.5	14.8	14.0	..	..	..	12.0

* As returns from certain schools were unobtainable, and other returns arrived too late to be included, the total number given above is less than the total number of European pupils in attendance. Pupils in special and evening schools are not included.

[C.P. 4-'22.]

CLASSIFICATION OF PUPILS IN STANDARDS.

TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS WERE BEING PREPARED ON 2ND NOVEMBER, 1921.

Standards.	High.	Secondary	Primary.	Farm.	Total.	
					1921.	1920.
Sub-standards ..	3,050	4,930	20,071	707	28,758	26,688
Standard I. ..	1,844	2,584	10,390	512	15,330	14,633
" II. ..	2,223	2,686	10,435	518	15,862	14,920
" III. ..	2,235	2,755	10,717	486	16,193	15,424
" IV. ..	2,544	2,697	9,870	430	15,541	15,088
" V. ..	3,050	2,677	7,959	354	14,040	13,575
" VI. ..	3,437	2,293	5,423	205	11,358	10,467
" VII. ..	3,773	2,168	338	12	6,291	5,735
" VIII. ..	2,763	1,228	..	..	4,024	3,255
" IX. ..	1,400	123	..	..	1,523	1,394
" X. ..	1,213	73	..	..	1,289	1,208
Unclassified ..	31	34	140	3	172	116
Total ..	27,563	24,248	75,343	3,227	130,381*	122,503*

* As returns from certain schools were unobtainable, and other returns arrived too late to be included, the total number given above is less than the total number of European pupils in attendance. Pupils in special and evening schools are not included.

TABLE SHOWING STANDARDS FOR WHICH COLOURED PUPILS WERE PRESENTED AT INSPECTION.

Standards.	Secondary.	Primary.	Mission.	Total.
Sub-Standard A ..	207	798	17,237	18,242
" B. ..	83	318	5,904	6,305
Standard I. ..	115	404	5,551	6,070
" II. ..	101	349	4,277	4,727
" III. ..	97	220	3,104	3,421
" IV. ..	83	181	1,892	2,156
" V. ..	80	93	926	1,099
" VI. ..	65	42	391	498
" VII. ..	42	—	13	55
" VIII. ..	8	—	—	8
" IX. ..	—	—	—	—
" X. ..	6	—	—	6
Total ..	887	2,405	39,295	42,587

Pupil-teachers are not included. Of the pupils present at two successive inspections 77 per cent. were placed in a higher standard.

TABLE SHOWING STANDARDS FOR WHICH NATIVE PUPILS WERE PRESENTED AT INSPECTION.

Standards.	Secondary	Primary.	Part-time.	Mission.	Total.
Sub-Standard A.	—	87	33	40,157	40,277
" B.	—	34	13	14,487	14,534
Standard I. ..	—	21	3	12,265	12,289
" II. ..	—	28	7	9,329	9,364
" III. ..	—	25	5	7,449	7,479
" IV. ..	—	15	1	5,315	5,331
" V. ..	—	24	1	2,992	3,017
" VI. ..	25	13	—	1,815	1,853
" VII. ..	55	—	—	20	75
Ex-Standard ..	20	—	—	—	20
Total ..	100	247	63	93,829	94,239

Pupil-teachers are not included. Of the pupils present at two successive inspections 66 per cent. were placed in a higher standard.

INDUSTRIAL SCHOOLS AND DEPARTMENTS.

BOYS.

[O.P. 4-22.]

School.	Class.	Blacksmith-work.	Bookbinding.	Carpentry and Cabinet-making.	Gardening and Agriculture.	Masonry.	Printing and Compositing.	Shoemaking.	Tailoring.	Wagon-making.	Miscellaneous.	No. of individual Pupils, 1921.	No. of individual Pupils, 1920.
<i>European :</i>													
Adelaide	Sp.	19	..	28	73	..	..	..	..	..	26	73	85
Cape Town, Salesian Institute ..	Sp.	..	12	34	..	..	36	12	14	..	..	108	108
Kakamas	Sp.	3	..	..	..	..	..	..	..	2	..	5	8
Knysna, Trade School	Sp.	..	..	58	..	..	..	..	..	..	..	58	27
Montagu	Sp.	..	..	..	..	..	..	14	..	..	..	14	14
Oudtshoorn	Sp.	14	..	19	..	..	..	..	..	14	..	47	37
Ugie	Sp.	..	..	13	..	..	..	..	..	..	..	13	10
Uitenhage	Sp.	18	..	24	75	..	..	11	15	16	..	84	102
Worcester	Sp.	..	..	20	21	..	..	19	15	..	5	80	80
Industrial Departments attached to 2 European Schools	Sp.	..	..	..	..	..	..	18	..	..	51	69	67
<i>Non-European :</i>													
Blythswood (U.F.C.)	Nat.	..	..	20	..	..	..	..	..	..	..	20	19
Clarkebury (Wes.)	Nat.	..	..	12	..	..	..	10	..	..	..	22	23
Lovedale (U.F.C.)	Nat.	3	2	37	..	5	10	..	..	11	6	74	58
Mount Arthur, Tembu (Wes.)	Nat.	..	..	9	2	..	..	..	..	..	..	9	10
Umtata (Eng. Ch.)	Nat.	..	..	14	..	..	..	..	..	..	..	14	13
Vryburg, Tigerkloof (L.M.S.)	Nat.	..	..	15	..	14	..	..	19	..	..	48	52
Industrial Departments attached to 6 Native Schools .. .. .	..	..	..	..	127	..	..	..	..	..	257	384	241
Total, 4th Quarter, 1921 ..	..	57	14	303	298	19	46	84	63	43	345	1,122	..
.. .. . 1920 ..	..	62	17	266	116	17	38	86	68	77	210	..	954

GIRLS.

SCHOOL.	Class.	Cookery.	Housework.	Laundry-work.	Spinning.	Weaving.	Miscellaneous.	No. of individual Pupils, 1921.	No. of individual Pupils, 1920.
<i>European :</i>									
Adelaide	Sp.	..	33	33	..	..	..	33	38
George	Sp.	11	47	47	..	..	..	47	30
Graaff-Reinet	Sp.	11	96	11	..	..	..	104	103
Riebeek West	Sp.	3	35	11	..	..	5	54	52
Tulbagh	Sp.	4	36	10	..	..	36	36	42
Ugie	Sp.	11	11	11	..	..	11	11	..
Wellington	Sp.	20	38	38	..	..	..	38	30
Classes attached to European Schools	Sp.	3,677	..	15	..	..	61	3,753	3,967
<i>Non-European :</i>									
Blythswood (U.F.C.)	Nat.	12	12	12	..	..	..	12	11
Lovedale (U.F.C.)	Nat.	22	22	22	..	..	..	22	25
Vryburg, Tigerkloof Girls' (L.M.S.)	Nat.	6	28	28	6	1	28	52	41
Industrial departments attached to Non-European Schools		125	377	65	30	29	..	437	593
Total, 4th Quarter, 1921		3,902	735	303	36	30	141	4,599	..
" " 1920		4,219	652	204	29	29	240	..	4,932

TEACHERS.

European Teachers in European Schools at 30th June, 1921.

European Training Schools	..	..	..	..	..	..	104
Special Schools (excluding Coloured Training Schools)	..	..	..	..	..	..	141
High Schools	..	..	..	..	..	..	1,270
Secondary Schools	..	..	..	..	..	..	910
Primary Schools	..	..	..	..	..	..	3,427
Evening Schools	..	..	..	..	..	..	24
Farm Schools	..	..	..	..	..	..	461
Total	..	..	..	..	..	..	<u>6,337</u>

European Teachers in Non-European Schools.

Non-European Training Schools	..	..	..	..	..	..	81
Secondary Schools	..	..	..	..	..	..	10
Primary Schools	..	..	..	..	..	..	31
Coloured Schools	..	..	..	..	..	..	174
Native Schools	..	..	..	..	..	..	47
Total	..	..	..	..	..	..	<u>343</u>

Coloured Teachers.

Secondary Schools	..	..	..	..	..	..	23
Primary Schools	..	..	..	..	..	..	35
Coloured Schools	..	..	..	..	..	..	746
Native Schools	..	..	..	..	..	..	16
Total	..	..	..	..	..	..	<u>820</u>

Native Teachers.

Secondary Schools	..	..	..	..	..	..	2
Primary Schools	..	..	..	..	..	..	8
Coloured Schools	..	..	..	..	..	..	72
Native Schools	..	..	..	..	..	..	3,301
Total	..	..	..	..	..	..	<u>3,383</u>

Total number of European teachers	..	..	..	..	..	..	6,680
Total number of Coloured teachers	..	..	..	..	..	..	820
Total number of Native teachers	..	..	..	..	..	..	3,383
Total	..	..	..	..	..	..	<u>10,883</u>

TEACHERS HOLDING PROFESSIONAL AND ACADEMIC CERTIFICATES AT 30TH JUNE, 1921: ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

Summary.	Certificated.	Uncertificated.	Total.	Percentage Certificated		Percentage Increase.
				1921.	1920.	
Province, excluding Territories	7,018	1,416	8,434	83.2	81.4	1.8
Territories	1,651	798	2,449	67.4	60.7	6.7
Total 1921	8,669	2,214	10,883	79.7	76.6	3.1

Class of School.	"Privy Council" Certificate.					Other British Government Certificate.				Other European Government Certificate.				T2 Certificate.				T3 Certificate.				Miscellaneous.				Uncertificated.				Total number of Uncertificated Teachers.	Total number of Certificated Teachers.	Total number of Teachers.												
	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.				No Academic Qualification.											
																																		T1 Certificate.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.
European Training Colleges & Schools.	4	...	2	...	3	...	...	...	...	...	...	...	...	2	4	16	12	1	22	2	...	...	1	...	8	2	...	...	...	...	...	...	...	...	2	102	104	
Sp. High	43	2	1	3	34	1	...	1	...	...	2	...	1	7	72	111	67	4	289	5	...	...	...	4	42	2	...	...	...	...	...	...	...	...	25	28	128	156
Sec.°	12	1	2	4	6	1	...	...	...	...	...	...	...	1	29	45	54	1	167	8	8	...	...	64	411	1	...	...	6	224	35	4	1	4	19	63	1207	1270
Prim.	2	1	3	10	53	...	...	...	...	5	...	...	...	1	2	4	19	1	176	13	1	7	5	101	2556	...	1	2	2	58	2	1	1	16	455	475	3023	3498
D	1	1	1	24				
Part-time.†	1	1	1	195	...	1	5	6	18	24					
Farm	1	1	1	1	...	2	2	2	461				
Poor	2	222	224	768	992
Coloured	...	...	...	...	3	...	...	...	...	1	...	...	...	1	...	1	...	...	5	2	...	1	...	4	742	1	...	...	...	7	...	...	...	2	222	224	768	992
C1	5	3	1	1	21	...	...	...	...	...	...	...	...	2	2	1	...	...	2	1	...	...	...	2	16	...	...	...	1	4	1	1	...	...	3	4	62	66
Native	...	...	...	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	6	2230	...	...	1	...	5	...	...	...	...	1117	1117	2247	3364
Total 1921	66	7	11	20	127	2	...	1	...	6	...	2	...	15	109	179	152	7	670	27	24	24	6	243	6430	18	8	5	18	491	56	10	3	28	2117	2214	8669	10883						
Total 1920	67	11	9	22	122	4	2	...	...	5	...	...	...	14	92	168	162	8	600	35	32	23	2	228	6123	24	4	4	16	448	41	4	...	29	2445	2519	8226	10745	
Increase	-1	-4	2	-2	5	-2	-2	1	...	1	...	2	...	1	17	11	-10	-1	70	-8	-8	1	4	15	307	-6	4	1	2	43	15	6	3	-1	-328	-305	443	138						

* Including Intermediate Schools.

† Excluding Teachers who are also employed in Day Schools.

PERCENTAGE OF PROFESSIONALLY QUALIFIED TEACHERS
IN THE VARIOUS CLASSES OF SCHOOLS.

Percentage of teachers	European Training Colleges & Schools.	Special.	High.	Sec.	Prim.	D.	Part-time.	Farm.	Poor.	Coloured.	C.I.	Native.	Total.
Certificated, 1921 ..	98.1	82.0	95.0	96.4	86.4	100	75.0	43.4	100	77.4	93.9	66.8	79.7

SEX OF TEACHERS, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European Training Colleges and Schools.	Sp.	High.	Sec.	Prim.	D.	Part-time.	Farm.	Poor.	Coloured.	C.I.	Native.	Total.
Male	25	85	407	262	813	..	61	59	1	411	45	1,889	4,058
Female	76	67	816	675	2,820	1	12	409	2	603	33	1,441	6,955
Total	101	152	1,223	937	3,633	1	73	468	3	1,014	78	3,330	11,013
Percentage of male teachers, 3rd qtr., 1921	24.8	55.9	33.3	28.0	22.4	..	83.6	12.6	33.3	40.5	57.7	56.7	36.8

RACE OF TEACHERS AS AT 30TH JUNE, 1921, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European Schools.							Non-European Schools.					Total No. of Teachers.		
	European Training Colleges and Schools.	Sp.	High.	Sec.	Prim.	Part-time.	Farm.	Total.	Non-European Training.	Sec.	Prim.	Coloured.		Native.	Total.
Europeanteachers	104	141	1,270	910	3,427	24	461	6,337	81	10	31	174	47	343	6,680
Native teachers	..	..	..	..	..	..	..	..	..	2	8	72	3,301	3,383	3,383
Other non-European teachers	..	..	..	..	..	..	..	..	..	23	35	746	16	820	820
Total	104	141	1,270	910	3,427*	24	461	6,337	81	35	74	992	3,364	4,546	10,883

* Including Poor and D Schools.

EUROPEAN TRAINING COLLEGES AND SCHOOLS.

Name of Training School.	Students.		Primary Lower.			Primary Higher.		Primary Higher.		H. Kindergarten.	Infant School Teachers.	Physical Culture.	Total, 1921.	Total, 1920.	Increase.
	Male.	Female.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	Male.	Female.							
									2nd Yr.							1st Yr.
Cape Town, Training College	11	172	43	82	16	13	3	26	10	9	10	183	191	8	
Craddock, Training School	..	78	27	32	4	4	..	8	3	8	..	78	99	21	
Graaff-Reinet, Training School	33	117	69	81	..	..	..	..	..	..	..	150	150	..
Grahamstown, Training College	..	183	57	68	20	21	..	41	6	11	..	183	192	9	
Kimberley, Training School	..	77	35	33	3	6	..	9	..	..	..	77	90	13
K.W.T., Training School	..	72	33	39	..	..	..	..	..	..	..	72	64	8
Oudtshoorn, Training School	14	87	57	44	..	..	..	..	..	..	..	101	109	8
Paarl, Training School	23	150	60	91	12	10	7	15	..	..	..	173	172	1
Robertson, Training School	25	49	33	41	..	..	..	..	..	..	..	74	89	15
Stellenbosch, Training School	..	97	31	66	..	..	..	..	..	..	..	97	112	15
Steynsburg, Training School	4	19	12	11	..	..	..	..	..	..	..	23	32	9
Uitenhage, Training School	4	41	26	19	..	..	..	..	..	..	..	45	56	11
Wellington, Training School	27	153	57	89	12	18	6	24	4	..	..	180	222	42
Total ..	141	1,295	540	696	67	72	16	123	23	28	10	1,436*	1,578	142	

* In addition there were 266 students in training at other schools.

NON-EUROPEAN TRAINING SCHOOLS.

Name of Training School.	Students.	3rd Class Teachers (Jun.)			Total, 1921.	Total, 1920.	Increase.		
		Male.	Female.	P.T. 1.				P.T. 2.	P.T. 3.
Cape Town, Zonnebloem	(Eng. Ch.)	37	33	31	24	15	68	70	2
Kimberley, Perseverance	(Eng. Ch.)	50	64	45	53	16	106	114	8
Salt River	.. (Wes.)	33	57	37	29	24	77	90	13
Uitenhage	.. (Ind.)	21	22	18	10	15	41	43	2
Bensonvale	.. (Wes.)	49	20	38	26	5	75	69	6
Blythswood	(U.F.C.)	68	117	70	55	60	203	185	18
Buntingville	.. (Wes.)	79	..	22	33	24	81	79	2
Clarkebury	.. (Wes.)	121	..	46	40	35	117	121	4
Emtundisweni	.. (Wes.)	97	49	73	38	35	141	146	5
Engwali	(U.F.C.)	..	85	37	23	25	96	85	11
Engcobo, All Saints'	(Eng. Ch.)	..	63	23	23	17	59	63	4
Healdtown	.. (Wes.)	114	107	95	65	61	203	221	18
Lovedale	(U.F.C.)	133	129	96	83	83	244	262	18
Mvenyane	(Mor.)	86	..	34	27	25	90	86	4
St. Matthew's	(Eng. Ch.)	94	64	67	56	35	147	158	11
Shawbury, Girls'	.. (Wes.)	..	207	69	84	54	205	207	2
Tiger Kloof	(L.M.S.)	36	20	24	18	14	56	56	..
Umtata	(Eng. Ch.)	90	..	33	32	25	82	90	8
Total ..	..	1,108	1,037	858	719	568	2,091	2,145*	54

* In addition there were 311 Pupil Teachers in other schools.

DEPARTMENTAL EXAMINATIONS.

CANDIDATES AND PASSES IN TEACHERS' EXAMINATIONS,
DECEMBER, 1921.

	Candidates.		Passes.	
	1921.	1920.	1921.	1920.
Adult Teachers—				
Primary Higher (T.2)	87	80	73	62
Primary Higher (Special, entering on further course)	15	..	15	..
Kindergarten, Lower (1920), Infant School Teachers (1921)	30	37	25	31
Kindergarten, Higher	25	43	23	36
Cookery	8	7	8	7
Dressmaking	7	7	7	7
Housewifery	5	2	5	2
Laundry Work	8	2	8	2
Millinery	7	10	7	10
Needlework	6	6	6	6
Pupil Teachers—				
First Year Junior	1,121	1,298	797	890
Second Year Junior	937	839	667	579
Third Year Junior	791	821	507	525
First Year Senior	Discon- tinued.	698	Discon- tinued.	581
Second Year Senior	834	791	624	618
Primary Lower (Third Year Senior)	971	945	729	655
Total	4,852	5,586	3,501	4,011

TEACHERS' EXAMINATIONS IN SPECIAL SUBJECTS, DECEMBER,
1921. CANDIDATES AND PASSES.

	Candidates.		Passes.	
	1921.	1920.	1921.	1920.
Art : Blackboard Drawing	784	772	673	692
Freehand Drawing	80	94	45	37
Geometrical Drawing	37	35	22	28
Model Drawing	286	247	114	172
Other Subjects	137	171	103	126
Needlework : Course I.	2	4	2	—
Course II.	2	3	2	2
Course III.	1	—	—	—
Course IV.	1	3	1	3
Course V.	—	4	—	4
Physical Culture	10	—	10	—
Woodwork : Branch I.	16	37	6	19
Branch II.	32	31	18	14
Cardboard Modelling	15	13	13	10
Total	1,403	1,414	1,009	1,107

SECONDARY SCHOOL JUNIOR CERTIFICATE EXAMINATION,
DECEMBER, 1921. NUMBER OF CANDIDATES AND PASSES.

Candidates.		Passes.	
1921.	1920.	1921.	1920.
266	..	155	—

Note.—In view of the institution of this examination, held for the first time in 1921, pupils' examinations in specific subjects ceased to be held as such after 1920. The various pupils' subjects are still available for pupil teachers, but passes in such subjects are no longer separately recorded.

SUMMARY OF ALL DEPARTMENTAL EXAMINATIONS. NUMBER
OF CANDIDATES AND PASSES.

	Candidates.		Passes.	
	1921.	1920.	1921.	1920.
Secondary School Junior Certificate Examination	266	—	155	—
Pupils' Specific Subjects	—	12,737	—	8,725
Teachers	4,852	5,586	3,501	4,011
Teachers' Special Subjects	1,403	1,414	1,009	1,107
	6,521	19,737	4,665	13,843

SCHOOL BUILDINGS.

LOANS ISSUED FOR YEAR ENDED 31st MARCH, 1922.

Division.	School.	Total Loan.	Pay-ments for Year.
SCHOOLS.			
		£	£
Albert	Burghersdorp	6,000	6,000
Aliwal North ..	Aliwal North	6,000	6,000
Do.	do. (purchase of site)	510	510
Caledon	Hermanus	2,600	2,300
Do.	Nieuwoudtville	3,000	1,000
Do.	Karoo Central	1,000	1,000
Cape	Albert Road, Woodstock (to complete)	4,000	4,000
Do.	School of Domestic Science	850	850
Do.	Highlands	700	600
Do.	Hope Lodge	9,000	9,000
Do.	Ottery Road, Wynberg	800	510
Do.	Slangkop	1,050	800
Do.	Wynberg Girls'	4,600	4,600
Carnarvon	Carnarvon (to complete)	2,000	2,000
Do.	Van Wyk's Vlei	3,000	3,000
Ceres	Ceres	2,500	2,500
Clanwilliam ..	Paleisheuvel	1,000	1,000
Do.	Zandberg	1,000	1,000
East London ..	East London Boys' High	16,605	15,248
Do.	West Bank (to complete)	153	153
Elliot	Elliot	1,500	1,500
Fraserburg ..	Fraserburg	750	510
Hanover	Hanover	2,500	2,500
Humansdorp ..	Hankey	4,000	4,000
Kenhardt	Blokzijnkolk	600	600
Ladismith	Adamskraal	510	510
Do.	Bosch Rivier	1,000	755
Maclear	Maclear	3,000	2,700
Montagu	Montagu Girls' High	1,615	1,615
Mossel Bay ..	Brandwacht	3,000	3,000
Namaqualand ..	Soebatsfontein	1,100	1,100
Do.	Springbok	1,500	1,500
Oudtshoorn ..	Buffelsdrift	3,050	1,500
Do.	Oudtshoorn Boys' High	1,850	1,850
Do.	Do. Girls' High	1,100	1,100
Paarl	Kraaifontein	510	510
Do.	Lower Paarl Boys'	8,000	8,000
Do.	Wellington Girls'	750	750
Port Elizabeth ..	Port Elizabeth North End	1,050	1,050
Do.	Sydenham	925	925
Stellenbosch ..	Somerset West	8,000	8,000
St. Mark's ..	Confimvaba	950	501
Stockenstrom ..	Upper Mancazana	510	510
Uitenhage	Innes	550	370
Do.	Muir College	750	750
Umzimkulu ..	Umzimkulu	1,200	1,200
Victoria West ..	Vosberg	5,000	5,000
Vryburg	Stella	1,750	1,650
Wodehouse ..	Dordrecht	1,500	1,500
Worcester	Botha's Halt	510	510
Do.	Slanghoek	510	510
		£125,908	£118,547

LOANS ISSUED—continued.

Division.	School.	Total Loan.	Pay-ments for Year.
BOARDING HOUSES.			
		£	£
Colesberg ..	Colesberg (to complete)	650	634
East London ..	East London Boys' High	2,000	2,000
Laingsburg ..	Laingsburg	4,000	4,000
Namaqualand ..	Bowesdorp	2,000	2,000
Do.	Gamoep	510	510
Do.	Springbok Boys'	3,500	2,000
Do.	Grootmist	3,000	3,000
Paarl	Fransch Hoek	600	600
Prieska	Prieska	1,200	1,200
Van Rhynsdorp ..	Van Rhynsdorp	620	620
		£18,080	£16,564

TECHNICAL TRAINING AND INDUSTRIAL SCHOOLS.

Division.	School.	Total Loan.	Payments for Year.
		£	£ s. d.
George	Oliphantshoek Industrial	1,250	1,250 0 0
Humansdorp ..	Karredouw Industrial	1,160	1,160 0 0
Knysna	Knysna Industrial	3,977	3,624 11 10
Stellenbosch ..	Stellenbosch Training Hostel (to complete)	8,200	8,200 0 0
		£14,587	£14,234 11 10

UNFORESEEN EXCESSES AND URGENT CASES NOT SPECIALLY PROVIDED FOR.

Division.	School.	Payments for Year.
		£
Albany	Grahamstown Boys' Boarding School ..	502
Do.	Riebeeck East	1,200
Aliwal North ..	Aliwal North Boys' Boarding Department	316
Barkly West ..	Barkly West Public	117
Cape	Constantia Public	304
Do.	Landsdown Public	105
Do.	Wynberg Girls' Primary	231
Carnarvon	Van Wijksvlei	240
Do.	Carnarvon Public	164
Clanwilliam ..	Clanwilliam Public	1,200
East London ..	Southernwood Public	117
Do.	West Bank	501
Elliot	Elliot	100
George	Oliphantshoek	750
Graaff-Reinet ..	New Bethesda	785
Jansenville ..	Jansenville	258
Kenhardt	Louisvale	278
Ladismith	Adamskraal	245
Do.	Zeven Weeks Poort	380
Maclear	Ugie	200
Montagu	Montagu Girls' High	131
Oudtshoorn ..	Van Wijkskraal	250
Paarl	Wellington Girls'	550
Do.	Hermon	310
Port Elizabeth ..	North End (Drainage)	585
Queenstown ..	Queenstown Beys' High	963
Stellenbosch ..	Somerset West	95
Do.	Stellenbosch Training Hostel	450
Uitenhage	Innes	252
Do.	Muir College	130
Van Rhynsdorp ..	Van Rhynsdorp Boarding School	132
Wodehouse	Dordrecht	307
	Total	£12,148

FREE BUILDING GRANTS.

BUILDINGS UNDER £500—VOTE 2 F2.

Division.	School.	Amount.
		£ s. d.
Elliot	Tungela Primary (addition)	386 12 0
East London ..	Monzie Park (Paardekraal)	442 1 0
Ladismith	Dwars River Primary (extension)	300 0 0
Herbert	Boomplaats	150 0 0
Riversdale ..	Riversdale Boys' High (erf)	132 0 0
Do.	Do. Girls' School (erf)	125 0 0
Do.	Do. Girls' (extension)	160 5 3
Worcester	Breede River	200 0 0
		£1,895 18 3

FINANCE.

EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR YEAR ENDED 31ST MARCH, 1921.

	£	s. d.	£	s. d.
<i>Salaries and Allowances.</i>				
Head Office Staff	18,457	10 2		
Inspectors	33,938	6 8		
War Bonus (including Schools) ..	166,054	18 1		
			218,450	14 11
<i>Travelling Expenses.</i>				
Head Office Staff	193	3 10		
Inspectors	16,642	6 8		
			16,835	10 6
Incidental Expenses (including £66,855 10s. 2d. Interest and redemption charges on Loans)				84,474 6 5
Salaries of Departmental Instructors and Instructresses	8,599	5 0		
Travelling Expenses of Officers and Others on duty	4,626	6 11		
Pupil Teachers, Student Teachers and Probationers	37,389	8 11		
Grants to Indigent Students taking P.T. Course at certain centres	2,766	14 8		
Grants to Principals on passing Pupil Teachers	77	0 0		
Institutions for Training, Teachers' Salaries .. £57,254 19 2				
Rent, Furniture, Requisites, Fittings, etc.	16,186	0 9		
			73,440	19 11
Grant to Pupil Teachers' Loan Fund ..	2,000	0 0		
Pupil Teachers' Monthly Train and Tram Fares	1,254	10 6		
Vacation Courses	405	11 0		
Examinations for Certificates and Science, Art, Manual Training and Art Scholarships	3,147	19 8		
Expenses of Competitions and Exhibitions of Manual Work, Singing, Writing, etc.	87	16 0		
			133,795	12 7

INDUSTRIAL SCHOOLS.

Salaries	12,949	6 4		
Maintenance Grants for Apprentices and Indigent Boarders	12,288	1 3		
Rent of Buildings, Interest and Redemption Charges on Building Loans, Requisites, Furniture, etc.	4,119	15 4		
Grant for Stocking Agricultural School, Cradock	1,250	0 0		
			30,607	2 11

SCHOOLS: GRANTS-IN-AID.

Salaries and Allowances	583,396	16 9		
School Buildings and Extensions not exceeding £500	2,000	15 1		
Maintenance Grants to Indigent Boarders ..	8,095	12 10		
Special Assistance to Education in poor Districts	616	5 6		
School Fees of Children of Persons on Active Service	1,291	7 11		
Interest on Local Loans for School Buildings	1,562	16 9		

Carried forward 596,963 14 10 484,163 7 4

[C.P. 4-'22.]

M

	£	s.	d.	£	s.	d.
Brought forward	596,963	14	10	484,163	7	4
Rent of Land and Buildings for School Purposes	17,909	13	9			
School Board Deficits and Miscellaneous Expenditure connected with School Boards	359,425	6	6			
School Board Administration	27,886	0	6			
General Maintenance of Schools	42,678	8	0			
Travelling Expenses of Teachers	—					
School Requisites, Furniture, etc.	50,353	12	0			

SCHOOLS NOT UNDER SCHOOL BOARDS.

Salaries and House Allowances	56,837	11	6			
Maintenance Grants to Indigent Boarders ..	3,281	7	6			
Special Assistance to Education in Poor Districts	2,115	11	7			
Interest and Redemption on Government Loans	—					
Rent of Land and Buildings for school purposes	1,307	2	6			
General Maintenance of Schools, including Deficits of Railway Schools and School Committees	2,088	1	2			
School Fees of Children of Persons on Active Service	435	13	6			
School Requisites, Furniture, etc.	2,483	17	10			
School Buildings or Extensions	61	5	0			
Boarding Houses for Indigent Children ..	97,536	8	4			

MISSION SCHOOLS.

Salaries	213,316	18	2			
School Fees of Children of Persons on Active Service	34	3	4			
Rent under Section 8 of Amended Regulations, 1905	61	9	3			
School Requisites, Furniture, etc.	28,195	1	1			
				1,502,971	6	4

GENERAL.

Good Service Allowance to Teachers and Departmental Instructors	16,432	6	2			
				£2,003,566	19	10

PUPIL TEACHERS' FUND.

ACCOUNT FOR THE YEAR ENDED 31st MARCH, 1921.

1920.	£	s.	d.	By Allowance to Pupil Teachers	£	s.	d.
To Balance	163	10	4	.. .. .	252	0	0
„ Interest received from Master Supreme Court 336 4 2				„ Balance at 31st March 1921	247	14	6
	£499	14	6		£499	14	6

EDUCATION EXPENDITURE.

26 YEARS' COMPARISON.

STATEMENT showing 26 years' comparison of actual Expenditure from Government sources upon Education (other than Higher Education) of European Children in the Cape Province from 1896-97 to 1921-22.

(Expenditure of Local Authorities not included.)

The period of voluntary contributions, bazaars, etc., and no local taxation 1896-97 to 1905-06 (10 years):—

Year.	Amount. £	Increase over previous year.	
		Amount. £	Per cent.
1896-97	150,039	11,810	8.5
1897-98	175,006	24,967	16.6
1898-99	195,247	20,241	11.6
1899-00	195,417	170	.1
1900-01	200,977	5,560	2.8
1901-02	203,037	2,060	1.0
1902-03	225,065	22,028	10.8
1903-04	269,910	44,845	19.9
1904-05	330,438	60,528	22.4
1905-06	360,095	29,657	8.9

The period of School Board Act and half deficiency on local rate. 1906-07 to 1907-08 (2 years):—

Year.	Amount.	Increase over previous year.	
		Amount.	Per cent.
1906-07	417,092	56,997	15.8
1907-08	459,231	42,139	10.1

The period of School Board Act, full deficiency paid by local taxation 1908-09 to 1909-10 (2 years):—

Year.	Amount.	Increase over previous year.	
		Amount.	Per cent.
1908-09	400,028	59,203	12.9
1909-10	*334,438	65,590	16.4

* Only 11 months' expenditure.

The period of Provincial Administration, School Board Act. 1910-11 to 1921-22 (12 years).

1910-11	*467,948	133,510	28.5
1911-12	561,767	93,819	16.8
†1912-13	673,178	111,411	16.5
1913-14	735,654	62,476	9.3
1914-15	793,985	58,331	7.9
1915-16	786,990	— 6,995	— .9
1916-17	836,085	49,095	6.2
1917-18	990,356	154,271	18.5
1918-19	1,231,263	240,907	24.3
1919-20	1,478,184	246,921	20.0
1920-21	1,687,933	209,749	14.2
‡1921-22	2,107,126	419,193	24.8 (Free Education)

* Only 10 months' expenditure.

† penny Local Tax in existence to 30th June, 1917; since abolished.

‡ Estimate.

RESULTS OBTAINED FOR EACH YEAR IN NUMBERS OF EUROPEAN SCHOLARS
IN STATE-AIDED SCHOOLS.

As at 30th June each year.

The period of voluntary contributions, bazaars, etc., and no local taxation.
1896 to 1905 (10 years):—

Year.	No. of Pupils.	Increase for Year.	Percentage Increase.
1896	48,917	3,203	7.0
1897	51,323	2,406	4.9
1898	54,414	3,091	6.0
1899	58,382	3,968	7.3
1900	57,950	— 432	— .7
1901	56,324	— 1,626	— 2.8
1902	55,737	— 587	— 1.0
1903	58,909	3,172	5.7
1904	63,434	4,525	7.7
1905	66,685	3,251	5.1

The period of School Board Act and half deficiency on local rate. 1906 to
1907 (2 years):—

Year.	No. of Pupils.	Increase for Year.	Percentage Increase.
1906	71,235	4,550	6.8
1907	78,755	7,520	10.6

The period of School Board Act, full deficiency paid by local taxation.
1908 to 1909 (2 years):—

Year.	No. of Pupils.	Increase for Year.	Percentage Increase.
1908	77,393	— 1,362	— 1.7
1909	75,641	— 1,752	— 2.3

The period of Provincial Administration, School Board Act. 1910 to 1921
(12 years):—

Year.	No. of Pupils.	Increase for Year.	Percentage Increase.
1910	79,835	4,194	5.5
1911	86,274	6,439	8.1
*1912	91,342	5,068	5.9
1913	94,880	3,538	3.9
1914	100,598	5,718	6.0
1915	103,909	3,311	3.3
1916	109,076	5,167	5.0
1917	115,615	6,539	6.0
1918	121,105	5,490	4.7
1919	121,475	370 (influenza year)	.3
1920	128,061	6,586	5.4
†1921	133,087	5,026	3.9

* $\frac{1}{4}$ penny Local Tax in existence to 30th June, 1917; since abolished.
†30th June.

CAPE PROVINCE SAVINGS CLUBS, 1921.

Name of School.	Amount held in Certificates and for Cash.	No. of pupils on the roll.	No. of contributors	Percentage of contributors to pupils.
	£ s. d.			
Aliwal North (Prim. Meth.) Coloured	0 4 0	47	4	8.5
Bedford Secondary	22 9 6	138	22	15.9
Bredasdorp—				
High School	57 1 6	324	58	17.9
South End (E.C.) Coloured ..	10 1 6	138	36	26.08
Cape Town—				
West End Primary	243 14 6	454	76	16.7
School of Industry (E.C.) Coloured	77 10 0	310	70	22.5
Camps Bay Primary	41 12 6	137	35	25.5
Good Hope Seminary High School	31 17 0	215	17	7.9
Green and Sea Point Girls' High ..	28 2 0	495	38	7.6
Andersdale Primary	17 16 6	80	4	5.
Marion Institute Coloured E. ..	16 5 6	130	35	26.9
Docks District Coloured Primary ..	11 12 6	338	90	26.6
Salesian Institute Sp.	7 1 10	108	21	19.4
Cathcart Secondary	11 13 8	212	6	2.8
Cradock Girls' High	4 8 6	380	15	3.94
Delport's Hope (Wes.) Native ..	0 13 0	50	8	16.
East London—				
Girls' High	244 8 6	556	167	30.03
Beach Primary	130 6 0	324	77	23.7
College Street Primary	78 5 6	530	80	15.009
Boys' High	69 5 6	478	44	9.2
Fort Beaufort Secondary	32 0 0	207	26	12.5
French Hoek D.R.C. Coloured ..	11 18 3	154	37	24.02
George Jongens Hoër	144 7 6	344	156	45.3
Goodwood Primary	16 12 0	317	38	11.9
Grahamstown Girls' High	7 4 9	291	22	7.56
Halseton Stapelbergs Vlei School ..	0 11 0	18	6	33.3
Hanover Secondary	20 10 0	265	15	5.6
Heidelberg Secondary	2 13 6	293	44	15.01
Jansenville, Lake Mentz Primary ..	18 7 0	59	19	32.2
Klipplaats Primary	4 8 0	64	37	57.8
Kimberley—				
Newton St. Paul's (Berl.) Coloured	7 1 0	170	34	20
Holy Convent	13 3 6	218	15	6.8
West End Primary	11 12 0	157	27	17.1
New Main Street, Coloured Inter ..	31 7 6	591	59	9.9
Transvaal Road Primary	19 3 0	115	16	13.9
Central Girls' Primary	31 0 0	391	62	15.8
Gladstone Primary	17 2 0	159	25	15.7
Stockdale Street Primary	24 12 0	178	65	37.08
Boys' Central Primary	23 5 0	350	30	8.5
Knysna Quarrywood Primary	2 12 0	31	9	29.
Kleinpoort Hillside No. 1	1 2 6	13	5	38.4
Lovedale Elementary (U.F.C.) Native	1 10 0	196	46	23.4
Malmesbury Girls' High	10 5 10	477	34	7.12
Mowbray Primary	90 7 6	463	88	19.
Maitland Primary	28 10 8	456	39	8.5
Middelburg High	42 12 6	723	15	2.07
Newlands Primary	64 18 6	169	43	25.4
Naauppoort Secondary	19 7 6	336	39	11.6
Observatory Boys' High	12 17 2	476	11	2.3
Oudtshoorn—				
Boys' High	40 14 3	387	27	6.9
Vergelegen Primary	1 2 6	23	8	34.7

CAPE PROVINCE SAVINGS CLUBS, 1921—*continued.*

Name of School.	Amount held in Certificates and for Cash.	No. of pupils on the roll.	No. of contributors.	Percentage of contributors to pupils.
Port Elizabeth—	£ s. d.			
St. Peter's (E.C.) Coloured ..	25 0 0	253	13	5·1
Chapel Street Coloured Primary..	36 15 6	227	58	25·5
Boys' High	74 0 0	561	85	15·1
Central Primary	255 0 0	432	176	40·7
Girls' High	45 17 6	602	77	12·7
Sydenham Primary	77 10 0	351	56	15·9
St. Paul's Primary	6 4 0	155	19	12·2
Cunningham Primary	9 6 0	224	—	—
Parow Primary	28 13 6	370	17	4·5
Port St. John Primary	1 11 0	46	11	23·9
Peddie Secondary	17 3 0	101	21	20·79
Salt River Training School (Wes.) Sp.	35 7 6	372	15	4·03
Simonstown—				
Arsenal Road Primary	93 18 0	194	48	24·7
Silo Coloured Primary	16 11 0	15	12	80
Somerset East Ebenezer (United) Coloured	4 13 0	120	26	21·6
Stellenbosch—				
Jong. Hoër Skool	29 17 6	462	48	10·3
Blaauwklip Primary	3 2 0	18	10	55·5
Stikland Siding Primary	89 18 0	51	30	58·8
Touws River, European Primary ..	35 7 0	136	19	13·9
Uitenhage—				
Boys' High	19 3 6	306	36	11·7
Innes School Primary	42 0 0	586	112	19·1
(Wes.) Native	1 10 0	105	13	12·3
Vryburg, Tlaskgaming (L.M.S.) Native	1 11 0	45	11	24·4
Vlakteplaats (Ind.) Coloured ..	0 1 6	70	2	2·8
Van Wyksdorp Mission School (Berl.) Coloured	2 1 9	35	12	34·2
Willowmore—				
Vondeling Primary	2 1 9	22	15	68·18
Eendracht sch. Studtis Primary..	16 15 0	31	17	54·8
Windsorton—				
Primary	45 14 6	135	18	13·3
(Wes.) Coloured	1 5 0	94	8	8·5
Wolseley (United) Coloured ..	7 15 6	150	36	24·
Wynberg—				
York Road Primary	95 11 3	332	64	19·2
Aliwal Road Primary	10 10 4	118	13	11·01
Flats Primary	14 0 0	87	14	16·09
Woodstock, Victoria Walk Primary..	106 3 6	265	85	32·7

423

