



CAPE OF GOOD HOPE.

---

DEPARTMENT OF PUBLIC EDUCATION.

---

REPORT

OF THE

Superintendent-General

OF

EDUCATION

FOR THE YEAR ENDED 31st DECEMBER,  
1926.

---

Price: 3s. 6d.

CAPE TOWN :  
CAPE TIMES LIMITED.  
1927.

[C.P. 3—'27.]  
Cost of Printing  $\begin{matrix} \text{£} & \text{s.} & \text{d.} \\ 136 & 15 & 0 \end{matrix}$

B16/190223:1500.5.27  
C.T.Ltd.—B4577.

CAPE OF GOOD HOPE.

---

DEPARTMENT OF PUBLIC EDUCATION.

---

REPORT

OF THE

Superintendent-General

OF

EDUCATION

FOR THE YEAR ENDED 31st DECEMBER,  
1926.

---

CAPE TOWN :  
CAPE TIMES LIMITED.  
1927.

[C.P. 3—'27.]

B16/190223:1500.5.27  
C.T.Ltd.—B4577.

## CONTENTS.

	PAGE
COVERING LETTER .. .. .	1
THE REPORT OF THE SUPERINTENDENT-GENERAL OF EDUCATION:	
I. <i>Administration.</i>	
Head Office .. .. .	2
Inspectorate .. .. .	2
Appointment of Advisory Committee .. .. .	3
II. <i>Pupils and Schools.</i>	
Number of Pupils .. .. .	3
Number of Schools .. .. .	4
Types of Schools .. .. .	6
III. <i>Teachers.</i>	
Supply of Qualified Teachers .. .. .	7
Appointment of Teachers .. .. .	8
Training of Teachers .. .. .	8
IV. <i>The Work of the Schools.</i>	
Educational Exhibition .. .. .	9
Medium of Instruction .. .. .	10
Agricultural Education .. .. .	12
V. <i>Examination and Inspection.</i>	
Examination Entries .. .. .	16
Inspectors' Conference .. .. .	17
VI. <i>School Buildings.</i> .. .. .	17
VII. <i>Coloured Education.</i> .. .. .	19
VIII. <i>Native Education.</i> .. .. .	20
IX. <i>Finance.</i>	
Educational Expenditure .. .. .	22
Apportionment of Expenditure .. .. .	22
Subsidy in respect of Education .. .. .	24
X. <i>Conclusion</i> .. .. .	26

CONTENTS

ANNEXURES.

	PAGE
Report of the Inspector of Training Colleges and Schools ... ..	28
Report of the Chief Inspector for Native Education ... ..	35
Reports of Inspectors and Departmental Instructors ... ..	45, 49, 104
Report of Medical Inspectors ... ..	115
School Statistics ... ..	131

CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

Report of the Superintendent-General of Education for the year ended 31st December, 1926.

Department of Public Education,  
Cape Town,  
25th May, 1927.

Sir,

I have the honour to present to you my report for the year ended 31st December, 1926.

The report follows in the main the general lines of the reports of previous years, and aims at discussing the most important features of the work of 1926. It contains few points of detail, as statistical information regarding the various sides of the Department's activities is given in the appendix.

Chapters II, III and IV deal only with the education of *Europeans*: reference is made in Chapter VII to the education of *coloured* children, and in Chapter VIII to *native* education.

The reports of the inspectors, instructors and organisers, relating to the various areas into which the Province is divided for inspection purposes, or to special subjects and departments of instruction, are appended.

Finally, details respecting individual schools are given in a separate volume entitled *Educational Statistics, 1926*.

I have the honour to be,

Sir,

Your obedient Servant,

W. J. VILJOEN,  
Superintendent-General of Education.

NOTE.—It is regretted that unavoidable delay in the compilation of necessary statistics has postponed the issue of this Report.

## I. ADMINISTRATION.

### HEAD OFFICE.

Work in the head office has been carried on under very trying conditions. The number of officials on the staff has been cut down to very narrow limits—too narrow, indeed, if the work is to have the proper amount of care bestowed on it. At present things have to be done too much in a hurry; and illness among the staff or an extra volume of work tends almost immediately to bring about dislocation and delays.

Another feature is causing the Department some difficulty. The composition of the staff has been gradually altered, until now women—most of them very young and inexperienced—are in the considerable majority. While I have in general nothing but praise to utter of the way in which these girls do their duty, their service in the office is on the average so short as to cause serious lack of continuity in the work. Of twenty-six women employed in the office two years ago, only twelve remain. And when vacancies arise, delay almost always occurs in getting them filled. Some of the branches of the office are in serious arrear with their work for this reason.

Yet another difficulty arises from the fact that, owing to the grading of the men in the office being on a very low scale, quite important administrative matters have to be dealt with by comparatively junior officials. I am by no means dissatisfied with the quality of the recruits that are sent me; but I do deplore the fact that the grading of the staff is too low to attract and retain the services of an adequate number of experienced men.

The thing that I am afraid of is that the energies of my senior officers and myself may have more and more to be concentrated simply on the task of "carrying on" with the current work incidental to the conduct of a huge and intricate educational system; and that we shall never be sufficiently free from worry and hurry to investigate, to experiment, and to plan for the future. Efficiency and economy will both suffer if this comes to pass.

### INSPECTORATE.

During the year the Department's field staff has suffered serious losses through the retirement of four able and experienced inspectors—Dr. T. W. Rein, M.A., Ph.D., and Messrs. C. E. Z. Watermeyer, B.A., LL.B., E. J. Spurway, B.A., and J. A. Kelly, B.A. The thanks of the Province are due to them for their valuable services to education, rendered often under exceedingly difficult conditions.

The vacancies thus caused have been filled by the appointment of Dr. G. W. Eybers, M.A., D.Litt., principal of the

Hoër Volksskool, Graaff-Reinet; Mr. C. J. Hofmeyr, B.A., principal of the Malmesbury Boys' High School; Mr. H. R. Storey, B.A., principal of the Trafalgar High School, Cape Town; and Mr. O. P. Truter, B.A., principal of the Maclear High School. Mr. Storey has been assigned to a circuit in the Transkei; the other three have taken up duty in the Province proper.

Miss A. Cairncross retired from the post of Departmental Instructress in Needlework, after many years of valued service under the Department. Her place has been taken by Miss C. M. B. Tinling, formerly on the staff of the Cape Town Training College.

The Rev. J. H. van Wyk retired during the year from the post of Commissioner of Indigent Boarding Houses, with the thanks of the Department for his valuable services in connection with these institutions. The duties of the post have been divided up among the circuit inspectors of schools.

The operation of the Durban Agreement, under which vocational schools became the charge of the Union Government, rendered redundant the inspectorship of agriculture occupied by Mr. C. W. Schmolke, M.Sc.; and the post was abolished at 30th June.

### APPOINTMENT OF ADVISORY COMMITTEE.

Towards the end of the year the Executive Committee appointed an Advisory Committee to investigate and report on certain educational matters. The members of the Committee were:

Dr. G. G. Cillie, Professor of Education at the University of Stellenbosch, and Chairman of the Stellenbosch School Board (*Chairman*); Miss A. L. Collard, Principal of the Cradock Training School; Mr. A. L. Charles, Inspector of Schools; Dr. G. W. Eybers, Principal of the Hoër Volksskool, Graaff-Reinet (since appointed to the inspectorate); and Mr. H. J. J. van der Walt, Inspector of Schools.

Instead of the usual "terms of reference", a long and searching questionnaire, dealing with a great variety of subjects, has been put to the Committee.

## II. PUPILS AND SCHOOLS.

### NUMBER OF PUPILS.

In my last report I stated that, taking into account the transfer of vocational institutions to the Union Government, the European enrolment in the schools of the Province had increased by 1,863 during the year 1925. An almost identical increase is registered for the year 1926, the European enrolment having risen from 135,955 at the end of 1925, to 137,843 at the end of 1926. In the course of the year even a better showing was made, an enrolment of 138,178 having [C.P. 3—'27.]

been attained in the third quarter. The slight fall in the fourth quarter is in all probability merely a casual fall, such as occasionally occurs in a particular quarter for no very definite reason.

During the year much consideration has been given to the question whether children under seven years of age are to be retained in school. The question has arisen because, beginning with the financial year 1927-'28, these children are no longer counted by the Union Government for subsidy purposes. As there are some six thousand of these pupils in our schools, the Province has consequently to face in future a loss of approximately £84,000 per annum. This loss of revenue has to be met in some way or other—(1) by excluding the children from school, (2) by additional taxation, or (3) by economising in some direction where economy was possible. The third alternative was finally decided on; and the only feasible means of economising was found to be the raising of the requirements for the creation of additional teaching posts in existing schools. Accordingly revised rules for the staffing of schools were published in the *Education Gazette* of 12th August, 1926; and the process of economising, which of course is bound to be gradual, has already begun. Indeed, I am doubtful whether we have not raised the requirements too much,—whether we are not imposing upon the teachers an impossible burden if the instruction they give is to remain of unimpaired efficiency. Should experience show this to be the case, we shall have to revise the staffing rules once more, so that—while still achieving a sufficient measure of economy—we shall not spoil the work of the schools.

In any case, I think it would be a calamity if we excluded "under-sevens" from our schools. Even with entrance to school being permissive on the completion of the sixth year, the average age of Cape pupils throughout the standards is about a year higher than it ought to be. To postpone entrance to school by one year would make matters worse. It is significant that the Transvaal, which felt compelled a few years ago to raise the entrance age to seven years, has now reverted to the entrance age of six.

#### NUMBER OF SCHOOLS.

At the end of 1926 the number of schools for European pupils was 2,441. The corresponding figure for 1925 was 2,426, so that the increase during the year has been 15.

As the increase in enrolment was 1,888, it is plain that for every additional school we can show 126 additional pupils. At the end of 1925 the average number of pupils per school was only 56; and the smallness of the increase in schools as compared with the increase in pupils is evidence that the policy of centralising educational facilities is steadily continuing.

It is interesting at this point to take a look back over a ten-year period and see what progress we have achieved along the

road of centralisation. As the basis of comparison we shall have to take the schools under school boards (in which the large majority of European pupils are educated), for the 1916 statistics for European schools separately are not readily available.

At the end of 1916 the *enrolment* in school board schools was 100,748; this *increased* in the ten-year period by 32,975 or nearly 33 per cent. Instead of increasing, however, the number of *schools* under boards *decreased* from 2,729 to 2,378—*i.e.*, by 351, or nearly 13 per cent. 32,975 more pupils, 351 fewer schools,—that is the story of the centralisation policy during the last ten years, and it is one for which we may be thankful. Many of the school boards and school inspectors can be proud of the work they have done in this direction.

Yet, when we rejoice over what has been done, we shall do well to remember that it is possible to drive to death even the best of policies. Reasonable centralisation of school facilities is a good thing; but we should be careful not to pass the limit where zeal for centralisation becomes almost a mania for it. Some of the centralisation proposals made to the Department have been far too drastic; they have betrayed indifference to vested interests and local prejudices—rocks which have wrecked many a fair craft—and, while doubtless they would have secured increased efficiency, they would have done so at disproportionately increased cost. A centralisation policy does not necessarily involve the *consolidation* of existing schools. When once a school has been allowed to come into being, its forcible extinction is often an exceedingly difficult matter. It is far wiser to let living schools alone until they die in the natural way—the average rural school in the Cape Province is not notoriously long-lived—and to concentrate our efforts on preventing the *establishment* of schools that can be done without.

If however the consolidation of existing schools in a particular area seems desirable and feasible, the scheme must satisfy the conditions both of efficiency and economy. Either of these alone is not enough.

It may be stated, in conclusion to these notes on centralisation, that experience and investigation have taught the Department that schemes involving the restriction of rural school curricula to Standard IV, or involving the boarding of a considerable number of pupils, are outside the range of practicality. Save in a few isolated cases, the former plan results either in an increase of expenditure as well as of efficiency, or in a decrease of efficiency as well as of expenditure. And the latter plan is almost invariably too expensive for adoption. Those who estimate the cost of such schemes may take account of the cost of *boarding*, but frequently forget the cost of *instruction*—a cost which is not always apparent on the surface, but is there all the same in actuality or in prospect.

## TYPES OF SCHOOLS.

The following table shows the distribution of schools among the various classes at the end of 1926:—

<i>Training of Teachers:</i>	
Training Colleges ... ..	7
Training Schools ... ..	5
<i>Secondary Education:</i>	
High Schools ... ..	119
Other Secondary Schools ... ..	84
<i>Primary Education:</i>	
Undenominational Public Schools ...	1,860
Church Schools ... ..	34
Farm Schools ... ..	319
<i>Special Schools</i> ... ..	1
<i>Part-time Schools</i> ... ..	12
	2,441.

High schools show an increase of *seven*, and other secondary schools an increase of *two*, on the previous year's figures. This year (1927) the high schools have gained a further recruit by the formation of the Kalahari High School out of the secondary classes of the Kuruman and Seodin Secondary Schools—a highly satisfactory settlement, whereby competition will be replaced by co-operation. This brings the number of high schools to 120, and the number of other secondary schools to 82. All of the high schools and two of the secondary schools work up to and including Standard X (Senior Certificate or Matriculation stage); the other 80 secondary schools work up to and including Standard VIII (Junior Certificate stage).

These numbers of 122 "Standard X schools" and 80 "Standard VIII schools" are not likely to be substantially altered for some years to come. The reason for this is that in 1925 the Provincial Council made several changes in the law, the operation of which is now beginning; and among these changes was the raising of the requirements for promotion of schools to secondary or high school grade. This stiffening-up, though slight, is bound to have a beneficial influence on our educational system. The former requirements were a little too low, and made promotion a little too easy; and as a result several schools obtained promotion in grade before they were really fit for it. The requirements for promotion now in force, though by no means too high, should prevent premature promotion, and should make it possible for the promoted schools to be a success from the outset. At present some of our smaller high schools have too few teachers

from the point of view of efficiency, and too many from the point of view of economy. Under the new rules we may hope that no school will be promoted unless efficiency and economy are both assured.

## III. TEACHERS.

## SUPPLY OF QUALIFIED TEACHERS.

Of recent years the percentage of certificated teachers has been steadily rising, until last year it was my pleasing duty to report that it was then as high as 96 per cent. This year the position has remained practically unaltered—indeed, there has actually been a slight retrogression. In June, 1926, 6,310 teachers were employed in schools for European pupils; 6,054 of these were certificated and 256 uncertificated. This works out at slightly under 96 per cent.

This appearance of slight retrogression where one would ordinarily look for progress is not difficult to explain. In the main the 1926 recruits for the teaching service were drawn from the 1924 entrants to the training colleges and schools; and the 1924 entrants were fewer than in either the preceding or the succeeding year, as the following table will show:—

*Entrants to Courses of Training.*

	<i>Primary Teachers'</i> <i>Lower Course.</i>	<i>Primary Teachers'</i> <i>Higher Course.</i>	<i>Total.</i>
1923 ...	355	176	531
1924 ...	305	156	461
1925 ...	304	256	560

What was the reason for the decreased number of entrants in the intermediate year? The fall was due to the decision of the Provincial Council that from and after the beginning of 1924 no further grants were to be made to student-teachers. It was only to be expected that a change of this kind would at the outset seriously affect the supply of student-teachers, and in due course the supply of *teachers*. Things righted themselves in the next year (1925), and as a result we have at the time of writing an adequate supply of qualified teachers. It ought to be possible in a year's time to report real progress once more.

Indeed, the pendulum is now, if anything, swinging too far in the opposite direction. There is good ground for believing that we are at present training too many teachers for the needs of the Cape Province; and the northern provinces, which could in the past be relied on (so to speak) as a market for our surplus products, are now very largely doing their own training work. The university institutions in the Cape which are training teachers, the training institutions under the Department, and the Department itself, must come to some arrangement whereby young people will not be prepared for vacancies which in some cases will never arise.

[C.P. 3—'27.]

## APPOINTMENT OF TEACHERS.

In the *Education Gazette* of 18th November, 1926, there appeared an announcement of an important change of policy, which is here repeated for purposes of record:—

“ School committees, boards and managers are notified that in the selection and nomination of teachers for appointment in schools under the Department, it is desired that preference should be given to South African candidates, provided that such candidates are qualified for the duties which are to be discharged. The Department will not be prepared to approve of the nomination of an overseas candidate, if there is a qualified and certificated South African candidate for the particular post. This, however, will not apply to overseas teachers who are already employed in schools under the Department.”

In response to a query, it was later indicated that the term “ South African ” included both “ South African born, wherever trained ” and “ South African trained, wherever born.”

## TRAINING OF TEACHERS.

The question of facilities for individual teaching practice by student-teachers, referred to in my last report, has been much discussed during the year. After careful investigation of the whole matter, the Department laid it down that the number of primary student-teachers enrolled at a training centre should never be more than five times as great as the number of full-time teachers employed in the primary schools or departments available for practice purposes. Strong opposition to this rule has come from a centre where the number of students in training is greatly in excess of its proper quota under this rule. One of the teachers' associations has also expressed its regret that the Department did not consult these bodies in the matter; but the association abstained from propounding its own solution of the knotty problem.

The basis of staffing primary schools may be adequate, but it is by no means lavish; every teacher employed in these schools is expected to render full service in a responsible capacity, in return for the full salary paid; and it is wrong to send to these schools recruits who are supposed to have been properly trained, but who have had inadequate practice in their main function—the handling of a class. Useful as they are in their way, criticism-lessons and demonstration-lessons are by themselves an inadequate preparation for class-teaching.

The Department's rule regarding practice-facilities has been referred to the Advisory Committee on Education for its consideration and criticism; and consequently the rule is not

being insisted on until the Committee's views on the matter are known.

Another subject which has been much discussed during the year is the question whether the primary teachers trained in our institutions are adequately bilingual. During this discussion much confusion has been manifest between language as a *subject* and language as a *medium*. This matter has also been referred to the Advisory Committee; and comment by me at this stage is not called for.

## IV. THE WORK OF THE SCHOOLS.

Much useful information regarding the actual work of the schools will be found later in the present volume, in the reports of the inspectors and of the various specialist officers charged with the supervision of particular subjects. These reports deserve the careful study of all who are interested in Cape education.

## EDUCATIONAL EXHIBITION.

In April of the year under review a very successful educational exhibition was held at Port Elizabeth, the purpose of which was to arouse and stimulate an intelligent interest in the work of our schools; to enable the public to form some conception of the practical side of education aimed at by the Department, through the demonstration of specimens of work submitted for inspection; and to apprise teachers and others of the most approved methods of school work. It was originally intended to hold the exhibition at Cape Town; but as the City Hall, which was the only accommodation suitable for the purpose, was not available, the venue was changed to Port Elizabeth, where the Municipality very kindly offered the Department the use of its large Feather Market Hall.

All phases of educational work in the European, coloured and native schools of the Province were represented; and the exhibits comprised actual specimens and photographs of work from the infant, primary and secondary departments of the schools, and from special schools and training institutions.

Demonstrations in the teaching of the various subjects, concerts by the pupils and by the students in training, and displays of physical and rhythmic exercises, gymnastics and kindergarten games, took place daily and created intense interest amongst the spectators.

The programme of demonstrations, concerts and displays was arranged so that each type of school received its due representation on its special day during the exhibition week. This plan gave visitors to the exhibition the opportunity of studying at first hand the work in which the different types of schools under the Department are engaged; and most gratifying encomiums on the work presented were expressed orally and in the press.

[C.P. 3—'27.]



Admission to the exhibition was free, but a small charge was made for admission to the concerts and displays in the evenings. These were so well attended that the proceeds from them considerably lessened the cost of the exhibition to the Provincial Administration.

The proposal to hold the exhibition has been fully justified by the success which has attended it; and the interested crowds which visited the exhibition proved conclusively that the aims the Department had in view had been abundantly fulfilled.

The thanks of the Department are due to Inspector Bowie and those who assisted him for their able and untiring services in connection with the organisation and conduct of the exhibition.

#### MEDIUM OF INSTRUCTION.

In my last report I dealt at length with this question, an attempt being made to give the public some idea of the problems with which we are confronted, and of the means we have adopted for their solution. After the appearance of that report, the Advisory Committee already referred to was appointed; and matters of language and medium bulked largely among the questions put to it.

It may be of interest if I set down here certain statistics which have recently been compiled. The belief seems to be firmly held in certain quarters that the medium provisions of the law are to a very large extent a dead letter; one daily newspaper, for example, expressed last year its view that in respect of almost half the children in our schools the medium provisions were being transgressed. I have caused a "medium census" to be taken of the pupils up to and including Standard VI in our schools, the figures being obtained from the "revision of grading" returns furnished by the school principals. Unfortunately it has not been possible to get full returns for all of the schools, and thus complete figures cannot be furnished; but we have arrived at the facts in respect of a sufficient proportion of the total enrolment to enable some idea of the position of affairs to be given.

The information obtained goes to show that, out of every 1,000 pupils in or below Standard VI whose home-language is English—

973 are educated chiefly through the medium of English;

9 are educated chiefly through the medium of Dutch; and

18 are educated through both media.

Further, the information obtained goes to show that, out of every 1,000 pupils in or below Standard VI whose home-language is Dutch—

914 are educated chiefly through the medium of Dutch;

36 are educated chiefly through the medium of English; and

50 are educated through both media.

Now let us see what these figures mean. The 973 English-speaking and the 914 Dutch-speaking pupils who are returned as educated chiefly through the medium of their home-language, are those in respect of whom the medium provisions of the law are being carried out. The thing to note here is that fifteen years ago English was the medium through which practically *all* pupils (English-speaking and Dutch-speaking alike) were educated. The fact that now 914 out of every 1,000 Dutch-speaking pupils receive instruction chiefly through the medium of Dutch indicates that a revolution of the first magnitude has taken place in our educational system.

The 9 English-speaking and the 36 Dutch-speaking pupils who are being educated chiefly through the medium of their *second* language are those in respect of whom the medium provisions of the law are *not* being carried out. It is this minority—small in proportion, but by no means inconsiderable in actual number—that furnishes us with our most difficult problems. I am afraid that very little can be done for the English-speaking children who are receiving their instruction chiefly through the Dutch medium. For the large part they are scattered in very small groups—sometimes singly—through schools which have an overwhelming preponderance of Dutch-speaking children. Take an actual case—a country high school that has 279 primary pupils, 276 of them Dutch-speaking and only three of them English-speaking. How can the staff of this school carry out the intentions of the law in regard to such a minority? The teachers may be bilingual; but the problem is not one of the teachers' *qualifications*, it is one of the teachers' *time* and *attention*. Our only course is to admit that the law is unworkable in cases of this kind and to make the best of things, the teacher giving incidental explanation and assistance, where required, through the pupils' home language. After all, the whole of the pupils' environment is Dutch-speaking, and Dutch is the language they will have to use outside of their homes. In these cases the parents concerned must do their utmost to preserve to the children the language which is their heritage.

Much can be done, however, to reduce the number of Dutch-speaking children who are being educated chiefly through the medium of English. For the large part they are scattered—in groups which, though small, are as a rule larger than their English-speaking counterparts—through schools which have an overwhelming preponderance of English-speaking children. In those towns where a large population necessitates several schools in a comparatively small area, the

way to remedy matters is to centralise the minority at one or two schools, the remaining schools having only one medium—that of the majority. Until we frankly face this issue, we cannot hope to solve the problem. At present a minority, large enough to make parallel classes possible at one of several schools in a thickly-populated area, may so distribute itself among all the schools as to make parallel classes impossible in any one of them.

In the case of the remaining pupils—those who are returned as being educated through both media—the two languages as a rule are apparently used as media approximately on an equal basis. The children concerned are more or less bilingual to start with; and the dual-medium method no doubt preserves their bilingualism. The law however does not appear to contemplate that a primary pupil can be bilingual; for if any such pupil seems to be bilingual, the parent must be called upon to state which of the two languages is to be considered the home-language.

Finally, I must point out that, while I am satisfied that in the vast majority of cases an earnest attempt is being made to carry out the law, I am by no means satisfied in all cases with the *way* in which the law is being carried out. We have still much leeway to make up in regard to efficiency of teaching methods. And as regards organisation the pressing needs are: to abandon the "parallel instruction" method; to make parallel classes obligatory wherever a minority of fifteen exists; and to centralise minorities in thickly-populated areas.

#### AGRICULTURAL EDUCATION.

Despite the fact that the agricultural vote was reduced to £4,500 as compared with £12,500 voted in the previous year, considerable progress has been made in the introduction of agricultural nature-study into the primary schools, and agriculture as a subject into the secondary and high schools. The number of institutions supplied with equipment for the teaching of school gardening and agriculture to date is as follows: 9 training institutions, 49 high schools, 35 secondary schools and 91 primary schools, equipped at an average cost of approximately £92 per institution. When it is remembered that, at some of these centres, windmills, boreholes and reservoirs have had to be provided, it will be seen that the average cost is not high.

The criticism has been offered that the Department should not have equipped so many centres, but should have concentrated on a few specially-selected centres, where the schools should have been equipped on a much more elaborate and expensive scale. Critics putting forward this suggestion evidently do not understand the position. The Department cannot offer vocational education in agriculture—it is forbidden to do so by the Durban Agreement and the findings of the Pretoria Conference—and it is not attempting to train farmers in its schools. Agricultural nature-study and agricul-

ture are being introduced as subjects into the curricula of as many of our rural schools as possible, in order to bring the pupils into closer touch with their environment, to arouse in them a love of the land, to develop a scientific attitude of mind towards the problems of agriculture, and to foster a desire among our future farmers for further training in agriculture. Keeping these aims and objects in mind, it can be confidently stated that the results achieved with the limited means available are very gratifying indeed.

At the training institutions that have been equipped, a practical course in agricultural nature-study is now being given to all the student-teachers as part of their professional training. The course includes the elements of agriculture, the study of soils and manures, poultry-keeping and bee-keeping; and there is a qualified teacher at each institution who is responsible for the course. When the students have completed this course and go out into our rural primary schools to teach, they will be able to deal confidently and effectively with the instruction in elementary agriculture prescribed for these schools. Formerly only one period per week (of 45 minutes) was allotted to nature-study in the primary standards; but now a teacher can devote as much as five hours per week to this important subject if he or she so desires. No definite time has been laid down by the Department, because local conditions and the qualifications and aptitudes of the teachers vary so widely; but in general it may be said that more time is being given to elementary agriculture in our rural primary schools, and that the teachers now coming forward are better able to deal with the subject than those trained in the past.

In our secondary and high schools agriculture can be taken as a subject for the Junior Certificate and Senior Certificate examinations. At first the chief difficulty was the lack of qualified teachers; but this difficulty is now disappearing, as the positions in the Department of Agriculture are rapidly filling up, and more and more of the graduates in agriculture have to look to the teaching profession for a livelihood. The chief obstacle to-day to the introduction of agriculture into our rural secondary and high schools lies in the regulations governing the Matriculation examination or exemption from it for university purposes. The choice of subjects in most of our schools is determined by the requirements of those pupils who desire to go on to the university, although such pupils form a very small minority. Rightly or wrongly, many parents still regard the Matriculation examination as the hall-mark of a high school course. Consequently, principals of high schools are reluctant to adopt a course which will not entitle their pupils to admission to university courses, and the courses taken at the schools are drawn up accordingly.

Under the Interim Regulations of the Joint Matriculation Board, a pupil may take four languages (and these need not

include both official languages of the Union), but only one science subject is allowed. If he takes both official languages (as is the case in all our schools) he *must* offer a third language; we therefore find the curricula in our rural schools badly overloaded on the language side. We find pupils who are destined for a life on the land struggling with Latin or German, and getting no instruction in agriculture at all. If this insistence on instruction in a foreign language were done away with, many more of our rural schools would take up agriculture as a subject, and the future needs of the pupils would be more readily met.

Under the New Regulations of the Joint Matriculation Board, a candidate can offer five subjects only, consisting of two languages, two sciences and mathematics. This seems to offer a well-balanced course; but for various reasons the option is unsuitable for our schools. Although the Department is now conducting its own Senior Certificate examination and the great majority of our schools enter their pupils for this examination, principals are still largely bound in their choice of subjects by the regulations governing exemption from Matriculation,—regulations which are on the same lines as those briefly detailed above. Every effort has been made to give greater freedom of choice and elasticity in the Department's own syllabuses for secondary and high schools; but these efforts are, to a great extent, rendered nugatory by the Matriculation fetish.

Last year 168 candidates offered agriculture in the Departmental Junior Certificate examination and 62 in the Senior Certificate examination. Considering the short period during which any real effort has been made to introduce agriculture, these figures indicate satisfactory progress; and a considerable increase in the number of candidates taking agriculture is expected in the forthcoming examinations.

Of the 62 candidates who took agriculture in the Senior Certificate examination, all passed; and a large proportion of the pupils gained exceptionally high marks. This result was so good, and so unexpected, that the Department considered it advisable to submit the papers to an external moderator. Accordingly the papers were referred to Professor Perold, of the Stellenbosch University; and he reported that they were of an unusually high standard, and that in his opinion the Department's own moderator had been too severe in his recommendations regarding the papers.

The syllabus in agriculture prescribed for the Junior Certificate course is of a general, practical nature; and schools are allowed a wide choice so that local conditions can be met and catered for. Schools are allowed to make a choice of certain of the following branches of the subject:—soils and manures; animal husbandry; judging of farm animals; feeding, management and care of farm animals; dairying; poultry-keeping; bee-keeping; field husbandry; horticulture and viticulture. Thus we find widely different

activities at the various schools. The following are only a few examples out of many that could be quoted. The Alexandria Secondary School makes a special feature of chicory-culture, and has already achieved some interesting and instructive results in the experimental plots attached to the school. Flourishing little school orchards have been established at the Outeniqua High School (George), Upington High School, Jamestown Secondary School and other centres. Experimental wheat plots have been laid down at Caledon High School and Villiersdorp High School; and certain investigations concerning wheat culture are being carried out in conjunction with the Elsenburg School of Agriculture. Poultry-keeping on up-to-date lines has been started at several centres, and two or three schools have already won prizes for their poultry at agricultural shows. Tree-planting schemes have been started at Butterworth Secondary School and Albertinia High School. Many other cases could be quoted, but the above will suffice to illustrate the type of work that is being done in secondary and high schools.

In the primary schools the home-project plan has been given a fair trial, and the results achieved have been so encouraging that the Department now proposes to extend the scheme to as many of our rural primary schools as possible. A wheat-growing project was carried out in the Van Rhynsdorp and Namaqualand areas last year. I had an opportunity of personally inspecting this work in the course of an extensive tour in Namaqualand in September last; and I was very much impressed with the keenness and enthusiasm of the pupils and with the value of the work that was being done. A potato-growing project was carried out at George, and a cotton-growing project at Hankey. At the Settlers' Primary School, Addo, the pupils in the upper standards have concentrated on bee-keeping, and their honey won two first prizes at the Johannesburg Agricultural Show. At Graafwater Primary School and other centres very valuable practical instruction in poultry-rearing is being given. At the George Girls' Primary School the vegetables raised in the school garden are used in the soup kitchen, where the poorer children are daily supplied with a plate of soup free of charge. Excellent work of a similar nature is being done at several other centres, but there is no space to mention them all here.

The Department of Agriculture is taking an active interest in the agricultural instruction in our schools. A specialist officer has been appointed to organise and supervise Prosperity League Boys' and Girls' Clubs; and another officer has been deputed to assist in the establishment and maintenance of school gardens and school demonstration plots. The headquarters of these two officers are in Pretoria, and they spend the greater part of their time in the Transvaal; so that up to the present the schools of the Cape Province have benefited but little from their activities. Our own field

officer, the Inspector of Agriculture and Science, who has charge of the organisation and supervision of nature-study, agriculture and science, is however working in close touch with the Department of Agriculture, and this co-operation will prevent overlapping and unnecessary duplication of effort. It is hoped that a scheme will be evolved in the near future, under which the Department of Agriculture will give powerful aid and support to this Department in running poultry competitions, agricultural projects of various kinds, and demonstration plots at certain of our primary schools that are favourably situated and equipped for this work.

## V.—EXAMINATION AND INSPECTION.

### EXAMINATION ENTRIES.

The following table shows the number of candidates that entered for the various Departmental examinations in 1926, as compared with the number that entered in 1925.

	1925	1926	Increase
<i>Senior Certificate</i> .. .. .	962	1,100	138
<i>Junior Certificate</i> .. .. .	2,773	3,872	1,099
<i>European Teachers :</i>			
Primary Higher .. .. .	191	258	67
Primary Lower .. .. .	338	345	7
Infant School Teachers .. .. .	43	58	15
Bilingual Certificate .. .. .	132	150	18
Physical Culture, First Year .. .. .	6	3	-3
Physical Culture, Second Year .. .. .	3	5	2
Freehand Drawing .. .. .	51	25	-26
Model Drawing .. .. .	112	64	-48
Geometrical Drawing .. .. .	28	12	-16
Woodwork Branch I. .. .. .	17	28	11
Woodwork Branch II. .. .. .	20	27	7
Cardboard Modelling .. .. .	8	43	35
Art Examinations .. .. .	174	142	-32
Special Courses .. .. .	29	27	-2
<i>Non-European Teachers :</i>			
Native Primary Lower, First Year .. .. .	693	761	68
Native Primary Lower, Third Year .. .. .	413	478	65
Native Primary Higher .. .. .	15	16	1
Native Infant School Course .. .. .	New	2	2
Coloured Primary Lower, First Year .. .. .	235	269	34
Third Year Junior Pupil Teachers .. .. .	280	Discontinued.	-280
Coloured Primary Lower, Third Year .. .. .	New	193	193
Coloured Primary Higher .. .. .	New	12	12
<i>Duke and Duchess Competitions</i> .. .. .	307	383	76
<i>S.A.T.S. "General Botha" Scholastic Certificate</i> .. .. .	58 June	71	13
Total .. .. .	6,888	8,344	1,456

## INSPECTORS' CONFERENCE.

The holding of the Educational Exhibition at Port Elizabeth in April brought into the town nearly all the members of the Department's field staff; and the opportunity afforded by their presence was taken to hold a conference. At this conference, over which I presided, many important matters were discussed, the following being some of them:—

- (1) Compulsory school attendance: age limits.
- (2) The fixing of school terms and school hours.
- (3) The employment as teachers of uncertificated persons and of married women.
- (4) School buildings.
- (5) Attendance officers.
- (6) Methods of inspection—class and individual.
- (7) Medical inspection.
- (8) Practice-facilities for student-teachers.
- (9) Single-teacher practising schools.
- (10) The need for a special syllabus in the second language.
- (11) The choice of medium above Standard VI.
- (12) Secondary subjects in the primary area.
- (13) The revision of the syllabus in arithmetic and history.
- (14) The teaching of certain subjects of the curriculum, e.g., drawing, handwriting, agricultural nature-study, needlework and domestic science.

The vast extent of the Cape Province makes a conference of this kind all too rare an occurrence; and, as may well be imagined, when the opportunity did arise the staff made the fullest possible use of it. Much good will come from this four days' discussion of matters affecting the welfare of our educational system.

## VI. SCHOOL BUILDINGS.

Each year the task falls to the Department to make its recommendations to the Administrator in regard to the erection of new school buildings, and the provision of additional accommodation where necessary. This work involves a survey of the schools of the Province; and the survey is carried out by the circuit inspectors, who during the year take a note of the most urgent requirements in their respective areas.

The making of such recommendations calls for the examination of existing accommodation, and for assessing carefully the relative urgency of the different claims in the individual circuits. A very serious responsibility devolves on the Department in determining the relative urgency of the numerous claims which have been submitted by inspectors from the various districts. In addition, the Department has before it the claims of the different school boards, which make

[C.P. 3—'27.]

use of all suitable opportunities (either directly or through their respective Provincial Councillors) to press their demands for new buildings or for additions to existing schools.

Some conception of the difficulty of the task will be gathered from the fact that, for the year just closed, schemes totalling approximately £600,000 were brought under review; and the merits of each one had to be weighed carefully, so that a decision could be arrived at whether or not it should be included in the list to be recommended by the Department.

With the restricted loan funds made available each year, it will be realised by school-board members, and by all others directly interested in the educational progress of the Province, that the Department's duty in dealing with the many applications before it is one that involves considerable care and trouble, and that it is manifestly impossible to satisfy all demands. It is for these reasons that the carrying out of many schemes—in themselves quite desirable—has to be delayed from year to year, for the funds available must necessarily be expended on those centres where the need for class-room accommodation is most clamant. Further, the provision of class-rooms must at all times take precedence over the provision of hostels and residences for teachers. It is seldom indeed that it is either practicable or wise to provide residences for teachers, owing to the possibility of changes in the teaching personnel of the schools concerned. The provision of halls, too, has ordinarily to be viewed as a luxury. Further, before existing school buildings are condemned, or hired premises replaced, it must be made clear that such accommodation can no longer be used for school purposes.

It is believed that a fuller knowledge of these considerations will help to explain the omission from the Loan Estimates of schemes which in themselves are deserving of favourable consideration.

The following is the list of new school buildings or additions completed during the year 1926:—

<i>Division.</i>	<i>School.</i>
Albany .. .. .	Riebeek East (additions).
Barkly West .. .. .	Windsorton.
Beaufort West .. .. .	Beaufort West Primary.
Britstown .. .. .	Britstown High (additions).
Calvinia .. .. .	Calvinia High.
Calvinia .. .. .	Brandvlei (additions).
Cape .. .. .	Goodwood (additions).
Ceres .. .. .	Ceres High (additions).
East London .. .. .	Selborne College Boys' High : Hostel.
Fraserburg .. .. .	Fraserburg Secondary (additions).
Gordonia .. .. .	Keimoes (additions).
Gordonia .. .. .	Upington (additions).

<i>Division.</i>	<i>School.</i>
Graaff-Reinet .. .. .	Kendrew.
Graaff-Reinet .. .. .	Adendorp.
Hopetown .. .. .	Brakfontein.
Kimberley .. .. .	Warrenton.
King William's Town .. .. .	Berlin (additions).
King William's Town .. .. .	Fairview Primary (additional classroom).
Ladismith .. .. .	Ladismith High (additions).
Lusikisiki .. .. .	Lusikisiki Primary.
Mafeking .. .. .	Mafeking Secondary (additions).
Moorreesburg .. .. .	Moorreesburg High.
Mount Currie .. .. .	Kokstad Secondary.
Namaqualand .. .. .	Grootmist.
Namaqualand .. .. .	Garies Boarding House (additions).
Namaqualand .. .. .	Springbok Girls' Boarding House
Oudtshoorn .. .. .	De Hoop (additions).
Piquetberg .. .. .	Halfmanshof.
Prieska .. .. .	Swemkuil.
Prince Albert .. .. .	Prince Albert High.
Queenstown .. .. .	Queen's Drive (additions).
Robertson .. .. .	McGregor (additions).
Stellenbosch .. .. .	Gordon's Bay.
Tsolo .. .. .	Tsolo Primary.
Uitenhage .. .. .	Addo.
Van Rhynsdorp .. .. .	Nieuwerust Boarding House.
Van Rhynsdorp .. .. .	Klaver.
Van Rhynsdorp .. .. .	Van Rhynsdorp Secondary (additions).
Willowvale .. .. .	Willowvale.
Worcester .. .. .	De Doorns (additions).

## VII. COLOURED EDUCATION.

On the numerical side there is more progress to report as regards the education of coloured children than in the spheres of European and native education. The number of coloured schools increased from 482 at the end of 1925 to 518 at the end of 1926; and this increase of 36, following as it did upon an increase of 31 in the previous year, may be viewed as very satisfactory.

The coloured enrolment, too, has increased considerably, from 52,634 at the end of 1925 to 56,822 at the end of 1926, or by 4,188.

The figures regarding the qualifications of teachers in coloured schools are very satisfactory, no less than 87.1 per cent. of these teachers being certificated at the end of 1926.

The most important event of the year in regard to coloured education was the issue of the report of the Commission appointed in 1925 to inquire into and make recommendations on the whole subject. The final constitution of the Commission was representative of the leading churches concerned in

[C.P. 3—'27.]

coloured education, of the coloured teachers themselves, and of the Department. The report was published for general information in the *Education Gazette* of 3rd March, 1927, and demands the careful attention of all who are interested. As I was chairman of the Commission, and as its report was unanimous, the various findings may be taken as embodying my considered views on the subject; and I may therefore content myself here with urging that as soon as possible the means may be provided for translating the Commission's recommendations into actuality.

### VIII. NATIVE EDUCATION.

The number of native pupils enrolled in schools under the Department at the end of 1926 was 120,133. As the corresponding figure for 1925 was 121,661, there is a decrease of 1,528 pupils. This decrease is the more disappointing because of the fact that increases have been registered in both European and coloured education. It should be noted, however, that during the third quarter the native enrolment was much higher than in the fourth, the figure 127,713 being achieved in the former quarter. The cause of the sudden fall would appear to be the fact of a good ploughing season, due to rains early in the quarter. No doubt the ground lost in the fourth quarter will soon be made good.

The number of native schools has increased during the year by 25—from 1,601 to 1,626.

The qualifications of the teaching staff of native schools have been steadily improving, until in 1926 the proportion which certificated teachers formed of the total rose to over 86 per cent.

A very interesting departure was initiated during the year by the appointment of two native teachers of proved ability—Messrs. P. F. Kopo and A. E. Mbuya—as Departmental visiting teachers. These officers have greatly helped the teachers in the schools by their guidance, advice and demonstrations.

The special grants made by the Native Affairs Department for native education in the Cape Province have proved a great boon. The first grant of £30,000, made in 1923, had to be applied entirely to the removal of anomalies in teachers' salaries. The second grant, amounting to £16,500, came in 1925, and was earmarked for development. For these additional funds it is possible to point to new primary schools opened, additional posts created in existing primary schools, and to new secondary and industrial schools aided. Something also it has been possible to do in the way of extending domestic instruction and of providing pay for teachers during sick leave.

But, great as has been the progress which it has been possible to make through these special grants, much yet remains to be done, and additional money is urgently needed.

In this connection I would commend to the attention of all concerned the weighty remarks of the Chief Inspector of Native Education, contained in his report appearing later in the present volume.

During the year I was able to satisfy a long-felt desire to make myself better acquainted with the conditions under which native education is being carried on, and to observe what progress had been made in carrying out the recommendations of the Native Education Commission of 1919, of which I was chairman. Accordingly a tour of visits to the chief institutions concerned with native education in the Transkei and the Eastern Province was arranged for. On the 18th April I left East London accompanied by the Chief Inspector for Native Education and Inspector Ross. During that week I had the pleasure of attending and addressing a meeting of the Transkeian General Council and a large gathering of natives and Europeans assembled for the final stage of the Umtata School Choir Competition, and of visiting the educational institutions in and around Umtata, and addressing the managers, teachers, and pupils connected with each. From Umtata I proceeded to visit the following places:—Tsolo, St. Cuthbert's, Shawbury, Mount Fletcher, Mariazell, Matatiele, Cedarville, Mvenyane, Mount Frere, Rode, Kokstad, Umzimkulu, Clydesdale, Lourdes, Mount Ayliff, Emfundisweni, Holy Cross, Flagstaff, Palmerton, Port St. John's, Ntlaza, Baziya, Engcobo, All Saints' and Clarkebury. To my regret, it was necessary at this stage, owing to urgent matters that had arisen, to interrupt the tour and to return to Cape Town. I hope, however, to complete before long that portion of the tour which had to be deferred.

While the tour was primarily organised for the purposes of native education, no opportunity was lost of visiting schools for Europeans and of holding meetings with school boards and committees, at which many matters of importance were discussed. As a result I was much impressed by the need for providing special educational facilities for the European residents scattered throughout the Native Territories, who have to maintain the torch of civilisation among a people who are as yet mostly at a primitive stage. The problem of educating those of the *mixed* race, scattered geographically and divided by dissensions, is admittedly a difficult one.

In the matter of native education I was pleased to observe the progress made in the direction of developing the instruction given in the schools on practical lines, and especially in handcraft and school gardening—a development which had to be effected without financial assistance from the Administration. In general, the outstanding features observed were (1) the invaluable services rendered to the Department, the natives and the country as a whole by the mission churches working among the natives, and the extent to which native education is dependent for its success, and

[C.P. 3—'27.]

almost for its very existence, on the self-denying efforts of the missionaries in the field; (2) the keen desire of the natives to improve their condition and to attain to civilised status, and the efforts and sacrifices they are prepared to make in pursuance of this desire; (3) the difference that is to be found between natives in their raw state and those who have come under mission and educational influences, and (4) the national importance of giving to the native races all possible opportunity and assistance in their laudable desire to work out their salvation on the lines of Christian civilisation.

I have to acknowledge the generous hospitality shown to us by the mayors of the towns we visited, by the various school boards and committees, and especially by the missionaries, who welcomed us at their stations and spared no effort to further the objects of the tour.

I had the pleasure on this tour of being accompanied all the way in his constituency by the present chairman of the Provincial Council, Mr. P. A. Myburgh, who gave me every possible assistance in the furtherance of the immediate purposes of the tour.

## IX. FINANCE.

### EDUCATIONAL EXPENDITURE.

The expenditure on public education in the Cape Province during the year ended 31st March, 1926, was £2,702,743, as against £2,761,964 during the previous year. There is thus a decrease of £59,221 in expenditure; but the decrease is more apparent than real, for the figures for the previous year (1924-25) included an amount of £37,953 on industrial schools for European pupils. These schools now fall under the Union Government, and the 1925-26 figures include no expenditure in respect of them. To arrive at a true comparison, therefore, we must deduct £37,953 from the 1924-25 total, and this makes the comparable figure for that year £2,724,011, and the net decrease in expenditure only £21,268.

### APPORTIONMENT OF EXPENDITURE.

The following statement shows how the total expenditure of £2,702,743 was distributed under the various sub-votes:—

	£
A. Administration ... ..	36,143
B. School Boards and School Committees	59,594
C. School Inspection ... ..	37,065
D. Medical Inspection ... ..	4,562
<i>European Education—</i>	
E. Training of Teachers ... ..	67,229
F. Secondary Education ... ..	74,588

G. Primary Education ... ..	1,050,444
H. Combined Primary and Secondary Education ... ..	829,460
J. Coloured Education ... ..	202,423
K. Native Education ... ..	284,418
L. General ... ..	55,405
M. Minor Works ... ..	1,407
	£2,702,743

(Shillings and pence have been omitted.)

1925-6 is the first financial year in respect of which educational expenditure has been accounted for under the above headings. In previous years a widely different set of headings was used; last year, for example, expenditure was allocated among the following divisions:—

- (1) Head Office Administration.
- (2) Inspection.
- (3) Training of Teachers.
- (4) Schools under School Boards.
- (5) Schools not under School Boards.
- (6) Schools under Missionary Control.
- (7) Industrial Schools.
- (8) Good Service Allowance.
- (9) Charges on Loans and Miscellaneous Expenses.
- (10) Indigent Boarding Houses.

The advantage of the change in system is twofold. First, we obtain a much more luminous arrangement of the financial statistics relating to education; secondly, since the Estimates of all the Provinces are now drawn up on the same lines, it will be possible to institute useful comparisons between the four Provinces in the matter of educational finance. When such comparisons are made, however, the differing conditions of the various Provinces will require to be borne in mind. The Transvaal, for example, spends much more under sub-vote "F" than the Cape does, and the Cape spends much more under sub-vote "H" than the Transvaal does. The reason of course is that the majority of the Transvaal secondary institutions have no primary pupils and therefore fall under sub-vote "F," whereas the majority of the Cape secondary institutions have primary departments attached to them and consequently fall under sub-vote "H." A judicious use of both educational and financial statistics is required.

[C.P. 3—'27.]

## SUBSIDY IN RESPECT OF EDUCATION.

In my last report I referred at length to the severe disabilities under which the Cape Province labours by reason of the fact that, while the northern provinces each receive from the Union Government a subsidy of over £16 per annum for every European pupil in attendance, the Cape has to be content with £14 odd. This matter has attracted a good deal of attention; and in particular a long and valuable debate over it took place in the Provincial Council, in the course of which the pressing needs of our educational system were fully discussed.

There is no doubt that, if any province is to receive specially-favoured treatment, that province should be the Cape. It is mainly sparsity of population that makes for expensiveness in educational administration; and the Cape is by far the most sparsely-populated province of the Union. While the European population of the Cape is less by some 200,000 than the European population of the three northern provinces combined, its area is considerably greater than that of the three northern provinces combined: indeed, you can tuck away into the Cape one Transvaal, two Orange Free States and two Natal. Let us take a concrete example of the way in which sparsity of population operates. It is notorious that small primary schools with less than 20 pupils are disproportionately costly. In the Transvaal the minimum number of pupils required for the establishment of a primary school is 20; in the Cape the minimum number is only 10. This disparity has been counted to the Transvaal for righteousness; and both the Provincial Finances Commission and the Public Service Commission have exhorted the Cape to raise its minimum. But we must not forget that on the average the European population per square mile in the Transvaal is 4.92, whereas in the Cape it is only 2.35—in other words, the density of population in the Transvaal is twice that of the Cape. It is actually more difficult for the Cape, therefore, to insist on a minimum of 10 than it is for the Transvaal to insist on a minimum of 20. Since the Cape is compelled by its natural conditions to be burdened with a large number of disproportionately costly schools, it is hardly unreasonable to ask that it be exempted from the further handicap of a smaller subsidy than that given to any other province of the Union.

It may be argued in reply to the foregoing that this comparison is not fair, since the huge agglomeration of European population on the Rand can hardly be said to affect the minimum number of pupils required for the establishment of a small school in a rural area. But, even if we except urban population entirely from consideration, the plea on behalf of the Cape is only slightly affected. Taking rural areas alone,

the average European population per square mile in the Transvaal is 1.93, whereas in the Cape it is only 1.06. Density of population in the Transvaal remains approximately double what it is in the Cape.

It has been said that, even if the plea is admitted that the Transvaal and the Cape should be treated uniformly in regard to subsidy, this does not necessarily entail the raising of the Cape to the Transvaal level; it may entail the lowering of the Transvaal to the Cape level, or the adoption of a uniform rate intermediate between the present rates for the Transvaal and the Cape. Some critics never tire of referring to the Union's educational expenditure as disproportionately large in comparison with other countries; and their view seems to be that, if any change at all is made in the subsidy for education, it must be made in the way of reduction. Let us consider the rate of educational expenditure in England and Wales. The English Board of Education has recently issued a White Paper which gives some interesting statistics of the cost of primary education in England and Wales. From it I extract the following figures showing the total cost per pupil in attendance in public primary schools:—

Year.	London only.			England and Wales.		
	£	s.	d.	£	s.	d.
1923-24 .. ..	16	1	0	11	5	10
1924-25 .. ..	16	9	0	11	13	3
1925-26 (Estimate) ..	17	5	4	12	0	10
1926-27 (Forecast) ..	16	9	10	12	0	1

In comparing these figures with the average capitation-subsidy of £14 11s. 11d. allowed to the Cape Province in respect of European pupils, we must keep in mind some important considerations. First of all, it must be remembered that the area of England is one-fifth that of the Cape Province, whereas the population of England is more than fifty times as great as the European population of the Cape Province. To put it in another way, the average population per square mile in England and Wales is 649, whereas the Cape Province has only little more than an average of *two* European persons to the square mile. The Board of Education rightly draws attention to "the geographical features of the area and the amount and distribution of its population" as among the factors which determine the cost of education.

We must not forget, too, the extra expenditure occasioned by bilingualism, a factor which operates throughout the Cape Province, but in only a small portion of the area dealt with by the Board of Education.

Finally, attention should be drawn to the fact that the English figures relate to *primary* education only, whereas the Cape subsidy has to cover the cost of both *primary and secondary* education. Secondary education costs more than

[C.P. 3—'27.]



twice as much per head as primary education. The Cape is even expected to train primary *teachers* of the lower grade on a subsidy of only £14 per head; and yet the training of teachers is a more costly business even than secondary education. In England the State subsidy for a male student-teacher "may range from £111 a year in a University Department, to £46 a year in a two-year college. The average grant in all classes of non-municipal colleges is £65 13s. for resident students (men and women), and £52 8s. for day students." (Sir L. A. Selby-Bigge, *The Board of Education*, page 257, footnote).

If the Cape Province could be given for primary and secondary education a subsidy equal to the expenditure found necessary for primary education *alone* in the thickly-populated area of London, its difficulties in financing education would be very considerably diminished.

#### X. CONCLUSION.

In winding up my report, there is not much for me to say in the way of interpretation or assessment of the various statements made in the foregoing pages. The older I grow in the service, the more I come to realise that an annual report on education, if it is to be of the greatest use possible, must be addressed to the *layman* in educational matters—the intelligent and informed layman, of course, but still the layman. In former days the annual reports of our Department were packed with statistical information, valuable indeed to the trained and experienced educationist, but providing hard and possibly uninteresting reading to the layman. The latter was catered for rather in the concluding chapter of the report; which contained a succinct summary of the more important facts and some measure of comment upon them. The nature of the report, however, has gradually been altered; what formed originally the body of the report has now been relegated as far as possible to the appendix, and the summary and comment of the "Conclusion" have been so greatly expanded as to form the report itself. The statistics appearing in the appendix give the detailed information the educationist looks for: the report itself must be viewed mainly as comment on and interpretation of them.

I desire to express my warmest thanks to my colleagues in the service of education—the officials at headquarters and the field staff of the department; the members and officers of school boards, school committees and other governing bodies; the missionary superintendents who watch over the schools of the coloured and native people; and last but by no means least the teachers, individually and in association. Each of these has his own necessary place to fill in the organisation; on each does responsibility fall, and to each is credit due for work well and faithfully done.

I should also like to thank you, Sir, and the members of the Provincial Council for the unfailing interest shown in the work of the Department.

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

	PAGE
Inspector Anderson, Inspector of Training Schools .. .. .	28
Inspector Bennie, Chief Inspector for Native Education .. .. .	35
Inspector de Villiers, Inspector of Music .. .. .	45
Inspector Skaife, Inspector of Agriculture and Science .. .. .	46
Circuit Inspectors in Province, excluding Transkei .. .. .	49
Circuit Inspectors in the Transkei .. .. .	93
Departmental Instructors and Instructresses:	
Domestic Science .. .. .	104
Drawing .. .. .	105
Handwork .. .. .	106
Infant School Method .. .. .	108
Needlework .. .. .	109
Vocal Music .. .. .	114

#### REPORT OF MEDICAL INSPECTORS (EMBODYING REPORT OF HONORARY PSYCHIATRIST).

	PAGE
Dr. Maughan Brown and Dr. Chubb, Medical Inspectors .. .. .	115
Dr. R. A. Forster, M.B., Ch.B.U., Honorary Psychiatrist .. .. .	127

REPORT OF THE INSPECTOR OF TRAINING COLLEGES  
AND SCHOOLS.

MR. H. J. ANDERSON, M.A.

1.—ADMINISTRATION.

During the past year all the training colleges and schools, European, Coloured and Native, were visited by me. The language work in Afrikaans was inspected by Inspector J. F. Swanepoel, B.A. In future it is very desirable that the officer responsible for Afrikaans examining should visit the Coloured as well as the European Training Schools. I would again urge that arrangements be made by which the same officer will over a period of years (say five, at least) continue to be responsible for the examination of Afrikaans in training schools; it is difficult otherwise to secure uniform standards and continuity of procedure and methods in language instruction and examination. I may be permitted also to associate myself with the recommendation of the Medical Inspectors (in their report for 1925), that a special officer should be appointed to take charge of physical education and drill in the Province; such an officer could *inter alia* undertake the inspection of physical exercises and games in at least the European and Coloured Training Colleges and Schools.

*“Internal” Examinations.*—In all of the Department's regular courses of training for teachers the work in one year of the course is examined and tested by the training school staff, *i.e.*, by means of a local or “internal” examination. The testing of work by the Department's officers is, therefore, confined mainly to the final year of each course, though such testing is applied also to the first or “preparatory” year in the Coloured and Native Primary Lower Courses. I make a point, however, of testing oral work to a slight extent even in the “internal” year, and, as far as time permits, I look into the written tests, scripts and records, at each centre, relating to the “internal” examination. At present my impression is that the standard of attainment (as between centre and centre) is much more variable in the “internal” year than in the others. Whatever may be the position as regards the purely “internal” year, I have little doubt that a mixture of “internal” and “external” (*i.e.*, Departmental) testing, such as now obtaining in the final year of our European Teachers' Courses, is unwise. The teaching of the history of language and literature, for instance, in the Primary Lower Course, is distinctly less satisfactory in some centres, now that it has been made an “internal” subject. The placing of geography on an “internal” basis in that course is more serious and will almost certainly lead to a lowering of the standard of instruction in that subject in our primary schools.

*Language Conditions and Arrangements.*—Language problems in a variety of forms present themselves constantly in the training colleges and schools. In non-European centres the medium of instruction is, generally speaking, English. The advantages

for Native students of using an official language as medium are evident, and at the present day the psychological disadvantages are slight, in view of the increasing thoroughness with which modern language methods are employed in the primary school to effect the transition from the Native to the official language. It is hoped that the Coloured Education Commission's report will afford some guidance in regard to the employment of Afrikaans as a medium of instruction in Coloured Training Schools. It should be pointed out that, in non-European as well as European Training Institutions, instruction in the home-language as such is now fully organized on modern lines, and that class-teaching is arranged for, as far as possible, on an equal basis and to an equal extent in both the languages used.

MEDIUM OF INSTRUCTION.

In the European Training Colleges and Schools no compulsion has so far been exercised in regard to the general medium of instruction. Existing legislation appears to leave this matter to the students, or to the staff and students in amicable consultation. At the present juncture I may be allowed to state one or two principles which seem to be relevant in this matter, as far as the training of European teachers is concerned:—

(1) The essential thing is that the students should have a real command of any language which is to be used as a medium. It is foolish, for example, to use Afrikaans as a medium for general subjects in a class of students who are comparatively beginners in that language.

(2) If the student knows both languages really well, there is no reason why either language should not be used as the main (or even the sole) medium of instruction for general subjects. There is, indeed, more to be said than is generally recognized for the use of one language only as the medium for general study and instruction. But, for the prospective teacher in a bilingual country, the use of the second language as the medium for a number of subjects in the course has obvious advantages, *i.e.*, *provided the student knows the second language well enough*; in particular such a procedure greatly aids and strengthens the students' command of the second language, a foundation for which is laid in the specific study of the language “as a language.”

(3) If, in the lectures and discussions on methods of teaching, instruction is given in one official language, it is clear that the student should in some way make acquaintance systematically with the parallel terms (for each required primary school subject) in the second language. It is assumed that, if a student has a fairly complete control (*i.e.*, on the “higher” test level) of the languages, he should—as nearly as possible—have an equal amount of practice teaching in each language, in the various subjects of the Primary School Course. If, on the other hand, he has only a moderate grasp of the second language, it would be wisest to confine his teaching practice in the second language to “direct method” lessons in the second language “as such.”

[C.P. 3—'27.]

ATTAINMENTS OF STUDENT-TEACHERS IN THE SECOND LANGUAGE  
"AS A LANGUAGE."

My colleagues who have examined in Afrikaans agree with me that, though there are often individual students who show weakness, great general advance has taken place in methods of language instruction and in the students' attainments in their second language. As regards Afrikaans, this result is specially satisfactory when we remember that a good many English-speaking students still enter the training colleges with little knowledge of Afrikaans or none at all. The progress made, by dint of hard study and organized conversation and practice, during the two years of the training course, is often indeed astonishing. What is asked for at the moment from the public is an avoidance of carping criticism and some degree of grateful recognition of the fine work which has been done by the teachers of language in the Training Colleges; and—besides that—we would ask for some degree of historical perspective and common sense. Some twenty years ago the very idea of Afrikaans being the official form of Dutch in South Africa had barely emerged. I can remember, at my first visit to Wellington Training College, urging students to make use of Afrikaans freely in order to make their meaning, and the meaning of passages read, clear to their pupils. But in those days only Nederlands and Nederlands writers were studied; and for some time there was no oral examination at all in Dutch. The aim, during this "Nederlands" period, was to secure the students as close an approximation as was practicable to the pronunciation, grammar and idiom of Dutch as used in Holland. English-speaking students found this endeavour scarcely more arduous than their Afrikaans-speaking fellows; and before long this attempt to restore Nederlands broke down. It came to be seen by most people that the simplest and most practicable thing to do was to accept Afrikaans, the living form of Dutch in South Africa, as the standard form for this country. The movement in favour of Afrikaans has been fairly rapid, but it was only a year ago that the position of Afrikaans as an official language was recognized at a joint session of the Houses of Parliament. In the field of education and examinations the change from Nederlands to Afrikaans meant little hardship or difficulty in Dutch-speaking areas where the pupils' ordinary speech was Afrikaans; but it caused no slight difficulty and confusion (not yet wholly at an end) in English-speaking towns and districts. The Dutch-speaking pupil was merely asked to use his own language, together with English which he often knew almost like a second home-language or at least passably well. The English-speaking pupil was asked to drop *one* second language which he had been painfully acquiring and to grapple with another of which he was equally ignorant. Neither the Administration of the time nor the Education Department failed to take cognizance of this central difficulty, and this at bottom accounts for the low standard of bilingual test and attainment which for a time was considered adequate. But in the last few years the bilingual position has become to a great extent stabilized. Relatively few of the South African English-speaking students who now enter a training college are wholly ignorant of Afrikaans; and in a few years we may be sure that practically all of them will at entrance have a fair grasp of that language. The time has indeed come

for further raising the standard of attainment for our bilingual certificates. The "lower" test could not with safety be raised very suddenly, but the "higher" test might with advantage be advanced so as to demand a really full and accurate command of the (second) language, a command almost as complete as the secondary pupil could be expected to have of his home language. Changes in this direction are now in contemplation.

CLASS TEACHING TEST FOR THE BILINGUAL CERTIFICATE.

I may be allowed here to state my view, based on the experience of the last few years, that the present practice (based on the terms of the Consolidated Ordinance) of giving separate marks for class teaching in the two official languages is unsatisfactory. General teaching power should, of course, be tested, and, in a bilingual country the students' command of each official language should also be tested. But the latter testing should be carried out, as far as possible, independently of the former. If a student can teach, and knows his medium, he will be able to teach through that medium. In practice, when a lesson is heard and estimated, it is impossible properly to dissociate the student's "language capacity" from the important group of qualities which may be described as "teaching power." In my opinion the really necessary and effective forms of test for a Bilingual Certificate are: (1) what is now called the "oral composition (and conversation)" test, (2) the "written composition (and grammar)" test. Test (1) is a searching test in oral command of language, and aims at estimating very closely the student's degree of fluency in the language, his range of vocabulary, and his power of avoiding mistakes in grammar and idiom. A candidate who passes the "higher" oral composition test should have no difficulty (if he can teach at all) in teaching any ordinary Primary School subject. A candidate who passes the "lower" test should have a fair range of vocabulary in his second language and be able at least to teach the second language "as a language" with success throughout the primary school. The staff of each training college would, of course, have to arrange for an adequate amount of teaching practice by each student in his second language; *e.g.*, "higher" test candidates should teach approximately the same number of lessons in each language; for "lower" test candidates a slightly lower number of lessons in the second than in the first language might be regarded adequate. But these are matters in which we should be prepared to trust the practical common-sense of principals and their staffs.

As language-acquisition is essentially a matter of environment and practice, it is to be expected—and such is indeed the general experience—that a student-teacher who passes the "lower" test and moves to a "second-language area" (*i.e.*, an area where his second-language is the predominant one) very soon acquires a full and fluent command of the second language. Such a teacher should be encouraged to present himself for the "higher" test as soon as he feels himself competent to attempt it.

Though the matter is somewhat outside my sphere, I feel bound to insist here on the importance of securing uniformity of standard in the testing ("higher" or "lower") of acting

teachers who present themselves for the Bilingual Certificate. So far as I know, effective measures have not been taken to make certain that circuit inspectors (who at present carry out the language testing of acting teachers) apply in this matter the same standards and criteria as operate in the training colleges and schools.

## II.—EUROPEAN TRAINING COLLEGES AND SCHOOLS.

The total number of students in these institutions was higher than it has been since 1923, viz., 1,298, of whom 273 were men. The number of students taking the Primary Higher Course was 603, 46 per cent. of the total; in 1925 the percentage was 38. One centre, Paarl, will from the beginning of 1927 train only Primary Higher students. In the last year or two there has become apparent a tendency for Primary Higher students to take up positions in smaller (one and two-teacher) country schools, thus replacing and so far reducing the demand for teachers who have only the Primary Lower Certificate. Of the 180 students who obtained the Primary Higher Certificate in 1924, 26 were in 1926 teaching in such small schools; of the 171 who passed in 1925, 48 were so employed. This movement is partly explained by the fact that University-trained "lower secondary" teachers are finding their way into "primary school" posts, for which presumably their training does not specially fit them. There is room once more for a close investigation of the question of the supply of teachers, whether from Departmental or University institutions, for service in the various types of school in the Province.

*Special Courses.*—In all there were 90 students taking special courses, and of these 55 took the Infant School Teachers' Course. The lack of development in the courses of training for Physical Culture teachers is viewed with regret. In 1926 there were in all only eight Physical Culture students, of whom only three were in the first-year course. Yet our secondary schools in country areas are urgently in need of expert instruction (especially for girls) in physical education and hygiene. I strongly urge that the Department hold out special inducements to suitable students to proceed to the Physical Culture course (one or two-year) both by offering liberal financial aid during the special course and by securing to them a certain preference in application for posts later. If, for instance, a large country school, with primary and secondary departments, has no special drill instructress, the first post in the primary area to fall vacant should go by preference to a teacher who has taken a course in Physical Culture. Such a teacher, besides doing some general teaching in the primary area, could take charge of drill, games and the teaching of hygiene in the primary and secondary school classes. A similar policy might be followed in regard to large schools where the appointment of an expert teacher of needlework is required.

*General Progress.*—Except for my doubt in regard to "internal" subjects (in regard to which I should gladly be reassured), the work of the Training Colleges seemed to me to be proceeding steadily and efficiently. A few modifications in the courses of training (especially a reduction of requirements in certain subjects) have been rendered necessary owing to the increased

attention which is being given to nature study, generally with a strong agricultural bias.

*Language Studies.*—In 1926 for the first time the test in oral composition (and conversation) for the Bilingual Certificate was completely separated from that in reading and recitation; the new arrangement is much more satisfactory. The position in regard to the students' attainments in oral English, which I examined personally, is interesting. It has been my experience, and it was to be expected, that a good many students, whose previous school education had been through the Afrikaans medium, should lack the fluency in English-speaking which was formerly customary. But it is really surprising and most gratifying that the students' fluency in English (*i.e.*, in Dutch-speaking centres) has not suffered more than it has; for the English language "environment" once created in the primary and secondary school is now in some schools to a large extent lacking or has been greatly reduced. The maintenance of a fair standard of oral English I attribute very largely to the intelligence and thoroughness with which modern methods of second-language practice have been applied by the Training College staffs; and the results of such methods have, I believe, been even more apparent in regard to Afrikaans in the English-speaking centres. As for the future, the Training Colleges may be trusted to watch closely the developments which take place in regard to students' knowledge of their second language (on their admission to a training school) and to adjust their methods so as to secure the highest level of bilingualism that is possible in the circumstances.

*Class Teaching.*—At four centres effective training in this central subject is still hampered by the absence of a special "practising school," directly attached to the Training College or School—viz., at King William's Town, Oudtshoorn, Uitenhage and Stellenbosch. Except in such a "practising school" proper series of demonstration and criticism lessons cannot be arranged for. I am glad that, during the past year, a matter which I consider to be of vital importance, viz., the necessary conditions for adequate general practice in teaching—has been very thoroughly ventilated. An important pronouncement in this matter appeared in the EDUCATION GAZETTE of April 8th, 1926.

The problem of preparing students in the Primary Lower (and even the Primary Higher) Course for work in small country schools continues to receive close attention, and practice in the handling of grouped classes is regularly arranged for. Unfortunately, a permanent one-teacher school is not usually available, and in consequence such a school has to be "made up" from the "practising school" or any other school that is available. To reduce this difficulty further, arrangements are welcomed by which students (in their second year) are allowed to go out, for practice and observation, to one or two-teacher schools in districts adjoining the training college, and also, during the first week of their second year (before the training colleges open)—to have practice in small schools situated near the students' homes.

*Equipment, Grounds and Hostels.*—I would again urge that assistance on a uniform basis (proportionate to enrolment) and on a more liberal scale should be made to the European Training

Colleges for libraries and other equipment for the proper maintenance of buildings and grounds (in proportion to their size or extent), and for the provision of necessary playing fields. In 1926 the game of "tenikoit" was introduced at two centres; it affords excellent exercise, and, being simple and inexpensive, could easily be introduced even in the smallest country schools. I have been somewhat shocked by the general condition of the buildings and rooms in one or two hostels, privately conducted, in which student-teachers reside; and I am strongly inclined to urge that all hostels for student-teachers should be directly controlled by the Provincial Administration.

### III.—NON-EUROPEAN TRAINING SCHOOLS.

These fall into two distinct groups, (A) the Coloured Training Schools (a small group, six in all), and (B) the Native Training Schools (15 in all, three more than the number of European Training Colleges and Schools).

#### (A) COLOURED TRAINING SCHOOLS.

In 1926 there were 471 students (including about 80 Native) in the Coloured training schools. The six Coloured training schools included, in 1926, the centres at Paarl ("Athlone Institute") and at Battswood (Wynberg). A fine range of buildings has been erected at Paarl; these will accommodate primary, secondary and industrial classes as well as the training school. At Zonnebloem in 1926 a Coloured Primary Higher class, with eight students, was organized for the first time. Apart from the recognized training schools there were 107 student-teachers enrolled in six of the Coloured mission schools.

The work in the Coloured training schools is steadily gaining in efficiency. In new centres, such as Paarl, which come under my charge, it is generally found to be in a marked degree necessary to re-organise and develop the work in language. The new final year of the Coloured Primary Lower Course was taken for the first time in 1926. An improved syllabus in Elementary science will be introduced in 1927. All the Coloured training schools, I am glad to say, have special "practising schools" in their immediate vicinity.

In 1925 it was found that 33 (out of 113) Coloured students were under 18 years of age at the conclusion of their third year of training in the Primary Lower Course. Clearly the question of raising the minimum age for entrance on the course should be considered soon. But it would be unfair to raise it suddenly before fuller facilities for secondary education have been made available for coloured pupils.

In the Coloured training schools which are situated in the Cape Division I should be glad to see provision made for part-time instruction in certain subjects, *e.g.*, in physical drill, speech and voice-training, as well as in manual subjects.

#### (B) NATIVE TRAINING SCHOOLS.

The training of Native teachers, as already indicated, forms an important and, in amount, the largest part of my work. This field of training is well organized, certain general aspects of administration receiving the special attention of the Chief

Inspector for Native Education; otherwise it would be difficult for me to concentrate as I do on the actual content of the courses of training and their efficient handling. The staffs of the Native training schools consist in the main of highly competent European teachers from overseas, many of whom are imbued with a strong missionary spirit. It is fortunate that this source of supply is available, as teachers trained in South Africa are not as a rule attracted to work in Native institutions.

In 1926 the number of students in the Native training schools was 1,617, including 16 students who took the Primary Higher Course at Lovedale and two who took the new Infant School Teachers' Course at All Saints' (Engcobo). Except for a first year class at Lamplough Mission School (Butterworth), all training of native teachers under the Department is concentrated in the special training schools. At Mariazell a fine spacious boys' hostel, very solidly built, has been erected; and there have been welcome developments during the past year at Clarkebury and Shawbury. Suitable hostels, for both boys and girls, are badly needed at Emfundisweni. Plans for erecting a large central primary school, which would be the "practising school," at Lovedale have been long delayed.

The Native Primary Lower Course of training which was revised a few years ago is now operating on the whole smoothly and effectively. In 1926 no change of consequence was introduced; but in 1927 there will be important modifications in the syllabus of Elementary Science, which will in future cease to be tested by means of an "internal" examination in the first and final years. Of the subjects which I personally examine, *work in English language* is conducted on modern and scientific lines; and the essential training in *methods of teaching* is carried out in a very thorough and systematic fashion. It must not be forgotten that many of the teachers on the staffs of the Native training schools have had the advantage of the best professional training, and often, too, of the highest academic preparation, that Europe can give.

### REPORT OF CHIEF INSPECTOR FOR NATIVE EDUCATION.

MR. W. G. BENNIE, B.A.

#### GENERAL.

The year 1926 stands out as the first year, since I assumed duty in my present office, in which it was possible to carry out educational developments requiring additional expenditure, for in 1925 all that could be done in the time allowed was to take over existing liabilities for salaries hitherto borne by the local authorities. The provision made by the Native Affairs Department was extremely limited and quite inadequate for the need. It was, however, a welcome change, after refusing deserving and even urgent cases for five years, to be able to meet a portion of the requests made for assistance.

[C.P. 3—'27.]

The first grant from the Native Affairs Department, made in 1923, was a sum of £30,000, for the removal of anomalies in native teachers' salaries. The second, first made in 1925, consisted of £16,500, specially ear-marked for development. Nearly half the amount received was devoted to the provision of new schools and of additional teachers in existing schools. A substantial portion went to the recognition as a training school of the Maria Zell institution, which had long been doing training school work on mission school grants, and to the appointment of teachers of Domestic Science in all the training schools where there were girls. A clamant need was met by providing for the establishment of additional secondary schools, of which two had qualified for departmental aid by the end of the year. Such additional industrial schools and departments as were ready for aid, were subsidised. While no money was provided for the improvement of teachers' salaries, it was made possible to provide pay for teachers during periods of sick leave.

Out of the balance of the grant four additional appointments to the field staff were made. Mr. John Barnes, B.A., who had had long experience as a teacher in this country and had risen high in the counsels of his colleagues, was appointed inspector of the Eastern Pondoland circuit. In the interests of needlework, and especially for the development of housecraft teaching, the Transkeian Territories were divided into two sections, and Miss Rowe, who had had many years of successful experience in the Lovedale Girls' Industrial School, was appointed to take charge of East Griqualand and Pondoland, leaving Tembuland and the Transkei proper to Miss Tebbatt. For the further assistance of native teachers, two Departmental Visiting Teachers were appointed, Mr. P. F. Kopo and Mr. A. E. Mbuya, both of whom had to their credit years of successful experience as principals of native schools. The appointment of these gentlemen was welcomed by native teachers, and their assistance by way of guidance, advice, and demonstration has been of great value. The field staff dealing with native education has greatly gained in strength by the appointment of the four officers referred to.

The above developments formed but a fraction of the measures required, to put the native education of the Province on a sound basis. For this purpose a very considerable sum would be required. Then there remains the matter of the further improvement of native teachers' salaries, which also would require a substantial increase to the Province's annual grant. To deal with present needs in the way of development and teachers' salaries, in anything like a satisfactory manner, an additional sum of at least £75,000 would be required. Owing partly to the Treasury's requirement that advances previously made should be paid off within five years, and partly to the constitution of the Native Development Fund itself, it is quite clear that unless a change is made in the arrangements for financing native education, it will be impossible, for years to come, to satisfy the legitimate needs of the system in this Province. If justice is to be done to the just appeals of the native people for their children's education, it will be necessary to reconsider the whole system. At present all the money required for development is raised by direct taxation of the natives. It would seem only fair that this should be largely implemented out of general revenue, to which the native is a large contributor through indirect taxation; or else

that native education should be financed on the same lines as European and coloured education.

Further, it would very much simplify administration and add to its efficiency, were grants from the Development Fund allotted to the several Provinces on a carefully considered and equitable scale, so that each Province would know well beforehand the amount of its annual subsidy.

The present system has other undesirable features. While the Department is charged with the duty of maintaining and developing its system of native education, and is financially controlled by the Provincial Administration, the funds are provided by the Native Affairs Department, not as a block grant but for specified services; the purposes for which the money is to be spent are closely scrutinised. The Department, therefore, finds itself controlled by a double set of estimates. Unless the procedure is modified, efficient administration bids fair to become impossible. Further, the liberal policy of the Cape Province towards native education in the past, is now found to tell against it, by reason of a desire to secure uniformity throughout the Union. No system of education can stand still for long—it must either go forward or slide back; and the Province has reached a stage when development naturally costs more than a corresponding advance in a less developed system would cost. Unless substantially larger grants to it are made in the near future, actual retrogression may set in. It would be singularly unfortunate if this should occur, at a time when the native people look for an extension of educational facilities, and native teachers for an amelioration of their conditions of service, as a result of additional taxation.

In June the Transkeian Territories General Committee, the Western Pondoland General Council, and the Eastern Pondoland Trust Fund, ceased to pay the 20 per cent. bonus to teachers, which they had contributed since 1921, and the cost of this is now borne by the Native Development Fund. The assistance thus generously given was much appreciated by the Department.

*Tour of Superintendent-General of Education.*—An outstanding event of the year was a tour by the Superintendent-General of Education through the northern portion of the Transkeian Territories, viz., East Griqualand, Pondoland and part of Tembuland. In this area all important educational institutions were visited. Managers, teachers, parents and pupils alike greatly appreciated the interest shown by the Superintendent-General in coming to see them, and gave him a cordial welcome; while they on the other hand derived much pleasure and encouragement from the addresses he delivered at each centre. Unfortunately, the tour as originally planned had to be curtailed. It is to be hoped that it may be possible in the near future to visit the Cis-Kei and those parts of the Transkei that could not be reached.

#### SUPPLY OF SCHOOLS.

The number and classification of native schools drawing aid during the fourth quarter of 1926, with the corresponding totals for 1925, are as follows:—

[C.P. 3—'27.]

	Train.	Sec.	Prim.	Part-time	Indus.	Miss.	Total, 1926	Total, 1925
Province proper..	6	2	1	3	5	529	546	536
Transkei ..	9	1	—	—	6	1,064	1,080	1,065
Total, 1926 ..	15	3	1	3	11	1,593	1,626	—
Total, 1925 ..	15	2	1	3	8	1,572	—	1,601
Increase ..	—	1	—	—	3	21	25	—

The grant for development, already referred to, made possible an increase of twenty-five schools for the year, in addition to a small number of schools which were financed out of the grant during the year 1925. The establishment of a secondary school at Unitata was welcomed, as the first school of its kind for natives in the Transkei. Had more money been available, the number of new primary schools could have been multiplied fourfold, since large numbers of applications for new schools had to be refused; only the most urgent cases could be dealt with. The need for departmental aid is especially great in Eastern Pondoland and Bechuanaland, where numbers of schools have been locally supported for several years past. The people do not understand why, having submitted to additional taxation, they should find themselves receiving no benefit from it.

#### NUMBER OF PUPILS.

*Enrolment.*—The number of pupils in native schools aided by the Department in the fourth quarter of 1926, with the corresponding totals for 1925, are as follows:—

	Train.	Sec.	Prim.	Part-time	Indus.	Miss.	Total, 1926	Total, 1925
Province proper..	791	150	306	165	205	41,746	43,363	43,323
Transkei ..	827	14	—	—	171	75,758	76,770	78,332
Total, 1926 ..	1,618	164	306	165	376	117,504	120,133	—
Total, 1925 ..	1,520	142	309	212	273	119,199	—	121,655
Increase ..	98	22	—3	—47	103	—1,695	—1,522	—

In 1925 an increase of 6,062 pupils was reported. It is a little difficult to account for the set-back in 1926. The fact that the decrease has taken place only in the Transkeian Territories gives reason to believe that it is partly due to ploughing operations during the quarter, the Transkei having received sufficient rain for the purpose early in the quarter, while most of the Province proper did not. An additional contributing cause is doubtless wider enforcement of the rule, that new pupils should be admitted only twice in the year, viz., immediately after inspection, and six months thereafter. This practice was recommended at a conference of inspectors, as making it possible to organise the work of the sub-standards on a reasonably sound basis. In the Herschel district a fall of nearly 500 in the number

of pupils is to be accounted for by an ill-advised boycott of schools, carried out by an organisation of women as a protest against the new taxation.

The decrease still leaves an increase of 4,540 as compared with 1924. Further, it is estimated that at least 3,000 pupils are attending schools supported locally without Government aid.

*Average Attendance.*—The figures for average attendance during the fourth quarter of the year are as follows:—

Province proper ..	33,864, or 79.6 per cent. of the average enrolment.
Transkei ..	61,193, or 78.3 per cent. of the average enrolment.

Total .. 95,057, or 79.1 per cent. of the average enrolment

As compared with 1925, the percentage of attendance to enrolment has improved by .5 in the Province proper, but fallen in the Transkei by 2.8. This confirms what was indicated under *Enrolment*. The percentage in the Province as a whole has fallen by 1.3.

There are many complaints of irregularity, especially in the sub-standard classes. Some of this irregularity is unavoidable, owing to the poverty of the people and the needs of the parents for their children's services, especially at certain times of the year; but much depends also on the personality and efforts of the teachers. Those teachers who are keenly interested, make the work interesting to their pupils and gain the confidence of Headman and people, have no difficulty in securing good attendance.

#### ATTAINMENTS OF PUPILS.

The following figures indicate the number of pupils classified in the several standards of the schools inspected during the year.

Class	Sec.	Prim.	Part-time	Indus.	Miss.	Total	% 1926	% 1925
Sub. A..	—	59	62	—	41,836	41,957	40.9	41.8
Sub. B..	—	34	13	—	17,254	17,301	16.9	16.5
Std. I ..	—	18	5	—	14,472	14,495	14.1	13.5
Std. II..	—	23	6	—	9,999	10,028	9.8	9.7
Std. III ..	—	21	4	—	8,275	8,300	8.1	8.1
Std. IV ..	—	23	4	9	5,339	5,375	5.2	5.4
Std. V ..	—	77	—	54	2,811	2,942	2.9	2.7
Std. VI ..	15	36	—	55	1,816	1,922	1.9	2.0
Std. VII ..	75	—	—	—	11	86	0.08	0.09
Std. VIII ..	58	—	—	—	—	58	0.05	0.05
Unclassified ..	—	—	—	128	1	129	0.1	0.2
Total ..	148	291	94	246	101,814	102,593	—	—

The most satisfactory feature of this table is that the percentage of pupils in Sub-Standard A has again fallen, this time by one per cent: there were 663 more pupils at inspection in 1926 than in 1925, yet there were 673 fewer in Sub-Standard A. Further the proportion in Sub-Standards A and B together has also diminished, while the percentages in Standards I and II have increased. The lowest section of native schools has almost always been the least creditable, and often been unsatisfactory.

[C.P. 3—'27.]

For some time inspectors and teachers have been asked to concentrate their attention on improving this, and it is gratifying to find that the change for the better, reported last year, is being continued. The movement is necessarily slow, but is taking place in the face of considerable difficulties, due to the understaffing of schools and other circumstances arising out of financial stringency. The chief hindrance, however, lies in the slowness of the majority of teachers to grasp and carry out more enlightened methods of instruction in the infant department.

The improvement in Standards V and VI is much smaller than it should be. Here also the cause is largely faulty methods of teaching. To teach these standards efficiently requires breadth of education and a good command of English, and the supply of teachers with these qualifications is much below the demand.

#### TEACHERS.

The following are the numbers of certificated and uncertificated teachers employed in Government-aided schools during the December quarter of 1926:—

	Certificated	Uncertificated	Total	Percentage certificated
Province proper ..	1,022	159	1,181	86·5
Transkei .. ..	1,991	299	2,290	86·9
Whole province	3,013	458	3,471	86·8

The percentage of certificated teachers in 1925 was 84·3 per cent.; there is, therefore, an improvement of 2·5 in the percentage. In 1921 the percentage was 69. Of the 458 uncertificated teachers, the great majority had had partial training, extending to one, two or three years, but had not passed the final examination.

With this improvement in the proportion of trained teachers should go great improvement in the methods of instruction followed and the progress made, in the native schools of the Province. Unfortunately the one is not commensurate with the other, largely because of an inherent conservatism, which leads so many teachers, who have undergone well-planned and efficient training, to follow methods in which they were taught by teachers who had not had their advantages. Inspectors and visiting teachers give as much help as they can, and well-attended vacation courses are held at suitable centres, two or three times a year, at which lectures, demonstrations and general guidance are given. It would seem, however, that many teachers look upon the new methods as counsels of perfection beyond attainment, instead of determining to put them to the test, as others have done.

In this connection, however, the fact must be recognised that many of the schools are so understaffed, that teachers find themselves faced with a task that is almost beyond their powers. In

such circumstances, by careful forethought and organisation, enthusiastic teachers have succeeded in attaining surprising results, but those who are less interested yield to the temptation to lower their standard of work.

The question of teachers' salaries remains as it was, no funds having been provided for improvement. Year after year it has been pointed out that men and women, who have undergone special training for three years for the profession, find that their salaries are much below the pay of others of their race in occupations that require little education and no training. This is in itself wrong, but the position is still worse from a larger point of view, when it is considered how vitally important it is that the children of the race should be taught and trained by qualified and reliable men and women.

#### TRAINING OF TEACHERS.

A further step in development was made possible this year by the generous offer of the authorities of the All Saints' Training School to open a class for the Native Infant School Course, at their own expense. The aim of this course is to introduce better methods into infant school work, and so to lay a sound foundation for the subsequent education of the children. Unfortunately last year only two students availed themselves of the course. The work was well reported on; both students succeeded and one reached the first grade. Great importance is attached to this course, and it is hoped that native girls who have an aptitude for dealing with young children will see the advantage of taking the additional years of training required, in order to fit themselves better for their work. Naturally a special salary allowance is made for the possession of this certificate.

Now that additional secondary schools are provided for natives, it was decided to fix a lower age limit of 15 years for entrance to the Teachers' Training Course. This was rendered necessary by the fact that pupils were passing Standard VI at an age when their minds were not sufficiently mature for professional training.

The number of candidates who entered for the native professional examinations from the training schools and one training centre of the Province, for the first and third years of the Native Primary Lower, the final year of the Native Primary Higher, and the Native Infant School Course, with the numbers that succeeded, are given below:—

	N.P.L.I.	N.P.L. 3.	N.P.H.	N.I.S.C.
No. of candidates .. ..	731	470	16	2
No. who succeeded .. ..	427	322	14	2

Thirty-four candidates who entered for the Lower Certificate from Basutoland are not included.

It is gratifying to learn that there is a steady improvement in the material coming up from the primary schools for admission to the Native Primary Lower Course, but there is still much room for improvement. Where the number of applicants exceeds the number of vacancies, training school authorities are recommended to exercise their right of selecting candidates on the grounds of attainment and general suitability.

[C.P. 3—'27.]



The training schools are, as a whole, efficient. Strong efforts continue to be made to raise the standard of language—both official and native—and to develop the general intelligence of the students, who are apt to be content with a superficial knowledge of facts, and often fail to bring a spirit of inquiry and plain common sense to bear on their work. The examiner in English for the Primary Lower Third Year reports that there is still considerable weakness in the use of English; and in many training schools the teachers of the native language do not arouse in the students sufficient interest in the study of the language. The teaching of gardening is now much better organised, but in some centres native handwork does not receive the attention it deserves. As provision is now made for the teaching of domestic subjects in training schools, girls were able for the first time to take the complete course of the First Year.

In view of the urgent need for teachers sufficiently educated to teach the work of Standards V and VI successfully, it is regretted that the number taking the Native Primary Higher Course is not larger, for it was hoped that numbers of those who passed the Junior Certificate would enter upon this course. A fair number who pass the Junior Certificate examination proceed to the South African Native College at Fort Hare, and lack of funds compels others to seek employment. In this examination also, the standard of the official language is still too low and will have to be raised, since it is intended that this certificate shall be on a distinctly higher level than the Native Primary Lower.

During the year a vacation course in handwork was held at Mount Arthur, and a general course, attended by 260 teachers, was held at Osborn Mission in Mount Frere.

#### SUBJECTS OF INSTRUCTION IN PRIMARY SCHOOLS.

As already indicated the improvement in the instruction given in primary schools does not appear to keep pace with the qualifications of teachers. Naturally it is difficult at first for a young teacher to apply in detail the methods in which he has been trained at the training school, especially if he is responsible for more than one class, but the difficulty should be squarely faced, with greater exercise of initiative and resourcefulness than some teachers show. Further, many have not yet set for themselves a sufficiently high standard of efficiency, and concentrate their aim rather on preparing their pupils for inspection than upon giving them an intelligent education. Old and un-intelligent methods are difficult to kill, especially in such a subject as the teaching of the official language by the direct method. There is reason to believe, however, that there is improvement, even if it is slow, and that the education given is less mechanical and bookish than it was some years ago.

Owing to the transfer of inspectors and to changes in circuits that occurred in the year, it is not possible to give accurate figures, showing the extent to which gardening and handwork are taught, but in both these branches there has been extension. The teaching of handwork has received a considerable impetus in certain areas through the efforts of Mr. A. E. Mbuya, Departmental Visiting Teacher; and special attention has been given to discovering forms of handwork suitable for towns where

natural material is not procurable. In such cases tinwork, making use of old tins of all kinds, and working in bone, have proved successful. At the exhibition of handwork held at Port Elizabeth in April, a large display of handwork done in primary schools was arranged, and served to inform the public of some of the recent developments in native education. Now that provision is made for the training of girl students in training schools in domestic subjects, it is proposed to extend instruction in cookery, washing, and care of the home to some of the larger primary schools. Such instruction is urgently needed, if the rising generation of natives are to have better homes and live in more hygienic conditions than their parents. The teaching of singing should receive renewed impetus from the new arrangements made for school choir competitions, which are now organised by Mr. S. J. News, Departmental Instructor of Music, in consultation with the circuit inspectors.

#### INDUSTRIAL SCHOOLS.

The opening of additional industrial schools has been to some extent hampered by the difficulty of obtaining suitable instructors. In addition to the schools referred to in my report of last year, however, two schools for spinning and weaving, opened by native girls with local assistance, were put on the list of aided schools, one in the district of Nqamakwe and the other in Kentani. A useful department of leatherwork was also opened at Tigerkloof. Here, as much use as possible is made of local material in the preparation of leather, so that after completing their course, the apprentices may be the better able to carry on their trade in the surroundings of the native village. Much of the work has been experimental, but good saleable articles have been produced. At Tigerkloof there have also been valuable developments in the direction of giving apprentices special training in the execution of orders on their own account, with a view to assisting them in subsequently establishing businesses of their own. Apprentices who have left are moreover encouraged to keep in touch with the institution, which assists them on questions of material and marketing.

Other industrial schools or departments have been proposed, and the Department only awaits further funds for the development of these.

#### BUILDINGS, FURNITURE AND EQUIPMENT.

*Buildings.*—During the year a long and much-needed hostel for the Emfundisweni Training School was begun, and the unsatisfactory accommodation of the Buntingville Practising School was improved by the provision of an additional classroom. Satisfactory buildings for the secondary schools at Healdtown and Clarkbury were provided, and the building of an excellent practising school at St. Matthews was almost completed. The main school building at Lovedale, two-thirds of which was destroyed by fire in 1925, was so far restored as to make it possible to occupy most of the rooms.

The provision of additional buildings, erected to meet the extension and development of education, proves a heavy drain on native institutions, and funds should be provided making it

[C.P. 3—'27.]

possible for the authorities to receive assistance in the form of rent grants, under section 10 of Ordinance No. 23 of 1925.

In regard to buildings for ordinary mission schools, the position is far from satisfactory. The buildings used are almost always church buildings, required for services on Sundays and during the week. Further, while the school serves children of all denominations in the area, adherents of denominations other than the one controlling the school, frequently object to giving the assistance they should, for the maintenance of the building, and for extensions necessitated by the increase of pupils. This throws an undue burden upon one section and gives some ground for complaint. In the Transkei it is hoped that, being now relieved of the responsibility for payment of the 20 per cent. bonus on teachers' salaries, the General Council will come to the assistance of school authorities, more particularly where these authorities agree to centralisation and joint control, in terms of a resolution passed by the Council in 1921, which provides for assistance in the erection of buildings for school purposes.

*Furniture and Equipment.*—In general, the position as regards furniture and equipment in native mission schools, has long been unsatisfactory, owing to lack of funds. With the concurrence of the Native Affairs Department, that portion of the development grant of 1925 which could not be spent for salaries before the end of the financial year, was applied to working off requisitions which were in arrears. It also made it possible to issue equipment for teaching gardening and domestic subjects in training schools, and to issue a skeleton equipment of gardening tools for primary schools. Even with this assistance, however, the equipment of schools is still far from satisfactory.

*School Books.*—As reported last year, the work of the classes has in a large number of cases been handicapped by delays in getting fresh supplies of books after inspection. This has sometimes been caused by lack of funds, but more often the cause has been dilatoriness in sending in requisitions or neglect to carry out instructions in framing these. In some cases also, requisitions have had to be refused because of neglect in collecting and remitting the 50 per cent. due to the Requisites Store. As indicated in a previous report, the only safe method is to insist on cash payments for the books issued.

#### JOINT CONTROL OF SCHOOLS.

The movement for inter-denominational co-operation in the support of schools proceeds steadily, but not rapidly. The greatest progress is being made in the north, where the work of the Bechuanaland Advisory Committee has been extended to embrace Griqualand West and Bechuanaland. The representatives of the various denominations held a very successful meeting at Tigerkloof in November, at which accomplished schemes of co-operation were reported, and possible cases were discussed with a view to facilitating united action.

#### CONCLUSION.

This report cannot conclude without an expression of sincere regret at parting with colleagues who retired during the year, after many years of service—Inspectors Rein, Spurway, and Kelly. Native education loses much in losing the benefit of their devoted services.

I must also express my grateful appreciation of much personal kindness and assistance received from missionary managers and from officials of other Government Departments, particularly of the Native Affairs Department, in various parts of the country.

INSPECTOR: MR. P.K. DE VILLIERS, A.R.A.M., A.R.C.O.,  
INSPECTOR OF MUSIC.

It is gratifying to note, that the demonstration lessons given at the beginning of my visits to the different training colleges and schools, have proved of great value to many teachers.

There is a marked improvement in the quality of the voices; *tone-colour* and *interpretation* (which were non-existent in the majority of schools) have already reached a satisfactory standard, and the teachers are more and more beginning to realise that "we must make music." Unfortunately many teachers had the idea that correct notes and time, were the *Alpha* and the *Omega* in the rendering of a song. How often one hears a song sung in one monotonous tone, from start to finish; no contrast in the themes or sequential phrases, each verse being rendered with the same monotony as the first. Contrast is the great thing in life; nature teaches us that we must have contrast, and it is a psychological fact that nature abhors monotony.

It is to be regretted that too little time is given to the art of teaching in training colleges. Each student should get a little experience in the art of conducting. Even the simple and straightforward traditional beating is very often given in the way a young minister once, with uplifted arm, exclaimed "Here on earth," and suddenly dropping the arm, "and there in heaven." Conducting is a great art; to be successful, a conductor must possess personality and magnetism, as well as musical knowledge and artistic sensitiveness. It is pleasing to note that in several schools the song is in the head and not the head in the song; but very often it is just the reverse, with the result that the teacher stands in front of the class like a human-metronome. The music should be memorised, section by section, as soon as note perfect, and copies should be discarded before the interpretation is studied. Too often the teacher makes the children sing in "bars" instead of "phrases," by accenting the first beat of every bar. It thus robs the music of its rhythm and character, and renders the song a dull and lifeless thing; besides it tends to make the music square and uninteresting. Let the words govern the phrases, and leave the bars to take care of themselves.

Several high schools have now extended the singing up to Standard X, with the result that the general tone in these schools is far superior to that of those schools in which it is difficult to raise a song even in Standard VI. The person with a good sense of rhythm and accent, is likely to be a punctual, brisk, dependable and cheerful citizen. One of the best moral engines by which character can be influenced is music. Music would not make a bad man, a good man, but there is no man, who would not have been better for the influence of good music.

[C.P. 3—'27.]

Our higher status of music will come into existence in 1927 when the new syllabus for the Junior Certificate and Senior Certificate examinations will come into force. Musical pupils, who have hitherto been compelled to drop music through lack of time to give to it, will be able to continue and extend their studies, and take this subject in the examinations. They will thus reap the benefit of their natural gifts, as do other pupils who are specially mathematical, scientific, or literary.

As has been well said by a great man—"Music is the voice of God's love; its mysterious spirit-chords sooth and uplift the soul to higher joys."

INSPECTOR: DR. S. H. SKAIFE, M.A., M.Sc., Ph.D.,  
F.E.S.

#### INSPECTOR OF AGRICULTURE AND SCIENCE.

Early in the year the Superintendent-General of Education found it necessary to reorganise the work in connection with the supervision of agriculture, nature study and science. During 1925 the organisation and supervision of agriculture and agricultural nature study had been in the hands of an officer specially appointed for this work, with the title of Inspector of Agriculture. The Durban Agreement, followed up by the Pretoria Conference in November, 1925, completely changed the situation, for, as a result of these meetings between representatives of the Union Department of Education and of the Provincial Administrations, it was agreed that all vocational education, including vocational training in agriculture, should be taken over by the Union authorities. Consequently there was no further need for the retention of the services of an officer specially appointed to deal with vocational education in agriculture, and the post of Inspector of Agriculture was eventually abolished. Nature study, school gardening and home projects in the primary schools and agriculture as a subject in secondary and high schools are still retained in our curricula and the responsibility for these subjects was placed in the hands of the Inspector of Science from February, 1925, and his title was changed to that of Inspector of Agriculture and Science.

The clerical work in connection with the reorganisation proved to be very heavy indeed and your officer was able to devote but little time to work in the training institutions and to giving assistance in secondary and high schools in the ordinary science subjects. Numbers of requisitions for agricultural equipment were received from all types of schools in all parts of the Cape Province; each of these had to be carefully scrutinised and drastic revision was found to be necessary in many cases. Circuit Inspectors had to be consulted as to the advisability of allowing the introduction of agricultural nature study and of agriculture at the many centres asking for these subjects. Numerous letters were received from principals and teachers who had taken up or wished to take up the work and who wanted further information concerning its many aspects.

Considerable difficulty was experienced owing to the early exhaustion of the agricultural vote. In the financial year

1924-5 the sum of £12,500 was allocated to agricultural education, but this sum was reduced to £4,500 in 1925-6. Out of the latter amount approximately £2,000 had to be deducted to meet commitments incurred during the previous financial year, so this left only £2,500 for the current year's expenses, a sum which proved to be quite inadequate, more especially as certain works, such as the provision of boreholes, windmills and reservoirs, which had been commenced at a few centres in 1925 and not completed, had to be completed in 1926 and paid for out of the current year's vote.

Despite many difficulties and checks, however, it is gratifying to be able to report considerable progress. At a conference of training college principals and departmental officials, called by the Superintendent-General of Education in October, 1925, it was found possible to allot more time to agricultural nature study in rural primary schools without robbing any of the important basic subjects of their due share of attention. A teacher can now devote as much as five hours per week to nature study if he so desires. The Department has not prescribed a definite number of hours per week for all schools as the local conditions and the qualifications of the teachers responsible for the subject vary so widely, the amount of time to be devoted to nature study in each school, from a minimum of three-quarters of an hour to a maximum of five hours weekly, is left for the principal teacher to decide in consultation with the inspector. As a result of this arrangement much more attention is given to nature study in some schools than in others, but it is a compulsory subject in all.

A wheat-growing project was carried out in the schools of the Namaqualand area during the year and the experiment proved to be very instructive and interesting. Seed wheat and a minimum of equipment consisting of spades, rakes, hoes and fertilisers, were supplied to twelve schools in this area and each child in the upper standards was expected to cultivate a patch of wheat. The nature study lessons throughout the year dealt with topics related to wheat culture so that the children could carry out in practice on their plots the instructions they received in the classroom. When the Superintendent-General of Education toured Namaqualand in September, 1926, he inspected the wheat plots at several of the centres and expressed great pleasure and satisfaction at what he saw.

At the Educational Exhibition, held at Port Elizabeth, the Hankey Primary School showed a splendid exhibit of cotton grown by the pupils of the school on the project plan. The pupils won several prizes at the Port Elizabeth Agricultural Show with their cotton. At the Outeniqua High School, George, a potato-growing project was successfully carried out, and other projects, on a smaller scale, were completed at several other centres. The experience gained in home project work during the past three years has been very encouraging and during 1927 it is proposed to broaden out this work very considerably. The Department of Agriculture is now taking an active interest in the work and in the formation of boys' and girls' clubs all over the Union, and it is confidently expected that, with the assistance of this Department, home projects in poultry-rearing, pig-rearing, beekeeping, wheat culture, maize culture, cotton culture,

[C.P. 3-'27.]

tobacco culture, and potato culture will be successfully carried through, with considerable benefits to the communities served by the schools taking up the projects and to agriculture generally.

The introduction of agriculture as a subject in our secondary and high schools has progressed steadily during the past four years as is shown by the following table:—

NUMBER OF CANDIDATES OFFERING AGRICULTURE IN THE JUNIOR AND SENIOR CERTIFICATE EXAMINATIONS.

Year.	No. of Candidates in J.C. Gardening and Elementary Agriculture.	No. of Candidates in S.C. Agricultural Science.
1922 .. ..	1	—
1923 .. ..	55	10
1924 .. ..	69	5
1925 .. ..	71	18
1926 .. ..	182*	60

\*Including 14 candidates who took the alternative paper at Joubertina.

Some forty secondary and high schools have been equipped for the teaching of agriculture during 1925 and 1926 and the number of candidates offering agriculture in the 1927 and 1928 examinations should be considerably greater than the figures quoted above.

Under the Durban Agreement the nature of the instruction in agriculture given at schools under the control of the Cape Education Department cannot be vocational; no attempt is being made to train farmers, for this is now a part of the duties of the Union Department. The chief aim in view in introducing agriculture into our schools is to arouse in the pupils a keen interest in and love for their environment. The subject-matter taught has a decided utilitarian value and will prove valuable to the child in after life but the boy who has had a course of agricultural nature study in the primary school and who has taken agriculture as a subject in the secondary and high school, will certainly not be a skilled farmer when he leaves. He should, however, have acquired some very useful and necessary knowledge, and, if the subject is properly taught, should be strongly attracted towards a life on the land. If these objects are attained, then the introduction of agricultural nature study into our primary schools, and of agriculture as a subject in our rural secondary and high schools will be amply justified. The Department is fully aware of the fact that what is being done and the developments proposed for the future are not enough. Viewed from a national standpoint, much more must be done in the way of vocational training, but this, as has already been pointed out, no longer lies within our province.

Although agriculture is a comparatively new subject in our schools, the standard of teaching already attained is high. In the Senior Certificate examination held in December, 1926, sixty-four candidates offered agriculture and all passed. The marks gained were unusually high so the Department submitted the papers to an external moderator, Professor A. I. Perold of the University of Stellenbosch. Dr. Perold reported that the papers

were remarkably good and that the marks had been fairly earned; the teaching of agriculture in the schools of the Cape Province is on sound lines and of a very satisfactory nature.

It was early recognised that the training of teachers for agriculture and agricultural nature study was of supreme importance and a comprehensive scheme was prepared four years ago, based on the recommendations made in the report of the Committee on Agricultural Education published in 1921.

For those wishing to qualify as secondary teachers, the B.Sc. course in agriculture, lasting four years, is recommended. Although it is desirable that all teachers should receive professional training the Department does not insist on professional qualifications in the case of teachers of agriculture, because of the longer duration of the course as compared with the B.A. degree course. This is being done for the present to induce more students to enter for the agricultural course.

The Department also recognises for salary and grading purposes the diploma courses in agriculture given at the School of Agriculture. Students may first take the professional course at one of the Department's own training institutions and then proceed to an Agricultural College or *vice versa*. Last year a special one-year's course in agricultural nature study for teachers was inaugurated at the Stellenbosch University and this also has received the Department's approval and recognition.

Thus it will be seen that the Department leaves the training of teachers in agriculture and agricultural nature study in the hands of institutions not controlled by itself. The institutions mentioned above are far better equipped and staffed for this purpose than are the Department's own training institutions, and it has been decided to discontinue any courses in agriculture for teachers at the training schools, and no further effort will be made by the Department to train its own teachers in agriculture until the institutions referred to have become inadequate to deal with the demand for teachers of agriculture.

Courses in nature study and gardening will continue to be given at the training schools and for that purpose steps are being taken to equip them properly. All teachers in training will take these subjects as part of their course and, as more attention is being given to them than has been the case in the past, there is every reason to expect that teachers coming forward in the future will be able to deal satisfactorily with the agricultural nature study prescribed for our rural primary schools.

#### REPORTS OF CIRCUIT INSPECTORS IN PROVINCE, EXCLUDING TRANSKEI.

INSPECTOR: MR. J. ANDERS.

CIRCUIT: CALITZDORP, OUDTSHOORN.

It is gratifying to be able to report that the first step in grappling with the problem of mentally retarded and subnormal children has been taken. The Oudtshoorn and Calitzdorp Districts were visited by a psychiatrist, Dr. Gillis, of the Alexandra Home, [C.P. 3—'27.]

at Maitland. His exhaustive enquiry has amply justified the note of warning sounded in several of my annual reports. Dr. Gillis's visit has certainly awakened further interest in the problem, and it is earnestly hoped that the matter will not be lost sight of, and that a workable solution to a difficult problem will be found.

Secondary Education is steadily advancing. Some years ago the number of pupils continuing their studies up to the Matriculation stage was very small. To-day the position is that in the Oudtshoorn Division there are 344 pupils in the secondary standards: in the Calitzdorp Division, 67. When I was appointed to this circuit in 1919 the total number of pupils in the secondary standards, reckoning the old Standard VII as a secondary standard, was 158 in the Oudtshoorn Division, and 37 in the Calitzdorp Division. The Boarding Bursaries Scheme has undoubtedly largely assisted in bringing about the improvement recorded.

*Centralisation of Schools.*—A comprehensive scheme for centralising schools has had the attention of the Oudtshoorn School Board. It is, however, recognised that before the scheme can be carried to fruition many existing difficulties will have to be overcome.

The subjoined comparative statistics indicate the percentage of pupils in the secondary standards:—

	Oudtshoorn.				Calitzdorp.			
	VII	VIII	IX	X	VII	VIII	IX	X
1921 ..	3.4	3.4	1.0	.9	2.1	1.2	.5	.5
1922 ..	3.8	3.3	1.8	1.0	2.1	2.1	.3	.4
1923 ..	3.5	4.1	1.8	1.3	1.9	2.3	.7	.4
1924 ..	3.2	3.4	1.6	1.8	1.5	1.6	.6	.7
1925 ..	4.2	3.5	1.7	1.6	2.5	1.0	1.2	.8
1926 ..	4.4	3.6	1.5	1.8	3.2	2.3	.2	1.4

The Differentiated Secondary Courses of study are in operation in the two High Schools at Oudtshoorn. Agricultural education and school gardening have taken definite form; some of the primary schools have entered into the work with enthusiasm. Much of the success, in spite of the prolonged drought, is due to the expert advice given by Mr. C. W. Schmolke, M.Sc. While progress in various directions can be chronicled it is felt that, at all events in the larger schools, due provision should be made for physical culture and elocution. Woodwork is taught only in the high and secondary schools. It is a matter for regret that the pupils attending the primary schools in the town of Oudtshoorn have no opportunity of receiving instruction in this important subject. Repeated efforts to rectify what must be considered an injustice have hitherto failed, but it is hoped that before long the boys particularly in need of manual training will come to their rights.

Local effort has made it possible in various centres to augment the school libraries, to beautify the school rooms with suitable pictures and diagrams, and to provide necessitous children with midday meals. The work done by the Oudtshoorn Child Welfare Society cannot be overestimated. Time and again instances have come to my notice where teachers have evinced a personal interest

in the welfare of children living in unfavourable conditions. These efforts are worthy of being placed on record.

The close of the year sees the retirement on reaching the pensionable age of Mr. W. E. Verschuur, Principal of the Calitzdorp High School, and of Mr. J. A. Liebenberg, Principal of the Oudtshoorn Adderley Street Primary School. Both gentlemen have for 30 and more years given the Department and the public of their best, and deservedly carry with them into their retirement the grateful appreciation of the community in which they have faithfully laboured. A similar note of appreciation is due to Miss A. S. M. le Roux, of the De Rust High School, who, owing to failing health, retires from active service after 16 years faithful and successful work.

*Non-European Schools.*—The total enrolment, including that of one native school, shows a considerable increase. Several schools are seriously understaffed and lack adequate accommodation. Special mention must be made of the fine building, planned on modern lines, and erected by the Roman Catholic Church at North End, Oudtshoorn. Only one additional school for coloured children has during the course of the year been opened. The remarks embodied in previous reports regarding the educational needs of the non-European community still hold good.

The following comparative table shows the percentage of pupils in Standards V and VI:—

	Oudtshoorn.		Calitzdorp.	
	V	VI	V	VI
1923 .. ..	1.5	.6	—	—
1924 .. ..	1.3	1.0	1.1	—
1925 .. ..	1.2	1.0	2.0	1.0
1926 .. ..	1.2	.1	2.1	—

Before concluding my report I wish to take this opportunity of sincerely thanking all who have during the seven and a half years of my stay in this circuit assisted me in the discharge of my duties. To the farming community, whose generous and un-failing hospitality I have time and again enjoyed, my grateful thanks are due.

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

CIRCUIT: BARKLY WEST, KIMBERLEY.

This year I was on furlough for six months. During that time several inspectors assisted in the work of my circuit and my thanks are due to Inspectors Sinton, Charles, Hobson, Kelly and Stander. I have also to thank Inspector Stander for additional assistance in Kimberley after my return, and Inspector Swanepoel who visited several schools with me in Kimberley and gave helpful criticism of the oral Afrikaans of classes, and delivered a valuable lecture on the sounds of Afrikaans to all the teachers in Kimberley connected with the teaching of that subject.

[C.P. 3—'27.]

In the schools which I have inspected myself, I am glad to report that the new bilingual ordinance is being fully observed, with very little trouble in connection either with staffing or accommodation.

There is a gradual increase in the enrolment of all the schools in the Kimberley district. In the towns connected with alluvial diamond digging in the Barkly West district there has been a sharp decline, owing to the departure of numerous families for other alluvial centres which, for the present at least, are more popular.

A valuable educational survey of the Barkly West district was carried out during the year by the Secretary and a member of the School Board for that Division. Every school, even the smallest and most remote was visited, and the report, which was afterwards issued, contained a criticism of the accommodation provided for the pupils including the building, the out-offices, etc., and the accommodation provided for the teacher. In such a district as Barkly West this report is invaluable to the Board and to all departmental officials.

There is a tendency for the small secondary school in the country districts to revert to the Academic Course for Standards VII and VIII although it is known that few of their pupils will eventually go to the university. The reason given is that the two high schools in Kimberley adhere rigorously to the University Matriculation Course for Standards IX and X, and that the pupils are at a serious disadvantage when they go to the city for the rest of their course. The Agricultural Course is accordingly neglected. Fortunately there is a chance of the difficulty being partly solved in this area by the decision of the Warrenton High School to include the agricultural course in Standards IX and X.

Early in the year Mr. Calder retired from active teaching after many years of earnest and successful work in the Boys' High School, Kimberley. At the end of this year Mr. de Vries retires from Ritchie. In his early years he was almost a pioneer in education in some of the northern districts and he has had the satisfaction of seeing his work in Ritchie rewarded by the promotion of the school to secondary grade.

For European pupils, buildings and equipment are reasonably satisfactory. An excellent building of pleasing architectural design has just been completed at Warrenton. Some alteration either in the salary scale or in the matter of local allowance is certainly required to afford fair treatment to those teachers who serve, with considerable zeal and under difficult conditions, the small schools many miles from the railway and often in very unattractive parts of the country.

With regard to coloured education, building is not satisfactory. There is at least one school in my circuit where the lack of sufficient accommodation and suitable equipment renders good work in the secondary area most difficult.

The publication of a definite pronouncement on the segregation of coloured and native pupils, where such is easily effected, is awaited. Mission schools seem most unwilling to co-operate in this scheme and it seems to me that they will not do so, until they are compelled.

The salaries of coloured and native teachers in the city are inadequate. Salaries which are sufficient for teachers in country locations or in native areas are certainly not sufficient in a city area where such charges as rent and water are as high as they are in Kimberley.

---

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

---

CIRCUIT: KING WILLIAM'S TOWN.

*European Education.*—A class-room has been added to the Berlin school building, but with the exception of this and some improvements which it has been possible to make to the boarding-houses of Dale College and the Girls' High School out of the profits of these establishments, no part of the building schemes to which reference has been made in recent years has yet been carried out. A beginning will, however, be made early in the new year on the foundation of the new building for the Dale College primary classes.

The hired rooms used as class-rooms are either so big as to entail a great strain on the vocal cords or so small that the pupils are over-crowded; yet the least suitable of them is better than the draughty cloak-room with concrete floor used by a class in the Girls' High School. The greatest objection, however, to the housing of pupils at a distance from the main building of the school to which they belong is that it cuts them off to a great extent from the corporate life of the institution, and is unfavourable to the cultivation of an *esprit de corps* which is essential to their proper training.

The study of agriculture has been commenced in the secondary classes of two schools. The work done has, however, been almost solely of a theoretical nature, for, though suitable ground for the practical work is available at both schools authority to fence it has not yet been granted.

In most of the subjects taught a fair standard of attainment is reached, but this is not quite true of Afrikaans in the English-medium schools, the reasons being (1) that practice in the oral use of the language is confined almost solely to those hours in which instruction in the language is given, and (2) that many teachers of the subject are inclined to make comparatively little use of the *direct method* and to spend too much of their time on spelling and translating from Afrikaans into English. The use of the direct method, necessitating as it does careful preparation of lessons, demands much of the teacher, but it is the only method which gives facility and confidence in the use of a language in conversation.

Additional ground for school games has been acquired by the Girls' High School and the Keiskama Hoek Secondary School; and the Central and Afrikaans-medium Primary Schools have been granted the use of a sports field by the Borough Council of King William's Town. It is felt, however, that, in the town at least, something more than facilities for playing games is wanted, and that special provision should be made for the teach-

[C.P. 3—'27.]

ing of physical culture to the boys, many of whom take little part in school games.

The most notable of the new schools opened during the year are the Afrikaans-medium and the practising schools, the latter being carried on in the training college building.

For their munificence, which has enabled and is enabling many boys and girls to enjoy the benefits of secondary education in a high school, or to go through the course of training for the teaching profession, the warmest thanks of the Education Department are due to the British Kaffrarian Savings Bank, the Divisional Council of King William's Town, the Borough Council of King William's Town, Franz Ginsberg, Esquire, M.P.C., and a very generous donor who remains anonymous.

*Native Education.*—It has been mentioned in former reports that the poverty of the native people makes it exceedingly difficult to get old school buildings improved, or even repaired, and new buildings erected; the difficulty is increased greatly when several religious denominations are represented in the same location, for though all the people send their children to the same school only those who belong to the religious body owning the school will contribute voluntarily to the cost of repairing or enlarging the building; and the missionary-superintendent has no power to compel the others to assist. This difficulty will, probably, lead in time to the abolition of the denominational system of managing these schools.

One school was closed the end of last year because the people of the location refused to provide a residence for the teacher. This case may be cited as a warning to other locations where little or nothing is done for the comfort of the teachers.

The number of school gardens has increased from twenty-eight to forty-three, and in some, especially those with a water supply close by, very good work is being done. Considerable quantities of vegetables are grown and sold, and it is hoped that with the kind help of the agricultural demonstrators the best methods of growing the ordinary South African crops will be taught on small experimental plots. The tools provided by the Department are most welcome, but the great obstacle to the spread of instruction in gardening is not the lack of tools but the difficulty of getting the ground securely fenced. As an instance, however, of what is being accomplished it may be mentioned that, thanks to the great interest shown by the superintendent of the mission, all the Mount Coke school gardens have either been fenced already, or will be fenced shortly.

Handwork in most schools embraces clay-modelling and grass-and rush-work. Not much can be written in praise of what has been accomplished in either branch this year, for in the first mentioned the results are in many instances poor, and show little trace of any systematic instruction on the part of the teacher, while owing to the drought grass and rushes have been almost unprocurable in parts of the district, and it is fairly certain that in many schools instruction in the making of mats and baskets has not been given with perfect regularity throughout the year.

Regarding the teaching of the other subjects of the primary school course it is unnecessary this year to add anything to what was said in former reports.

INSPECTOR: MR. S. BOERSMA.

CIRCUIT: LADISMITH, RIVERSDALE.

*Buildings.*—The new building for the secondary department of the Ladismith High School was completed during the year and was formally opened by the Superintendent-General of Education on the 18th February. The following morning Dr. Viljoen delivered a stirring address on the future of our Standard VI pupils whom he urged to prepare themselves to be able "to carry the message to Garcia."

Early in the year the Riversdale School Board appointed a special committee to deal with all matters regarding buildings. It was felt that there is much room for improvement in the country school buildings. In many instances outhouses are lacking, buildings are defective in one or other respect, and the grounds have not been fenced in, so that school gardening is practically impossible. This committee has done and is still doing excellent work, and is beginning to reap the fruit of its labours. It is confidently expected that at the end of the ensuing year the majority of the buildings will be satisfactory.

At Blombosch, one of the outposts in the district, an additional classroom has been completed, and other alterations have been effected so that the accommodation has greatly improved.

In the Ladismith district most of the buildings in which the country schools are housed are vested in the educational trustees. Ample and suitable accommodation has been provided, but some of these buildings are in urgent need of repair. It is a matter of regret that owing to the continuous severe droughts the number of pupils attending some of these schools is diminishing, and only part of the school building is being used.

On the 3rd November the Superintendent-General of Education opened the new building of the Berlin Mission Coloured School at Riversdale. This fine building, in its commanding position, is a great credit to the coloured community.

*School Attendance.*—The following table shows the attendance for all schools under the Riversdale School Board during the four terms of the year.

	Number of pupils on roll.	Average attendance.	Percentage attendance.
1st term, 1926 ..	2,055	1,983	96.5
2nd term, 1926 ..	2,077	1,994	96.0
3rd term, 1926 ..	2,047	1,912	92.91
4th term, 1926 ..	2,030	1,910	94.08

The percentage of attendance for the last term of 1925 was 93.5 per cent. These figures are highly satisfactory. The rather low figure for the third term is due to an epidemic of influenza which dislocated the work in a large number of schools.

Both the Ladismith and Riversdale School Boards had the services of school attendance officers up to the 30th September. These gentlemen have done very good work; and there is not the slightest doubt that the highly satisfactory attendance in the

[C.P. 3—'27.]

Riversdale schools is largely due to the conscientious efforts of the officer referred to. As far as could be ascertained there was not a single child of school-going age not attending school in the whole of the circuit at the end of the third term. The Riversdale officer reported regularly on the condition of school buildings and school equipment, and I desire to place on record my appreciation of the great assistance he rendered me in that way.

*Language provisions.*—The position in the high and secondary schools can be summed up in a few words. The Riversdale High Schools follow the system of parallel instruction. In Albertinia High School and Van Wyksdorp Secondary School Afrikaans is the chief medium of instruction. The system of parallel classes has been extended up to and including Standard VI in the Ladismith High School.

In the case of a few country schools in this circuit, attention had to be drawn to the language provisions laid down by law. Most of these schools were visited a second time, and it was then found that these provisions were being carried out.

The methods employed in teaching the second language are gradually improving but the instruction does not yet always produce the desired result, and in some schools the pupils are backward in the second language. It came rather as an unpleasant surprise to find that some pupils received no instruction in the second language at all owing to objections made by their parents. Fortunately in most cases these objections have now been withdrawn and the pupils concerned will in future receive the benefits of a bilingual training.

*Retirement on pension.*—During the year Miss Steyn of the Glen Primary School retired after some 32 years of service in various country schools in my circuit. Miss Steyn has shown great devotion to duty very often under trying circumstances. Many a character has been moulded by her and a large number of pupils will speak with reverence of her untiring efforts to prepare them for the battle of life.

---

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

CIRCUIT: ALBANY, BATHURST, PEDDIE.

*European Schools.*—At Port Alfred on a site granted by the Town Council a new secondary school is soon to be erected; two additional classrooms have been provided for the secondary school at Riebeek East, and woodwork and science rooms are planned for the Peddie Secondary School.

Some of the hired country schoolrooms are still most unsatisfactory. It is not fair to condemn children to school—long imprisonment in classrooms strikingly illustrative of grime and discomfort. More attention should be given to gardening and fostering a love of country life.

At Grahamstown a combined meeting of town and country teachers was held and proved most pleasant. The Peddie School Board invited all the European teachers to meet them and over a cup of tea discuss school problems. A lecture on school gardening was given by a country principal who brought a bag of vege-

tables and an armful of flowers to enforce his arguments. All agreed to work together and to keep in touch with one another and the needs of the district.

Practically all children of school age in the circuit attend regularly. In English-speaking areas pupils are making steady progress in Afrikaans; more might be done if teachers had a keener sense of humour and encouraged pupils "to greet the Unknown with a cheer," and to visit Dutch homes and speak Afrikaans on every possible occasion. English parents are pathetically anxious for their children to learn Afrikaans, a remarkable fact when one remembers that until recently English was the medium in practically all schools and in official communications, and that the last twenty years have seen two forms of Dutch, Nederlands and Simplified Dutch, pass out of fashion. It is consoling to parents to know that Afrikaans has now a settled form and a fast-growing literature. In Dutch-speaking centres English cannot be expected to flourish as once it did, but much is being done in the short time that can now be given to the second official language. One regrets that language exigencies tend to keep English and Dutch children apart during their school life.

Libraries are sorely in need of additions.

*Non-European Schools.*—In the urban areas schools have suitable buildings, fair equipment and a chance of gardening. At Peddie a meeting of native teachers was addressed by the Magistrate and the Inspector. It was pointed out that the lamentable state of many school buildings, the absence of gardens and of educational progress was largely due to the lack of co-operation among teachers.

A committee of principals was appointed with a central secretary to keep in touch with the Inspector and one another. Later a visit by one of the Departmental Visiting Teachers was much appreciated. Peddie should, with the teachers' help, become a model Ciskei native area with neat schools, flourishing gardens and enlightened people.

Teachers must not regard themselves as superior beings who attend a school office for twenty-five hours a week and have no further duties, but as torch-bearers of civilization to their own people. It is astonishing what progress can be made where a teacher is really interested in his school.

---

INSPECTOR: MR. R. BOWIE, M.A.

CIRCUIT: HEADQUARTERS CIRCUIT NO. 3.

My time during the first half of the year was devoted chiefly to work in connection with the Educational Exhibition at Port Elizabeth. This, I am pleased to report, was a pronounced success and was attended by crowds of keenly interested visitors during the six days on which it was open. Amazement was expressed at the variety and excellence of the work exhibited and the exhibits, demonstrations of class teaching and displays by pupils and students served to indicate in a very practical manner the great progress and development of our educational system in recent years.

[C.P. 3—'27.]



In July I was transferred from the position of relieving inspector to take over the circuit rendered vacant by the retirement of Mr. Watermeyer. At this time the former three Cape Division Circuits were reorganised and expanded into four headquarter circuits, the Stellenbosch district being included. Unfortunately this readjustment took place when the services of the regular inspectors who were used to these circuits were not available and this interrupted the continuity of the work. Mr. Watermeyer had retired, Mr. Sinton was on leave during the second half of the year and Mr. Charles was seconded for the last quarter from his circuit for work in connection with the Administrator's Advisory Committee, so that the work of these important circuits had to be carried on by inspectors new to the schools. Mr. van der Merwe was brought in to take Mr. Sinton's area, Mr. Watermeyer was asked to return from his retirement to take Mr. Charles' schools during the last term, and Mr. Rousseau, in addition to his old circuit, had to take over the schools of his new area.

These changes, happening all in a short space of time, made the duties of the inspectors, especially on the administrative side, very difficult, but by combining our forces we were able to get through the work which is always particularly heavy towards the end of the year as during the last quarter, in addition to the ordinary inspection work, the candidates for the Junior and Senior Certificates are examined orally and the papers for the individual Standard VI examination, which is held simultaneously on certain days throughout these circuits, have to be prepared and corrected.

At the beginning of the third quarter, a programme was prepared for the inspection of the larger schools by two, and in the case of the largest schools by three, of the headquarter circuit inspectors. This method of co-operation in inspection work has much in its favour, not the least commendable feature being the saving of the teachers' time as we were able to get through the work much more quickly. It is also more effective and the expression of the different inspectors' views at the staff meetings held after the inspection should prove of value to the teachers.

I have not been long enough in my new circuit to visit many of the schools. In the larger schools that I have visited the crying need appears to be for more accommodation and, from the correspondence in connection with the other schools of the circuit, it would appear that their problems are many and varied and will require more time for careful study and organisation than I have been able to give during the past six months of pressure.

---

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

CIRCUIT: HEADQUARTERS CIRCUIT, No. 1.

I was absent from my circuit during the second half of the year under review and also for one month during the second quarter; in consequence I am not in a position to report adequately on the actual work of the circuit.

Two events deserve special mention. After protracted negotiations the South African College Schools (High and Junior) were transferred from the control of the Council of the University of

Cape Town to the control of the Department. The schools have a long and honourable record of work and there is every reason to believe that the old traditions and success will be maintained under the new conditions. Mention must be made of the retirement in 1926 of Mr. W. Baxter from the principalship of the High School. Under his efficient management the school grew to become the largest institution of its kind in South Africa with an enrolment of nearly 700 in the Standards VII to X.

The Afrikaans Medium High School was opened in July, 1926, and during the year an enrolment of 40 pupils was maintained in Standard VII and VIII. It has a strong and growing primary school, as well as several parallel Afrikaans medium classes, which will serve as feeders and there is no reason why it should not prosper. A new building is in course of erection to house both the primary and high schools.

The Sea Point Boys' Primary School practically doubled its enrolment during the year and thus amply justified its separate existence. It should prove a source of strength to the High School although its sudden expansion has created a serious problem with regard to accommodation. This suburb continues to grow and a comprehensive and progressive scheme will be required to deal with the increase in the school population.

My connection with this circuit ended at 31st December, 1926. During the eight years the primary schools have been largely transformed by the introduction of class inspection in place of individual examination. Each school has developed a character and individuality of its own and the teachers have shown resource and initiative in dealing with their particular problems.

I desire also to bear testimony to the zeal and high professional spirit of the teachers in the coloured schools. Most of them have to work under conditions most depressing, but they manage to maintain a high standard of work.

I leave the circuit with considerable regret and with a deep appreciation of the support invariably given by the School Board, the managers of the coloured schools and by every teacher.

---

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

CIRCUIT: GLEN GREY, WODEHOUSE.

None of the building schemes for the year under review was carried into effect. This was due to unavoidable delay in transferring the ground for the buildings to the Educational Trustees and to other causes. The housing of pupils in many of the rural schools is still far from satisfactory, but it is pleasing to have to report that in some instances parents and teachers have interested themselves in this direction with very beneficial results. In several schools the furniture is still of the antiquated, long, backless type, and the replacing of such desks by a modern pattern has always been recommended.

According to the latest available information there are between fifty and seventy European children of school-going age who are not attending school and are receiving practically no kind of edu-

[C.P. 3—'27.]

cation in the division of Wodehouse. This is roughly about five per cent. of the number of pupils enrolled in European schools in the division, and under the subsidy scheme constitutes a loss of several hundred pounds per annum, apart from the loss incurred by the children. Teachers and members of school committees and boards are, for various reasons, generally unwilling to report defaulters, and it would appear that the compulsory terms of the Ordinance can be put into effective operation only by officers who would be directly responsible to the Department and who would have power to prosecute defaulting parents.

In European schools in my circuit the home language of the pupils is, with very few exceptions, Afrikaans, and this language is used almost exclusively as the medium of instruction up to and including Standard VI. There is on record, however, an instance where the parents decided that the second language should be used as the medium of instruction; this was a violation of the Ordinance and the teacher was advised accordingly. The only use made of the second official language as a subsidiary medium was generally in the teaching of that language and, sometimes, in the teaching of European history. In one of the high schools in my circuit the Language Ordinance of 1925 will be in full operation in 1927, but in the other the question has so far received no effective consideration.

Most of the pupils enrolled in European schools belong to the submerged tenth, and the home environment, social conditions, and, sometimes, lack of sufficiently nourishing food constitute a very serious hindrance to progress of any kind. The establishment of soup kitchens at some of the rural schools is a matter which might well receive the attention of those interested in social welfare.

In native schools in my circuit considerable progress has to be recorded for the year, and it is pleasing to have to report that there is now a hopeful prospect of a reasonable standard of education being attained in such schools. This is largely to be attributed to the vacation courses recently held at Mount Arthur and to informal talks to teachers and managers. The subjects in which most marked progress was made are handwriting, arithmetic and composition.

Handwork of some kind is taught in nearly every native school in the circuit. The favourite form is weaving in grass and mealie husks. A very few schools have introduced tinwork. During the year there has been a marked increase in the number of schools that have made application for school garden allotments. This is very promising and there is a bright prospect that gardening will be taught in a more serious and intelligent manner.

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

CIRCUIT: PORT ELIZABETH.

The rapid development of the industrial areas of Port Elizabeth is accompanied by a growth of the child population that has quite outstripped the available school accommodation. Church halls, Bowling Club houses, and even a large shed in the Agricultural

Show Ground, have had to be utilised, and the difficulty of exercising adequate supervision over a divided school is a heavy tax on the principals.

The building of the new primary department of the Girls' High School has been begun, and this should be ready for occupation during next year. At present the development of both the Boys' and the Girls' High Schools is seriously hampered by the lack of rooms for the expansion of their secondary classes. It will be to their advantage when circumstances permit of their sub-division.

The continued influx of families leaving the country districts to seek work in town, has considerably increased the number of Afrikaans-speaking school children. In one large primary school at the North End with an enrolment of 450, all but 80 of the pupils have Afrikaans as their home language. This may be contrasted with another primary school in the central area, where only 100 of the 420 children in attendance claim Afrikaans as their mother tongue.

The requirements of the Language Ordinance are met by the provision of parallel Afrikaans and English medium classes at four out of the ten primary schools in the town area. In the other six primary schools and in the primary departments attached to the two local high schools the children are almost exclusively English-speaking: here the problem is to equip them with a satisfactory knowledge of the other official language. The school committees and principals of these English medium schools are realising the importance of having upon the staff a certain proportion of teachers who can speak Afrikaans fluently and idiomatically and produce in the classroom what has been called "the second language atmosphere," but there is still much to be done in this direction, and the lack of a thorough grounding in Afrikaans is in many cases a serious handicap both to pupils in the secondary classes and to boys and girls seeking employment after leaving school.

Facilities for post-primary education have been increased by the establishment of an additional secondary school for boys and girls. A promising beginning has been made in temporary quarters and 75 per cent. of the pupils who completed Standard VII are proceeding to Standard VIII. If parents take full advantage of the courses provided, this school should serve to fill the gap between Standard VI of the primary school and the admission qualification to the various trade apprenticeships.

In the non-European Secondary School the course has this year been carried through to Standard VIII, and the first group of candidates has entered for the Junior Certificate examination. Approximately 100 pupils, coloured and native, have already been enrolled for Standards VII and VIII in 1927. The formation by the coloured community of a local Educational Association has stimulated interest in both primary and secondary education, and the visit of the Provincial Commission on Coloured Education gave the Association an opportunity of expressing its views.

During the second quarter the male teachers of schools for coloured and native children received a course of lessons in simple wood- and tin-work from the Departmental Instructor in Manual Training. The value of the course has been proved by the successful application of the lessons in several of the schools, and the

[C.P. 3—'27.]

ready sale of the articles made has enabled the purchase of tools and material.

The school attendance has been adversely affected by a succession of epidemics. Apart from this, there are many children whose intermittent attendance at school is a grave drawback to progress. As in former years, the attendance of pupils at the two part-time evening schools has been particularly poor.

A survey of the year's activities would be incomplete without mention of the Educational Exhibition held in the town last May. The local schools profited by what they saw of the work from other centres: they were also privileged to share in various demonstrations, displays and concerts. The organisers were grateful to all the teachers, European, coloured and native, who put in a large amount of extra work to ensure the success of the Exhibition.

---

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

CIRCUIT: EAST LONDON, KOMGHA.

During the year 1926 my circuit was decreased in area by the cutting off of Stutterheim which represented about a quarter's work. This was to enable me to devote about that time to relief work.

I spent nearly eight weeks in Somerset East and Cradock in Inspector Stokes' circuit inspecting mostly small country schools.

On the 4th August I was suddenly taken ill and remained on sick leave until the end of the year, the work in my circuit being done in the meanwhile by Inspector J. Craib, who retired at the end of the previous year.

Owing to these causes I am not able to say very much about my circuit. Affairs went on pretty much in the usual way during the year. No building having taken place for several years most of the primary schools are taxed up to their utmost capacity to accommodate their enrolment. It is to be hoped that matters will be changed during the coming year.

Not sufficiently large numbers of children from primary schools in the country are sent to carry on their education further in the town secondary and high schools; in other words too many parents are content with Standard VI as the end of their children's education.

The young teachers who begin their work in this district after leaving the training schools leave a favourable impression on one by their keenness and methods of handling their various classes. They do not seem to have suffered from not having been pupil-teachers.

---

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

CIRCUIT: MAFEKING, VRYBURG.

This might well be called the year of old books: Never before have so many dirty bits of books been made to do duty as class-readers. They abounded especially in the sub-standards—soiled, torn fragments of what were once books. 1926 seems to have marked a crisis in the lives of the books that were issued free, and that same free issue so spoiled the parents that they refuse to pay

for books. In many cases the teachers in desperation have themselves bought books for the children.

The Mafeking Secondary School is the only school in the circuit at which the provisions of the Language Ordinance are not being fully carried out. At most of the country schools, however, the second language has become so weak that not five per cent. of the children who now pass Standard VI could pass a Standard III test in the second language. It is a state of affairs that is causing a lot of serious thought and not a little heartburning, for parents are anxious that their children should be proficient in both languages. Many teachers have lost heart altogether and maintain that in their particular locality the second language cannot be taught with any degree of success. Is this so? Given more skilful teaching and regular systematic oral work the standard of attainment would undoubtedly be raised, but experience points out pretty clearly that it is only in an environment where both languages are spoken that the average teacher can hope to turn out a pupil able to speak both languages. The school alone, with its artificial atmosphere and in the limited time at its disposal, cannot provide the child with sufficient opportunities for hearing and speaking the second language. There is no time for the language to soak in; no opportunity for the child to exercise and truly assimilate what vocabulary he has managed to acquire.

Very few schools get up to the standard of attainment required in history or geography or nature-study. There are exceptions where the teacher happens to have a special liking for, or knowledge of, one or other of these subjects, but, on the whole, they are being taught in a very half-hearted fashion. It was hoped that giving teachers a wider choice and allowing them to draw up their own schemes would infuse interest into the work; but in most schools it has resulted only in a narrower syllabus and in greater monotony: Many a child is having Simon van der Stel for three years in succession followed by more Simon van der Stel for another three years in succession—the same old facts in the same old order year after year. Could the same subject be treated from different aspects, or from a wider point of view nothing but good would result, but the teachers who are able to give this varied treatment are few and far between.

There are still roughly 80 children of school-going age not attending school, and this is not an unsatisfactory state of affairs when the size of the circuit and the wildness of the western portion of it are taken into consideration. What is unsatisfactory is that so many have to be bribed into school by means of transport grants, and what is still more unsatisfactory is the irregular attendance at many of the country schools. As the law stands, the School Boards are powerless to deal with parents who keep their children out for a day or two per week.

Native education, after making considerable progress, is now at a standstill for want of teachers and schools. In the last six years only three new schools, and only five additional teachers have been sanctioned. There are ten schools on a waiting list; the fifty-five teachers in the mission schools are teaching an average of 57 children each; at least another twenty teachers are urgently needed. The school I inspected to-day has 153 children in eight different classes and two teachers to do the work.

[C.P. 3—'27.]

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

CIRCUIT: FORT BEAUFORT, STOCKENSTROM,  
VICTORIA EAST.

In January, owing to a reorganisation of the Transkeian circuits, I relinquished the Ngqeleni district and in its place the Idutywa district was included in my circuit. It was with deep regret that I gave up my work among the Pondoland schools where for eleven years I had received nothing but kindness and help from both missionaries, teachers and traders.

On July 1, I was transferred to the Fort Beaufort, Stockenstrom and Victoria East districts to succeed Dr. Rein, who had gone on pension. In these circumstances it is difficult to give an adequate review of the work done in either circuit—of that in the Transkei because it was relinquished after six months, while it has not yet been possible to visit all the schools in the new area entrusted to my supervision. Formal inspections of ninety-four schools were made during the twelve months and fifty-seven schools have been informally visited.

The outstanding event of the year in the Umtata circuit was the visit of the Superintendent-General of Education to the Territories in May. Dr. Viljoen, who was accompanied by the Chief Inspector for Native Education and Inspector Ross met the parents and others in Umtata on the occasion of the annual prizegiving of the local European schools. He also presided over the annual native choir competition when several thousands of natives—missionaries, teachers, parents and pupils—gathered in Umtata from the surrounding districts to greet the head of the Education Department and to listen to his speech of encouragement and help.

Looking back on the past twelve years spent in educational work in the Native Territories one is tempted to record a few impressions. With regard to European education it is satisfactory to note that bilingualism has become firmly established in all the schools, the second official language now being taught effectively and with the hearty encouragement of the parents to all pupils. The difficulties formerly experienced by traders and others living in remote parts of the country to secure school facilities for their children have been somewhat lessened by the advent of the motor car and by the improved maintenance of the roads. More are now able to send their children to village and town schools while the teachers at trading stations have greater social amenities than heretofore and are in consequence more contented to remain at their posts. In Umtata itself, where in 1914 there was only one Government-aided school with an enrolment of less than one hundred there are now two—a high school with an enrolment of well over three hundred, and an Afrikaans medium primary school with a staff of four teachers.

The native schools, which form over ninety per cent. of the total number, have made considerable progress in singing, handwork and school gardening. More might be done to utilise the natives' sense of rhythm and fondness for music as a means for developing their general intelligence. A well-known English educationist visiting one of the schools with truth exclaimed "They need less

arithmetic and more eurythmics." The district singing competitions have been a happy means of bringing together teachers, parents and pupils of different locations: they have created widespread interest in the work of the schools and have afforded opportunity for helpful social intercourse among a section who absent themselves from heathen gatherings without having yet fully evolved a Christian social *milieu* of their own. Handwork taught by an intelligent and interested teacher can be of very considerable educational value but, as has been emphasised before, no advance on economic lines can be expected until a fully-trained and experienced instructor can be appointed, to standardise and co-ordinate the work, guide and develop it on right lines, and find a market for the finished articles. Advance has also been made in the teaching of the official language which is now generally taught by the "direct method" from the lowest class upwards and the pupils in the higher standards are becoming more and more proficient in its use as a spoken and written vehicle of thought. More attention is also being given to the native language which is taught in all classes.

Arithmetic, history and geography still remain the weakest subjects of the curriculum, very few teachers being capable or taking the trouble to humanise them or to teach them in a practical way. There are also too many schools where little or no religious or moral instruction is being given. Considering that all the schools are *mission* schools under the management of the clergy of the different denominations; also that at school many of the pupils have their only opportunity of learning Christian truth and ethics, this would seem to be a matter worthy of earnest consideration.

One cannot conclude a report on a native circuit which one has left after twelve years' happy work without expressing one's deep appreciation of all the kindness and assistance received from missionaries, traders, officials and teachers; of the devoted work done by so many missionaries; of the high ideals set before the natives by so many of the traders; and of the efforts made by so many teachers to lead their people along the difficult path of morality and industry.

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

CIRCUIT: ABERDEEN, GRAAFF-REINET, HANOVER,  
MIDDELBURG, MURRAYSBURG, PEARSTON, RICH-  
MOND.

At the beginning of the year Middelburg was added to my circuit; otherwise no material change has taken place in the number of schools during the year. A few new schools were established in the course of the year, whilst about the same number were closed. The schools at Kendrew and Adendorp are now comfortably housed in new buildings. Additional buildings are in course of erection at Aberdeen for the Aberdeen High School, which has been handicapped for some years by having been housed in buildings scattered over the town. The completion of these additional rooms will simplify the question of supervision.

[C.P. 3—'27.]

Graaff-Reinet has every reason to be proud of the beautiful buildings in which the Hoër Volksskool is housed, and in which the Union High School will ere long be accommodated. The Glebe Lands on which the Union High School is being erected have been levelled and laid out as playing fields entirely out of funds raised by local effort.

This circuit will, when the buildings now in course of erection are completed, have ample accommodation for all its children of school-going age.

I should like to support the suggestion put forward last year by Inspector Spurway: that parents should be compelled by law to report to the School Board of the area in which they are resident, or into which they have trekked, the names of all their children of school-going age who are not attending school. It frequently happens in the drought-stricken parts of the Midlands that parents, when compelled to change their place of abode, remove their children from school and keep them at home for one or two quarters. The Board, under whose jurisdiction they then happen to fall, is naturally unaware of their presence and hence takes no steps to ensure enrolment at the nearest school.

The old belief in *one year, one standard reading book* is gradually dying out. Too many teachers still attach too much importance to the numbers on the outside covers of the reading books, with the result that the reading books in the case of the second language are often too difficult, and the reading lacks interest and intelligence. The use of suitable supplementary readers will no doubt bring about the desired end: to inculcate a love for reading.

Conversational lessons in the second language are now regarded as indispensable in connection with the teaching of the second language and much attention is given to the subject. The written exercises do not sufficiently reflect the effect of this oral teaching. This is no doubt due to the fact that these oral exercises are not always carried out in accordance with a definite scheme and are hence not properly graded. Sufficient attention is, however, not yet given to systematic "oral drill" in the higher standards. In the sub-standards and in standard I the subject is taught systematically and with success.

Home-language instruction up to and including Standard VI makes it imperative that more time should be given to the second language as a subject than to the home language as a subject. Afrikaans-speaking pupils in the Midlands are gradually losing the power of using the second language in easy conversation.

*Non-European Schools.*—The introduction of mother-tongue instruction in the lower standards has had the effect of shortening the time spent by pupils in the sub-standards. Pupils now make much more rapid progress and are not kept in these classes for several years.

Praiseworthy efforts have been made by several teachers to provide suitable handwork for boys in the form of tinwork. Lack of the necessary materials has handicapped teachers in carrying out the suggestions made by the Department with respect to the teaching of handwork.

INSPECTOR: MR. J. A. KELLY, B.A.  
CIRCUIT: ELLIOT, MACLEAR, XALANGA.

*General.*—All the schools in the circuit with the exception of one, which is practically a new school, were inspected during the year.

During the year, also, I relieved Inspector Baigrie for five, and Inspector van der Walt for three weeks.

Mr. O. P. Truter, Principal of the Maclear High School, was promoted to the Inspectorate at the end of the year.

*Buildings.*—It is understood that the much needed extensions to the Cala Secondary School will shortly be put in hand. The congestion at the Ugie Secondary School has been increased by the large number of indigent boarders admitted during the year, but steps are being taken to provide more accommodation.

*Subjects of Instruction.*—Considerable keenness in the teaching of agriculture is being shown in the larger schools of the circuit; and, in this connection, the Maclear High, the Elliot Secondary, the Ugie Secondary and the Lunga Primary Schools are deserving of special mention. The work done at present is mostly of a practical nature, but theoretical instruction will, in due course, receive the necessary attention. Poultry-keeping is also engaged in. Composition still remains the weakest subject in the curriculum, and, while some Afrikaans-speaking pupils are able to write with a measure of fluency and method in their own language, the majority are unable to express themselves in idiomatic and grammatical English. It is evident that insufficient time is given to the oral composition lessons in the second language and that the lessons themselves are, as a rule, of poor quality.

*The Language Ordinance.*—The Language Ordinance is, as a rule, fully carried out in rural schools where all the pupils are Afrikaans-speaking. In other rural schools where there are only one or two pupils whose home language is the second language, the medium of instruction is usually the home language of the majority of the pupils.

In the urban schools parallel classes have been instituted. Generally, however, owing to lack of class-rooms, parallel classes do not extend beyond Standard IV. In the Ugie Secondary School, however, there are parallel classes up to and including Standard VI.

*Native Schools.*—Teachers in these schools still devote an inordinate amount of time to arithmetic and spelling. Written composition is, as a rule, very weak, and although oral composition exercises in the official language are given in all the schools, it is evident that insufficient care in the preparation of these lessons is taken.

INSPECTOR: MR. R. E. LE ROUX, B.A.  
CIRCUIT: ALIWAL NORTH, BARKLY EAST AND  
HERSCHEL.

This circuit now comprises Aliwal North, Barkly East and Herschel; the second district having taken the place of the Albert district. As a circuit the number of schools has resumed practically unchanged; a few schools have closed and a few opened.

[C.P. 3—'27.]

*Visit of the Superintendent-General of Education.*—It has been a privilege and pleasure to have the Superintendent-General of Education in this circuit in the course of the year. As on the previous occasion in 1925 the impressions made by the Superintendent-General of Education have been very favourable, and beneficial results are sure to follow. Dr. Viljoen arrived at Aliwal North midday on Thursday, October 14th, and after receiving a deputation in connection with the Primary School and Boarding House, travelled to Lady Grey the same afternoon. His fine speeches at the public meeting the same evening and at the foundation-stone laying ceremony the next day, elicited very favourable and appreciative comment from all those present.

*Buildings.*—The new school buildings at Lady Grey are nearing completion and very likely early in 1927 the school will shift into its commodious and splendid new building. The proposed plan of changing the main block of the old school building into a school boarding-house for paying boarders is a sound one. Boarding-houses are also needed in connection with other high and secondary schools of this circuit. At Barkly East, where, like Lady Grey, the parts of the school are scattered about the town, tenders have been asked for the erection of a separate annexe building, to take the place of various scattered class-rooms.

*Curriculum.*—School gardening is developing fairly satisfactorily and in both town and country schools attempts are being made to cultivate satisfactory gardens in connection with nature study. Special mention in this connection must again be made of the Vlakfontein Primary School, where the orchard of 600 fruit trees is progressing well. This orchard has further been augmented, and ornamental trees have also been planted round the school. Furthermore, the poultry experiment is being run on educative and practical lines, the stimulus towards self-help excited in the pupils being specially praiseworthy.

*Language Ordinance.*—The provisions of the law are generally properly carried out. Exceptions occur, but these are very rare.

*School Attendance and Compulsion.*—Attendance is satisfactory in European, but certainly not in coloured schools. The new regulations as regards registration were not properly carried out at the commencement of the year, but most teachers now have a thorough grasp of the requirements.

*Central Country Schools.*—The centralised schools of this circuit are in most cases progressing favourably. It is, however, a great pity and shows lack of foresight, when parents petition for schools merely to have them nearer their homes. If the rural school is to be of real value, it should be at least a two-teacher school. Then only can the rural subjects be paid attention to properly.

*Non-European Education.*—It has been a pleasure to have the Chief Inspector for Native Education in this circuit in the course of the year. Mr. Bennie on his arrival at Aliwal North, Tuesday, 26th October, conferred with the managers of the different native schools and furthered the idea of joint-control of the Aliwal schools. At Bensonvale the Chief Inspector for Native Education in his address to the native teachers of the Herschel district gave very sound advice as regards their work, the curriculum and the proper attitude towards their profession.

*Coloured Schools.*—The joint control of coloured education at Aliwal North is now an accomplished fact and is sure to bear good fruit in the future.

*School Attendance, Native Schools, Herschel District.*—In this district the attendance at some of the native schools has been reduced very much, and a number of schools would have had to be closed had the Department not followed the generous policy of allowing the affected schools to carry on with the decreased numbers up to the end of the year 1926.

*Curriculum.*—School gardening has not as yet developed as it ought to. At present only a few schools have gardens, whereas no school should be without one. There are many difficulties in the way, but in most cases these ought not to be insurmountable.

INSPECTOR: MR. H. B. LUCKHOFF, B.A.

CIRCUIT: GORDONIA, KENHARDT, PRIESKA.

*Buildings.*—New schools have been built and completed at Neilersdrift and at Karos in the Kenhardt division, at Elim Island in Gordonia and at the Zwemkuil diggings in the Prieska division. The school at Zwemkuil opened in January with close on 200 pupils. Additions to the existing buildings have been made at Oranjedal I and II and at the Keimoes Secondary School. Several new buildings have been erected by enterprising farmers: the school at Stompoor in the Prieska division deserves special mention.

The staff and pupils of the Louisvale Secondary School have enclosed the grounds with a neat fence and have done much to improve the general aspect.

*Language.*—There are only three schools in this circuit where there are sufficient English-speaking pupils to allow of parallel classes. In two of these schools such classes are held in the primary department, the secondary subjects being divided between the two languages. In the third school it is proposed to commence parallel classes in January, 1927. In other schools, in which the number of English-speaking pupils is too small to allow of parallel classes being held, there is an honest attempt on the part of the teachers to meet the needs of such pupils.

In many schools the standard of attainment in the second language is sadly low in spite of a disproportionate amount of time being devoted to the subject. The time is however mostly spent on reading and spelling, and the essential oral composition is neglected.

*Attendance.*—The attendance is on the whole satisfactory except along the river settlements and on the diggings. In the former the long distances over which many pupils have to be conveyed and the difficulties others have to cope with in crossing the river, must be taken into account. In some schools, however, the attendance is very low towards the end of the year and in several others paltry excuses for absence are accepted and no action is taken against defaulters.

A number of schools have had to be closed partly as a result of the drought and partly because of the nomadic habits of the people, whilst others have again sprung up.

[C.P. 3—'27.]

Reorganisation with an eye to stability appears to be necessary in sparsely populated areas more especially in the Kalahari and in the Bushmanland.

The vast distances separating neighbouring farms make the establishment of schools very difficult and their lives uncertain. It is felt that the problem could best be solved by the establishment of rural boarding schools at selected and strategic points in the two areas mentioned.

In the portion of the Kalahari visited, there are over a hundred children of school-going age not attending school. The compulsory ordinance in these parts is a dead letter.

*Coloured and Native.*—There is a growing demand on the part of the coloured population for educational facilities for their children. The school at Koegrabie was inspected for the first time this year and new schools have been opened at Louisvale, at Kakamas and at Pofadder and a fourth is to open at De Banken in the Kenhardt division in January, 1927.

The native schools are overcrowded. One teacher cannot cope with sixty to eighty pupils.

*General.*—In most schools the nature study exercise books were examined and it is pleasing to report that good work is done in this connection.

A number of school gardens have sprung up, in several of which interesting and valuable experimental work is being done.

It must be recorded that there are teachers in some of the outlying schools who are doing excellent work in what might be called "social uplift." Several have stuck to their posts in spite of great privations; others have been so captivated by the charm of the desert and vast expanse that they have become domesticated.

One hundred and eleven schools were inspected during the year. With a circuit as large as the British Isles, it was found impossible, in spite of travelling nearly 7,000 miles, to pay more than sixty-four informal visits.

In conclusion I wish to record my appreciation of the valuable assistance rendered me by my predecessor and of the kind hospitality I am constantly enjoying throughout my circuit.

---

INSPECTOR: MR. J. C. W. RADLOFF.

CIRCUIT: JANSENVILLE, STEYTLERVILLE, WILLOW-MORE.

Accommodation needs have been engaging serious attention, and are being met as funds become available. In no case, however, has the necessary additional accommodation become available during the past year. It is gratifying to know that during the course of next year at least three schools will be relieved of the difficulties they have had to contend with for a number of years. It is hoped that funds will also be provided to relieve the remaining two pressing needs before another year expires.

Throughout the circuit the language provisions of Ordinance No. 23 of 1925 are being carried out either by means of parallel classes (in groups, due to the smallness of the minorities) or by bilingual

teaching. In no single instance was it found that any pupil is being handicapped for lack of being taught through the best known medium. The medium employed in the secondary department of the schools has been a much discussed subject during the past year. A serious position was threatened on account of one school committee evidently having lost sight of the fact that, above Standard VI, the law still allows parental option in the matter of medium. To create the necessary additional facilities for a student to become effectively bilingual it would appear to be the wisest—and for more reasons—the best course for the subjects (other than language) to be taught on a division basis by the employment of both media.

There are now very few, if any, children between the ages of seven and sixteen who are not in attendance at one or other school. The frequent migration of certain parents, however, continues to act as a serious handicap to the progress of their children. The introduction of the Pupil's Transfer Form, will, when in general use, in all probability, minimise, if not terminate, the baneful practice of long intervals of non-attendance at school on the part of the children of these migrators.

Agricultural education has not made much advance owing to the severe and long-continued drought throughout the circuit. Only in one case have the preliminary arrangements for the introduction of agricultural education been completed. At two other centres the subject will probably be introduced during the coming year; but until these have been proved a success, other schemes had better be held in abeyance. Nature study (accompanied by school gardening wherever water is available) has made considerable advance during the past year.

The coloured schools will show further progress only in proportion to the increased knowledge the teachers acquire of the home language of their pupils. Even with the limited knowledge of such language progress has been noticeable since home language instruction was brought into more general use. To the handwork activities has been added tinwork which is not only popular but made possible because of the opportunities of obtaining the necessary materials. The schools doing tinwork are, at present, very poorly equipped in the matter of tools.

The departure from Willowmore, towards the close of the year, of Rev. J. R. Albertyn, who had been Chairman of the local School Board for a number of years, deprived the division of a zealous worker. His services were fittingly acknowledged by a thankful community whom he had faithfully served.

---

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

CIRCUIT: BREDASDORP, MONTAGU, SWELLENDAM.

The new board formed by the absorption of the municipal boards of Heidelberg and Swellendam into the Swellendam School Board, continues to fulfil its new duties satisfactorily.

Generally, boards have a deep sense of their responsibilities, [C.P. 3—'27.]

and try to accomplish their duties faithfully. There have been instances, where members of school boards, and also of school committees, have been influenced by personal or political considerations, but fortunately these occur only rarely.

A number of committees of rural schools manage to deal satisfactorily with their duties. There are, however, also unfortunately, some committees, that, either do not realise their responsibilities, or are not sufficiently interested to do much for their schools. In some areas there are few committees, the work being done by the school boards.

*Accommodation.*—With few exceptions, accommodation in the town schools is very satisfactory. Government buildings, generally, are good in connection with rural schools. Hired buildings are also gradually improving, and by insisting on all the necessary conveniences, when new rural schools are established, considerable further improvements may be expected. If, further, fixed standards of buildings are laid down, and rentals paid accordingly, the provision of improved hired accommodation would certainly be much accelerated.

*School Courses.*—While in the majority of schools the privilege of modifying the departmental courses of instruction in primary schools to suit the local requirements, is rightly applied with very satisfactory results, there is unquestionably a tendency in certain schools to abuse this privilege, by simply curtailing the ordinary courses. Such procedure is, of course, largely due to insufficient acquaintance with the regulations affecting proposed changes in the school curriculum.

In the secondary departments of most schools the choice of courses is very limited, but usually, the courses followed suit the majority well. There is a danger, however, in some schools, that pupils may be too much encouraged to follow courses presenting a minimum of difficulty in teaching, and promising a maximum of success at examinations. The adoption of too many of these simpler courses, excludes the possibility of providing a suitable course for a substantial minority of usually promising pupils, who either go elsewhere, or follow courses from which they do not derive full benefit. It happens also, that pupils, insufficiently enlightened and wrongly advised at the commencement, are at the conclusion of their secondary courses grievously disappointed at being refused entrance to the universities and public service.

*Agricultural Study.*—In connection with most primary schools small gardens have been established. Unfortunately, however, these gardens are at their best during the cold, rainy season, when only a limited number of plants can be grown successfully. Very few schools are able to continue with gardening during the dry summer months. With these and other difficulties, agricultural study has not as yet given the satisfactory results expected, except in a very limited number of instances.

*Poultry Raising.*—A number of schools have begun to be interested in this matter, and it is only on account of existing restrictions, that rather little progress has been made in this direction. It has been impressed on all schools desirous of undertaking poultry-raising, that much of the real value of the enterprise is lost, unless it is self-supporting and self-developing. The school that can develop a successful poultry run from a small and inex-

pensive beginning, is doing much better than the one which commences with extensive fowl runs, fully equipped at heavy expenditure.

After more than thirty-four years of faithful and devoted service at the same school, Miss J. M. Hall retires at the end of this year from the staff of the Heidelberg High School. The Department joins with her many past and present pupils, colleagues and friends in wishing her a long and well-deserved rest.

INSPECTOR: MR. S. G. E. ROSENOW, B.A.

CIRCUIT: MALMESBURY, TULBAGH.

I took over this circuit at the beginning of the year. The Malmesbury portion thereof formerly belonged to the Malmesbury-Paarl area, while Tulbagh fell under the Robertson-Wellington-Worcester Circuit. This circuit is thus entirely a new one.

During my visits this year I devoted my time in finding out which subjects would require my special attention, so that I could in the following years give most of my time to those subjects. During the last quarter I held teachers' meetings at Hopefield and at Vredenburg, where I gave various practical hints. During the month of May I also visited all the schools in the district of Sutherland, at the special request of the Department.

In October, His Honour, The Administrator, Mr. A. P. J. Fourie, opened the new secondary school buildings in connection with the Moorreesburg High School, and his well thought-out speeches on that occasion still resound in the ears of those who were lucky enough to be present. During the opening of the school an exhibition of the handwork of the school was held. A similar display took place in the Malmesbury Girls' High School on the occasion of the prize distribution in December.

On the whole the work in this area is on a fairly high level. The subjects which should have more attention are: recitation, mental arithmetic, handwriting, geography, nature study, singing and oral composition (especially in English).

The Language Ordinance is carried out fairly well in the district schools, perhaps because there are but few English-speaking pupils to be found in the country. But in the town schools where there are usually a small minority of these pupils, they simply have to be content with Afrikaans as medium, except that the teacher tells everything over again in their own language. The parallel-class system is now being carried out up to and including standard II in the Malmesbury Girls' High School. The idea is to go one class higher each year. At the Boys' School there is as yet no talk of such a step. In the other towns in the district the number of English-speaking pupils is so small that it would be impossible to consider this method.

In my rounds during the year I have had very few complaints regarding children that do not yet attend some school or other, except in Sutherland, where a few cases were reported to me. The schools in the circuit are now so plentiful, that practically no

[C.P. 3—'27.]



child lives more than six miles from some school or other. A matter which must certainly engage the attention of all the school boards is the irregular attendance that prevails in the rural schools, especially during the ploughing and harvesting seasons.

I should like to thank the teachers and pupils most heartily for the friendly reception they gave me everywhere in my new area. Then I must also make mention of the hospitality that I received on all the farms and of the many friends that helped me along on the way on several occasions so that I could arrive at my destination safely every evening.

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

CIRCUIT: HEADQUARTERS CIRCUIT No. 4.

In January I took charge of the Caledon-Stellenbosch Circuit. In July I was transferred to Cape Division Circuit No. 4 with instructions to carry on in the Stellenbosch-Caledon area. As the two circuits overlapped it was possible to overtake most of the work in both. Stellenbosch now falls in the Cape Division Circuit No. 4.

My acquaintance with both areas was far too short for an exhaustive report. One hundred and twenty-seven schools were inspected, two were not inspected owing to lack of time.

During the current year two-teacher schools were built at Bot River and at Kleinmond. Money was also voted for the building of secondary schools at Greyton and Grabouw. The work will be undertaken almost immediately.

In standard IV and below the Language Ordinance is carried out in most schools. Two notable exceptions were the Sir Lowry's Pass Primary and the Gordon's Bay Primary, in which English was used as chief medium throughout. In the case of many schools it was found that the change in the Ordinance which extended home-language instruction to standards V and VI was not known. English was still being used as medium, though it was not the home language. It may now be stated that the home language of the pupils is now the chief, where it is not the sole medium of instruction in all schools of this circuit.

The one-teacher and two-teacher schools of the Caledon-Stellenbosch area have very poor libraries, most of the books are unsuitable for the type of pupil found in such schools. There are very few Afrikaans books in the libraries, the English books are not read. In most schools half the English reader was being read. In practice, therefore, the pupils read practically no English, and English was as a rule very weak. The teachers have now been instructed to use cheap continuous readers and read as many of these in class as possible, probably one per term. The teachers were told to reduce the teaching of formal grammar to a minimum, to teach spelling systematically and to drop dictation as a means of teaching spelling. To provide suitable reading matter, £50 was collected from the schools and from associations, £50 was contributed by the Administration, and a central library for the use of one-teacher and two-teacher schools will be started under the

supervision of the Secretary of the School Board at Caledon. Teachers will be allowed to remove as many books as they require as often as they require them.

The state of coloured schools in this area is unsatisfactory. With few exceptions the schools are overcrowded. In the Maitland Good Shepherd English Church school, for instance, there are five teachers teaching in one room. All the larger schools are very crowded.

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

CIRCUIT: HUMANSDORP, UNIONDALE.

The number of schools in this circuit has now once more increased to 127, all of which were inspected during the year. Owing to a very much decreased enrolment, one primary school was obliged to close before the annual inspection. Applications for several more schools, mostly coloured and native, are still under consideration.

Eighty-one informal visits were also paid from time to time. It is, however, very much regretted that, owing to the time required for the actual inspections and the amount of travelling involved, it is not possible to visit every school in the circuit informally at least once every year, as such visits have in the past proved very profitable in more than one respect. The teachers of this circuit usually look forward to such visits very keenly.

During the fourth term of this year, assistance also had to be rendered in a neighbouring circuit for three weeks. This time was spent very profitably.

The school buildings are on the whole in a satisfactory condition. As far as the state-owned buildings are concerned, there is at present not much need of any new buildings or even extensions.

During the last few years several new and very handsome school buildings have been erected by private enterprise. Of these the one at Langfontein in the Humansdorp Division is undoubtedly the best and it would also be a very good thing if some more of the proprietors of district school buildings, where conditions are not yet what they should be, would follow the example of the others and help to make the conditions under which the school work has to be done as agreeable as possible.

No school should, however, be transferred from one building to another and no new buildings should be erected—as was recently done in more than one instance—before the Department's consent or approval of the necessary plans has been obtained. Furthermore, the necessary sanitary conveniences that are so very often neglected should be considered as absolutely essential in every instance.

The equipment in most of the European schools may be considered as generally quite satisfactory. In certain schools, however, one often still comes across some very old-fashioned and uncomfortable desks that should at the earliest possible opportunity be replaced by more up-to-date desks.

In the coloured and native schools the position is, however, less  
[C.P. 3—'27.]

satisfactory and there is, therefore, still much room for improvement.

The enrolment in the primary schools and in the primary standards of the secondary and high schools has increased considerably in most cases. For this reason several additional teachers have had to be appointed. In the secondary classes the numbers have, however, remained about the same. Since the last report was submitted and the last warning issued, the attendance has improved somewhat. This is perhaps also the result of the legal proceedings instituted against a few of the worst offenders. In one part of this circuit, however, viz.: in the Zitzikama Ward (Humansdorp), there is still much room for improvement in this respect. Here the compulsory education regulations will have to be applied with a much firmer hand in order to bring to their senses those parents who have got into the habit of simply ignoring, if not ridiculing, the numerous warnings sent out from the local school board office from time to time. The habit, too, of trying to get the children out of school, before they have attained the prescribed age, should be discountenanced as far as possible.

The provisions of the Language Ordinance have, during the last few years, been faithfully observed in practically all the schools of this circuit. The home language of the pupils is used almost everywhere as the sole medium of instruction up to and including Standard VI, while it is also the prevailing medium of instruction in the secondary classes of the secondary and high schools.

Agricultural education has now taken a firm hold in the Karreedouw Secondary School, the Joubertina High School and the Uniondale High School. At each of these centres the necessary ground has been procured and good work is being done. At the beginning of the new school year each of these schools will possess a teacher specially qualified to teach this important subject, when still better results are sure to follow. Some of the primary schools are also displaying keen interest in this subject and are, consequently, likewise doing good work.

Special mention must also be made of the good work done by the schools in various other ways.

Following the great Educational Exhibition at Port Elizabeth, the Karreedouw town and district schools also held a similar exhibition, though, naturally, on a much smaller scale, in order to show the local people what is being done in these schools as well as to strengthen the funds raised locally for educational purposes. This undertaking was a great success. The same school has also recently acquired a pathoscope for the same purpose.

Since 1922 the Joubertina High School has also been helping deserving pupils with annual bursaries of £10 each out of funds raised locally and known as "die Opvoedingfonds." In this manner the amount of £140 has been spent on bursaries this year.

The Humansdorp High School, on the other hand, has started a "Savings Club" and the pupils who are very keen on this movement have during the last twelve months done excellent work.

Several of the district schools have from time to time organised some kind of entertainment and have in this way succeeded in raising funds that have been spent on improving the local school library or beautifying the school room(s) with pictures, etc.

The Indigent Boarding Houses at Karreedouw and Joubertina are doing excellent work but their future existence is being threat-

ened by the constant clamouring for new schools or the £12 boarding grants at district schools.

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

CIRCUIT: GEORGE, KNYSNA, MOSSEL BAY.

It is pleasing to report that, as a result of the enthusiasm and initiative of the Secretary to the George School Board, there has been a marvellous improvement in the attendance of pupils at schools in the George area. In almost every school I have visited teachers have spoken gratefully of the assistance which the secretary has rendered them by his prompt measures in dealing with defaulting parents, and at a recent meeting of town and district teachers a resolution expressing appreciation of his services was passed, and forwarded to me for transmission to the Superintendent-General of Education.

The amalgamation, at the beginning of the year, of the Mossel Bay Primary Schools, in one of which English and in the other Afrikaans was the prevailing medium, has solved a problem which for many years has given rise to much friction locally, and which has caused considerable trouble to the Department. A pleasing feature of the amalgamation has been the attitude of the first assistant, formerly principal of one of the primary schools who, though older in years and experience than the new principal, has given him loyal and effective support.

The numbers admit of parallel classes for every standard and make it possible to carry out the letter as well as the spirit of the Language Ordinance. The home language is the chief medium of instruction in all classes, but a great deal of attention is given to the second language, and every effort is made by the principal to encourage its use. There is good reason to expect that the soundness of the judgment of those who fought for amalgamation in the hope of securing greater efficiency and of promoting harmony will be amply vindicated. If the venture proves an unqualified success, Knysna, where conditions are similar, except that the numbers are smaller, may be induced to follow suit.

In the George Primary Schools, where there are comparatively few English-speaking pupils, the parallel English section below Standard V consists of several small classes under one teacher. Hitherto the English-speaking children in Standards V and VI, respectively, have been taken with the rest, both languages being used as media of instruction. Seeing that almost all the pupils have sufficient knowledge of both languages to profit by instruction through either, the results have been very satisfactory. The formation of parallel classes in these standards will make far heavier demands upon the teachers, and it is quite certain that the pupils will be less proficient in the second language. That mental development may be more rapid if the home language only is used as medium I will not deny, though the good results obtained in schools where bilingual teaching is in vogue, and the outstanding success of thousands of men in all walks of life in this country who received their education partly through the medium of a

second language, appears to indicate that the retardation is not very serious. A special point has been made of language teaching in all schools in the area, and where the system advocated is properly carried out, pupils on passing Standard VI are conversant with both languages, and have acquired a love of reading which will ensure further progress after they leave school. Nothing will do more to promote sympathy and goodwill between the two leading European races in this country than the ability and readiness to speak each other's language. The attainment of this end is worth some minor sacrifices.

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

CIRCUIT: ALEXANDRIA, UITENHAGE.

As a result of the modification made in the circuit at the beginning of the year by the substitution of the division of Alexandria for that of Steytlerville the inspections of all schools in the former division, with the exception of the Alexandria Secondary and the Sandflats Primary Schools, have of necessity been deferred to the first quarter of the coming year.

The Standard VI. pupils in the various rural schools, however, were accorded the privilege of presenting themselves for inspection at either of those centres, in order that those who were desirous of continuing their studies at a school of a higher grade might be enabled to do so without undue delay.

Those of the school buildings that are vested in the educational trustees are generally in a good state of repair. The coming year will see the erection of a new building designed to house the pupils of the Selborne Secondary School. In the town of Uitenhage the problem of using to the best advantage the available accommodation is one that continues to exercise the minds of the local authorities. The shortest way out of the whole difficulty would be to make primary education throughout the town free. Such a suggestion, however, would, I fear, lead to somebody's head being demanded in a charger!

School attendance during the year has been fairly good, and defaulters have been duly dealt with under the regulations. To the zeal with which the attendance officer performed his duties both in the urban and in the rural areas must be ascribed this satisfactory record, and in view of the fact that in the town of Uitenhage alone there are at least 1,700 children receiving primary education it is somewhat unfortunate that the abolition of the post should practically synchronise with the innovation whereby the amount of subsidy received from the Union Government for educational purposes is calculated on the average attendance.

In the majority of the schools in the circuit a conscientious effort has been made to give effect to the Ordinance extending the principle of home-language instruction to Standard VI.

Difficulties have been, and will continue to be encountered. In the Dolley Primary School, for example, with a total enrolment of 412, the number of English-speaking children does not exceed fifty, and the maintenance of the present rate of shrinkage in

this section will in a very short time lead to the creation of a single-teacher school within its walls, unless these pupils are transferred to another school—a proposed solution that has not met with popular favour. There is the further difficulty of Afrikaans-speaking pupils proceeding on the completion of the primary school course to the local high schools, in which the medium employed is exclusively English. The question as to whether the application of the law in its entirety will, or will not result in the lowering of the standard of attainment in the second language is one that the near future will decide.

This necessarily brief report would be incomplete without a reference to the lamented death of the Rev. D. J. Pienaar, which occurred with tragic suddenness in the early part of the year. For a period of almost 40 years he was Chairman of the Uitenhage School Board, as also of various school committees, and proved himself an indefatigable worker in the cause of education. Of him, if of anyone, it may truly be said that he died in harness.

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

CIRCUIT: HEADQUARTERS CIRCUIT No. 2.

Owing to absence on furlough and to working in another circuit, I was away from my circuit for half of the year. I have had the opportunity of seeing something of the life and work of inspectors elsewhere, and have come to the conclusion that the position of a headquarters inspector in Cape Town is by no means an enviable one. This is not the place to go into details of a financial nature; accordingly it will suffice to say, what can easily be proved, that an inspector at headquarters is very much worse off financially than his confreres in the country. But there is a still more serious side to the position. The duties of a headquarters inspector are so multifarious, and his time so occupied, morning, noon and night, with inspections, committee meetings, office work, correction of school exercises, and last but by no means least, in cleaning and tending his official motor car, that he has practically no time to read and keep himself professionally abreast of the times.

There were no buildings erected during the year. The circuit possesses several good primary school buildings, but not a single high school building to which I would like to take a visitor from overseas or even from some of the country towns of the Province. Arrangements have almost been completed for the erection of a high school at Observatory, while it is understood that provision will be made for the erection of a High School for Girls on the Erinville site at Rondebosch.

The state of the coloured school buildings is a deplorable one. Year after year in the annual reports written on schools, attention is called to the inadequate and unsuitable accommodation. This is not done with the object of harassing the managers, who very nobly and disinterestedly work in the cause of education, but merely to have it on record when the day arrives for another system of providing buildings to be brought into force.

[C.P. 3—'27.]

INSPECTOR: MR. G. M. J. SLABBERT, B.A.  
CIRCUIT: NAMAQUALAND—VANRHYNSDORP.

It is most pleasing to be able to report on all-round general progress and standard of attainment. Not only has the nature of school subjects improved but a firmness of purpose is noticeable which augurs well for the near future.

The schemes of work drawn up on the lines suggested by my pamphlet "Ek kan myself help" clearly show that teachers are beginning to realise the advantage of following properly drawn-up schemes of work.

All class-subjects are dealt with in a very thorough manner, and many of them, too, serve as a basis for language instruction, which has improved the most of all. Fully 70 per cent. of the teachers use, during their language instruction periods, sound direct methods. The pronunciation has improved and the vocabulary has been considerably enlarged.

The greatest progress has to be recorded in the second language—English, great care being devoted to instruction in this subject. The pamphlet of Inspector Swanepoel on the teaching of the second language is a most useful guide. I am fully convinced that where teachers use proper and correct methods of teaching English the exclusive use of Afrikaans as the sole medium of instruction will occasion no stumbling block or unnecessary setback to the proper acquisition of the English language. In the high school, the two secondary and all the three-teacher primary schools the standard of English is fairly high; and most of the pupils in Standard VI are able to express their ideas quite fluently and are able to pass on directly from the thought to English expression without first going to the Afrikaans expression and thereafter translating this into English. In the lower standards the correct use of the verb still gives rise to much difficulty.

Much has been done in *ruralising* education; and I owe much gratitude to Dr. Skaife for his great assistance with his articles in the *Gazette* on wheat growing. Needlework has improved very much; and I am most grateful to Miss Cairncross for her visits. All the teachers in my circuit unite with me in expressing regret that she is retiring from the position as Instructress on Needlework, and we all hope that she will be spared for many more years to enjoy a well-deserved rest.

Drawing, too, is gradually beginning to be regarded as a means of expression and not as the mere copying of drawings placed on the board.

Woodwork is improving, but progress has been much hampered through insufficiency of implements and lack of interest on the part of some of the teachers responsible for the subject.

Singing is improving and is looked upon as one of the most favourite subjects in the larger schools. Bible history is taught carefully, and school hygiene and nature study are being taught on most practical lines; and there remains no doubt that whatever is being done in this direction will do much for the general development, and will be of great service to the pupils in their afterlife on the lonely and isolated farms.

The annual handwork exhibition at Van Rhynsdorp, which was opened along with the additional classrooms by Dr. Viljoen, the Superintendent-General of Education, was a great success.

There is still great need for more practical education for girls, especially for that type of girl whose education does not go beyond the primary standards.

Most of the vacated posts are now being filled by teachers in possession of Primary Higher or Secondary Certificates—and many with lower certificates in my circuit are taking special leave for further study. No teacher can get too thorough a training, for teachers, who often fail to show good work, do so through ignorance of and lack of interest in the subject matter taught rather than through unwillingness to apply themselves diligently during school hours; for such teachers vacation courses are a boon.

Most of the teachers work hard on the whole and pay great attention to their school work. They read fairly widely and realise to a full extent the great responsibility of their profession. But unfortunately there are some of whom this cannot be said; they do not study, know nothing about recent development in the field of education, do not even read the *Education Gazette*. It fills one with sadness to think that to such hands the future citizens of South Africa have to be entrusted. It is no good advising them to subscribe to public libraries, or to attend teachers' meetings held periodically at the central villages, as they readily advance as an excuse against the former insufficient salary and against the latter transport difficulty. Fortunately for educational development, such form a small minority, but, nevertheless, they do form a weak link in the organisation; and pupils from their schools are certain to be badly equipped for life and unfit to proceed to secondary education.

I have teachers who remain students, and who are a real asset to the profession; their work is being carried on on most modern lines; they take a lively and intelligent interest in all practical education in their schools such as gardening, poultry farming, and bee-keeping. Such schools are Van Rhynsdorp High School, the secondary schools at Springbok and Garies, and the primary schools at Klaver, Wallekraal, Mesklip, Soebatsfontein, Kamieskroon, Vaalheuveld, Grootmist, Modderfontein, Grootriet, Matjesfontein, and at Trawal, where a beginning has been made with school gardening.

Some buildings were erected during the course of the year, but these in no way meet the demand, and there are urgent cases for new schools.

Van Rhynsdorp became a high school at the beginning of the year, and from 1927 there will be on to 100 pupils in the secondary department. For Springbok, though not a high school, special provision for starting a senior certificate class was given by the Administration.

It has now been the custom for the past three years to allow pupils in the larger schools in my circuit to proceed during the early years of their school life, at a pace more rapid than one standard a year, with marked effect. Due precaution, of course, is taken against the possible danger of over pressure. By doing this the average age has been considerably reduced in many standards.

My circuit was most fortunate during the past year to have received visits from the Governor-General, with Princess Alice,

[C.P. 3—'27.]

who stated that she was quite pleased to find that the education of the children in these outlying parts was in the hands of such a good type of teacher. The other visitors were the Administrator and Dr. Viljoen, the Superintendent-General of Education, accompanied by Dr. Skaife.

The official visit of Dr. Viljoen will not be forgotten soon. In addition to the ordinary tour he was able to visit several centres where successful experiments were being carried out in practical nature study and school gardening and the home project schemes.

All such visits do much to widen the general outlook of all concerned in education.

A very strong movement is on foot to get facilities for secondary education in Namaqualand for the children of the coloured people.

To enable Inspector Swanepoel to visit the Training Colleges I assisted him in the district of Calvinia and in the inspection of the high school at Sutherland. I inspected 112 schools and visited 66 during the year.

---

INSPECTOR: MR. E. J. SPURWAY, B.A.

CIRCUIT: CATHCART, QUEENSTOWN, STUTTERHEIM.

At the beginning of the year Tarka and Stockenstrom were cut off from, and Stutterheim added to, the circuit. This change did not materially affect the number of schools to be inspected.

A fine block of new buildings for the Queen's Drive School at Queenstown was formally opened by the Superintendent-General of Education in October. If this school continues to grow, as seems probable, still further accommodation will before long become necessary. Suitable housing for the Girls' High School at Queenstown is now the most urgent building scheme in this circuit.

The Higher Mission at Queenstown is carried on in a most unsuitable building under conditions that cannot but be detrimental both to the health and to the progress of the pupils.

Generally speaking, the European schools are well furnished and well equipped. The Native schools suffer from restricted seating accommodation and a totally inadequate supply of desks. A more generous issue of blackboards and easels would facilitate the teachers' work.

The provisions of the Language Ordinance are carried out by means of parallel classes in the large schools, where the number of pupils permits of this organisation. In the rural schools where both English-speaking and Afrikaans-speaking children have to be taught together the problem is not so easy. The appointment of teachers having bilingual qualifications is rightly insisted on in these schools, and a reasonable attempt to give all the pupils home-language instruction is made.

Comparatively few children of school-going age do not attend school. Some machinery whereby boards may have before them up-to-date information regarding such children who are not attending any school is undoubtedly needed. In this connection I see no reason to change the opinion I expressed last year, viz.—that parents should be compelled by law to keep the board under whose jurisdiction they reside informed so long as they have

children of school-going age who are not provided with facilities for education.

Of 112 European teachers all but two are certificated. These two are graduates of a university. In the native schools 86 per cent. of the teachers employed are certificated. In this circuit twenty years ago only 38 per cent. of the native teachers were certificated. It will thus be seen what great strides have been made in the training and certification of teachers.

All the secondary and the high schools are now following the Departmental courses up to and including Standard VIII. Until such time as the secondary work can be concentrated in fewer schools little can be done to introduce the differentiated courses that have been provided, for these are possible only where there is a large staff. No considerable number of pupils in the secondary area are granted bursaries or remission of fees. Where such privileges are given good use is, in most cases, made of them. Unless good use of these advantages is made they are not again recommended.

The good wishes of the Education Department are tendered to Miss Gutteridge (Tylden) and to Messrs. oSlomon Zimba (Hackney) and John Alfred Sishuba (Hukuwa) all of whom have retired on pension after many years of faithful work.

---

INSPECTOR: MR. A. H. STANDER, B.A.

CIRCUIT: HAY, HERBERT, KURUMAN.

The need of improved housing conditions for town schools is at present overshadowing every other matter of importance. During the last three years nothing could be done in the matter of meeting the demands of a rapidly increasing enrolment, with the result that not a single school is left with anything like adequate accommodation. The detrimental effect on the work of these schools needs no comment. In the meantime certain local authorities have shown a tendency to contract ridiculously high rentals, presumably with the object of forcing the hands of the Department whom they suspect of indifference in the matter. Needless to say, much time and patience is often required in stressing the very obvious fact that no one, not even a Government department, can build without funds. The position, however, is sufficiently serious to warrant early action.

The European enrolment, calculated at the time of inspection, was 3,281. Of these 1,049 were found in indigent hostels, of which there are 18 in this circuit. In addition 49 pupils were drawing maintenance grants under Section 290 of the Ordinance, 60 received secondary bursaries, and 189 were being conveyed to school. In all 1,347, or 41 per cent., of the total school population were in receipt of Government aid at a total cost to the Administration of £18,900.

Indigency has therefore assumed enormous proportions, and were it not that many of the so-called "poor whites" are merely "impoverished whites" who, as a result of economic pressure elsewhere, have settled in these districts in comparatively recent [C.P. 3—'27.]

times, the matter would be one of very grave national concern. Several are gaining prosperity and have incidentally been assisted to a not inconsiderable extent by their having been partially or wholly relieved of the burden of educating their children. This is not one of the least satisfactory results of our system, but, unless indigency is to be accepted as part of the established order of things, definite steps must be taken to save the increasing number of young people who annually leave our schools after passing Standard VI., or more often upon attaining the 16th year. At present these are simply let loose upon the country as potential poor whites to perpetuate their kind and keep the boarding-houses going. Or, worse, they drift to the diamond diggings where, condemned to a life of famines and feasts with its attendant moral evils, they are destined to become not merely a burden but a positive danger to the State.

The successful solution of this serious problem is one of the most clamant needs of the day.

INSPECTOR: MR. C. H. STOKES.

CIRCUIT: BEDFORD, CRADOCK, MARAISBURG,  
SOMERSET EAST, TARKASTAD.

Owing to a long illness, I was unable to inspect all the schools in the circuit. Inspector Spurway, however, undertook the inspection of all Tarkastad schools, and Inspector Freeman those of 19 others. For this generous assistance, and for the Department's approval of the arrangements made, I offer my sincere thanks.

*Buildings and Equipment.*—The high and secondary schools in the circuit are, on the whole, well equipped, although, in some instances, deficient in accommodation. All the new rural schools are established in suitable rooms, whilst there is improvement in the equipment of country schools generally. The new buildings provided for the Holy Rosary (R.C.) and Immanuel coloured schools at Cradock are very satisfactory, both in plan and furnishing. Recently, a new native schoolroom has been built at Millness.

*Teachers.*—Rural teachers have changed their posts with somewhat less frequency, as will be seen from the following table:—

Division.	Rural Schools comparable.		Same teachers at the annual inspections in	
	1925.	1926.	1924 & 1925.	1925 & 1926.
Somerset East ..	29	25	12	17
Cradock .. ..	15	15	8	11
Bedford .. ..	8	6	5	2
Maraisburg ..	—	3	—	1
Total .. ..	52	49	25	31

*Schools.*—No school even yet makes a minor semi-annual re-classification of any pupils above Sub-Standard B. 15 per cent. more primary pupils were inspected, but, in the rural schools, 2 per cent. fewer passed Standard VI, the percentage in the high

and secondary schools remaining unaltered. Of 1,147 native children inspected, 64 per cent. were classified below Standard I, and 4 per cent. above Standard IV, as compared with 66 per cent. and 3 per cent. last year. In coloured schools, 62.3 per cent. and 3 per cent. were similarly classified, the corresponding figures for 1925 being 65 per cent. and 1.37 per cent. Attendance in all classes of schools has suffered serious interference from a succession of epidemics, but, as a rule, European pupils attend regularly, which, however, cannot be said of either coloured or native children.

*Subjects of Instruction.*—Improvement in composition continues, and in the case of the high schools, this is largely due to the development of the school libraries, in which (*e.g.*) Bedford (Templeton), Cradock (Rocklands), and Somerset East (Gill) have been remarkably active. Formal grammar is less neglected, but "unseen" dictation often yields poor results. In native schools, handwork is backward. Too few teachers take the subject seriously, for even where the quality of the work is satisfactory, far too little is attempted. Geography and history are much more scientifically and profitably taught than formerly, and gardening is more widely taken up. The extension of the provisions of the Language Ordinance to Standard VI has not affected the small country schools, but in one or two urban schools some temporary dislocation has resulted. In most cases, it has hitherto been thought that bilingual teachers would sufficiently meet the requirements of the Ordinance, but in 1927 the primary departments of all the larger urban schools will probably be organized on the parallel-class system.

*Secondary Education.*—The enrolment in the secondary classes has again slightly decreased, viz., from 479 to 463. Organization is, in general, good, and the teaching efficient. The signal success of the agricultural courses at Somerset East and Kaalplaats suggests the desirability of further experiments of this character, whilst the important developments in the teaching of German at Gill High and Hofmeyr Secondary are both noteworthy and gratifying. Nor is it without significance that three unaided schools in the circuit together entered 33 candidates for the Departmental School Certificate examinations.

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

CIRCUIT: CALVINIA, CERES, SUTHERLAND.

During the year the work in the circuit was considerably disorganised owing to my absence in other parts of the country for nearly five months.

Inspector Rosenow inspected all the schools in the Sutherland district, while Inspector Slabbert assisted me in the Calvinia area, and also inspected the Sutherland High School in November of this year. These changes necessitated a re-arrangement of inspection dates and made many essential informal visits impossible.

[C.P. 3—'27.]

The two outstanding events of the year were the visits to the North-West of the Administrator and the Superintendent-General of Education respectively. The inspiring addresses delivered by these two gentlemen, in a country where the inhabitants are constantly engaged in a dour struggle with nature, will undoubtedly stimulate effort and result in greater sacrifices on behalf of education.

Now that I am on the point of taking my final departure from the vast North-West, I may be permitted to point out a few grave dangers that threaten this fascinating area.

There is first of all the entire lack of *business* training which makes both farmer and townsman easy victims to those who have had the benefit of better education and greater commercial experience. Lack of business training is probably responsible for the creation of more *poor whites* than the much maligned drought.

In spite of our system of boarding bursaries and travelling allowances, there are still hundreds of children who grow up without any education. Their future, needless to say, is a foregone conclusion. Parental responsibility is rapidly disappearing; and it is difficult to ascertain whether the parent is in need of assistance or not. The time has arrived for the Administration to take strong action in this matter and to protect the child against the neglect of the parent.

Closely connected with this is the question of indigent boarding houses. Some of these institutions serve an excellent purpose, but the present system is open to a great deal of abuse. In some places the indigent boarding houses are rightly unpopular with the public; and often charitably disposed people refuse to assist them. It is doubtful whether they should be classified as *charitable* or *educational* institutions. There are many children in these boarding houses who have no right to be there. There are many others who could be accommodated at country schools at about half the present cost to the State. At present the indigent boarding house is a hybrid institution with its financial position undefined.

There is also the problem of the child that leaves school after passing Standard VI. Many of these drift into blind-alley occupations and those who pass out of the indigent boarding house usually find their way back to *poor whiteness*. This is a problem which should be seriously considered by school boards.

Another serious drawback to educational development is the large number of backward and mentally retarded children in this area. Many of these make little or no progress in our schools, and should attend a school in which a modified curriculum is followed. A sudden influx of a large number of these pupils has serious effects upon the tone of the school concerned.

*Training Schools and Colleges.*—During the latter half of the year, after assisting Inspector van der Walt in the Colesberg district for a fortnight, I inspected the Afrikaans in the twelve Training Institutions.

I noticed a considerable improvement since my last visit four years ago. The fact, however, that candidates still come from some secondary and high schools without a conversational command of Afrikaans, is sufficient to prove that oral work has

not yet come into its own everywhere. These students have to spend so much time in trying to become bilingual that they are forced to sacrifice efficiency in their professional training.

The value of a knowledge of phonetics is now fully realised in most of the training institutions; and a great deal of good work is being done. But the time has arrived when this subject should be made compulsory and treated as an examination subject.

Here, I should like to record my indebtedness to that band of teachers who loyally co-operated with me during my sojourn of four years in these districts. I should also like to thank the school boards, their officials and my many farmer friends for doing all they could by means of hospitality and otherwise to make my lot an easy one and my work a success.

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

CIRCUIT: BEAUFORT WEST, FRASERBURG, LAINGSBURG, PRINCE ALBERT.

It is with great satisfaction that I may again testify to the good work that is being done by the teachers engaged in this circuit. With comparatively few exceptions, there is no shirking of duty. On the contrary, a spirit of keen earnestness and whole-hearted devotion to duty distinctively characterises the work of the overwhelming majority of the men and women, who are giving their best in the interest of the children committed to their charge. It is therefore more than a matter of regret that their efforts are not always acknowledged, that they are seldom correctly estimated and accordingly appreciated. Very few schoolmasters have the good fortune of basking in the heyday of popularity.

Generally there has been satisfactory progress, and the standard of attainment has advanced proportionally. Both English and Afrikaans have benefited materially. Systematic oral practice is enabling even the pupil on the farthest outskirts of the backveld to express himself in a promising manner also in English. And whereas Afrikaans up till quite recently was often still slovenly written, and, if possible, more slovenly spoken, a superior tone is now decidedly in evidence. Especially is this leap noticeable in the oral work of the secondary department in particular of those schools which have been preparing candidates for the Departmental Certificate Examinations for some considerable time now. The practical value to the pupil of this kind of drill, especially where the best results are being attained, is such as to make it all the more regrettable that the Department could not sooner provide the facilities now obtaining.

All the more disturbing therefore it is to find *teachers* so erratic in Afrikaans arithmetical terminology as is only too frequently the case. "*Vermenigvuldig by*" is equally common as "*deel by*" in the arithmetic lessons of many teachers. This matter is worth the attention of the training institutions.

[C.P. 3—'27.]

Candidates will greatly benefit by having their attention drawn also to certain apparently insignificant, but in practice such very significant details. If, for example, the pupil sits at the desk in the proper attitude, handles his pen correctly, and keeps his eye at the proper distance from the paper, the writing exercise will not easily prove fatiguing. On the other hand, an incorrect posture will hardly ensure good penmanship; and the cramped attitude assumed by most pupils at their writing is well calculated to be harmful, to cause lung trouble, if the exercises continue to be long sustained, and to be detrimental in the extreme to the eyesight.

Accordingly, the badly graded desks found in many schools, not to speak of the tables and seats without back rests which still obtain in the little farm school cannot be condemned in terms too strong. No effort to secure a desirable school desk should ever be discouraged.

It is only in the case of certain subjects in the secondary areas that the provisions of the Language Ordinance are not being carried out. On occasion this is due to the presence of pupils representative of both races. The procedure then is to take more or less half the number of subjects through the one, and the remainder through the medium of the other official language. At Beaufort West only the division is not quite even yet. As far as the primary schools are concerned, conditions are not altogether satisfactory yet in the Division of Prince Albert, but they are improving, and in another year's time they should be good. In very nearly all the other rural schools belonging to this circuit, the law is respected and its terms are loyally carried out.

Once more the application also to all other schools—mission and private—of the Language Ordinance must be strongly urged.

No less strongly must be urged a much firmer carrying out of compulsory attendance legislation. Many a child is being neglected through a school board's failing to take drastic steps against the recalcitrant parent.

Otherwise the different boards merit unstinted gratitude for the keen interest they take in the education of the children under their respective jurisdictions, and for the laudable efforts they make to get those of school-going age enrolled at school.

---

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

CIRCUIT: PAARL, ROBERTSON, WORCESTER.

At the beginning of the year under review I was transferred to the Paarl-Worcester-Robertson circuit where the first six months were spent in holding such inspections as were due, and in acquainting myself with the general conditions obtaining in these divisions, and with the peculiar requirements of particular localities and schools. This survey, which had not been completed in June, was interrupted when, in July, I was seconded for work in the Cape Peninsula.

I naturally had very little opportunity of doing constructive work during the short period spent in this very extensive circuit,

but I have seen enough to realise that whatever the problems, my path had been made very smooth by my predecessors—Inspectors Hofmeyr and Rousseau—who had generally left their schools in a most excellent condition.

From July to December Acting-Inspector C. L. Hofmeyr was in the main responsible for my circuit. To him and to Inspectors Retief and Wium who were kind enough to lend a helping hand when it was found that certain necessary inspections could not be overtaken by Mr. Hofmeyr single-handed before the end of the fourth quarter, my sincere thanks are due.

---

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

CIRCUIT: ALBERT, COLESBERG, MOLTENO, PHILIPSTOWN, STERKSTROOM, STEYNSBURG, VENTERSTAD.

*Buildings.*—During the past year a building has been completed for the Paul Kruger High School, Steynsburg. This building provides for a pressing need, such as still exists in the case of two other towns. In addition, in view of development, building extensions are necessary in several other places. To make the necessary provision for the lower schools, as they stand to-day, without taking into consideration possible development within the next few years, a sum of £40,000 would be required.

*Centralisation.*—An effort to amalgamate country schools in two places which lay near to each other miscarried owing to the fact that each parent's desire to have the school at his own door proved too strong. In most cases the establishment of central two-teacher schools in thinly populated districts is impracticable. It is therefore to be regretted that an effort to provide better educational facilities where it was quite possible to do so should be wrecked by the obstinacy of parents. A singular case has also arisen, in which owing to the limited accommodation in a farm school, the manager refused to admit three of his neighbours' children to school, with the result that the children have been deprived of the privileges of education for fully nine months. It would appear that in the case of farm-school managers a power (of excluding pupils), which leads to an unsatisfactory state of affairs, is possessed.

*Teaching.*—The work of the schools, I was able to inspect before proceeding on leave of absence was in general of a satisfactory character. Less moving about on the part of teachers from school to school was noticeable. Where changes of teachers have taken place in country schools it is almost exceptional to find all official documents and the report books in the school. This causes endless confusion; and there is altogether too much negligence in this respect. Mistakes in making up the attendance registers are still often noticed.

It is pleasing to be again in a position to announce that several town schools have collected money for school purposes. Deserving of special mention are the Paul Kruger High School and the Porterville High School, where through the energy and good organisation of the heads, ably assisted by the other members

[C.P. 3—'27.]



of the staff, and through the liberal assistance of the public, large sums have been collected to add to the strength of the school funds. Mention must also be made of the laudable undertaking by the Reformed Church at Steynsburg to provide from its own funds the salary of an additional teacher for the Gymnasium Primary School.

INSPECTOR: MR. D. J. W. WIUM, B.A.

CIRCUIT: CLANWILLIAM, PIQUETBERG.

I took over the Clanwilliam-Piquetberg circuit at the beginning of this year, and in this report I wish to draw special attention to the ploughing and harvesting vacations, which are peculiar to this circuit and two of the adjoining circuits.

For many years past, I believe, it has been the custom to alter the school vacations in this circuit to suit the ploughing and harvesting seasons. During the year under review, fifty-eight schools made use of this concession. The majority of the remaining sixty schools are also situated in wheat-producing areas, and in their case parents have been accustomed to get permission to use their children for ploughing and harvesting. No such permission was granted during 1926, but parents simply took their children from school without leave. This naturally caused heavy loss of subsidy to the Provincial Administration.

Schools, which observe ploughing and harvesting vacations, close and re-open at different times, and the administrative side of the work is made more difficult.

The school year is, with a few exceptions, divided into two long terms, which affect teachers and pupils alike adversely. Both teachers and pupils are exhausted long before the vacation comes, with the result that teachers often break down and the pupils' progress is retarded. For the year 1926 schools, for which ploughing and harvesting vacations were authorised, re-opened on the 4th January, and they continued without a break till the first week in May—one closed on the 26th April, and another continued till 19th May. The average length of this term was 18.6 weeks. After a break of three, four or five weeks for the ploughing season these schools re-opened, and the majority continued, again without a break, till the number of school days for the year had been completed. The second term therefore averaged 21 weeks, and in the case of one school it actually lasted 23 weeks.

The teachers who work in these schools are subjected to other hardships. A very small portion of their school vacation coincides with the official school holidays, and they have to leave their homes and friends when other members and friends of the family circle have just arrived or are still coming home for a family reunion. They also miss teachers' meetings and vacation courses which may be arranged during ordinary school vacations. Further, these teachers can seldom make use of railway excursion facilities. When one of these teachers wishes to make a change to another school, he is beset with difficulties. He started on the 4th January in a school with ploughing vacation, and he is

to take up duties in a school, observing the ordinary school vacations in April. By the 31st March he has already taught for 63 days, that is three school weeks longer than the actual length of the ordinary first school term.

Now, the majority of pupils in the primary schools are only between the ages of seven and fourteen, and boys of this age can do little more than act as leaders during the ploughing season. During the harvesting season parents ought to be able to manage without their children. Moreover, during that time, a one-session day is customary, and children are free by about one o'clock to help their parents for a long summer afternoon.

It must also be pointed out that other industries in the country, for instance, fruit growing, are not favoured with a change of school vacations to suit their activities. But, in connection with the ploughing and harvesting seasons in this area, it is quite clear that parents think of their own convenience only and give little thought to either the child's progress or the teacher's welfare. While some concession may be made to assist the parent, strong regulations should be made to protect the teacher and the child.

If, however, ploughing and harvesting vacations are to continue, it seems to me that the following points should, in any case, be observed:—

- (1) Schools with ploughing and harvesting vacations should reopen in January a week before the official date.
- (2) A ploughing vacation of three weeks should be allowed.
- (3) All schools should close for a week at the end of August.
- (4) A harvesting vacation, if required, should not exceed three weeks.

*Compulsory attendance.*—As pointed out above the ploughing and harvesting seasons cause a great deal of irregularity.

There are still many children of school-going age who are not attending school. Parents often wait for a school to be established at their doors, and in the meantime their children stay at home without any instruction at all. In one instance about forty children of school-going age are not attending school, while at least twenty of them are within three miles of a school, where there is ample accommodation. Some instances have come to my notice where children of school-going age have been hired out for farm service. Many instances of non-attendance and irregular attendance are reported by teachers and by the circuit inspector, but often no action is taken, for there is no attendance officer to make personal investigation. The police are at present to report the non-attendance of children, but they should rather be empowered to prosecute offenders.

It even seems advisable to compel parents to report to the School Board or the police the non-attendance of their children of school-going age.

#### THE LANGUAGE ORDINANCE.

The Language Ordinance is carried out satisfactorily in the schools in this circuit.

It is quite an exception to find a pupil with English, as home language, in any of the country schools. In the town schools

[C.P. 3—'27.]

the number whose home language is English is so small that parallel classes cannot be formed without great hardship, for it will mean the establishment of a single-teacher school within the larger institution. Parallel instruction is, therefore, resorted to.

#### TEACHERS.

It is to be recorded that Miss Celestine du Plessis, late principal of the Twentyfour Rivers Primary School, retired at the end of September of this year after having served for twenty-two years under this Department. The Department wishes to record its appreciation of Miss du Plessis' long and faithful service and hopes that she will enjoy her well-earned rest.

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

CIRCUIT: BRITSTOWN, CARNARVON, DE AAR, HOPE-TOWN, LOXTON, STRYDENBURG, VICTORIA WEST, VOSBURG, WILLISTON.

At the beginning of the year the divisions of Petrusville and Philipstown were detached from my circuit, and the division of Williston attached, so that during the four and three-quarter years that I was employed in this circuit its boundaries were altered every year. The last alteration not only augmented the number of schools by nearly twelve per cent., but also enlarged one of the most extensive inspection areas making it less compact and thus severely complicating inspection work. In addition to this I was made responsible for the inspection of the high school at Petrusville, and the secondary school at Philipstown during the fourth quarter of the year, which made it hardly possible to do much beyond testing Standard VI and moderating the oral marks of the junior and senior-certificate candidates at four of the high schools. The work of all the remaining schools was examined as thoroughly as was found possible under the circumstances: 110 inspections being conducted, 43 informal visits paid, and 11 of the 13 indigent boarding-houses visited.

It is particularly pleasing to be able to report general progress and greater educational efficiency during the year under review. This is in a large measure due to compulsory home-language instruction which has through recent legislation been extended to Standard VI. Practically all the teachers in the circuit are to-day realising the absolute soundness of this fundamental educational principle; and the few sceptics amongst parents and local school authorities are decreasing at a rate that augurs well for the future. Also in the coloured schools all initial instruction is to-day given through the medium of the home language of the pupils, and, in the course of a few years, when those pupils who were wrongly started have passed out of these schools, the medium of instruction throughout all the classes will be thoroughly sound. The managers of these schools are to be congratulated on the benignity they displayed in viewing the matter in its true perspective, and thus enabling me to effect the wholesome alteration without any friction whatsoever. In hardly any case has the proficiency

in the second language of both European and non-European pupils suffered because of this; and where teachers had no ulterior motives, where they introduced the second language by means of the direct method, and gave adequate attention to conversational practice and oral composition in it, and where there was no antipathy to home-language instruction, the standard of attainment in the second language was appreciably better than in the past. The great importance of cultivating thrift is being realised more and more and savings clubs have now been started in all the village schools, in some of which the movement has been taken up with much enthusiasm.

At the end of this year the Britstown High School, and incidentally the Department, loses the services of one of its most efficient teachers in the person of Miss T. Faure. For many years she discharged her duties with singular devotion and ability and a word of appreciation for her sacrifices in the cause of education is fully deserved. May she enjoy her well-merited pension for many years.

From the commencement of next year I shall take over the Calvinia-Ceres-Sutherland circuit. I, therefore, avail myself of this opportunity to thank most cordially for their kind hospitality all the farmers on whose farms I was compelled to stay. I am also obliged to managers of mission schools, school boards, school committees and secretaries of school boards, for their co-operation and the good relations that have always existed between us.

#### REPORTS OF CIRCUIT INSPECTORS: TRANSKEI.

INSPECTOR: DR. H. D. ANDERS, B.A., Ph.D.

CIRCUIT: LIBODE, NGQELENI, PORT ST. JOHN, TSOLO.

There has been a change in my inspection area, which now comprises the districts of Tsolo, Libode as well as, in exchange for Qumbu, Ngqeleni and Port St. John, with 141 schools including three industrial departments attached to St. Cuthbert's, and four new schools likely to receive Government grants.

The outstanding event during the year under review was the visit of the Superintendent-General of Education which has been a source of inspiration and encouragement to all engaged in educational work.

It is gratifying to record the erection of a new school at Tsolo which has supplied a long-felt want. The inadequacy of accommodation of the practising school at Buntingville has been a serious handicap. A new class-room, however, has just been completed and is now ready for occupation, while (it is understood) two more are to be added shortly.

SCHOOL ATTENDANCE.—So far as I know, all European children of school-going age are attending school. The attendance of native pupils is improving steadily. The growing interest in education among the natives of Western Pondoland is largely due to the personal influence of their progressive chief Poto.

[C.P. 3—'27.]

*Subjects of Instruction.*—The valuable articles in the suggestions for the consideration of teachers, commonly known as the Red Book, deserve closer study on the part of native teachers, to whom I often explain matters that are fully and carefully discussed there. Scheme and record books are seldom kept satisfactorily, if kept at all. The subjects that require more particular attention are reading, oral English, mental arithmetic, as well as geography and Xosa grammar. Altogether, it seems to me that there is need for another vacation course.

Gardening is making more satisfactory headway; but teachers have not yet grasped the importance of carrying on gardening regularly throughout the year without a break. The Department's offer of small equipments for the teaching of gardening in native schools has been eagerly taken advantage of. Handwork of some type is done in nearly all schools, though a really high level is seldom reached. Mr. A. E. Mbuya's visits to Buntingville and schools of Tsolo District I feel sure have had a stimulating effect and will no doubt bear fruit in due time.

An interesting choir competition was held at Tsolo on the 9th of September, when Mr. Newns, the newly appointed Singing Instructor, adjudicated. Arrangements have been made for a similar competition for the districts of Ngqeleni and Libode to be held in 1927.

I regret to record the death of the Rev. Robert Affleck Scott, who has left a gap which it will not be easy to fill. His life was one of great usefulness, by reason of his varied gifts, his wide experience and forceful personality.

In conclusion I should like to give expression to my grateful appreciation of the assistance and many kindnesses I have received from magistrates, managers, teachers and traders during the course of the year.

INSPECTOR: MR. W. J. BARKER, B.A.

CIRCUIT: MOUNT FRERE, QUMBU (1st January to 30th June); NQAMAKWE, TSOMO (1st July to 31st December).

Two changes took place in my circuit during the year under review. From the 1st of January, Qumbu replaced Mount Fletcher and with Mount Frere formed a much more easily worked though larger circuit than the old one had been; then on July the 1st the Nqamakwe-Tsomo circuit—a more compact one still—was placed under my charge.

In the four Government-aided European schools in these two circuits the work done has been of a very satisfactory kind—the language provisions of the Education Ordinance are being observed as fully as possible; improved methods, mainly direct, are being employed in the teaching of the second language to which a fair share of time is given each week, with the result that the pupils are acquiring a real working knowledge of Afrikaans; the teachers in three of these schools are bilingual and in the fourth, one teacher has this qualification.

No instance has come under my notice where in these circuits European children are being neglected educationally, or where compulsion is necessary. All of school-going age are being

educated either in the village schools, or in their homes by private governesses, or as boarders in some larger centre.

With regard to native education, criticism on much the same lines as last year has to be made. The Primary School Course for Native Schools has not yet come into its own as the basis on which the teaching has to be given. Although it is well over four years since these pamphlets were sent out to teachers, yet, so many of the latter have, mainly through indifference, failed to acquire any knowledge of the essential requirements of the curricula, that a good deal of time has had to be spent during each visit of inspection in drawing attention to, and explaining the instructions contained in the book. The provisions regarding daily drill, the syllabus in singing except that part dealing with songs, writing books and exercise books even in the case of pupils in Standard VI, who intend entering a training institution if they pass, are being more or less ignored. In most schools daily conversational lessons in the official language are not taken, with the result that written composition in Standards IV, V, and VI is markedly weak; arithmetic is badly taught—very little time or attention is given to working orally, questions in problem form dealing with easy numbers, even though this practice is specially recommended on page 6 of the Primary School Course pamphlet, and it is quite a common sight to see pupils in the higher standards reduced to counting their fingers in doing easy additions; in geography, although grouping of classes is allowed and recommended, very little is being done and very little intelligence and method is shown in the teaching of grammar.

A large number of garden plots have been or are being fenced and that, together with the present policy of supplying gardening tools, should bring about an increased interest in this important subject in all schools.

The handwork specimens, shown, do not rise, except in a few outstanding schools, to any great level of usefulness, and excuses—such as lack of suitable materials—are constantly put forward to explain why many pupils have no work at all to show, and this when a neighbouring school has abundance of supplies and is doing good work in this subject. In no class of school does the personal factor count for so much as it does in native schools—an enthusiastic, well-trained teacher can, in a very short time, raise one of these schools to a high level of attainment, and an indifferent, inefficient one, reduce it to a state bordering on chaos in as short a time—and handwork offers a good illustration of this phase of character among native teachers.

In school organisation there are still cropping up instances of unfair division of work—where principal teachers content themselves with the teaching of a mere handful of pupils, while their unfortunate assistants struggle along with large unwieldy classes as best they can.

Inaccurate and even dishonest registration has been far too common, and disciplinary measures have had to be taken against the teachers concerned. Some teachers still attempt to carry on their work without timetables, and very few know how to keep record books in such a way that they are of use to themselves, their pupils, and the circuit inspector.

[C.P. 3—'27.]

The question of teachers choosing to live far away from their schools, even when accommodation for themselves and their families is available within convenient reach of the school, will have to be dealt with soon—in one case, which came to light a few weeks ago, a teacher's home is over 30 miles from his school and, on the occasion noted, he *walked* home during a weekend to visit his family—such an arrangement is bound to lead to non-observance of the proper school hours on Fridays and Mondays, as well as occasional absences for days together and much unpunctuality.

And no report of work done in the Native Territories in 1926 will be complete if it failed to contain some reference, however short, to the tour of the Superintendent-General of Education through these parts. 1926 will long be remembered here as the year when the Chief of the Education Department of the Cape Province, at much personal inconvenience to himself and after a most trying and strenuous time at the great Education Exhibition at Port Elizabeth, by a tour, during which there was scarcely a moment to spare for leisure, made himself personally acquainted with the educational conditions prevailing here, and with the teachers and members of the general public who interest themselves in this work, and so was able to carry back with him to his headquarters at Cape Town, a sympathetic understanding and knowledge of the difficulties to be faced and overcome in educating the European and native child in these isolated districts.

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

CIRCUIT: BIZANA, FLAGSTAFF, LUSIKISIKI,  
NTABANKULU.

The four European schools and the coloured school in my circuit are in a creditable state of efficiency, the seven teachers concerned being zealous and capable, and the attendance in all cases being satisfactory.

Though year by year additional native schools under the control of the Department are being established, the growing demands of the native people for educational facilities are not by any means being fully met. More schools and more teachers are being clamoured for. During the year I inspected no less than forty native schools, that had qualified for aid from the Department but had been unable to get it. The schools in question at present depend solely upon small grants paid by the Department of Native Affairs. In view of the fact that the vast majority of the native children in this area receive no education whatsoever, and that there is an increasing appreciation of and desire for education, it is evident that means should be found to bring about a considerable expansion of educational work in Eastern Pondoland.

The general standard of attainment in the native schools, despite substantial improvement made in recent years, leaves much to be desired. The instruction given is in many cases imparted

by "rule of thumb" methods, while learning by rote plays by far too prominent a part. The conveyance of facts instead of the training of pupils' intelligence is too often the teacher's aim. In most schools English is but poorly taught, lessons given through the medium of that language being consequently imperfectly understood. Considerable advance has been made in the teaching of handwork, gardening and needlework, but much still remains to be done before these subjects receive the prominence they deserve in native education. The number of schools without gardens is rapidly diminishing, but the instruction given is often of little value because of the teachers' lack of interest or knowledge. Where gardening has been successfully taught the value of the training is indisputable. The Department's policy of sending native visiting teachers to the schools is likely to be productive of much good. The assistance given in my circuit during the past year by Messrs. Kopo and Mbuya has been greatly appreciated.

The proper keeping of registers and records of work, the prompt supply of books and other school material, and the regular attendance of pupils in native schools are all matters requiring constant vigilance on the part of the teachers. Only too often irregularities and lapses are met with, however, the hindrance to progress and harmony resulting from these defects being considerable. Frequent informal visits to native schools with a view to improving the methods of instruction and to maintaining strictness of routine appear to be highly necessary. Unfortunately formal inspections leave the inspector little time for informal visits.

The visit of the Superintendent-General of Education and the Chief Inspector for Native Education during the year, gave satisfaction and renewal of interest to both managers and teachers, many outstanding questions of doubt or friction being settled.

In conclusion, I desire to express my indebtedness to my predecessor Inspector Welsh for invaluable hints and suggestions, permitting me to gather up with little effort the threads of work in the circuit, and to the various school managers for their unflinching courtesy and assistance.

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

CIRCUIT: MR. AYLIFF, MR. CURRIE, UMZIMKULU.

The appointment of an additional inspector and the consequent re-arrangement of the circuit have enabled one to travel to practically every school, and it has been possible to pay more informal visits than was the case last year.

The Kokstad Secondary School is now housed in a handsome building, and it is expected that next year better accommodation will be provided for one of the primary schools. The establishing of a primary school at Fort Donald was a great boon to the children of the woodcutters in that district.

The number of pupils receiving secondary education in the Kokstad school is 41; of these 5 hold bursaries. This district, however, bordering as it does on Natal, sends a considerable number of pupils to the schools in and near Maritzburg. The Superintendent-General during his welcome visit to this circuit, discussed the posi-

[C.P. 3—'27.]

tion of the local secondary school, and emphasised that the desired regrading of this school as a high school depended upon an increased secondary enrolment.

Regarding the language provisions of the Ordinance, it may be said that in the secondary school parallel classes are held, of 9 teachers in primary schools, 6 or 7 are fully bilingual, and of 4 teachers in farm schools, 2 are fully bilingual. The law is thus observed fairly completely.

There can be but few European children of school-going age in this circuit who do not attend school, as facilities are now adequate, except, possibly, in the outlying parts of Mt. Currie. It has recently been arranged that the police officers should assist the School Board in this matter.

The position with regard to coloured education has changed little since last report. There are two coloured schools in the circuit, but it is probable that next year one other school now graded as a native school will be classed as coloured. The energetic manager of the Kokstad Griqua Independent School has returned from America, and takes a keen interest in industrial work.

During the year considerable improvement in one important respect, organisation, has taken place in many native schools. Too often in the past the principal took a ridiculously small share in the work of the school, while the sub-standard A teacher, probably fresh from the training school, was burdened with 60 or 70 pupils. Progress in handwork and gardening is slow, and some time will elapse before the value of these subjects is generally realised. An industrial and agricultural show was again held at Lourdes this year and it is gratifying to note that very great interest was roused by this effort over a large area. A further interesting event was the show at Ndzongiseni in the Mt. Ayliff district, organised by the Native Teachers' Association. Many excellent exhibits were seen, and the Association is to be congratulated on its enterprise.

As regards the other subjects of instruction in native schools, it is found that in many cases good method and initiative are sadly lacking. In English, for instance, the low standard often attained is largely due to the fact that too much reliance is placed on memory—even in the highest standards written compositions are frequently memorised, and sometimes even offered with regard to the essays set by the inspector—and too little time is devoted to the planning out of graded lessons in oral composition. The same defects are noticed in history and geography teaching. Addressing the teachers at a summer school in January, 1926, I said, "Many teachers on the day they learn that they have passed the T3 or N.P.L. examination, consider that their troubles are over, and that no need exists for further effort." While there are, of course, teachers who give careful thought to the preparation of their work, there is undoubtedly a tendency to consider that the possession of a certificate is in itself a guarantee of efficiency.

The retiral on pension of Brother Jodok, principal of the Lourdes Boys' School, took place in April. This able and conscientious teacher rendered good service to native education for over 30 years; and it is pleasing to note that he is still able to give valuable assistance to the school which has been so large a part of his life.

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

CIRCUIT: BUTTERWORTH, KENTANI, WILLOWVALE.

All the schools in the circuit were inspected during the year.

*European schools.*—The question of bringing all European children into aided schools was carefully watched, and valuable assistance was rendered by the Railway Administration, who promised to place officials with families within reach of the Kei Bridge, where a primary school would probably be opened for them. A number of small unaided schools were inspected; but as these were too far apart, amalgamation into farm schools was usually very difficult. However, attempts to do so were made. Additions and alterations were made to the Butterworth Secondary and Kentani Primary Schools, and a new building for the Willowvale Primary School was opened. These have been much appreciated by the local people.

As the minority at each of the European schools was less than 15 pupils, parallel classes were not formed. Fortunately every teacher in these schools was bilingual, for this allowed the second language to receive considerable attention. In the Butterworth Secondary School, which is an English-medium school, Afrikaans was taught with surprising results by the direct method from sub-standard B by four of the teachers, the result being that it is becoming possible to report that Afrikaans is no longer the "Cinderella" of the subjects taught at this school. Also, it should be added that drawing, school gardening and tree-planting were evidently carried on with interest by the staff.

*Coloured schools.*—The opening of a school for coloured children at Butterworth has undoubtedly met a felt want over a wide area, 31 pupils being enrolled.

*Native schools.*—In order to try and harmonise the teaching of several subjects throughout the circuit, demonstration lessons were given at Lamplough Mission in May, the lessons being given by the teachers and pupils of Lamplough and Veldtman's Wesleyan schools. Only one teacher out of 298 was absent. It was evident at subsequent inspections that the teachers had tried to make use of what they had learned at these lessons; but much more must still be attempted. The impetus given by these was needed in all three districts, because many of the teachers, and some of the managers, showed signs of losing heart owing to the indifference and occasional hostility of the people. The attendance of the children was a regular bone of contention between the teachers and the headmen, sullen resentment being visible in the attitude of some of the latter, especially among the Gcalekas. However, it is reassuring to see that Chief Dumalisile has built on his location near his own home a fine building capable of accommodating 600 or 700 people. Perhaps the other headmen may be favourably influenced by his example.

Frequently only one or two lessons were prepared in oral composition, history and geography, while hygiene and nature study received scant or no attention. When the teachers arrange their work in these subjects in carefully drawn-up schemes and teach

[C.P. 3—'27.]

according to them, improvement will begin to be possible. Meanwhile methods have been explained and illustrated.

Junior choir competitions were held in each district, at which choirs of boys and girls sang unison and three-part songs for equal voices. There has been a ready response to this alteration in the singing, especially among the teachers of the smaller schools, because they see that their schools also can take part in competition with the larger schools.

In the case of many schools gardening is now past the preparatory stage, because a suitable plot has been fenced and dug over. It is now possible and necessary to begin to teach systematically Course I, both theory and practical, as laid down in the handbook of suggestions.

Arrangements were made between the Chief Inspector for Native Education, and a committee of Lamplough to close the N.P.L. I class at the end of 1927, and open a Domestic Science centre at the beginning of 1928.

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

CIRCUIT: NQAMAKWE, TSOMO (for first half of year), ELLIOTDALE, IDUTYWA, MQANDULI, UMTATA (for second half of year).

#### I. NQAMAKWE AND TSOMO.

In these districts, there is an unusually large number of native schools in which instruction is carried to the standard VI stage. The knowledge of English, even in the highest standards, is extraordinarily small. Arithmetic also is a very weak subject, and the percentage of failures in these two subjects is far too high. A very large number of failures is also due to the fact that the teachers have made no attempt to study the contents of the primary-school course, and such subjects as recitation, history and geography have either been totally neglected, or received very scant attention. Registration, too, appears to be regarded by the great majority of teachers as not worth attention. Very few schools possessed admission registers at the beginning of the year, while attendance and summary registers were found, more often than not, to be only half completed. It should be noted by all teachers that (a) a time table, (b) an attendance board, and (c) a scheme and record book are essentials in every school. The continued neglect of gardening in a very large number of schools is apparently due to sheer apathy on the part of teachers and parents, and the excuses generally offered are feeble in the extreme. The few European schools in this circuit appear to be satisfactorily staffed, and to be well conducted.

#### II. ELLIOTDALE, IDUTYWA, MQANDULI AND UMTATA.

In these districts, the teaching of handwork and gardening has reached a high level. Greater care is needed on the part of native teachers in the matter of registration, grammar, geography and history, appear to have been systematically neglected. The

primary school course has been evolved as the result of much thought and care on the part of some of the highest educational experts in the land, and is entitled to careful study and close attention. No subject comprised in that course may be regarded by teachers as of no consequence, and therefore neglected or treated with contempt.

The work of the European and coloured schools in the circuit, so far as it has been examined, may be regarded as, on the whole, eminently satisfactory.

INSPECTOR: MR. J. C. ROSS, M.A.

CIRCUIT: ENGCOCO, ST. MARK'S.

*European Education.*—The carrying out of the provisions of the Language Ordinance presents few difficulties in this circuit, as there are only six European schools in it, and in four of these the home language of all the pupils is English. One of the remaining two schools is a farm school with six pupils, two of whom have Afrikaans as their home language. As the teacher is thoroughly bilingual, the provisions of the Ordinance are carried out. In the Engcoco Primary School, the largest European school in the circuit, eleven of the seventy pupils have Afrikaans as their home language. These children are distributed throughout the school in different classes, and are taught by three teachers, of whom two are bilingual. In the classes taught by the unilingual teacher, who has been a servant of the Cape Education Department since before Union, five pupils whose home language is Afrikaans, are taught through the English Medium. This difficulty will be solved in one of two ways; the teacher will eventually retire, and make room for a bilingual teacher, or the number of Afrikaans-speaking pupils in the school will increase, and all the Afrikaans-speaking pupils will be grouped under one teacher. It may be worth recording that in the school there were twenty-four pupils whose names seemed to indicate that their home language was Afrikaans. All were bilingual, and the Principal of the school was sure that eleven of them were more at home in Afrikaans than in English. Interviews with the parents of the remaining thirteen children found them very decided in their statements that the home language of the children was English. Had the parents stated that the home language was Afrikaans, it would have been possible to group the Afrikaans-speaking children under one teacher; the provisions of the Ordinance could then have been carried out fully.

*Native Education.*—In April Dr. Viljoen toured the Native Territories. On his return journey he visited All Saints' Mission, and Clarkebury Mission in this circuit, and addressed the managers, teachers, teachers in training, and pupils at both places. His visit was much appreciated by both Europeans and natives, most of whom saw him and heard him speak for the first time.

During the year teachers' meetings were held at different central points in the circuit. They were well attended by the teachers, who, in some cases, travelled long distances to be present. These meetings proved most valuable.

[C.P. 3—'27.]

In October choir competitions were held at Cofimvaba and Engcobo. The Engcobo competition was revived this year, and fresh interest added by the gift of a Junior Shield for competition. The donor of the shield, Mr. W. F. Egling, of Engcobo, is cordially thanked for his kindness.

As time goes on, more teachers are being convinced that to make a success of gardening and tree planting a stock-proof fence is essential. There have been many disappointments at schools where the fencing was not stock-proof. At a steadily increasing number of schools serious gardening is being done, and at more than half of the schools in the circuit trees have been planted. The tree nursery at All Saints' continues to supply trees to all teachers who require them. The thanks of the Education Department are due to the Principal of All Saints' Practising School, who willingly undertakes the extra labour involved in keeping the nursery in good working order, and in distributing trees.

The teaching of English in the circuit still leaves much to be desired. The fault lies with the teachers, who either cannot, or will not, make out full schemes of work in oral English. The lessons they know are well enough taught, but there is no plan in their attack on the language.

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

CIRCUIT: MATATIELE, MOUNT FLETCHER.

During the year 125 schools were formally inspected, but only 30 informal visits could be paid in the time available. The circuit has now been so reorganised as to provide for the inspection in the fourth quarter of all European schools, and of all native schools offering instruction up to Standard VI.

*European Education.*—Seven schools were in operation in the circuit during the year, and at these very fair progress is being made. At Matatiele further extensions to the buildings have been found necessary, and are to be begun during 1927; and in the secondary department a "general" course has now been substituted for the "academic" course followed for years past. The Matatiele educational authorities have shown laudable anxiety during the year, to obtain an extension of the curriculum both at Matatiele and at Cedarville: the numbers at both schools are, however, at present insufficient to warrant the desired promotions, and the Department has been reluctantly compelled to refuse both requests.

*Native Education.*—Speaking generally, one cannot describe the accommodation provided at the schools as in any degree adequate; and in the Matatiele district particularly, it is not uncommon to find two, three, or even four teachers accommodated in one room with classes totalling from 80 to 140 pupils. Missionaries find increasing difficulty in obtaining the aid of headmen and people when additional class-rooms become necessary; and there can be little doubt that within a few years the present system, whereby the whole burden of providing school buildings is thrown upon the missionary bodies and the voluntary efforts of the native people, will have to be modified.

In the majority of schools in the Matatiele district equipment was found to be very limited, and substantial requisitions for

furniture have had to be submitted. In this connection the apathy of many Principal teachers, who for years past have made no effort to obtain essential equipment for their schools, calls for adverse comment.

Plentiful evidence has been accumulated during the year of very serious unpunctuality on the part of teachers and pupils at many schools. So serious is this, that it may be stated as my considered opinion that during the winter months, when the weather in this highland area is admittedly severe, the majority of schools in this circuit start work daily from one to two hours behind scheduled time. The resultant loss in actual working time is by no means the only objectionable feature of this laxity; for the ill effects upon pupils who are thus encouraged in habits of unpunctuality cannot be exaggerated. When all due allowance is made for adverse weather and other conditions, it cannot be doubted that the responsibility for this grave irregularity rests with the teachers. Many of these live at considerable distances from their schools, and make this an excuse for late arrival for duty; others plead that it is the children who make it impossible to start work at the correct time. But such justifications deserve little attention. By obtaining approval, if necessary, for a later start on winter mornings, by strict adherence to hours on the teachers' part, and by providing for the ringing of bells at least half an hour before the opening hour, teachers can ensure very fair punctuality on the part of their pupils; and in actual practice a few have, in fact, by determination and perseverance, overcome all difficulties, and made their schools models of punctual and regular attendance.

The outstanding feature of the work in the majority of schools in the Matatiele district has been found to be the almost total neglect of the native languages; and as a corollary to this, the practice of beginning instruction in English reading at the very earliest stages. As a result of persistent representations to teachers, it is hoped that next year the pupils' home languages will receive the attention they deserve, and that the teaching of formal English will be deferred to the Sub-Standard B stage; but for some years to come older pupils will suffer from the unfortunate neglect of Xosa and Sesuto in earlier standards. The teaching of oral English in the great majority of schools is sadly inefficient, and will remain so until teachers realise that careful preparation of a series of lessons for each year is essential. History and geography are generally very badly taught, mainly because of the scanty knowledge of most teachers in these subjects. Gardening is receiving increasing attention, particularly since the Department has found it possible to issue supplies of implements, and handwork is now taught in all schools, and in many with distinct success.

The number of schools in operation and of teachers employed has not varied to any appreciable degree since last year. Additional teachers are required at a few schools, and a small number of new schools could with advantage be supported; but until funds are available no development can be attempted.

Special mention must be made of the visit of the Superintendent-General of Education to the Territories in April last. Five centres—two native and three European—were visited by Dr. Viljoen in this circuit, and at all the keenest interest was displayed, and

[C.P. 3—'27.]

a very cordial welcome extended to the head of the Department. The inspiring addresses delivered by Dr. Viljoen at the different centres were listened to with the liveliest interest and appreciation; and his unfailing sympathy with the legitimate aspirations of the various School Board and Missionary representatives whom he met, gave new heart to many tried workers in the cause of education in these outlying districts.

REPORTS OF DEPARTMENTAL INSTRUCTORS AND  
INSTRUCTRESSES.

DOMESTIC SCIENCE.

EASTERN DISTRICTS, GRIQUALAND WEST AND  
BECHUANALAND.

MISS W. M. CURREY.

The Educational Exhibition at Port Elizabeth was of great interest, and each school sent samples of different types of work. Demonstrations in cookery and housewifery were given by the local schools.

The High School at Steynsburg and the Secondary School at Seodin have both introduced domestic science during the year. The number of pupils taking domestic science for the Junior and Senior Certificate Examinations increased considerably this year.

*Native Schools.*—At the beginning of the year I was withdrawn from the Transkei, owing to the appointment of a second instructor there, and a redivision of the work.

During the year domestic science teachers were appointed to all the larger native training schools, and marks for domestic science were included in the examination marks at the end of the year, for the first time. Many of the training schools now have properly equipped class-rooms for domestic science, and at others, rooms are being built for the purpose.

Native High Schools at Lovedale and Healdtown will be entering pupils in 1927 for the Junior Certificate examination, and the girls will take domestic science as one of their subjects. It is now a matter for consideration as to whether the syllabus in this subject for European schools is suitable for native candidates.

The native industrial schools are working well, the standard of work being very good. The scarcity of qualified domestic science teachers in the country has been a great drawback to the work. Very few teachers are available, and some of them are insufficiently trained. If a post falls vacant during the year it is impossible to fill the gap, even temporarily, and if a domestic science teacher has to have sick leave, the work more often than not has to stop, as it is impossible to get a substitute.

DOMESTIC SCIENCE: WESTERN DISTRICTS.

MISS R. FOCHE, B.Sc.

All the centres where instruction in domestic science is given in the western area were visited during the year, and help and instruction were given.

The teaching of housewifery is rather difficult still at some centres. Where there is a hostel in connection with the school, arrangements can usually be made to have the girls do the practical work in the boarding-house; but where such facilities do not exist very little can be done in the way of teaching the cleaning of the different types of rooms.

Domestic science was introduced into the secondary departments of the Secondary Schools at Retreat and Knysna during the year, and candidates were entered for Junior Certificate domestic science for the first time this year at Upington, the Girls' High School, Observatory, and the Girls' High School, Sea Point.

A beginning was made in March with the subject at the Zonnebloem Training and Practising Schools.

DRAWING.

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

In the year under review I have visited various primary and secondary schools, but most of my time has been engaged with training colleges.

The work of the primary schools I am hardly capable of gauging, being left with such a large area to look after. The secondary schools are in general no more advanced than the primary schools.

The course for art teachers has been disturbed by the transfer of our Schools of Art to Union control under the Durban agreement. Further, the Union authorities have taken over certain of our teachers, and left us with no one in their place. We had art classes for acting teachers; we have nothing now.

The most hopeful and valuable centre of progress lies in the Training Colleges; they, in every respect, are responding to every good influence, and the teachers coming therefrom, are, as far as my work is concerned, very efficient.

HANDWORK: EASTERN DISTRICTS.

MR. J. M. DOVEY.

The natural appeal which all forms of manual training make to the instincts of boys, continue to make our work satisfying to teacher, pupil and parent; and I often think that this is the strongest reason we can put forward for the retention of manual training in the syllabus of our schools.

A method of education, the breadth of which is limited only by the teacher's outlook, ability and enthusiasm; which maintains the interest and keenness of pupils in any standard from II-X in an unvarying fashion, and which causes fathers of sons to walk warily in their own workshops at home, has much to be said for it. Were it otherwise, it would be difficult to agree that the expense of accommodation, equipment and material would be justifiable. The co-operation of parents, on behalf of their boys is intensely valuable. Half of the amount of money which is

[C.P. 3—'27.]



expended in purchasing a piano for the girls in the house, will pay for the erection of a small workshop, fitted with a strong bench, and about twenty useful tools.

Such facilities will enable boys to spend their leisure profitably and pleasantly, and at home; will help the home over its small jobbing difficulties, and will foster a love of hobbies in them, without which their future leisure will be pointless.

The feature of the year was the very great success of the Education Exhibition at Port Elizabeth. At this, teachers who were able to attend, obtained inspiration of very great value; and apart from the natural tendency of our work—which lends itself to effective display—a great and lasting impression for good cannot but have accrued to all those interested in education. So much difference of opinion existed in the minds of teachers, as to the scope of manual training, and the capacity of pupils, that it was fine to have an opportunity to demonstrate just exactly what was possible. One regrets the short duration of the exhibition, and the relatively small percentage of teachers who were able to attend.

An "Educational Train," conducted on similar lines to the train used in connection with agriculture, would do a great deal of good work in the country districts where the need is greatest. Only in this way would it be possible to reach the bulk of our teachers and pupils in this country of vast distances. The introduction of manual training, woodwork or metalwork, as a minor subject in the Departmental Junior Certificate Course, will give pupils a useful option, and the recognition of woodwork as a major subject in that course will enable principals to devote the necessary time, without being handicapped on that account. These two measures are very important and of great value to us as a means of real progress. During the year under review 190 visits have been paid to schools in this area. Efficiency is generally well-maintained, and where the work is a little below standard through the inexperience of the instructor, we are fortunate in having men who are striving hard to excel. In a number of places the accommodation is poor, and in some others there is none where a real need is felt. One looks forward to the time when the country's finances will be buoyant, so that these matters may be rectified. A short course of instruction for native and coloured teachers in general handwork in wood and tin, and in general repairs such as would be useful in the upkeep of a school building, was held in Port Elizabeth in May, and was attended by 24 teachers. My sincere thanks for co-operation and help given, are due to missionaries, instructors, principals and all members of the field staff, throughout the Eastern Province, and in the Transkeian Territories.

#### HANDWORK: WESTERN DISTRICTS.

MR. A. BURNS.

During the year 1926 manual instruction was given to 9,500 boys in the schools in the western districts. The conditions under which instruction was given varied so much, that it is impossible to generalise as to the progress made and standard attained. The following points, however, are worthy of note.

In many of the schools distinct progress was evident. The work in all branches of the subject was good and the interest well sustained. Unfortunately there were also schools where work was bad and interest lacking. In the latter case it was generally found that no definite scheme of work had been followed, the principles underlying the teaching of the subject were not understood, and the tools were blunt. It cannot be stressed too strongly that success in the manual training room cannot be attained unless the tools are regularly sharpened, and the equipment kept in good order.

There is an increase in the number of boys taking woodwork as a secondary subject. The syllabus prescribed is extensive and the standard demanded is high. The work inspected this year showed a distinct improvement over that of the previous year. When it is realised that many of the boys taking woodwork as a secondary subject have failed to attain a high standard of efficiency in general class subjects, the results in manual training must be considered very gratifying. Recognition of the good work done is given by the decision of the Department to allow manual training to be taken as a major subject in both the Junior and Senior Certificate examinations. Very few centres have as yet taken manual training as a subject for the Senior Certificate. At Oudtshoorn Boys' High School and at Woodstock High School interesting courses of metalwork have been followed. Their schemes of work include wire work, sheet-metal work in tin, copper, and brass, simple forge work, bench work, filing, drilling, and easy screw cutting. Simultaneously with the practical work the pupils have received theoretical instruction on the materials and tools used, and the processes followed in the workshop. Drawing correlated with the practical work has also been given. Although the value of manual training both as a developmental and utilitarian subject is fully recognised by the Department, other bodies such as the Public Service Commission refuse to recognise it, notwithstanding that its sister subject, agriculture, is deemed worthy of recognition.

*Training of Teachers.*—There is no special course of training for manual instructors, but all male teachers receive a certain amount of instruction in woodwork during their two years' course of training. The time prescribed is only two periods per week. When it is pointed out that many of the teachers in training have had no previous experience of handwork the difficulty of maintaining a satisfactory standard will be recognised. To attain the standard desired both students and instructors have had to do a considerable amount of voluntary work outside of school hours, and I should like to record my appreciation of their efforts.

*New Manual Training Centres.*—During the year many enquiries and requisitions for benches and tools have been received from schools desiring to introduce manual training into their curriculum. No funds, however, had been voted for this purpose and the new equipment could not be supplied.

[C.P. 3—'27.]

## INFANT SCHOOL METHOD.

MISS C. DRAKE.

The teachers are striving to carry forward the work on sound educational methods, but are heavily handicapped by lack of space. The rhythmic movements, drill and games which are so important for the proper development of small children, have, in nearly all our schools, to be left out or done in very cramped conditions because of the lack of space.

Each infant school should have a large room set apart for music and physical exercises. Only two or three of all our schools have this, and new schools are being built without it. The class rooms, too, are terribly cramped for carrying forward the ordinary class work. Children should have space for spreading out their work without interfering with one another. They should be able to move about and fetch fresh work from the cupboards freely and easily, and there should be sufficient space for the teacher to arrange different groups of children in various parts of the room. There should be plenty of blackboard space for the children's use, and plenty of cupboard space for them to keep materials and apparatus tidily and in order. The windows should be low and the window sills wide.

The lack of all or most of these needs in almost all our schools, is seriously hindering the full development and progress of our children.

## INFANT SCHOOL METHOD.

MISS E. TISMEER.

Owing to the Education Exhibition at Port Elizabeth, furlough and sickleave, not more than two terms were spent in giving instructions in the schools.

A few years ago a trial was made to pass children through the sub-standards and Standard I in two years time, but on the whole this has not proved to be a success.

It has been found that in Standards III and IV such children have not reached the same stage of efficiency as children who have spent about two years in sub-standards. The younger the children come to school the better. Much is learned by "actual doing," but there would be very little time for this, if the child were older and had to be pushed on. This pushing system has never helped any child. The foundation is poor in such cases and no good can come of it. Any one who is acquainted with the little children of the far outlying districts, where they have no opportunities of seeing anything else but their own small house, some sheep and the veld, will realise how necessary it is for such children to come to school at as early an age as possible. They are entirely unprepared for school life. They have to get accustomed to their new surroundings, to learn to express themselves properly in their mother tongue. Much time is required before they reach the stage of actual learning. The inborn sense of rhythm and feel-

ing for music should be developed at an early age, in order to make use of the trained ear in teaching the second language.

It appears to me that the school sessions in different schools are not always beneficial to the child's health. A morning session of 8.45-12.45 followed by an afternoon session of 2-2.30 is too fatiguing for the little ones.

A break of one hour and a quarter, in which the children have to walk from and to school and have dinner as well, is too short.

At the end of the morning the little ones are too tired to take in anything, and they do not get enough time in between the sessions to feel fresh for the work of the afternoon.

In some schools it is a pitiful sight to see sub-standard children, many of whom are poorly clad and underfed, sitting in a bitterly cold room.

Provision for heating schoolrooms should be made.

## NEEDLEWORK AND NATIVE HANDWORK: EASTERN DISTRICTS.

MISS H. BUYSKES.

The year 1926 has seen no change of syllabus in European training courses, but work has proceeded smoothly and with a great measure of progress and success.

In both native and coloured courses, however, the year has been marked by the introduction of a new Third-Year Primary Lower Course, completing the cycle of work detailed in the syllabuses of 1923-24. This new year of work, especially in the Native Primary Lower Course, has aroused interest, and, it is hoped, will prove effective.

The great event of the educational year was, of course, the "Educational Exhibition," at which the sections devoted to needlework attracted general interest, and the demonstrations were instructive to those teachers able to attend them.

To many teachers the recent developments in the use of small articles and miniature garments, to supersede specimens as a means of teaching new stitches and processes, was an interesting innovation. Many of the best exhibits, too, showed the close correlation of drawing and needlework as recommended by the instructresses generally and as suggested in detail in an article in the "Education Gazette," in which teachers are enjoined to encourage the making of original designs for the decoration of the garments and articles made by the children, even in the sub-standards.

Even after four years of work it has not been possible to make a complete survey of the schools in this area, and there are many, including some of secondary grade, that have not yet been visited. This is partly due to the extent of the circuit and the number of schools, and partly to the special need for instruction in the ever-increasing number of schools preparing candidates for the Departmental examinations in needlework. To meet the first difficulty I have been relieved of a great number of native schools

in my area. A vacation course, or even a series of such courses, is the only possible immediate solution of the second difficulty, which arises from the fact that in the rural districts primary teachers, with little or no previous knowledge of the work entailed, are called upon to teach secondary needlework, and, too, because there is so little continuity of service. In the eighteen schools of the Eastern Province that presented candidates for the recent examination in needlework, there are only *three* teachers who have done the work for two years or more; in one school there have been five changes in four years; in a training school six changes in five years.

With this need for specialising in certain subjects student teachers should be encouraged, or even urged, to take special courses immediately after completing their general training. Economically this is the best time, as it is a great sacrifice for a teacher later to give up her salary to return to a training college for special courses in needlework, drawing, etc. On the other hand, if she goes out with that extra equipment she can at once command a better position and a better salary.

The extra year of training, in the case of the very young teacher, would also mitigate the very real danger of sending to remote and isolated places, girls who have led the sheltered life of home or training school, and are still too young to be thrown on their own resources.

The Educational Exhibition, that *magnum opus* of the year, provided a practical demonstration of the progress made in native handwork and needlework, and the section devoted to native work was one of the most attractive features of the exhibition.

The prejudice in the native mind against the introduction of native handwork into the schools has been killed by the success with which it has been attended. Where the teaching of this subject has been well established great progress has been made. There remains now but to grade the lessons systematically, so as to give the subject its greatest educative value.

Lack of material in several districts is still a serious difficulty, but thought and originality in the introduction of media can overcome even this obstacle.

As native teachers are now better trained for their work and more fully equipped, it is becoming possible to exact from them a standard of work and a sense of responsibility, which should make them less dependent on the kindly and efficient help of lady supervisors, some of whom have helped teachers generously, and often at a sacrifice of time they could ill spare. To these our gratitude is due, especially when this work is done voluntarily.

It is gratifying to be able to report progress in the keeping of records of work done, and of accounts of sales of work and expenditure for materials. One such "record book," kept by a young teacher faithfully throughout the year, is so good that it might well serve as a pattern for others.

In conclusion I wish again to thank, for their never-failing help and courtesy, the managers of schools and circuit inspectors in collaboration with whom I have worked.

## NEEDLEWORK: WESTERN DISTRICTS.

MISS A. CAIRNCROSS.

The outstanding feature of the year was the Education Exhibition held at Port Elizabeth in April, where there was ample proof of a continued interest in this subject. It was gratifying to find such a good standard in the work sent from all classes of schools, particularly from training colleges and from schools taking the Departmental Secondary School Course. The latter section showed the advance made since the course was commenced in 1921.

The majority of schools represented at this exhibition were those which it had been possible to visit at stated intervals. The results of guidance and instruction given to teachers proved that such visits had been beneficial.

*Short Courses of Instruction.*—It is desirable that teachers in schools in distant areas, where work is not satisfactory, and time does not allow visits to all in the course of years, should share the advantages possible in a personal interview with the instructress. The only way open at present to extend these advantages is by getting into touch with groups of teachers, and giving them short courses of instruction in the actual work to be taught in their schools. Such groups may be collected at convenient centres during the earlier half of the year. All pupils' work could be brought in and commented on at the meeting, where all could benefit by criticisms made. Arrangements regarding suitable times and places for such meetings could be made by the circuit inspector, who would advise the instructress and the teachers.

A reduction of time set apart for needlework in the syllabus, resulting in a reduction in the value of work done in needlework, has made the above suggestions necessary. Other forms of handwork have been introduced into the curriculum for training colleges and training schools. The needlework syllabus and the time allocated to needlework lessons have been reduced very considerably in consequence. Approximately half the time formerly devoted to this subject is now allowed. The syllabus includes only the minimum amount of work, and the marks for preliminary work have been reduced by one-third. The result has been less efficiency in the case of many young teachers beginning their career. It is, thus, obvious that further help is necessary during the first years of experience as teachers.

*Vacation Courses* will be the next important step to be considered for unqualified teachers of secondary needlework. Such courses can be held without any cost to the Department, except for a small supply of material, as teachers would be willing to travel at their own expense if they are to have the course of instruction so necessary for them and so desired by them. The best time for this would be in the June vacation, when instructresses are free to conduct such courses.

*Coloured Schools.*—It is suggested that all girls in coloured primary schools should be examined in needlework in Standard VI, as well as in other subjects, before passing on to a training school. The standard of attainment is too low in the case of the majority of student teachers drawn from the primary schools. The curriculum allows only one needlework lesson a week in all schools.

[C.P. 3—'27.]

The work done in training schools is a repetition of what is done in standards in school, with preparation for teaching the subject.

Owing to lack of supervision and to many other difficulties, girls who have passed Standard VI, to become student teachers, show a lamentable ignorance of the simplest rudiments of stitchery. Copies of tests could be supplied to inspectors of schools, and the work done by the pupils could be forwarded to the instructress for examination.

The problem of supervising the general teaching of needlework in coloured primary schools remains unsolved. It is impossible for one instructress to do justice to European and coloured schools in an area comprised of fifty divisions of the Province. Where help has been given it has been greatly appreciated. It is most regrettable that so little can be done for the advancement of a subject so essential for girls of this community.

*Special Course of Training.*—As a branch of domestic science this subject requires special preparation. It is extremely desirable that an advanced type of needlework, millinery and dressmaking should be taken by students or teachers who wish to improve their qualifications in practical work. Such a course has been carried on very successfully at the Cape Town Training College, where in 1926, out of a class of seven students, two were teachers with several years' experience who vacated their posts in order to qualify specially in these branches of work. Such a course renders their services more valuable in any school. Such examples of a desire to improve and to acquire more knowledge deserves comment, and inducement should be held out to urge others to follow the example. It is expedient that teachers with special ability should come forward so as to meet the demand for competent teachers of primary and secondary needlework, and also to establish a source from which the instructresses of the future must be drawn, as the field from which they may be chosen has become very limited.

In conclusion, thanks are due to circuit inspectors, principals of schools and teachers, whose assistance regarding arrangements in connection with needlework examinations at schools visited have been greatly appreciated. Most valuable help has been given by the inspector for Namaqualand. Good work done by many teachers and their eager desire to meet all requirement has been most encouraging. It is with deep regret that connection with all must be broken.

---

#### NEEDLEWORK, DOMESTIC SCIENCE AND HANDWORK IN THE TRANSKEI.

MISS A. A. ROWE.

During the year 1926, 351 schools were examined in needlework, five of which had not been visited individually by an instructress before. Forty-six of the total number of schools were visited twice in the year. It is hoped that during the coming year it will be possible to pay more informal visits, as it is during these visits that much helpful instruction can be given.

The work done during the year was fairly good in some centres but very poor in others. In most of the schools the day's tests

were very disappointing, these proving that slipshod methods had been adopted. The Standard VI girls showed very little general knowledge of the work, and had scanty ideas on the practical application of the lessons.

Domestic science was discussed with the teachers in several large centres, and suggestions given for the simple teaching of this subject being carried out in connection with the cleaning of the school, and through the handwork lessons. It is hoped that enthusiasm will be aroused and more help given in this subject by instruction given to groups of teachers in some of the large centres next year. The teachers have been very responsive to help given them, which is encouraging.

Handwork in some centres was good. It was noticed that, wherever this branch of the work was under the supervision of a European, more variety and better workmanship was shown. Lack of ingenuity on the part of our native teachers seems to be hindering the advancement of handwork. On the other hand, the beauty of design and variety of articles which were on view at the Port Elizabeth Exhibition were a source of wonder and admiration to the general public.

In the European schools the needlework is being taught along practical lines, and some very good work has been done.

I should like to take this opportunity of thanking the circuit inspectors and school managers for all their help, and to record my gratitude for all kind hospitality received.

---

#### NEEDLEWORK, DOMESTIC SCIENCE AND HANDWORK IN THE TRANSKEI.

MISS M. TEBBATT.

The needlework in the European primary schools of my area was good where it had been taught faithfully during the year, but in the case of several schools it was seen that sufficient time had not been given to the subject during the first half of the year, and that in consequence the children had been "rushed" during the second half with very poor results.

During the last quarter of the year I visited seven native training schools; and a special word of praise is due to the teachers for the results achieved, as many of the students are so poorly prepared when they enter the training schools.

The needlework of over five hundred native primary schools was examined during the year, but this was only made possible by assembling in several large centres a number of native teachers who brought with them the work of their schools. This is not an entirely satisfactory arrangement as it was seen in some cases when I visited the schools later that the pupils were really not capable of doing the work sent for inspection, or that they were graded in standards for sewing below their standards in school, so that when girls passed standard VI, the entrance examination for training schools, they were only able to do the needlework of standard III or standard IV. The remedy naturally would be a

[C.P. 3—'27.]

personal visit to each school before the girls leave for the training schools; and this I hope to accomplish in the near future.

The sewing is generally satisfactory, but the teachers must teach their pupils to apply the lessons to their own clothes, as many girls in the upper classes come to school untidily dressed. Practical application seems very difficult for most teachers.

*Domestic Science.*—This year domestic science was taken by the Native Primary Lower (First Year) students in three training schools in my area. Satisfactory results were shown, but better work will be expected at the end of the present year, when new buildings and equipment will be ready for use in two of the training schools. Very good results were shown in the one industrial school examined.

*Weaving schools.*—Two weaving schools have been opened during the year in Kentani and Nqamakwe districts, and the girls in training are becoming efficient in wool washing, combing, weaving, etc., and many useful garments have already been made and sold.

*Native Handwork.*—A great deal of excellent handwork was sent from many centres to the Educational Exhibition at Port Elizabeth, showing that keen interest had been taken in the subject. In some districts materials are very difficult to obtain and consequently the work is poor. Several schools have been able to sell their finished articles and the school buildings, etc., have benefited considerably.

#### VOCAL MUSIC: EASTERN DISTRICTS AND TRANSKEI.

MR. S. J. NEWNS, B.A.

One pleasing and encouraging feature is the general interest in the subject and the genuine desire to raise the standard of attainment. There is a realisation that the spirit of a school is happier and brighter where there is good singing. It is the most natural means of self-expression, available at all times, expressing every emotion of which a human being is capable.

It has been a noticeable feature that where there has been concentration on aural culture in the sub-standards, standards I and II, the singing in all classes above these has been of a higher order, from the point of view of tone-quality, expression, and ability to sing in two and three parts. Those schools in which aural-training has been neglected in the early stages never reach a reasonable level—and certainly not a pleasurable standard of attainment. The basis of all singing is the ear, and if that is not cultivated in the early stages of school life, the leeway is only made up with difficulty later on.

There is also a tendency to think that a singing-lesson needs little preparation. This notion should be dismissed. Each lesson needs careful planning, even though the actual line followed may be very different owing to circumstances that arise as the lesson proceeds.

Individual teaching ability and knowledge of sound technique vary considerably but there are a few things that should be patent

to all, such as coarse, harsh tone-quality; expression as governed by the words of the piece; lack of rhythm whatever the tempo.

Ability to read at sight is most necessary. To spend weeks at one song denudes it of freshness and life, killing its spirit and making it a "weariness to the flesh." To read with facility gives the pleasure of achievement while its advantage is obvious.

I have been glad to notice a moving away from the idea that music is solely identified with Tonic Sol-fa. The broader aspect of the subject was very evident in most centres.

One disturbing factor is the general waning of interest as standard VI is approached. Personally I think it due mainly to the lack of ability to sing in parts. The key to the position is the gradual training of the harmonic sense from the earliest stages, and the fundamental basis of this is aural culture in the lowest classes. Very few melodies are so instinct with life that they can survive without harmonic background. If the love and appreciation of harmony were only stressed more this disturbing factor would be removed.

The last thing I wish to touch on is the lack of knowledge of songs. A line stating requirements, and a few shillings to reputable publishers would bring a stock of suitable sample copies. I should also think it may be possible to exchange sets of copies with other schools. Interest in singing and in music generally cannot flourish by the constant repetition year after year of songs taken from one book, however good it be. Variation and change keep interest alive. Pieces culled from many sources are more likely to be fresh than those taken entirely from between the covers of any one particular book with monotonous regularity.

#### REPORT OF MEDICAL INSPECTORS, 1926.

H. MAUGHAN BROWN, M.D., C.H.B., D.P.H. AND  
ELSIE M. CHUBB, B.A., M.D., B.S., D.P.H.,

(Embodying report of Hon. Psychiatrist, Dr. R. A. Forster, M.B., Ch. B.U.)

During the past year we have carried on our work on similar lines to those which we have previously followed and which experience has taught us are the best lines to work on. The details of our statistics appear in tabular form at the end.

The general summary of work done is as follows:—

#### *General Total: Medical Inspectors' Work.*

	European.	Non-European.
Number of schools visited .. ..	154	6
Number of training schools visited ..	6	4
Number of indigent boarding houses visited .. .. .	20	—
Number of addresses to teachers, students, and parents .. .. .	30	—
Total number of children examined ..	11,829	2,246

[C.P. 3—'27.]

*General Total: School Nurses' Work.*

Number of medical inspections assisted .. .. .	287
Number of schools visited apart from medical inspections..	374
Number of children examined apart from medical inspections .. .. .	15,638
Number of homes visited .. .. .	588
Number of addresses .. .. .	109
Number of indigent boarding houses visited .. .. .	20

The larger number of non-Europeans examined is owing to a special enquiry having taken place among native children as occasion arose when from one reason or another it was not possible to visit the European schools as arranged. This enquiry is detailed later on in this report.

The nurses' totals are not quite as big as usual owing to the regrettable absence on sick leave for six months of the chief school nurse.

This year as an addendum to this report appears the report of the Honorary Psychiatrist giving particulars of the work done in the schools by the officers of the mental disorders department of the Ministry of the Interior. Arising out of this report it would appear to be necessary or at any rate advisable to take some action in regard to (a) the feeble-minded, (b) the seriously retarded children who are not receiving benefit by their education on the present lines. Suggestions are being offered as to what should be done with these children.

There has recently been much public criticism that the medical inspection, as at present carried out, is inefficient and that the money spent on it is practically thrown away. This criticism is usually made by people who do not know what is being done or are ignorant of what we are seeking to accomplish. It seems therefore desirable to take stock of the position. Medical inspection of school children has been actively carried out as far as has been possible with the existing staff for nine years. At the commencement nothing definite was known as to the amount of defect among the school population. Prior to this large numbers of children must have gone through their school life handicapped by physical defect which interfered with their ability to profit by their education and prejudicially affected their future. The public at large was ignorant as to the serious position of affairs affecting the welfare of the rising generation.

Health is a positive thing, not merely the absence of disease, but custom often blinds us to the fact that we live on a low level of health and vitality, and because we wait until we are ill before considering how to be healthy we are content with imperfectly developed and imperfectly functioning bodies. Prevention is always more satisfactory than cure, and the trend of modern thought is more and more to study the causes of evils rather than their cures. This is seen in public health, in education, in psychology, and in medicine, and the medical inspection of school-children is part of the same movement. Its primary aim is to see that the conditions of the children's lives are such that they will be able to develop normally and healthily, and to recognise harmful influences at their first beginnings, before they have produced ill-health or definite defects. The second aim of

medical inspection is to discover the children who are already suffering from physical defects, and are thereby handicapped in their development and school work, and to draw the attention of their parents to the defects, so that they may consult their doctors and to have the defects treated. This second aim is the one usually discussed in any consideration of medical inspection, and it is certainly necessary and important. Under present conditions it is the one which can be most easily carried out, but the first is after all the supreme aim, the education of public opinion so that every child may live under conditions which will allow a healthy development of mind and body. The unhealthy child is not found only in homes where there is poverty. Where there is no lack of money the conditions of the child's life may be quite out of accord with the principles of healthy living, and the child is listless, poorly developed, neurotic or actually physically defective.

If medical inspection is to find the defective child at an early stage, and to prevent defect, it is obvious that every child must be examined regularly, and that to confine it to children who are recognised by teacher or parent as needing care is to reduce its usefulness very much. The method adopted is to examine all children at certain ages, the ages chosen in the Cape Province being 7-8 years, shortly after the child's admission to the school, and 14-15 years, shortly before the end of the compulsory school age. It will be seen that in theory a child should be examined twice at least during its school life, and in addition to this special cases of any age are examined at the request of teacher or parent, and all children found defective at a former visit are re-examined to see if the defect has been remedied. Every parent receives an invitation to be present at the medical inspection, and it offers an excellent opportunity for the teacher, parent and medical inspector to discuss problems of school hours, school work, special aptitudes, sleep, diet and exercise, and other conditions of the child's life which influence his work and growth.

Medical inspection is at present almost confined to European schools under school boards of 100 enrolment. All high schools and secondary schools are included, and this is most essential, because in the secondary departments growth is at its maximum and work is more strenuous than in the primary school, so that careful supervision to detect early fatigue, strain, and defect is more needed.

It is useless to pay a single visit to a school, and not to visit again. This merely leads to a piling up of statistics, and has little result in improving the children's health or conditions. In order to use the small staff to the greatest advantage, it was decided to exclude small schools in country areas, because the time absorbed in travelling was so disproportionate to the numbers examined. These children in rural areas require inspection as much as or more than the town child, but the limitations of time and distance are too great. Schools of over a hundred enrolment or schools with indigent boarding-houses attached are inspected, but with rare exceptions only schools under school boards are visited. This means that practically no native schools are inspected, and

[C.P. 3-'27.]

only a few coloured; because most of these school are not under school boards.

Since the service was established the general public has become increasingly alive to the importance of this question in its influence on the future of the South African race.

In our first annual report we presented figures which showed that of the routine groups of children examined, that is an unselected lot of children, 41.8 per cent. were defective. In our report for 1926 this figure was 34.5 per cent. In 1920, 10.5 per cent. of the children were suffering from malnutrition, in 1926 the percentage was 4.7. Every year about 20 per cent. of the children examined are referred for medical treatment.

At the end of the first year of our work here we had returns from 632 children. Of this number 33 per cent. had received medical treatment. In 1926 from personal investigation we had examined 1,607 children who were referred for medical treatment the previous year. Of this number 1,020 or 63 per cent. obtained medical treatment. This doubling of the figure has been due to the increased efforts made by various local authorities following up our recommendations.

In several areas, both rural and urban, arrangements have been made to obtain satisfactory medical and dental treatment for defective children. In some schools practically all the children have been treated. Such a satisfactory result is due nearly always to the principal or his assistants taking a personal interest in the matter, and going to a great deal of trouble to get the parents to consent to treatment being obtained.

Much criticism has been offered with regard to present arrangements on the grounds that little or nothing is being done to provide medical treatment. Conditions vary in different parts of the Province and varying arrangements have been made to deal with this problem. At large centres like Cape Town, Kimberley, etc., much gratuitous work is done by the local hospitals. In some places child welfare societies and kindred organisations have provided for treatment by local doctors gratuitously or at a nominal fee or have paid the expenses of children travelling to a large centre for special treatment. In not a few places teachers have raised funds by concerts, etc., to provide for the cost of such treatment. In Cape Town for some years now a dental clinic has been run by the Child Life Protection Society. This is worked by the voluntary efforts of several Cape Town dentists. Nearly thirty dentists have given their services and two doctors have given anaesthetics for nothing. We should like to pay a tribute to the effective work being done by this clinic. We have recently been inspecting schools which have been sending pupils to the clinic. There is a very marked change in the appearance of the mouths of these children as compared with former years: they are so much cleaner and free from decay. This has reacted a lot on the quality of the child's work as well as improving his health. The incidence of defect is so much less in these schools. Children from nine schools in Cape Town have been treated.

The following figures show what has been done in the three years that the clinic has been working:—

Number of clinics held ... ..	253
Number of attendances ... ..	2,823

Number of extractions ... ..	4,236
Number of fillings ... ..	1,516
Number of general anaesthetic cases ... ..	426
Number of local anaesthetic cases ... ..	597
Number of new patients ... ..	928

One principal writes as follows: "We are deeply indebted to the Dental Clinic for its invaluable assistance in bringing better health, a more hopeful spirit and greater ease of work to a large number of our grateful scholars." One house mother of an indigent boarding-house comments on the better health and is particularly impressed by the improvement in the children's tempers since their teeth were attended to.

The dentists have decided to continue their services for a further period of one year, after which time, unless help is forthcoming, the valuable work done will be lost and Cape Town children will suffer. It would be calamitous if such were to happen. Dental decay more than any other single condition is responsible for a vast amount of ill-health and probably is the greatest single factor in producing a second-rate race. It is a preventable disease and there is no doubt whatsoever that money spent on early and adequate treatment is money invested on a sound security which will bring in a satisfactory return. The State will benefit by the more efficient work of healthier citizens. Public money should be spent on the provision of one or more dental clinics to meet the needs of the Province. The matter should not be left to private enterprise. It is a matter of national importance. The following list gives the names of places where medical or dental work has been carried out:—

Aliwal North.	Montagu.
Caledon.	Mossel Bay.
Cape Town.	Oudtshoorn.
Cradock.	Port Elizabeth.
Dordrecht.	Queenstown.
East London.	Stellenbosch.
Graaff-Reinet.	Tarkastad.
Grahamstown.	Uitenhage.
Indwe.	Villiersdorp.
Kimberley.	Vryburg.
King William's Town.	Wellington.
Middelburg.	Worcester.

In the same way more provision should be made for adequate feeding of starving children. In certain areas particularly where the drought has been excessive large numbers of children are suffering from malnutrition. They are starving and can neither profit by their education nor rise above their state of poor white-dom which is a burden on the State. The money spent on the education of such children is largely wasted, for they cannot profit by it.

In large numbers of places since we started work in this Province children have been provided with a midday meal consisting mostly of either soup and bread or milk and bread, but in some cases a sit-down dinner is given. These efforts also have been organised by the agencies previously referred to.

[C.P. 3—'27.]

The following list shows the places where children have been fed:—

Aliwal North.	Montagu.
Armoed South.	Oudtshoorn.
Barrydale.	Paarl.
Beaufort West.	Port Elizabeth.
Caledon.	Prince Albert.
Calitzdorp.	Queenstown.
Cape Town and suburbs (several schools).	Riversdale.
Cradock.	Somerset East.
East London.	Somerset Strand.
Graaff-Reinet.	Somerset West.
Grahamstown.	Stellenbosch.
Hermanus.	Swellendam.
Kakamas.	Tarkastad.
Kimberley.	Uitenhage.
King William's Town.	Vryburg.
Middelburg.	Wellington.
	Worcester.

It is doubtless in part due to this extra feeding that the percentage of malnutrition has dropped by half from what it was during the first three years of our work. Up again with regard to the state of cleanliness of the children there has been a marked improvement as the result of medical inspection. Conditions in many schools were deplorable when we came. In our 1920 Annual Report the following statement appears: "It is almost unknown to conduct a medical inspection without finding some children with nits or vermin and this is true of all types of schools. Though the percentage may vary considerably, the 'clean school' can scarcely be said to exist at present, and in some schools fifty to sixty per cent. of the children have vermin or nits." In 1920 15 per cent. of all children had verminous heads. In 1926 this figure had fallen to 6.8 per cent. This improvement is due to the unremitting vigilance of some teachers and to the frequent visits paid to the schools by the school nurses. If these visits could be made more regular there would be still further improvement. In our report for 1922 we drew attention to the fact that in thirty-nine schools, *i.e.*, one-fifth of the total visited that year, the percentage of girls examined and found to have verminous or nitty heads was between fifty and ninety per cent. The position with regard to these particular schools on the occasion of the last inspection there was as follows: one school had 60 per cent., six schools had from 30 to 40 per cent., ten schools from 20 to 30 per cent., eight schools from 10 to 20 per cent. and fourteen schools under 10 per cent. of girls with verminous heads. This is a marked improvement on the previous position, and although these figures cannot be regarded as satisfactory, still they are much better as the result of the increased vigilance and work.

In 1922 only 8 per cent. of all schools examined were free from verminous children. In 1926 this figure had increased to 30 per cent.

These comparatively satisfactory figures are a proof of the response on the part of parents and teachers to the guidance in the matter of health given by the medical inspectors and school nurses. But unless more assistance is forthcoming there cannot

be much further improvement. The whole question is too big for purely private enterprise. State help in some form or other is necessary.

As things exist at present only a section of the school population comes under review.

Many schools have never been visited and further assistance is needed to enable this to be done. In our opinion the best results would be obtained by an extension of the service on existing lines.

#### CONDITIONS IN DROUGHT AREAS.

The severe drought has much reduced the level of the children's health in the affected areas. The first result of shortage of rain is a shortage of green vegetables, fruit and milk and butter. In the dry part of the year the children's diet inland is always short in these elements, though after rain the food is more varied again. But when there is a drought fresh food is lacking all the year round, and boils, septic sores and other symptoms of unsuitable diet show themselves. In the drought areas visited this year the children were suffering not only from unsuitable but insufficient diet, and malnutrition and fatigue were marked. When children are growing it is obvious that a period of shortage of food will have a far more serious effect on them than it would on grown-up people. The developing tissues of their body are deprived of material they need. It is unreasonable to suppose that bones, for instance, may show the effects of wrong diet, and that the delicate tissues of the brain should remain unaffected in their growth and function. It is quite obvious that the children's energy and their capacity for work in school diminishes, and if such conditions are long continued and repeated in successive generations they form one of the complex of factors producing the inefficient "poor white." In some areas the condition of deprivation is temporary, in others it is becoming a recurring factor, and the children live normally so near the borderline of poverty that they have little resistance.

In some of the schools visited in the drought area children were at school who had had nothing at all to eat for over twenty-four hours, and only a little dry bread before that. Some children were out of school because there was no food in the house, and they were unfit to walk to school. Many children had fainted in school, and they were dull and listless and unable to work. In several instances a thick soup was provided at the school, sometimes by child welfare societies or similar bodies, sometimes by the teachers with the help of neighbouring farmers. But unfortunately as the drought continues, and the children's condition deteriorates, poverty increases even among the better off and the farmers and other helpers become less and less able to subscribe either food or money, and the feeding comes to a full stop when it is most needed. It is an extremely serious problem, not only as regards educational efficiency and the obtaining of a good result for the money spent, but also as regards the stamina and physical and mental efficiency of the European races in this country. If it is possible to have special arrangements for moving cattle in drought-stricken areas, it would seem wise to have special arrangements for feeding the children. One good, well-balanced meal a day would be a great value. We need some such provision in

[C.P. 3—'27.]



ordinary times when children come long distances to school, or live on the poverty line, but in drought areas the problem becomes more acute. Another point is that the lack of water for washing makes it impossible for the teachers to demand cleanliness of body and clothes, and all skin diseases due to dirt and parasites increase. In one school in a very dry area the children were much cleaner and healthier than in neighbouring schools and the offensive smell of unwashed humanity was much less marked. On inquiry it was found that the teachers at their own expense had fitted a shower bath at the school, and as long as the water held out the children were having weekly baths. As none of them could bath at home, the school bath, even if only possible once a week, was a great help.

#### THE DRAWBACKS OF THE PRESENT METHOD OF SUBSIDY.

Under the new method of calculating grant, it would seem that there will be some difficulty in securing the proper exclusion of sick children and contacts. If the attendance at a school is reduced below 70 per cent. by epidemic sickness, special allowance is made, but it is possible for the attendance to be affected sufficiently to reduce the grant seriously without reaching 70 per cent., and without the reduction being due to "epidemic disease." If at a routine visit a school nurse excludes several children for scabies, or septic sores, or the principal carries out strictly the public health regulations regarding the exclusion of contacts in cases of mumps, whooping cough, or other infectious diseases, the grant will be reduced. The more conscientious an authority is in guarding the health of the children and excluding unfit or infectious children, the greater the loss in grant. It would seem reasonable to demand that exclusions for reasons of public health of children who would otherwise be in school, should not be penalised by loss of grant during the period covered by the exclusion.

#### SURVEY OF TEETH OF NATIVE CHILDREN.

During the past year an opportunity occurred of investigating the state of the mouth and throat of several native children. One thousand nine hundred and thirty-seven such children of all ages were examined. Of this number five were found to be suffering from syphilitic ulceration of the mouth, and were excluded from school.

Particulars were recorded of the condition of the teeth, and the statistics obtained are comparable to those published three years ago for European children as to the varying incidence of dental decay in different parts of the Cape Province and tend to support some of the conclusions drawn therefrom.

	Nos.	Average No. of decayed teeth per child including extractions.	Percentage with 4 or more decayed teeth.	Percentage with no decayed teeth.
Cape Town ..	392	2.2	26%	34%
Port Elizabeth	546	2.2	24%	29%
Uitenhage ..	228	2.2	24%	36%
Kimberley ..	364	0.9	6%	60%
Vaal River ..	80	0.6	4%	69%
North West ..	194	0.3	1%	82%
East Griqualand	169	0.15	—	90%

When comparison is made with the statistics of European children it is found that in all cases the native child has a mouth freer from dental decay than the white child.

Unfortunately little or no opportunity has arisen for investigation of the native in his home surroundings. Most of the particulars are from natives living in locations in proximity to towns. The statistics for the three coastal towns of Cape Town, Port Elizabeth and Uitenhage are comparable. All these towns have a soft water supply. In Kimberley the condition of the teeth is much better than at the coastal towns but is inferior to that in the rural areas.

#### COMPARISON BETWEEN EUROPEAN AND NATIVE CHILDREN ACCORDING TO AGE:

Children aged 7 to 8 years.	Average No. of decayed teeth per mouth.		Percentage with 4 or more decayed teeth.		Percentage with no decayed teeth.	
	Euro.	Native	Euro.	Native	Euro.	Native
Cape Town ...	5.3	3.5	71	46	4	21
Port Elizabeth ...	5.7	3.2	76	41	2	20
Uitenhage ...	5.9	2.5	79	28	2	32
Kimberley ...	4.5	1.9	59	19	9	38
Vaal River ...	2.3	0.9	28	9	27	50
North West district	2.3	0.3	27	0	35	85

Children aged 14 to 15 years.	Average No. of decayed teeth per mouth.		Percentage with 4 or more decayed teeth.		Percentage with no decayed teeth.	
	Euro.	Native.	Euro.	Native.	Euro.	Native.
Cape Town ..	3.9	1.8	45	25	11	50
Port Elizabeth ..	4.8	2.1	57	20	10	33
Uitenhage ..	4.5	3.4	50	40	17	30
Kimberley ..	2.4	0.5	27	5	28	71
Vaal River ..	1.1	0.3	8	—	54	72
North-West Dist.	0.7	—	5	—	70	100

## SICK LEAVE FOR TEACHERS.

At your request we have investigated the position with regard to the extent of sick leave among teachers and have sent in a Departmental report thereon. The investigation has revealed facts which are interesting to the general public and which give a picture of the amount of sick wastage in a large organisation. Accordingly it seemed desirable to publish the statistics, and thus we are including in our report this year a section on this subject.

Particulars are available from the beginning of the second quarter of 1923. During that year for the nine months there were 530 cases of sick leave among teachers; of this number 446 were women and 84 men. This gives an incidence of twice as many cases of sick leave for women as for men.

The figures for 1924 were 904, or about 15 per cent. of all European teachers, an increase on the figures of 1923 of 28 per cent., taking for granted that the amount of sick leave for the first term of 1923 was at the same rate as for the rest of that year. There was nearly twice as much sickness among teachers in the urban schools as compared with the rural schools, *viz.*, 22.5 per cent. and 12.7 per cent. respectively.

The figures for 1925 and 1926 are 669 and 809 respectively. Particulars of the various conditions responsible for the bad health of the teacher are given in tabular form.

The largest single cause for sick leave was nervous debility or neurasthenia. Included in this group are all cases where the reason given for rest was because the teacher was run down. During the four years about 20 per cent. of all cases showed this as the reason for leave. The figures set down in the table for 1925 and 1926 give the numbers only of those for whom nervous debility was the sole reason for sick leave. In addition to these figures there were 36 for 1925 and 26 for 1926 in which nervous debility was assigned as an important reason along with other more definite complaints. If these are added to the other figures the following percentages are obtained for each year: 1923, 22.1 per cent.; 1924, 24.3 per cent.; 1925, 21.8 per cent.; 1926, 13.1 per cent. The figures for 1926 show a remarkable drop as compared with those for the three previous years to just over half. This appears to have followed on the more stringent regulations regarding sick leave for cases of nervous debility, etc., brought into force towards the end of 1925.

The next commonest cause for absence was infectious disease, accounting for 14.1 per cent. of all cases. By far the majority of these were cases of influenza, which was responsible for more than half the total under this head. Next in order of importance came enteric fever, and then measles. A large number of teachers suffered from disorders of the stomach and intestines, etc. These complaints accounted for 12.8 per cent. Just over one-third of the total were cases of appendicitis.

A similar percentage suffered from diseases of the nose and throat, of which laryngitis and tonsillitis formed the greater bulk. There were twice as many cases of the former as of the latter. This is a common disability among teachers due in part to faulty methods of speaking, in part to shouting owing to noisy surroundings, in part to excessive dust and in part to excessive smoking. Better attention to hygiene should considerably lessen the total of cases under this head.

Diseases of the lung were found in 8.4 of the cases. Under this head tuberculosis was found in 15 cases out of 2,912 teachers, giving a percentage of 0.5 per cent.

Disease or disordered action of the heart was responsible for 3.2 per cent., anæmia for 5.6 per cent., rheumatism for 2.6 per cent. and diseases peculiar to women for 2.9 per cent. of all cases.

A large number of diseases have been grouped together under the head of miscellaneous. These furnish the balance and comprise about 20 per cent. of all cases. Of the 568 cases under this head there were 58 with inflammation or abscess in one or other organ; 57 cases of operation without the part of the body being specified; 55 cases of accident and injury; 54 cases of disease of the nervous system apart from neurasthenia; 51 cases of disease of the skin; 45 cases of disease of the kidney or allied organs; 28 cases of disease of the eye or defective vision; 27 cases of disease of the ear or deafness; 18 cases of goitre; 16 cases of tumour in some organ or other; 10 cases of pyorrhœa; 7 cases of hernia; 5 cases of diabetes; 5 cases of ptomaine poisoning. The balance were unclassified and consisted of cases of fever of uncertain origin, convalescence after operation, etc.

Dividing the cases according to the age of the teacher, over 1 per cent. were under 20 years of age, 50 per cent. occurred during the decade from 20 to 30 years, 28 per cent. from 30 to 40 years, 14 per cent. from 40 to 50 years, and 6 per cent. from 50 to 60 years. Owing to there being no statistics available of the age grouping of teachers it is impossible to say whether there is more sick wastage in any one decade as compared with others.

A very large number of the teachers had three months or more sick leave given them. The figures in round numbers are as follows: up to one week, 4 per cent.; from one to four weeks, 33 per cent.; from one to three months, 22 per cent.; from three to six months, 40 per cent.; six months or more, 1 per cent.

In tabular form the particulars of the most important items of information are as follows:—

The percentage of all cases having three or more months sick leave for each of the years is as follows: 1923, 38 per cent.; 1924, 41 per cent.; 1925, 47 per cent.; 1926, 30 per cent.

TABLE OF SICK LEAVE FOR TEACHERS.

	1923.	1924.	1925.	1926.	Total numbers.	Per-centage.
Numbers ..	530	904	669	809	2,912	—
Neurasthenia, etc.	117	220	110	80	527	18.1
Infectious diseases	60	162	72	116	410	14.1
Diseases of stomach etc. ..	60	107	99	106	372	12.8
Diseases of nose and throat ..	64	96	96	116	372	12.8
Diseases of lungs ..	52	60	54	80	246	8.4
Diseases of heart ..	17	22	17	36	92	3.2
Anæmia ..	20	45	53	47	165	5.7
Rheumatism ..	18	24	17	16	75	2.6
Women's diseases	25	17	21	22	85	2.9
Miscellaneous diseases ..	97	151	130	190	568	19.5

(Statistics for nine months only.)

During the past few years the facilities for teachers' furlough have been considerably curtailed, and doubtless this fact has been responsible for the large percentage of cases of nervous debility among the causes of sickness. No particulars are available as to the extent of this condition among teachers at the time when they were able to take furlough more easily, so that no statistics are available for comparative purposes. However, such a large percentage of cases due to this condition seems to be unduly high. There seems to be no doubt that some teachers, being unable to get furlough, have been getting sick leave for this condition instead, and the fact that the percentage of cases last year was a little more than half of that for the previous three years following on the more stringent regulations with regard to sick leave for this particular condition, seems to support this idea. Whether in the interests of education this drop in the figures is a desirable one or not it is impossible to say.

In any case there is no doubt that teachers as a body of individuals are more liable to suffer from wear and tear of the nervous system than in other professions or occupations. They have to come daily into contact with many children and often in overcrowded rooms or rooms that are badly ventilated or too hot. Those who have had much to do with children will readily understand how difficult it often is to maintain satisfactory control over children under such conditions and what a big drain on the nervous vitality it is.

Under such conditions we consider that what might be termed recreative leave should be recognised. Teachers might not be actually ill or unable to work, but the nature of their work might lead to a state of tension which might show itself in excessive irritability or lack of mental alertness and a failure to maintain satisfactory discipline, etc., all combining to interfere with the satisfactory performance of work.

In cases like this continuance at his task is bound to result in harm to the individual teacher leading to what is termed a nervous breakdown. At the same time it cannot fail to be prejudicial to the interests of the children. To meet such cases it should be possible for such a teacher to obtain leave for purposes of recuperation before such tension leads to breakdown. It is better to prevent ill health before such really develops than wait until it does arise before granting any relief.

In the past the granting of furlough more or less periodically to a large extent served the purpose of this recreative leave. In the interests of education it is desirable that leave facilities should be increased, and if this is not possible that some form of recreative leave apart from the ordinary vacations should be available for those who need a rest, but are too conscientious to send in an application for sick leave so long as they feel able to carry on. We need hardly point out that such leave is in the interests of the children as much as the teacher, for obviously a teacher who is beginning to feel the strain of work is able neither to impart instruction to the best advantage nor to maintain satisfactory discipline. In either case the children suffer and the Department does not get value for what it is paying.

## REPORT OF HONORARY PSYCHIATRIST.

The Honorary Psychiatrist, Dr. R. A. Forster, M.B., Ch.B.U., reports as follows:—

“The importance, which for years has been stressed by Government Psychiatrists of the Union, of sorting out the backward and mentally defective children in the public schools resulted in the appointment, at the commencement of this year, of an Honorary Psychiatrist to the Department of Public Education of the Cape Province. This appointment opens a vast field of work, only a small portion of which can at present be overtaken since the mental examination of school children can be undertaken only when, from time to time, a psychiatrist can be spared from the Mental Service of the Department of Interior. It is hoped, however, that in time the number of psychiatrists will be increased.

During April 55 children in the West Cliff School, Cape Town, were group tested and 7 showed over 12 months' retardation and were therefore examined and tested individually with the result that 1 boy was found to be clearly feeble-minded and incapable of benefiting by ordinary education. One boy and 3 girls were considered border-line cases who might in the meantime be looked upon as merely backward but who should be re-examined at a later date.

Towards the end of the year certain pupils in 14 schools in the Stellenbosch area were group tested through the kind assistance of Dr. Strasheim. The results are not yet complete.

The outstanding work of the year was a partial mental survey of the pupils in 25 schools in the Oudtshoorn-Calitzdorp area by Dr. Gillis. The full report on this has been laid before the Department. Though by no means every pupil in these 25 schools was examined by the psychiatrist it is felt that, thanks to the very careful lists, containing most useful details, prepared by Inspector J. Anders, nearly every possibly defective child in these schools was examined. I would take this opportunity of expressing my thanks to Mr. Anders for his very valuable assistance in this work. It is clear that if similar lists and details could be obtained from all circuit inspectors the work of mental surveys would be much simplified.

In this Oudtshoorn-Calitzdorp area 65 cases of definite mental defect (50 feeble-minded and 15 imbecile children) were found, or approximately 2 per cent. of the total number of children attending school. Border-line cases and merely backward children were not included in these figures. This percentage is slightly above the average, but it will be noted in the report that the home conditions and environment of a large proportion of the school children in this area were extremely unfavourable. The recognised fact that mental defect is largely hereditary was very evident in this survey.

I would emphasise that not only are these 65 mentally defective children quite incapable of gaining the least benefit from ordinary school education but they are, by their presence in the classes, hindering the progress of the normal children and adding greatly to the teacher's difficulties. Taking the average yearly cost to the Department as £15 it would seem that not the

[C.P. 3—'27.]

slightest return can be obtained from the approximately £1,000 yearly expended on these 65 children. While agreeing that education should be compulsory, it is evident that the education should be suitable to the child's mental capability and that these 65 children should be excluded from the public schools and placed in a special school for feeble-minded. Since their home conditions are so undesirable, they would be best accommodated in an institution for the feeble-minded where they could receive the necessary home training and schooling.

It is necessary to draw attention to the fact, indicated in the report on this survey, that, in addition to the 65 cases of certifiable mental defect, there are in these schools a proportion—probably 5 to 10 per cent.—of children who are definitely so innately retarded as to be incapable of gaining more than slight benefit from the ordinary school curriculum, especially in standards beyond standard III, and who require a special type of education mainly directed towards developing the manual ability which is usually latent within them. To compel such children to remain in ordinary schools until the age of 16, in the laudable endeavour, impossible of attainment, to pass them out of standard VI, results in passing them out into the world quite incapable of following any vocation, whereas a modified academic education along with intensive training in manual occupations would enable the greater proportion of such children to take their place as useful and self-supporting citizens. The cost of such education would naturally be greater, but even double the yearly expenditure on such education would be infinitely cheaper to the State than the present expenditure on an education which is of little benefit to the child, and which fits him only for drawing pauper relief for the rest of his life.

There is every reason to believe that the findings of the Oudtshoorn-Calitzdorp survey reflect the position in schools in other areas of the Province. There are clearly three mental types in all schools, each requiring different types of education; the normal children, the retarded or backward children and the feeble-minded children. Provision exists for the education of the first and Institutions exist, under the Department of the Interior, for the last, but no provision is made for the backward children.

It is regretted that more work could not be overtaken during the year. Examinations, requested by the Department, of children in certain schools in the Peninsula and at Hermanus, King William's Town and Kakamas and in 25 schools in the Wodehouse area are still outstanding. Arrangements are being made to carry out a survey in the Wodehouse area early in 1927.

MEDICAL INSPECTION STATISTICS.  
EUROPEAN SCHOOLS, 1926.

No. of European Schools visited: 154.	Routine Examinations.						Special Examinations.		
	Boys.		Girls.		Total.		Boys.	Girls.	Total.
	Yngr.	Older.	Yngr.	Older.	Yngr.	Older.			
Number examined ..	2,202	1,516	2,384	2,079	4,586	3,555	1,405	1,616	3,021
Number defective ..	746	558	719	790	1,465	1,348	681	757	1,438
Percentage defective	33.8	36.8	30.1	38.7	31.9	37.9	48.4	46.8	47.6
Number of defective children recommended for treatment ..	468	380	489	578	957	958	410	514	924
Number of directions to teachers ..	580	299	602	604	1,182	903	462	598	1,060
Number of parents (or guardians) present	825	198	904	320	1,729	518	455	509	964
Number of objections ..	—	—	—	—	—	—	—	—	—
Number of verminous children ..	70	24	332	125	402	149	27	237	264

  

Analysis of Defects:	No. defects present.		No. defects recommended for treatment.		No. defects present.		No. defects recommended for treatment.					
	Boys.		Girls.		Boys.		Girls.					
	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.				
Malnutrition	165	75	105	35	2	—	1	2	161	99	8	2
Teeth ..	370	297	306	440	323	286	353	399	197	252	173	242
Nose & Throat	72	47	89	55	51	28	67	47	88	108	66	90
Eye ..	25	26	22	13	12	5	8	3	48	35	9	6
Vision ..	65	96	100	240	40	52	58	117	135	215	81	151
Ear ..	14	19	16	17	3	7	10	6	41	33	24	18
Hearing ..	40	32	29	18	23	13	10	5	53	41	17	17
Speech ..	9	6	3	3	—	—	—	—	9	1	—	—
Skin ..	24	18	17	25	10	7	11	7	40	29	24	9
Heart:												
Organic ..	13	8	7	16	—	—	—	—	11	13	—	—
Functional	5	11	7	8	—	—	—	—	2	5	—	—
Anaemia ..	24	28	15	39	11	9	9	27	37	32	21	19
Lung ..	9	1	10	2	—	1	2	1	7	11	3	5
Nervous System ..	14	4	4	7	2	—	—	—	14	23	4	6
Intelligence	14	22	10	10	—	—	—	1	29	20	—	—
Deformities	18	18	6	11	8	2	2	3	22	19	7	5
Other defects	73	53	51	41	21	11	18	11	99	70	32	17

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 ..	249		418		667	
No. of children recommended for treatment	630		977		1,607	
No. of children who obtained treatment ..	378		642		1,020	
Defects:						
Dental disease ..	226	163	331	208	557	371
Nose and Throat disease	32	37	68	43	100	80
Eye disease and defective vision ..	65	36	141	83	206	119
Ear disease and deafness	13	10	24	6	37	16
Other diseases ..	54	14	89	28	143	42

## NON-EUROPEAN SCHOOLS, 1926.

No. of Non-European Schools Visited : 6.	Routine Examinations.						Special Examinations.		
	Boys.		Girls.		Total.		Boys.	Girls.	Total.
	Yngr.	Older.	Yngr.	Older.	Yngr.	Older.			
Number examined ..	94	71	105	56	199	127	39	44	83
Number defective ..	39	20	33	20	72	40	21	10	31
Percentage defective	41.5	28.2	31.4	35.7	36.2	31.5	53.9	22.7	37.3
Number of defective children recommended for treatment ..	25	9	24	16	49	25	14	6	20
Number of directions to teachers ..	31	10	29	9	60	19	17	8	25
Number of parents (or guardians) present	28	15	20	14	48	29	9	6	15
Number of objections ..	—	—	—	—	—	—	—	—	—
Number of verminous children ..	3	2	27	6	30	8	5	11	16

Analysis of Defects :	Boys.		Girls.		Boys.		Girls.		No. defects present.		No. defects recommended for treatment.	
	Yng.	Old.	Yng.	Old.	Yng.	Old.	Yng.	Old.	Boys.	Girls.	Boys.	Girls.
	Yng.	Old.	Yng.	Old.	Yng.	Old.	Yng.	Old.	Boys.	Girls.	Boys.	Girls.
Malnutrition	10	4	7	1	—	1	—	—	2	3	—	1
Teeth ..	12	6	16	12	11	6	15	12	5	1	5	1
Nose & Throat	—	—	1	1	—	—	1	—	4	1	3	1
Eye ..	7	4	1	1	1	—	1	—	1	3	—	1
Vision ..	8	7	5	7	7	2	4	5	3	3	2	2
Ear ..	4	1	2	—	3	1	2	—	6	1	4	—
Hearing ..	4	2	2	—	1	—	—	—	8	2	3	1
Speech ..	1	1	—	—	—	—	—	—	3	—	—	—
Skin ..	4	—	1	—	3	—	1	—	—	—	—	—
Heart :												
Organic ..	—	3	1	1	—	—	—	—	1	—	—	—
Functional	—	—	—	—	—	—	—	—	—	3	—	3
Anaemia ..	2	—	2	1	1	—	1	1	—	—	—	—
Lung ..	—	1	1	—	—	1	—	—	—	—	—	—
Nervous System ..	—	—	—	—	—	—	—	—	1	—	—	—
Intelligence	—	—	1	—	—	—	—	—	3	—	—	—
Deformities	—	2	—	1	—	1	—	—	1	—	—	—
Other defects	3	—	3	1	2	—	1	—	3	—	1	—

## 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 ..	4	—	6	—	10	—
No. of children recom-mended for treat-ment ..	12	—	18	—	30	—
No. of children who ob-tained treatment ..	12	—	16	—	28	—
Defects :						
Dental disease ..	10	—	12	1	22	1
Nose and Throat disease	1	—	1	2	2	2
Eye disease and defec-tive vision ..	2	—	1	—	3	—
Ear disease and deafness	—	—	2	—	2	—
Other diseases ..	1	—	1	—	2	—

## SCHOOL STATISTICS.

	PAGE
INSPECTORS AND INSTRUCTORS .. .. .	132
SCHOOLS AND PUPILS:	
European, coloured and native schools, 1926 .. .. .	134
European, coloured and native enrolment, 1926 .. .. .	135
European schools and enrolment, 1926 .. .. .	136
Non-European schools and enrolment, 1926 .. .. .	136
Average attendance of pupils, 1926 .. .. .	136
Sex and race of pupils, 1926 .. .. .	137
Number of European pupils at each year of age, 1926 .. .. .	137
Average age of European pupils in each standard, 1926 .. .. .	137
Classification of European pupils in standards, 1926 .. .. .	137
Classification of coloured pupils in standards, 1926 .. .. .	138
Classification of native pupils in standards, 1926 .. .. .	138
TEACHERS :	
European, coloured and native teachers, 1926 .. .. .	139
Teachers holding professional and academic certificates, 1926 .. .. .	140
Percentage of certificated teachers in the various classes of schools, 1926 .. .. .	141
Sex of teachers, 1926 .. .. .	141
Race of teachers, 1926 .. .. .	141
SCHOOL BUILDINGS :	
Statement of loans arranged for year ended 31st March, 1927 .. .. .	142
Unforeseen excesses and urgent cases not specially provided for year ended 31st March, 1927 .. .. .	144
Grants of land for school purposes, 1926 .. .. .	145
FINANCE :	
Expenditure for public education for year ended 31st March, 1926 .. .. .	146
Student teachers' fund for year ended 31st March, 1926 .. .. .	151

## ABBREVIATIONS.

Sp. ..	Special School or Institution.
Sec. ..	Secondary School.
Prim. ..	Primary School.

## INSPECTORS AND INSTRUCTORS.

### CIRCUIT INSPECTORS :

- H. Anders, B.A., Ph.D. : *Libode, Ngqeleni, Port St. John, Tsolo.*  
 J. Anders : *Calitzdorp, Oudtshoorn.*  
 R. J. Baigrie, M.A. : *Barkly West, Kimberley.*  
 A. Bain, M.A. : *King William's Town.*  
 W. J. Barker, B.A. : *Nqamakwe, Tsomo.*  
 J. Barnes, B.A. : *Bizana, Flagstaff, Lusikisiki, Ntabankulu.*  
 Rev. R. E. Baur, (Acting) : *Mt. Frere, Qumbu.*  
 G. Bell, M.A. : *Mt. Ayliff, Mt. Currie, Umzimkulu.*  
 S. Boersma : *Ladysmith, Riversdale.*  
 W. P. Bond, M.A. : *Albany, Bathurst, Peddie.*  
 R. Bowie, M.A. : *Headquarters Circuit (Cape Division) No. 3.*  
 A. L. Charles, B.Sc. : *Headquarters Circuit (Cape Division) No. 1.*  
 J. Chisholm, M.A. : *Glen Grey, Wodehouse.*  
 Miss L. C. Elton, B.A. : *Port Elizabeth.*  
 A. M. Ferguson, M.A. : *Butterworth, Kentani, Willowvale.*  
 W. Freeman, B.A. : *East London, Komgha.*  
 W. H. Hall-Green, B.A. : *Elliotdale, Idutywa, Mqanduli, Umtata.*  
 S. B. Hobson, M.A. : *Mafeking, Vryburg.*  
 K. A. H. Houghton, M.A. : *Fort Beaufort, Stockenstrom, Victoria East.*  
 S. G. Joubert, B.A. : *Aberdeen, Grauff-Reinet, Hanover, Middelburg, Murraysburg, Pearston, Richmond.*  
 J. A. Kelly, B.A. : *Elliot, Maclear, Xalanga.*  
 R. E. le Roux, B.A. : *Aliwal North, Barkly East, Herschel.*  
 H. B. Luckhoff, B.A. : *Gordonia, Kenhardt, Prieska.*  
 J. C. W. Radloff : *Jansenville, Steytlerville, Willowmore.*  
 P. J. Retief, B.A. : *Bredasdorp, Montagu, Swellendam.*  
 S. G. E. Rosenow, B.A. : *Malmesbury, Tulbagh.*  
 J. C. Ross, M.A. : *Engcobo, St. Marks.*  
 P. D. Rousseau, B.A. : *Headquarters Circuit (Cape Division) No. 4, including Caledon and Stellenbosch.*  
 J. Roux, B.A. : *Humansdorp, Uniondale.*  
 A. Scott, B.A. : *George, Knysna, Mossel Bay.*  
 G. Siddle, M.A. : *Alexandria, Uitenhage.*  
 A. Sinton, M.A. : *Headquarters Circuit (Cape Division) No. 2.*  
 G. M. J. Slabbert, B.A. : *Namaqualand, Van Rhynsdorp.*  
 E. J. Spurway, B.A. : *Cathcart, Queenstown, Stutterheim.*  
 A. H. Stander, B.A. : *Hay, Herbert, Kuruman.*  
 C. H. Stokes : *Bedford, Cradock, Murraysburg, Somerset East, Tarka.*  
 J. F. Swanepoel, B.A. : *Calvinia, Ceres, Sutherland.*  
 C. J. van der Merwe, B.A. : *Beaufort West, Fraserburg, Laingsburg, Prince Albert.*  
 H. Z. van der Merwe, B.A. : *Paarl, Robertson, Worcester.*  
 H. J. J. van der Walt, B.A. : *Albert, Colesberg, Molteno, Philipstown, Sterkstroom, Steynsburg, Venterstad.*  
 G. H. Welsh, B.A. : *Matatiele, Mt. Fletcher.*  
 D. J. W. Wium, B.A. : *Clanwilliam, Piquetberg.*  
 J. C. Zuidmeer, B.A. : *Britstown, Carnarvon, De Aar, Hopetown, Loxton, Strydenburg, Victoria West, Vosburg, Williston.*

INSPECTOR OF TRAINING COLLEGES : H. J. Anderson, M.A.  
 CHIEF INSPECTOR FOR NATIVE EDUCATION : W. G. Bennie, B.A.  
 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.  
 HONORARY PSYCHIATRIST : R. A. Forster, M.B., Ch.B.U.

### DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES :

#### Domestic Science :

Miss W. M. Currey : *Eastern Districts.*  
 Miss R. Fouché, B.Sc. : *Western Districts.*

#### Drawing :

Mr. W. W. Rawson, A.R.C.A.

#### Handwork :

Mr. J. M. Dovey : *Eastern Districts.*  
 Mr. A. Burns : *Western Districts.*

#### Infant School Method :

Miss C. Drake.  
 Miss E. Tismeer.

#### Needlework :

Miss H. Buyskes : *Eastern Districts.*  
 Miss A. Cairncross : *Western Districts.*  
 Miss A. A. Rowe : *Transkei.*  
 Miss M. Tebbatt : *Transkei.*

#### Science and Agriculture :

Dr. S. H. Skaife, M.A., M.Sc., Ph.D., F.E.S.

#### Vocal Music :

Mr. G. News : *Eastern Districts.*  
 Mr. P. K. de Villiers, A.R.A.M., A.R.C.O. : *Western Districts.*

#### School Nurses :

Mrs. G. E. Davies : *Chief School Nurse.*  
 Miss D. Ackermann : *Assistant School Nurse.*  
 Miss R. de Waal : *Assistant School Nurse.*  
 Mrs. R. E. Clark : *Assistant School Nurse.*

STATISTICS, 1926.  
SCHOOLS.

EUROPEAN, COLOURED AND NATIVE SCHOOLS IN OPERATION AT 31ST DECEMBER, 1926.

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part-Time.	Farm.	Coloured Training Schools.	Coloured.	Native Training Schools.	Native.	Total, Dec., 1926.	Total, Dec., 1925.	Increase.
<i>European:</i>														
Schools under School Boards ..	7	..	117	83	1,829	12	308	..	..	..	..	2,356	2,335	21
Labour Colony Schools ..	..	..	1	..	7	..	1	..	..	..	..	9	9	..
Church Schools ..	..	..	..	..	34	..	..	..	..	..	..	34	35	-1
Other European Schools ..	..	1	1	1	24	..	10	..	..	..	..	42	47	-5
<i>European Schools, Dec., 1926</i>	12	1	119	84	1,894	12	319	..	..	..	..	2,441	..	..
<i>European Schools, Dec., 1925</i>	12	2	112	82	1,856	10	352	..	..	..	..	..	2,426	..
Increase ..	..	-1	7	2	38	2	-33	..	..	..	..	..	..	15
<i>Coloured:</i>														
Schools under School Boards ..	..	..	1	2	15	3	..	..	..	..	..	21	19	2
Other Coloured Schools ..	..	..	..	..	4	2	..	..	..	..	..	497	463	34
<i>Coloured Schools, Dec., 1926</i>	..	..	1	2	19	5	..	6	485	..	..	518	..	..
<i>Coloured Schools, Dec., 1925</i>	..	..	1	2	18	4	..	5	452	..	..	..	482	..
Increase ..	..	..	..	..	1	1	..	1	33	..	..	..	..	36
<i>Native:</i>														
Schools under School Boards ..	..	..	..	..	3	..	..	..	..	..	..	1	1	..
Other Native Schools ..	..	..	..	..	..	..	..	..	..	15	1,604	1,625	1,600	25
<i>Native Schools, Dec., 1926</i>	..	..	..	..	3	..	..	..	..	15	1,604	1,626	..	..
<i>Native Schools, Dec., 1925</i>	..	..	..	..	2	1	..	..	..	15	1,580	..	1,601	25
Increase ..	..	..	..	..	1	..	..	..	..	..	24	..	..	..
Total Schools, 1926 ..	12	1	119	89	1,914	20	319	6	485	15	1,604	4,585	..	..
Total Schools, 1925 ..	12	2	113	86	1,875	17	352	5	452	15	1,580	..	..	76
European Schools ..	..	..	..	..	..	..	2,441	..	15	..	..	..	..	..
Coloured Schools ..	..	..	..	..	..	..	518	..	36	..	..	..	..	..
Native Schools ..	..	..	..	..	..	..	1,626	..	25	..	..	..	..	..
Total Number of Schools ..	..	..	..	..	..	..	4,585	..	76	..	..	..	..	..

ENROLMENT.

ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS AT 31ST DECEMBER, 1926.

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part-Time.	Farm.	Coloured Training Schools.	Coloured.	Native Training Schools.	Native.	Total, Dec., 1926.	Total, Dec., 1925.	Increase.
<i>European:</i>														
Schools under School Boards ..	707	..	38,417	14,892	72,182	820	2,223	..	..	..	..	129,241	127,024	2,217
Labour Colony Schools ..	..	..	293	..	500	..	13	..	..	..	..	896	843	53
Church Schools ..	..	..	..	..	4,669	..	..	..	..	..	..	4,669	4,414	255
Other European Schools ..	..	121	573	366	1,315	..	71	..	..	..	..	3,037	3,674	-637
<i>European Pupils, Dec., 1926</i>	1,298	121	39,283	15,258	78,756	820	2,307	..	..	..	..	137,843	..	..
<i>European Pupils, Dec., 1925</i>	1,121	158	38,226	15,137	77,965	701	2,630	..	2	..	15	135,955	..	..
Increase ..	177	-37	1,057	121	791	119	-323	..	-2	..	-15	..	..	1,888
<i>Coloured:</i>														
Schools under School Boards ..	..	..	120	738	3,133	185	..	..	..	..	..	4,176	3,994	182
Other Coloured Schools ..	..	..	..	..	392	109	..	471	51,674	..	..	52,646	48,640	4,006
<i>Coloured Pupils, Dec., 1926</i>	..	..	120	738	3,525	294	..	471	51,674	..	..	56,822	..	..
<i>Coloured Pupils, Dec., 1925</i>	..	..	101	674	3,495	183	..	408	47,773	..	..	..	52,624	..
Increase ..	..	..	19	64	30	111	..	63	3,901	..	..	..	..	4,188
<i>Native:</i>														
Schools under School Boards ..	..	..	..	..	306	..	..	..	..	..	..	306	309	-3
Other Native Schools ..	..	..	..	164	..	165	..	..	..	1,618	117,880	119,827	121,352	-1,525
<i>Native Pupils, Dec., 1926</i>	..	..	..	164	..	165	..	..	..	1,618	117,880	120,133	..	..
<i>Native Pupils, Dec., 1925</i>	..	..	..	142	309	212	..	..	..	1,500	119,478	..	121,661	..
Increase ..	..	..	..	22	-3	-47	..	..	..	98	-1,598	..	..	-1,528
Total Enrolment, <i>European, Coloured and Native, Dec., 1926</i>	1,298	121	39,403	16,160	82,587	1,279	2,307	471	51,674	1,618	117,880	314,798	..	4,548
Total Enrolment, <i>Dec., 1925</i>	1,121	158	38,327	15,953	81,769	1,096	2,630	408	47,775	1,520	119,493	..	310,250	..
European Pupils ..	..	..	..	..	..	..	137,843	..	1,888	..	..	..	..	..
Coloured Pupils ..	..	..	..	..	..	..	56,822	..	4,188	..	..	..	..	..
Native Pupils ..	..	..	..	..	..	..	120,133	..	-1,528	..	..	..	..	..
Total Number of Pupils ..	..	..	..	..	..	..	314,798	..	4,548	..	..	..	..	..

## EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER, 1926.

	Schools under School Boards.	Schools not under School Boards.	Total.
<i>European Schools :</i>			
Training Schools .. ..	7	5	12
Other Special Schools .. ..	—	1	1
High Schools .. ..	117	2	119
Secondary Schools .. ..	83	1	84
Primary Schools .. ..	1,829	65	1,894
Part-time Schools .. ..	12	—	12
Farm Schools .. ..	308	11	319
Total 1926 .. ..	2,356	85	2,441
„ 1925 .. ..	2,335	91	2,426
<i>European Enrolment :</i>			
Training Schools .. ..	707	591	1,298
Other Special Schools .. ..	—	121	121
High Schools .. ..	38,417	866	39,283
Secondary Schools .. ..	14,892	366	15,258
Primary Schools .. ..	72,182	6,574	78,756
Part-time Schools .. ..	820	—	820
Farm Schools .. ..	2,223	84	2,307
Total 1926 .. ..	129,241	8,602	137,843
„ 1925 .. ..	127,024	8,931	135,955

## NON-EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER, 1926.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools .. ..	6	471	15	1,618
High Schools .. ..	1	120	—	—
Secondary Schools .. ..	2	738	3	164
Primary Schools .. ..	19	3,525	1	306
Part-time Schools .. ..	5	294	3	165
Mission Schools .. ..	485	51,674	1,604	117,880
Total 1926 .. ..	518	56,822	1,626	120,133
„ 1925 .. ..	482	52,634	6,601	121,661

## AVERAGE ATTENDANCE OF PUPILS AT 31st DECEMBER, 1926.

	1926.	1925.	Increase.
European Schools .. ..	126,221	124,784	1,437
Coloured Schools .. ..	48,199	45,116	3,083
Native Schools .. ..	95,057	97,878	-2,821
Total .. ..	269,477	267,778	1,699

## SEX AND RACE OF PUPILS AT 31st DECEMBER, 1926.

	European Pupils.			Coloured Pupils.			Native Pupils.			Total enrolment, 1926.	Total enrolment, 1925.	Increase.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
1926	71,290	66,553	137,843	28,079	28,743	56,822	51,953	68,180	120,133	314,798	..	..
1925	70,558	65,397	135,955	25,693	26,941	52,634	54,337	67,324	121,661	..	310,250	..
Increase	732	1,156	1,888	2,386	1,802	4,188	-2,384	856	-1,528	..	..	4,548

## AGES OF PUPILS.

## NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS ON 29th OCTOBER, 1926.

Age in years.	High.		Secondary.		Primary.		Farm.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1926.	1925.
Under 7 ..	412	537	300	263	2,144	1,883	87	75	5,701	5,749
7 ..	853	967	541	500	3,973	3,682	138	115	10,769	11,363
8 ..	1,199	1,288	744	738	4,977	4,569	174	150	13,839	13,079
9 ..	1,310	1,364	764	747	5,006	4,407	150	144	13,892	13,577
10 ..	1,401	1,497	795	833	4,805	4,318	149	154	13,952	13,704
11 ..	1,427	1,580	783	735	4,674	4,318	175	118	13,810	14,419
12 ..	1,656	1,777	857	837	4,775	4,455	155	135	14,647	14,247
13 ..	1,925	2,018	827	859	4,290	3,997	133	110	14,159	14,001
14 ..	2,251	2,206	845	729	3,419	3,286	92	82	12,910	12,553
15 ..	2,429	2,247	708	604	2,356	1,956	75	56	10,431	10,001
16 ..	2,009	1,819	455	366	790	546	27	17	6,029	5,689
17 ..	1,469	1,156	184	135	192	102	7	10	3,255	3,352
18 ..	815	642	80	58	46	19	2	2	1,664	1,708
Over 18 ..	722	322	29	12	16	7	2	1	1,111	1,189
Total ..	19,878	19,420	7,912	7,416	41,463	37,545	1,366	1,169	136,169	134,631

## AVERAGE AGE, IN YEARS, OF EUROPEAN PUPILS IN EACH STANDARD ON 29th OCTOBER, 1926.

	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	8.9	10.0	11.1	12.2	13.2	14.2	15.0	15.9	16.7	17.8	17.8
Sec. ..	7.7	9.2	10.3	11.4	12.5	13.4	14.2	15.1	16.1	17.3	17.3	..
Prim. ..	7.5	9.0	10.1	11.3	12.3	13.3	14.1	14.3	16.2	17.1	16.0	..
Farm... ..	7.5	8.8	9.9	11.2	12.1	13.2	14.1	13.6	..	..	..	..

## CLASSIFICATION OF PUPILS IN STANDARDS.

## TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS WERE BEING PREPARED ON 29th OCTOBER, 1926.

Standards.	High.	Secondary.	Primary.	Farm.	Total.	
					1926.	1925.
Sub-standards ..	4,748	3,179	19,655	643	28,225	27,750
Standard I. ..	2,696	1,681	10,513	300	15,190	14,984
„ II. ..	3,085	1,806	10,924	382	16,197	16,429
„ III. ..	3,577	1,961	11,194	369	17,101	17,459
„ IV. ..	3,836	1,763	10,611	349	16,559	16,139
„ V. ..	3,883	1,693	8,980	286	14,842	14,866
„ VI. ..	4,327	1,440	7,071	200	13,038	12,332
„ VII. ..	5,196	1,178	39	6	6,419	6,123
„ VIII. ..	3,737	600	9	..	4,346	4,141
„ IX. ..	2,001	24	11	..	2,036	2,269
„ X. ..	2,193	3	1	..	2,197	2,077
Unclassified ..	19	..	..	..	19	62
Total	39,298	15,328	79,008	2,535	136,169	134,631



TABLE SHOWING STANDARDS FOR WHICH COLOURED PUPILS WERE PRESENTED AT INSPECTION DURING 1926.

Standards.	High.	Inter- mediate.	Primary	Part- time.	Mission.	Total.
Sub-Standard A ..	..	85	600	5	27,299	27,989
" B ..	..	68	311	..	7,375	7,754
Standard I ..	..	85	389	2	6,529	7,005
" II ..	..	71	307	6	6,014	6,398
" III ..	..	51	246	4	4,292	4,593
" IV ..	..	53	198	5	2,533	2,789
" V ..	..	80	59	5	1,327	1,471
" VI ..	..	67	42	4	643	756
" VII ..	45	70	..	..	15	130
" VIII ..	43	35	..	..	..	78
" IX ..	3	5	..	..	..	8
" X ..	11	3	..	..	..	14
Unclassified ..	..	..	6	..	8	14
Total ..	102	673	2,158	31	56,035	58,999

Student-teachers are not included. Of the pupils present at two successive inspections 76.7 per cent. were placed in a higher standard.

TABLE SHOWING STANDARDS FOR WHICH NATIVE PUPILS WERE PRESENTED AT INSPECTION DURING 1926.

Standards.	Sec- ondary.	Primary.	Part- time.	In- dustrial.	Mission.	Total.
Sub-Standard A ..	..	59	62	..	41,836	41,957
" B ..	..	34	13	..	17,254	17,301
Standard I ..	..	18	5	..	14,472	14,495
" II ..	..	23	6	..	9,999	10,028
" III ..	..	21	4	..	8,275	8,300
" IV ..	..	23	4	9	5,339	5,375
" V ..	..	77	..	54	2,811	2,942
" VI ..	15	36	..	55	1,816	1,922
" VII ..	75	..	..	..	11	86
" VIII ..	58	..	..	..	..	58
" IX ..	..	..	..	..	..	..
" X ..	..	..	..	..	..	..
Unclassified ..	..	..	..	128	1	129
Total ..	148	291	94	246	101,814	102,593

Student-teachers are not included. Of the pupils present at two successive inspections 63.8 per cent. were placed in a higher standard.

## TEACHERS.

*European Teachers in European Schools at 30th June, 1926.*

European Training .. .. .	84
Special .. .. .	10
High .. .. .	1,732
Secondary .. .. .	574
Primary .. .. .	3,527
	(26)
Part-time .. .. .	3
Farm .. .. .	332
Itinerant teachers .. .. .	48
Total, 1926 .. .. .	6,310
Total, 1925 .. .. .	6,086

*European Teachers in Coloured Schools.*

Coloured Training .. .. .	14
High .. .. .	5
Intermediate .. .. .	8
Primary .. .. .	23
Part-time .. .. .	(5)
Coloured Mission .. .. .	173
Total, 1926 .. .. .	223
Total, 1925 .. .. .	210

*European Teachers in Native Schools.*

Native Training .. .. .	77
Secondary .. .. .	8
Primary .. .. .	1
Native Mission .. .. .	37
Total, 1926 .. .. .	123
Total, 1925 .. .. .	107

Total European Teachers in Non-European Schools ..	1926	346
	1925	317

*Coloured Teachers.*

Coloured Training .. .. .	4
High .. .. .	2
Intermediate .. .. .	19
Primary .. .. .	64
Part-time .. .. .	(4)
Coloured Mission .. .. .	1,045
Native Secondary .. .. .	1
Native Mission .. .. .	17
Total, 1926 .. .. .	1,152
Total, 1925 .. .. .	1,003

*Native Teachers.*

Native Training .. .. .	3
Secondary .. .. .	3
Primary .. .. .	8
Part-time .. .. .	(4)
Coloured Primary .. .. .	1
Coloured Mission .. .. .	61
Native Mission .. .. .	3,320
Total, 1926 .. .. .	3,396
Total, 1925 .. .. .	3,301

Total number of European Teachers .. .. .	6,656
Total number of Coloured Teachers .. .. .	1,152
Total number of Native Teachers .. .. .	3,396

Total, 1926 .. .. .	11,204
Total, 1925 .. .. .	10,707

Part-time schools: The bracketed figures refer to teachers also employed at day schools.

[C.P. 3-'27.]



PERCENTAGE OF PROFESSIONALLY QUALIFIED TEACHERS IN THE VARIOUS CLASSES OF SCHOOLS, 30TH JUNE, 1926.

	European Training Colleges & Schools.	Special.	High.	Sec.	Prim.	Part-time.	Farm.	Coloured Training.	Coloured Mission.	Native Training.	Native Mission.	Total.
Certificated, 1926 ..	98.8	20	95.9	96	97.3	100	82.2	94.4	86	97.5	85.5	91.7
Certificated, 1925 ..	100	100	96	96.8	96.8	100	86	93.8	85.1	94.9	84.2	91.2

SEX OF TEACHERS AS AT 31ST DECEMBER, 1926, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European Training Colleges & Schools.	Special.	High.	Secondary.	Primary.	Part-time.	Farm.	Coloured Training.	Coloured Mission.	Native Training.	Native Mission.	Total.
Male .. .. .	25	10	730	231	917	42	30	8	564	43	1,947	*4,507
Female .. .. .	59	..	1,064	408	2,702	5	291	12	730	40	1,422	*6,729
Total 1926 ..	84	10	1,794	639	3,619	47	321	20	1,294	83	3,369	*11,236
Total 1925 ..	80	13	1,671	622	3,512	44	342	19	1,202	79	3,293	*10,839
Percentage of male teachers, 4th qr., 1926	29.8	100	40.7	36.1	25.3	89.4	9.3	40	43.6	51.8	57.8	40.1
Percentage, 4th qr. 1925	27.5	100	33.4	35	24.8	95.5	8.5	47.4	42.8	57	58	39.7

\*Teachers teaching at more than one school are counted once in the total.

RACE OF TEACHERS AS AT 30TH JUNE, 1926, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European Schools.							Coloured Schools.					Native Schools.				Total No. of Teachers.						
	Itinerant Teachers.	European Training Colleges & Schools	Special.	High.	Secondary.	Primary.	Part-time.	Farm.	Total.	Coloured Training Schools.	High.	Intermediate.	Primary.	Part-time.	Coloured Mission.	Total.		Native Training Schools.	Secondary.	Primary.	Part-time.	Native Mission.	Total.
European Teachers	48	84	10	1732	574	3527	[26]	332	6310	14	5	8	23	[5]	173	223	77	1	..	..	..	123	6656
Coloured Teachers	..	..	..	..	..	..	..	..	..	4	2	19	64	[1]	1045	1134	..	..	..	..	17	18	1152
Native Teachers	..	..	..	..	..	..	..	..	..	..	..	..	1	..	61	62	3	8	[4]	3320	3334	3396	
Total 1926 ..	48	84	10	1732	574	3527	[26]	332	6310	18	7	27	88	[9]	1279	1419	80	12	9	[4]	3	347	11204
Total 1925 ..	43	80	7	1831	596	3430	[24]	394	6086	16	9	25	74	[6]	1138	1262	79	7	9	[5]	3264	3359	10707

Note—Part-Time Schools: The bracketed figures refer to teachers also employed at day schools.

SCHOOL BUILDING LOANS ARRANGED FOR YEAR ENDED 31ST MARCH, 1927

Division	School	Remarks	Estimated cost of scheme	Voted 1925-6	Estimated expenditure 1925-6	Amount	Amount expended during the year
			£	£	£	£	£
SCHOOLS							
Aberdeen	Aberdeen High	Including fencing	4,150	4,000	—	4,150	3,247
Albany	Riebeeck East	Additions (to complete)	600	665	—	600	533
"	Grahamstown Elementary	Purchase of land	150	150	—	150	145
Aliwal North	Lady Grey	Further provision	12,850	6,000	—	5,850	5,896
Barkly East	Barkly East Sec.	Additions (to commence)	8,000	4,000	—	6,000	1,729
Barkly West	Daniels Kuil Sec.	"	2,000	—	—	2,000	—
"	Waldeck's Plant	To complete	1,800	1,500	38	1,762	11
"	Windsorton	"	1,950	1,900	1,854	96	66
Bathurst	Port Alfred Sec.	To commence	10,000	—	—	2,000	37
Beaufort West	Beaufort West Preparatory	To complete	1,425	1,500	700	725	680
Bizana	Bizana	"	600	600	540	60	60
Bredasdorp	Uilenkraal	"	600	—	—	600	—
Britstown	Britstown High	Additions (to complete)	1,525	1,650	3	1,522	1,477
Butterworth	Butterworth Sec.	Additions	1,225	1,225	—	1,225	1,113
Cala	Cala	"	2,500	750	—	2,500	—
Caledon	Bot River Station	To complete	1,150	1,500	14	1,136	1,017
"	Grabouw	"	3,500	1,000	—	3,500	—
"	Greyton	To commence	5,000	—	—	2,500	—
"	Kleinmond	"	925	1,500	—	925	862
Calvinia	Calvinia High	Additions (to complete)	5,400	2,500	931	4,469	4,100
"	Brandvlei	"	1,675	1,200	795	880	836
"	Loeriesfontein	To commence	4,000	—	—	2,000	18
Cape	Afrikaans Medium	Purchase of property and alterations thereto (to complete)	11,725	2,575	575	11,150	9,465
"	Broad Road	To complete	4,140	4,007	4,007	133	133
"	Cape Town Central	Alterations, including renovation of doors and balcony (to complete)	3,462	3,082	3,082	380	420
"	"	Additions	1,000	—	—	1,000	—
"	Claremont Coloured	Alterations (to complete)	4,150	4,045	4,045	105	436
"	Fish Hoek	"	3,500	—	—	3,500	—
"	Goodwood	Additions (to complete)	6,876	6,102	6,102	774	773
"	Hope Lodge	To complete	4,163	4,800	4,145	18	18
"	Muizenberg	Additions	1,000	—	—	1,000	940
"	Observatory Prim.	"	12,000	—	—	12,000	—
"	Rondebosch Girls'	Additions	2,000	—	—	2,000	—
"	Springfield	"	700	—	—	700	638
"	Wynberg Girls'	"	2,000	—	—	2,000	—
Ceres	Ceres High	Additions (to complete)	1,300	1,300	800	500	430
Clanwilliam	Citrusdal Sec.	"	3,500	—	—	3,500	563
Cradock	Henningshoek	Purchase of property	325	325	—	325	331
"	Kaalplaats Prim.	Additions	500	—	—	500	2
East London	Cambridge High	Additions (to commence)	2,000	—	—	2,000	—
"	General Sewerage	To complete	4,308	4,250	3,433	875	917
Fraserburg	Fraserburg Sec.	Additions (to complete)	1,120	1,250	497	623	633
Gordonia	Keimoes	Additions	1,650	1,650	—	1,650	1,538
"	Elim Island	"	800	800	—	800	721
"	Uppington	Additions and fencing (to complete)	1,300	1,300	889	411	525
Graaff-Reinet	Kendrew	"	1,350	700	—	1,350	1,248
"	Volkskool	Purchase agricultural land	4,500	4,500	—	4,500	4,394
"	"	Purchase playground	1,200	1,200	—	1,200	—
"	"	Additions (to complete)	3,000	3,000	1,838	1,162	100
"	Union High	To commence	15,800	5,000	—	9,800	11,191
"	Adendorp	To complete	2,825	3,000	5	2,820	3,069
Herbert	Douglas Sec.	Additions	3,500	—	3,000	3,000	—
Jansenville	Jansenville High	"	2,250	—	—	2,250	9
Kenhardt	Karos	To complete	1,000	1,050	15	985	961
"	Neilersdrift	"	2,620	2,680	—	2,620	2,470
"	Oranjedal No. 1	Additions	470	500	—	470	408
"	Oranjedal No. 2	"	470	500	—	470	408
"	Kakamas Central	Additions (to complete)	4,000	2,300	—	2,300	—
"	Alheit	To commence	4,300	2,500	—	2,500	—
"	Kenhardt Sec.	Additions	750	—	—	750	401
"	Paarden Eiland	"	1,400	1,500	—	1,400	—
"	Louisvale Sec.	Additions	1,750	—	—	1,750	2
Kimberley	—	General sewerage (to complete)	6,318	6,800	1,818	4,500	4,378
"	Warrenton	To complete	8,700	5,000	3,285	5,415	6,367
"	Windsorton Road	"	750	—	—	750	—

Division	School	Remarks	Estimated cost of scheme	Voted 1925-6	Estimated expenditure 1925-6	Amount	Amount expended during the year
			£	£	£	£	£
King William's Town	Berlin	Additions (to complete)	569	500	369	200	192
"	Keiskama Hoek	Teacher's residence (alterations)	270	250	—	270	256
"	Dale College	New primary (to commence)	11,500	—	—	3,000	—
Knysna	Knysna Prim.	Alterations (to complete)	977	1,000	827	150	146
Kuruman	Kuruman	Water supply	150	150	—	150	—
"	Seodin Sec.	Additions (to commence)	3,000	—	—	1,500	—
Ladismith	Ladismith High	Additions (to complete)	2,940	3,000	2,620	320	318
Libode	Libode	"	750	—	—	750	—
Mafeking	Mafeking	Additions (to complete)	4,489	5,000	39	4,450	4,206
"	Molopo Diggings	To complete	817	800	692	125	—
Malmesbury	Moorreesburg	Additions (to complete)	6,750	6,750	500	6,250	5,760
"	Koringberg	"	2,250	—	—	2,250	496
Maraisburg	Hofmeyr Sec.	Additions	1,000	—	—	1,000	6
Matatiele	Matatiele Sec.	"	1,500	—	—	1,500	—
Montagu	Ashton	"	600	600	—	600	—
Mount Ayliff	Mount Ayliff	"	875	600	—	875	—
Mount Currie	Kokstad	To complete	10,258	5,000	2,458	2,800	2,472
Namaqualand	Grootmist	"	2,550	1,800	5	2,545	2,433
"	Garies	Water supply for school and hostel	400	150	—	400	—
Oudtshoorn	Oudtshoorn Boys'	Woodwork room (to complete)	1,049	1,300	939	110	107
"	Boomplaats	Purchase of property	80	—	—	80	80
"	Oudemurassic West	"	484	700	34	450	461
"	De Hoop	"	1,275	2,500	—	1,275	1,250
Paarl	Wellington Boys'	Further provision	14,700	4,000	—	7,700	7,192
"	Lower Paarl Boys'	Additions	1,500	—	—	1,500	—
Peddie	Peddie Sec.	"	1,700	3,000	—	1,700	8
Piquetberg	Halfmanskof	To complete	1,908	2,000	—	1,850	1,793
"	Krom Rivier	"	655	650	650	5	3
"	Veldrift	Additions	1,000	—	—	1,000	3
"	Piquetberg High	"	2,500	—	—	2,500	—
Port Elizabeth	Dower Coloured	Drainage	950	—	—	950	—
"	Coloured Sec.	"	1,500	1,500	—	1,500	—
"	Collegiate Girls'	New junior department (further provision)	15,000	5,000	—	5,000	417
"	Walmer Prim.	Additions	2,500	—	—	2,500	5
Prieska	Zwemkuil	To complete	950	500	137	813	492
"	Prieska Preparatory	To commence	5,000	—	—	2,000	—
Prince Albert	Prince Albert High	Additions (to complete)	3,142	3,050	2,792	350	323
Queenstown	Queens Drive	To complete	9,065	8,475	2,867	6,198	6,089
Riversdale	Blombosch	"	250	250	—	250	281
"	Novo	"	1,000	—	—	1,000	13
Robertson	Le Chasseur	"	1,000	1,000	—	1,000	—
"	McGregor	Additions (to complete)	882	710	2	880	872
Stellenbosch	Gordons Bay	To complete	3,147	3,100	2,697	450	140
"	"	General sewerage	1,600	—	—	1,600	—
Sterkstroom	Sterkstroom	Additions	6,100	—	5,250	5,250	2,857
Steynsburg	Steynsburg High	To complete	8,885	7,500	910	7,975	7,544
Tsolo	Tsolo	"	1,650	1,675	300	1,350	1,358
Tsomo	Tsomo	"	1,070	1,075	1,025	45	44
Uitenhage	Ado	"	1,515	1,500	1,226	289	289
"	Selborne Sec.	"	3,250	—	—	2,050	—
Umtata	Umtata Prim.	Additions	650	—	—	650	2
Van Rhynsdorp	Klaver	To complete	1,800	1,800	293	1,507	1,367
"	Van Rhynsdorp Sec.	Additions (to complete)	2,600	2,600	123	2,477	2,398
"	"	Water supply	200	200	—	200	—
"	Nieuwerust Prim.	"	3,000	—	—	3,000	—
"	Zuurdam	Purchase and alterations	500	—	—	500	407
Vryburg	Vryburg High	To commence	10,000	5,000	—	4,000	4
Williston	Williston	Additions (to complete)	1,375	125	—	125	73
Willowmore	Waaikraal	To complete	934	1,000	4	930	35
"	Rietbron	"	1,750	1,300	—	1,750	1,048
"	Willowmore High	"	5,000	3,000	—	5,000	2,323
Willowvale	Willowvale	To complete	1,575	375	—	375	310
Wodehouse	Grey's Pan	"	2,245	2,250	—	2,245	13
"	Indwe	Additions	1,750	—	—	1,750	—
Worcester	De Doorns	Additions (to complete)	710	710	363	347	327
"	Goudini Road	Additions	300	350	—	300	429
"	Touws River	"	2,500	2,500	—	2,500	2,026
BOARDING HOUSES							
Albert	Burghersdorp Boys	To complete	417	625	217	200	390
Bedford	Templeton	"	2,507	2,500	892	1,615	1,615
Carnarvon	Van Wyksvlei	"	1,600	—	—	600	—
Cradock	Kaalplaats	Hospital accommodation and water (to complete)	77	100	2	75	41

Division	School	Remarks	Estimated cost of scheme	Voted 1925-6	Estimated expenditure 1925-6	Amount	Amount expended during the year
East London ..	Selborne Boys ..	To complete ..	11,950	11,950	10,748	1,202	1,187
Gordonia ..	Upington ..	" ..	1,505	1,500	1,355	150	150
Namaqualand ..	Garies ..	" ..	1,125	1,125	800	325	275
" ..	Gamoep ..	" ..	1,015	1,000	1,000	15	13
Richmond ..	Richmond ..	To commence ..	4,500	3,000	—	3,000	232
Van Rhynsdorp ..	Nieuwerust ..	To complete ..	2,969	3,000	19	2,950	3,605
Vryburg ..	Vryburg ..	" ..	2,250	2,250	1,650	600	550
LOCAL LOANS REPAYABLE, 1926-7							
Albert ..	Burghersdorp Boys' Boarding ..	—	—	—	—	3,000	3,000
Colesberg ..	Colesberg High ..	—	—	—	—	300	300
Swellendam ..	Swellendam High ..	—	—	—	—	200	200
Victoria West ..	Victoria West Boarding ..	—	—	—	—	1,120	1,120
Total ..						£ 277,642	147,062

UNFORESEEN EXCESSES AND URGENT CASES NOT SPECIALLY PROVIDED FOR  
YEAR ENDED 31ST MARCH, 1927

Division	School	Amount
		£
Cape ..	Rosebank Collegiate ..	2,150
Colesberg ..	Colesberg High ..	186
Kenhardt ..	Pofadder Boarding House ..	65
Ladismith ..	Weltevreden (purchase) ..	323
Stellenbosch ..	Stellenbosch Boys' High (drainage) ..	204
		£2,928

## GRANTS OF LAND FOR SCHOOL PURPOSES, 1926

School Board	School	Area		Donor	
		Mgn. rds.	Sq. ft.		
Barkly West	Waldeck's Plant	1	—	0.4614	Berlin Missionary Society
" ..	Boetsap ..	1	359	39	A. H. Pagan, Esq.
Caledon ..	Bot River ..	—	588	62	Messrs. S. Jaffe, E. Katz and D. Swan (the Volmoed Farm Co.)
" ..	" ..	—	311	82	Messrs. Choritz and Jaffe
Clanwilliam	Citrusdal ..	2	—	—	Kerkraad, Citrusdal
Cradock ..	Kaalplaats ..	11	407	—	I. B. van Heerden, Esq.
Jansenville	Jansenville High	—	104	24	H. G. Nash, Esq.
Ladismith ..	Ladismith High	—	312	132	Ladismith Municipality
Oudtshoorn	Le Roux (Rietvlei)	1	15	135	Southern Life Association
Richmond ..	Richmond Sec. (new boarding department)	—	426	96	D.R. Church
Riversdale ..	Vermakelykheid Prim.	1	—	0.268	Local School Committee
Van Rhynsdorp	Spruitdrift ..	6	—	—	Gideon van Zyl, Esq.
Venterstad	Venterstad Sec. (a) Hostel site (b) Reservoir site	3	—	—	D.R. Church
		—	58	77	D.R. Church
Willowmore	Willowmore Public	1	382	119	Willowmore Municipality
" ..	Du Preez Kraal	15	180	—	Purchased by local subscription
" ..	Waaikraal ..	4	599	135	J. H. le Roux, Jr., Esq.
" ..	" ..	5	—	11	J. G. Strydom, Esq.

## PARLIAMENTARY GRANTS

Cape ..	Bellville ..	2	—	6
Ceres ..	Ceres Public ..	3	434	61
East London	Lilyfontein Agricultural	16	200	—
Kenhardt ..	Theronville (Pofadder)	4	100	—
Komgha ..	Kei Mouth ..	1	—	—
Laingsburg	Matjesfontein Prim.	2	58	44
Stellenbosch	Sir Lowry's Pass	2	—	—
Wodehouse	Grey's Pan ..	4	599.8	—

## GRANTS UNDER SECTION 320 OF ORDINANCE No. 5 OF 1921

Caledon ..	River Zonder End	2	—	—
Cape ..	Richmond Estate, Goodwood	—	555	80
Prince Albert	Welgemoed ..	1	160	138

## FINANCE

## EXPENDITURE FOR PUBLIC EDUCATION

STATEMENT FOR YEAR ENDED 31ST MARCH, 1926.

	£	s.	d.	£	s.	d.
<i>Administration—</i>						
Salaries, Wages and Allowances .. ..	25,343	14	6			
Subsistence and Transport—						
Travelling of Superintendent-General of Education and Head Office Staff ..	218	4	1			
Grant towards travelling and subsistence expenses of Inquiry in America into Agricultural Education .. ..	300	0	0			
Office Equipment, Material and Furniture, including Repairs .. ..	595	19	7			
Fuel, Light, Water, Cleaning and Sanitary Services, including Disinfectants and Lavatory Requisites .. ..	199	19	11			
Repairs, Renovations and Maintenance, including Grounds .. ..	77	8	3			
Incidentals—						
Commissions, Committees, Inquiries and Legal Expenses .. ..	575	10	3			
Railage, Insurance, Forwarding Charges, Wagon Hire, etc.—Requisite Store ..	8,638	3	7			
Miscellaneous Expenses, including Messengers' Uniforms .. ..	194	11	7			
				36,143	11	9
<i>School Boards and School Committees—</i>						
Salaries, Wages and Allowances .. ..	46,689	5	1			
Subsistence and Transport—						
Travelling of Officials .. ..	750	8	9			
Travelling of Members .. ..	5,493	19	2			
Office Equipment, Material and Furniture, including Repairs .. ..	1,244	2	0			
Rent, Rates and Insurance—						
Rent .. ..	3,688	6	4			
Rates and Insurance .. ..	148	7	0			
Fuel, Light, Water, Cleaning and Sanitary Services, including Disinfectants and Lavatory Requisites .. ..	230	13	2			
Repairs, Renovations and Maintenance, including Grounds .. ..	594	10	11			
Election Expenses .. ..	547	16	10			
Incidentals .. ..	206	14	3			
				59,594	3	6
<i>School Inspection—</i>						
Salaries, Wages and Allowances .. ..	26,167	11	6			
Subsistence and Transport .. ..	10,868	19	5			
Incidentals .. ..	28	18	11			
				37,065	9	10
<i>Medical Inspection—</i>						
Salaries, Wages and Allowances .. ..	3,344	16	5			
Subsistence and Transport .. ..	1,205	1	7			
Incidentals .. ..	12	10	5			
				4,562	8	5

## EUROPEAN EDUCATION

<i>Training of Teachers—</i>						
Salaries, Wages and Allowances .. ..	40,084	8	11			
Subsistence and Transport—						
Instructors, Instructresses and Departmental Examiners .. ..	3,191	2	0			
Teachers taking up appointments .. ..	13	11	7			
School Equipment, Material and Furniture, including Repairs—						
Furniture and Equipment .. ..	653	16	3			

School Books and Requisites (including Books for Teachers' use) .. ..	343	10	4			
Agricultural Equipment for Training Schools .. ..	623	19	9			
<i>Bursaries—</i>						
Grants to intending Teachers at Universities .. ..	1,330	5	0			
Student Teachers' and Probationers' Grants .. ..	819	0	0			
<i>Hostels—</i>						
Superintendents, Matrons, Assistant Matrons, Housekeepers and Supervision .. ..	1,553	6	9			
Wages .. ..	1,477	2	4			
Rent .. ..	942	0	0			
Household Expenses .. ..	7,293	1	2			
Furniture and Equipment, including Repairs .. ..	1,097	13	0			
Repairs, Renovations and Maintenance, including Grounds .. ..	341	3	11			
Miscellaneous .. ..	773	18	4			
<i>Grants-in-Aid, including Hostels under private control—</i>						
Teachers' Salaries and Superintendents of Hostels .. ..	3,467	16	7			
Rent, including Hostels .. ..	118	15	0			
General Maintenance, Furniture Equipment, School Books, Requisites and other expenses .. ..	100	3	11			
<i>Rent, Rates and Insurance—</i>						
Rent .. ..	356	10	0			
Rates and Insurance .. ..	270	17	6			
Fuel, Light, Water, Cleaning and Sanitary Services, including Disinfectants and Lavatory Requisites .. ..	784	6	11			
Repairs, Renovations and Maintenance, including Grounds .. ..	1,370	5	0			
<i>Incidentals—</i>						
Vacation Courses and Teachers' Classes	128	15	5			
Expenses of Competitions and Exhibitions .. ..	2	4	2			
Miscellaneous services .. ..	92	4	7			
				67,229	18	5

<i>Secondary Education—</i>						
Salaries, Wages and Allowances .. ..	33,968	6	8			
Subsistence and Transport .. ..	7	16	1			
<i>School Equipment, Material and Furniture, including Repairs—</i>						
Furniture and Equipment .. ..	1,150	1	2			
School Books and Requisites (including Books for Teachers' use) .. ..	233	9	11			
Agricultural Equipment .. ..	705	4	8			
<i>Bursaries—</i>						
Boarding .. ..	26,495	2	4			
Transport .. ..	183	1	9			
School Fees and Requisites of Children of persons killed or permanently disabled on Active Service .. ..	683	11	11			
<i>Hostels—</i>						
Superintendents, Matrons, Assistant Matrons, Housekeepers and Supervision .. ..	377	12	8			
Wages .. ..	217	3	7			
Household Expenses .. ..	1,481	10	0			
Furniture and Equipment, including Repairs .. ..	60	8	9			
Repairs, Renovations and Maintenance, including Grounds .. ..	183	16	3			

[C.P. 3—'27.]

Miscellaneous, including Rates and Insurance .. .. .	77	12	3		
Grants-in-Aid, including Hostels under private control—					
Teachers' Salaries and Superintendents of Hostels .. .. .	7,306	17	9		
Rent, including Hostels .. .. .	260	9	0		
General Maintenance, Furniture, Equipment, School Books, Requisites and other expenses .. .. .	146	0	1		
Rent, Rates and Insurance—					
Rent .. .. .	16	10	0		
Rates and Insurance .. .. .	113	8	9		
Fuel, Light, Water, Cleaning and Sanitary Services, including Disinfectants and Lavatory Requisites .. .. .	412	2	2		
Repairs, Renovations and Maintenance, including Grounds .. .. .	598	3	8		
Incidentals .. .. .	9	12	1		
				74,588	1 6
<i>Primary Education—</i>					
Salaries, Wages and Allowances, including Salary of Teachers at Farm Schools paid on primary scale, Cleaning Allowance (Private Farm Schools) and Arrears	787,320	4	3		
Subsistence and Transport .. .. .	671	8	5		
School Equipment, Material and Furniture, including Repairs—					
Furniture and Equipment .. .. .	15,079	13	0		
School Books and Requisites (including Books for Teachers' use) .. .. .	30,103	2	2		
Agricultural Instruction, Apparatus, Equipment, etc. .. .. .	1,142	4	0		
Bursaries—					
Maintenance Grants for Indigent Children	4,645	1	8		
Conveyance of Children .. .. .	7,173	16	6		
School Fees of Children of persons killed or permanently disabled on Active Service .. .. .	717	2	0		
Superintendents' and Assistant Superintendents' Grants (including Salary and Expenses of Boarding House Commissioner) .. .. .	13,212	2	3		
Rent Grants .. .. .	11,241	12	3		
Maintenance Grants .. .. .	126,070	11	7		
Grants toward Furniture and Equipment	1,545	3	2		
Special Grant towards expenses incurred by Principal, Paardekraal School, Calvinia, on Indigent Boarders up to 31st December, 1924 .. .. .	250	0	0		
Grants-in-Aid, including Hostels under Private Control—					
Teachers' Salaries and Superintendents of Hostels .. .. .	4,440	5	6		
Rent, including Hostels .. .. .	161	3	9		
General Maintenance, Furniture, Equipment, School Books, Requisites and other expenses .. .. .	292	19	7		
Rent, Rates and Insurance—					
Rent, including Rent Private Farm School and Arrears .. .. .	25,090	5	1		
Rates and Insurance .. .. .	1,006	15	10		
Fuel, Light, Water, Cleaning and Sanitary Services, including Disinfectants and Lavatory Requisites .. .. .	6,408	15	5		
Repairs, Renovations and Maintenance, including Grounds .. .. .	13,834	13	6		
Incidentals .. .. .	97	18	10		
				1,050,444	18 9

<i>Combined Primary and Secondary Education—</i>					
Salaries, Wages and Allowances .. .. .	675,537	3	7		
Subsistence and Transport .. .. .	492	9	5		
School Equipment, Material and Furniture, including Repairs—					
Furniture and Equipment .. .. .	14,178	16	11		
School Books and Requisites (including Books for Teachers' use) .. .. .	20,314	1	0		
Agricultural Instruction, Apparatus, Equipment, etc. .. .. .	5,121	16	5		
Hostels—					
Superintendents, Matrons, Assistant Matrons, Housekeepers and Supervision .. .. .	6,747	5	1		
Wages .. .. .	7,237	4	5		
Rent .. .. .	1,977	16	0		
Household Expenses .. .. .	41,682	17	10		
Furniture and Equipment, including Repairs .. .. .	4,320	7	5		
Repairs, Renovations and Maintenance, including Grounds .. .. .	4,624	5	5		
Miscellaneous, including Rates and Insurance .. .. .	3,272	9	7		
Grants-in-Aid, including Hostels under Private Control—					
Teachers' Salaries and Superintendents of Hostels .. .. .	7,133	10	3		
Rent, including Hostels .. .. .	3,997	10	11		
General Maintenance, Furniture, Equipment, School Books, Requisites and other expenses .. .. .	1,207	4	1		
Rent, Rates and Insurance—					
Rent .. .. .	4,917	16	1		
Rates and Insurance .. .. .	1,680	8	8		
Fuel, Light and Water, Cleaning and Sanitary Services, including Disinfectants and Lavatory Requisites .. .. .	8,271	5	6		
Repairs, Renovations and Maintenance, including Grounds .. .. .	16,430	9	9		
Incidentals .. .. .	315	5	5		
				829,460	3 9

## COLOURED EDUCATION

<i>Training of Teachers—</i>					
Salaries, Wages and Allowances .. .. .	7,157	13	0		
Subsistence and Transport—					
Instructors, Instructresses and Departmental Examiners .. .. .	250	18	8		
School Equipment, Material and Furniture, including Repairs—					
Furniture and Equipment .. .. .	413	17	8		
School Books and Requisites (including Books for Teachers' use) .. .. .	99	11	3		
Bursaries—					
Student Teachers' and Probationers' Grants .. .. .	6,663	5	0		
Student Teachers' Monthly Tram Fares	419	3	2		
Rent, Rates and Insurance—					
Rent .. .. .	1,475	12	5		
Rates and Insurance .. .. .	146	4	5		
Fuel, Light, Water, Cleaning and Sanitary Services, including Disinfectants and Lavatory Requisites .. .. .	81	19	4		
Repairs, Renovations and Maintenance, including Grounds .. .. .	49	5	8		
Incidentals—					
Vacation Courses and Teachers' Classes	91	4	10		
Expenses of Competitions and Exhibitions	1	5	9		
Miscellaneous Expenses .. .. .	47	15	11		
				16,897	17 1

[C.P. 3—'27.]

*Primary and Secondary Education—*

Salaries, Wages and Allowances .. ..	162,355	14	10		
Subsistence and Transport .. ..	2	8	5		
School Equipment, Material and Furniture, including Repairs—					
Furniture and Equipment .. ..	8,184	16	2		
School Books and Requisites (including Books for Teachers' use) .. ..	9,335	15	6		
Rent, Rates and Insurance—					
Rent .. ..	2,672	7	11		
Rates and Insurance .. ..	31	19	0		
Fuel, Light, Water, Cleaning and Sanitary Services, including Disinfectants and Lavatory Requisites .. ..	2,165	0	5		
Repairs, Renovations and Maintenance, including Grounds .. ..	750	0	0		
Incidentals .. ..	27	6	10		
	<u>185,525</u>	<u>9</u>	<u>1</u>		
	<u>202,423</u>	<u>6</u>	<u>2</u>		

## NATIVE EDUCATION

*School Inspectors—*

Salaries, Wages and Allowances .. ..	11,180	15	1		
Subsistence and Transport .. ..	4,449	7	2		
				15,630	2 3

*Training of Teachers—*

Salaries, Wages and Allowances .. ..	26,774	9	1		
Subsistence and Transport—					
Instructors, Instructresses and Depart- mental Examiners .. ..	710	19	6		
Teachers taking up appointments .. ..	0	12	6		
Bursaries—					
Maintenance Grants to Students at Native Training Schools .. ..	5,579	0	3		
Incidentals—					
Vacation Courses and Teachers' Classes	73	5	4		
Expenses of Competitions and Exhibi- tions .. ..	0	5	2		
Miscellaneous Expenses, including Rent, Furniture and Equipment, Books and Requisites, and General Maintenance	1,141	3	1		
	<u>34,279</u>	<u>14</u>	<u>11</u>		

*Primary and Secondary Education—*

Salaries, Wages and Allowances .. ..	174,164	17	8		
Subsistence and Transport .. ..	1	5	0		
School Equipment, Material and Furniture, including Repairs—					
Furniture and Equipment .. ..	3,025	0	0		
School Books and Requisites (including Books for Teachers' use) .. ..	8,350	0	0		
Grants-in-Aid—					
Salaries .. ..	691	6	8		
Furniture, Equipment, School Books, Requisites and other expenses .. ..	19	14	0		
Rent, Rates and Insurances—					
Rent .. ..	288	1	8		
Rates and Insurance .. ..	9	5	10		
Fuel, Light, Water, Cleaning and Sanitary Services, including Disinfectants and Lavatory Requisites .. ..	310	4	6		
Repairs, Renovations and Maintenance, including Grounds .. ..	0	8	7		
Incidentals .. ..	1	7	6		
Special Grant from Union Government for Native Education .. ..	40,493	8	0		
	<u>227,354</u>	<u>19</u>	<u>5</u>		

*Technical and Industrial Education—*

Salaries, Wages and Allowances .. ..	5,756	11	11		
Bursaries—					
Maintenance Grants for Apprentices and Indigent Boarders .. ..	1,357	4	4		
Incidentals, including Rent, Furniture and Equipment, Books and Requisites, and General Maintenance Expenses .. ..	40	1	0		
	<u>7,153</u>	<u>17</u>	<u>3</u>		
				284,418	13 10

*General—*

Examination Expenses—					
European .. ..	5,126	17	7		
Coloured .. ..	462	6	8		
Native .. ..	1,056	15	4		
Good Service Allowances—					
European .. ..	508	18	0		
Coloured .. ..	8,566	1	1		
Native .. ..	8,323	9	1		
Contributions to Pension Funds—					
Government Contributions to Pension Funds, including Interest .. ..	2,013	15	4		
Grant to supplement School Board Officials' Pension Fund .. ..	750	0	0		
Printing, Stationery and Advertising, in- cluding Publications and Bookbinding and £200 Requisite Store .. ..	7,191	5	3		
Telegraphs and Telephones—					
Telegrams .. ..	953	11	11		
Telephones .. ..	1,091	15	10		
Grant to Student Teachers' Loan Fund ..	17,300	0	0		
Grants to Private Hostels for General Educational Purposes and irrespective of the terms of Ordinance No. 5 of 1921, including Rent .. ..	440	15	0		
Miscellaneous—					
Grants-in-Aid under Section 375 of Ordinance 5 of 1921 .. ..	798	17	7		
Expenses, Cape Town School Exhibition	125	15	9		
Vocational Training (Europeans) Arrears	415	5	8		
Irrecoverable Disallowances, Losses and Deficiencies, and Miscellaneous Ex- penses .. ..	280	4	7		
	<u>55,405</u>	<u>14</u>	<u>8</u>		
Minor Works, including Site Transfer and other expenses, School Footbridges, Fencing and Boreholes .. ..				1,407	0 1
				<u>£2,702,743</u>	<u>10 8</u>

## STUDENT TEACHERS' FUND

INTEREST ON SLAVE COMPENSATION AND BIBLE AND  
SCHOOL FUNDS

(Under Section 376 of the Consolidated Education Ordinance)

ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1926

		£	s.	d.			£	s.	d.
To Balance, 1st April, 1925 .. ..	248	11	2		By Allowances to Stu- dent Teachers .. ..	336	0	0	
To Cash receipt .. ..	336	4	2		By Balance, 31st March, 1926 .. ..	248	15	4	
	<u>£584</u>	<u>15</u>	<u>4</u>			<u>£584</u>	<u>15</u>	<u>4</u>	