

# CAPE OF GOOD HOPE.

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DEPARTMENT OF PUBLIC EDUCATION.

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## REPORT

OF THE

## SUPERINTENDENT-GENERAL

OF

## EDUCATION

FOR THE YEAR ENDING 30<sup>TH</sup> SEPTEMBER,

1911.

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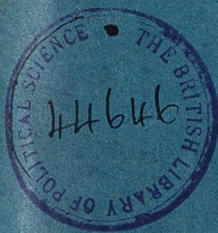
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DEPARTMENT OF PUBLIC EDUCATION.

Report of the Superintendent-General of Education for the Year Ending 30th September, 1911.

Department of Public Education,  
Cape Town, 30th May, 1912.

TO THE HONOURABLE THE ADMINISTRATOR.

SIR,—I have the honour to submit to you this my Annual Report on the work of the Education Department.

The plan and arrangement of the Report are essentially the same as in previous years, its main object being to give an accurate presentation of the educational progress made during the year.

It is desirable to have it noted that much of the material of the Report has already been published, the fortnightly appearance of the EDUCATION GAZETTE giving the Department an opportunity of furnishing information just when the public interest in it is greatest. This applies more particularly to information of a statistical character. First of all, a whole number of the GAZETTE is devoted quarterly to school enrolment, attendance, and other related matters, the actual statistical condition of every one of the 4,157 schools under the Department being given, much to the advantage of School Boards, School Committees and other school managers throughout the Province. The result is the appearance every year of about 320 pages of closely-packed statistical matter. None of this, however, concerns finance or School-Board administration; but these matters are regularly attended to in detail in the ordinary numbers of the EDUCATION GAZETTE. Further, almost every ordinary number contains paragraphs and tables of reliable information regarding the progress of school work generally.

To a certain extent this has diminished the outside interest taken in the Annual Report. There is every evidence, however, that there has nevertheless been a great increase of interest in regard to the *subject* of the Report, the appearance of each number of the GAZETTE being looked forward to by all persons directly concerned with education.

I.—ADMINISTRATION.

**EUROPEAN SCHOOLS.**—It may be recalled that the School Board, two-thirds of the members of which are elected by the rate-payers of the School-district, while one member is appointed by the Divisional or Municipal Council and the remainder are nominated by the Administrator, has for its main duty the provision of an adequate supply of schools for its own School-district. It is also charged with the duty of putting into operation the compulsory clauses of



the Education Act and of taking the necessary steps to secure that all children of school-going age within its School-district who reside not more than three miles from a State-aided school are receiving instruction. These duties have during the year been attended to with increasing efficiency. There are still, however, several Boards who have not acquired much business capacity or who have been unfortunate in their selection of a Secretary. It will be readily understood that it is not always an easy matter to secure an official who will, in addition to his ordinary routine-work, take a real interest in the progress of education in his district. Doubtless in time more men of this stamp will become available. The existence of small School-Board areas militates against this, it being impossible in quite a number of cases to offer a salary that will induce a capable man to give his whole time to the School Board's work. In too many cases the School-Board Secretary is a man with a great many irons in the fire, and, although he may be conscientious and hardworking, such a man naturally finds it difficult to be wholeheartedly devoted to educational work. On the other hand, it is only fair to say that there are instances of men of this kind who perform their School-Board duties more efficiently than some Secretaries who give their whole time to the work.

At the end of September, 1911, the Cape Province was divided into 119 School-Board areas, and in 107 of these the Boards had passed resolutions in favour of compulsory attendance. As the number of Boards that had taken this step at the end of September, 1910, was only 87, the increase is very satisfactory. Doubtless, before another year the number outstanding will have again considerably diminished; besides, it is known that in one or two cases, *e.g.*, Herschel, where the white population is unimportant, the imposing of compulsion would practically be of little consequence.

Before the School Board Act became law, each separate school was, as a rule, managed by its own specially elected School Committee. It was generally felt that, with the introduction of a larger administrative area, there was danger that, with the loss of local control, local interest in the school would be seriously diminished; that schools would no longer be in the same close touch with the community they served, and that their usefulness would consequently be impaired. Accordingly the local management of schools is still generally placed in the hands of a School Committee elected by the parents of children attending the school. These Committees possess very considerable powers. They exercise a general supervision over the school, select the teachers, and advise the Board in all matters relating to the welfare of the school. The one difficulty that accompanies the existence of two local administrative bodies is the possibility of friction between them, and the past year has not been without instances of this kind. Fortunately the Department has succeeded in bringing about harmonious action in almost every one of these cases. The danger is greatest in places where the School-Board area is small, because then the School Board and the School Committee may consist of men living in the same village and having opposite interests in other matters. There are even cases where the School-Board has only one school to manage and yet is saddled with a body of co-managers living alongside of it.

**COLOURED AND NATIVE SCHOOLS**—An important judgment of the Court of Appeal in the case of *Moller vs. the Keimoes School Committee* has been delivered in regard to the right of admis-

sion of children of other than European parentage into undenominational public schools established for the education of European children. The Chief Justice, supported by a full bench, maintained entirely the finding of the Courts below that it was part of the policy of the Cape School Board Act of 1905 to promote the establishment of separate public undenominational schools for children of European parentage or extraction and for children of other than European parentage or extraction; and this far-reaching principle having been admitted and recognised there could be no doubt as to the issue in the case under appeal. What, however, is of the greatest consequence to those directly concerned with the admission of pupils to European Schools is the Appeal Court's interpretation of the expression "European parentage or extraction." On this point the Chief Justice said that all the judges in the Courts below had come to the conclusion that by this term the Legislature meant "unmixed European parentage or extraction," and, his Lordship continued, "I feel constrained to agree with them. It is fortunately unnecessary to decide how far back in a person's pedigree it would be allowable to go in order to decide whether his European parentage is unmixed. In no case is it the duty of a school committee to inquire into the descent of a child, if it is not obvious from the appearance of the child that he or she is of other than European descent. If any objection is made by the parents of other children to a child not obviously coloured the onus is on them to produce clear proof of the non-European element, and in the great majority of cases it would be impossible to produce such proof in regard to an ancestor of a remoter degree than that of grandparent. In the present case there is not only evidence that the children objected to are 'noticeably coloured,' but their mother is admitted by the applicant to be a coloured woman. Under these circumstances the applicant's children cannot be regarded as being of European parentage, extraction or descent, and the appeal must be dismissed, with costs."

Hitherto only five of the School Boards have made any move in the provision of schools for coloured children; these are the Cape (three schools), Kimberley (three schools), Port Elizabeth (three schools), Beaufort West (one school) and Knysna (one school). In this connection, however, it must be remembered that a considerable section of the European community is adverse to a system of public schools for coloured and native children. In these circumstances the administration of such schools will probably remain for a long time to come in the hands of the missionary superintendents of the various churches working in South Africa. The amount of laborious and disinterested work in the cause of native education that is being performed by these gentlemen has never been fully recognized by the general public.

**INSPECTORATE**.—On the 1st January, 1911, Mr. W. H. H. Green, B.A., Principal of the Mowbray Public School, was appointed successor to the late Inspector Hobden, whose death was recorded in last report. Mr. Green had previously acquired the special knowledge necessary for the post when occupying the position of Principal of the Maclear Public School.

The vacancy caused by the resignation of Miss Solomon, Departmental Instructress in Needlework, was filled by the transference of Miss Cogan from the Transkei to the eastern section of the Province Proper, Miss Cogan's duties being undertaken by Miss H. F. Wood, of Lovedale.

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In order to provide for the better and more detailed examination of Dutch, the vote for a Relieving Inspector was utilized by the appointment of Rev. B. J. Haarhoff, Ph.D., who had formerly had considerable experience in the Orange Free State.

It is greatly regretted that nothing has been done during the year towards diminishing the pressure on the Inspectorate in general; in fact, through the increase in schools the position, which was bad before, has been made so much the worse. For eight years in succession now this neglect has prevailed. At the commencement of 1904 the Colony was redivided into inspection circuits, twenty-eight in all, and as there were then 2,734 schools in operation each Inspector had on an average about 98 schools under his charge. In reporting this in 1905 my words were:—"In view of the great distances which separate schools in some parts of the Colony the average number might well be fewer; it would, at the least, be a vast mistake to allow the average to increase. 'For every additional 100 schools, an additional Inspector' would be a good standing rule in present circumstances. When times improve and education comes to be more highly valued, the average number of schools per Inspector will assuredly be less, and the men will be better paid." It was also carefully pointed out that "the examination of pupils might not even be the most important of an Inspector's duties, that a badly conducted school might need half-a-dozen visits a year, that time had to be given to the founding of new schools, that school sites and new buildings had to be seen to, that the teaching staffs had to be aided and improved, and generally that the Inspector had to be a co-worker with every board of managers within his circuit." One has only to think of the immense increase in the school population during the eight years since these words were written to be impressed with the seriousness of the situation which has arisen. At the time referred to the number of pupils on the roll was 152,162; it is now 201,802, being an increase of 49,640, or only 360 short of fifty thousand pupils. All this additional burden had to be borne by the men, who had ample work before this imposition, and who had to face as best they might the fact that the more successfully they worked their district the more their troubles would increase. And their point of view was not the only one; the school-pupils, the teachers and the managing bodies had all alike to suffer. Some districts were, of course, much worse off than others, and some individual Inspectors broke down under the strain. I recognise with gratitude the zeal and devotion which they all put into their work under trying circumstances. Their lot was all the harder to bear in view of the contrasted condition of affairs in the adjacent states.\*

**STAFF OF HEAD OFFICE.**—This has suffered in exactly the same way as the Inspectorate, although not quite in the same degree, nor for quite the same period. The institution of the School-Board system, which by ill-informed persons was expected to effect a considerable measure of decentralisation, and at the same time to lighten the work of the Head Office, had directly the opposite result under both heads. It was apparently forgotten that, even supposing there had been no increase of administrative duties brought about by the School Board Act, the mere creation of local statutory

\* It is only fair to state that early in 1912 three additional Inspectors were appointed and the circuits reconstructed. The pressure however, continues exactly as acute as before, as will be readily understood when it is borne in mind that the increase in the number of schools in a single year (1911) justified by itself the appointment of three additional Inspectors. Matters were thus left exactly in their previous condition, and so they will continue to be as long as no sufficient effort is made to deal with arrears.

bodies, more or less inexperienced at the outset in educational affairs was sure to place increased work on the Department, and it is also overlooked that this would be greatly aggravated by the important provisions of the Act, which dealt with compulsory attendance and alterations in finance. From the very first, therefore, the provision made was insufficient, and the work has since gone on steadily increasing, keeping proportionate step with the increase of work in the 119 School Board Offices over the country. Economy under this head may have been to a certain extent justified when the money available for education was severely limited, and when there was naturally a strong desire to spend all one could on neglected children. The continued economy, however, has had bad results, and these should be counteracted at the earliest date possible.

## II.—SUPPLY OF SCHOOLS.

The number of schools under the control of the Department has again made a noteworthy increase, viz., 212, the number at the close of the previous year being 3,945, and the number now 4,157. The type of school which contributes by far the most to this increase is the small rural school (Third-Class Public Schools and Poor Schools). These account for 169 schools out of the total increase of 212. The next class of school in order of increase is the ordinary Mission School, where the number however is only 19. It is of importance to note that the prominent feature here referred to, namely, the growth in the number of small rural schools, has now prevailed for a considerable time, and in consequence the total increase over a number of years is very striking. Thus, to take only seven years, the facts are that in 1904 the Third-Class and Poor Schools together totalled 764, whereas to-day they amount to 1,409,—almost double.

**SCHOOLS FOR EUROPEAN CHILDREN.**—The subjoined table gives, duly classified according to grade, the number of State-aided schools for European children which were in operation during the year ending 30th September, 1911:—

### WHITE SCHOOLS.

#### Special Schools:

Training Colleges	...	...	...	...	4
Art Schools	...	...	...	...	4
Schools for Blind, Deaf and Dumb	...	...	...	...	3
Industrial Schools	...	...	...	...	8
Domestic Schools	...	...	...	...	3
Spinning and Weaving Schools	...	...	...	...	1

#### First-Class Schools:

High Schools	...	...	...	...	45
Other First-Class Schools	...	...	...	...	47

#### Second-Class Schools

...	...	...	...	...	102
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#### Third-Class Schools:

Third-Class Undenominational Schools	...	...	...	...	1,051
Third-Class Church Schools	...	...	...	...	37

#### District Boarding Schools

...	...	...	...	...	1
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#### Evening Schools:

Technical Schools	...	...	...	...	5
Commercial Classes	...	...	...	...	2
Elementary Evening Schools	...	...	...	...	12



<i>Private Farm Schools</i> ... ..	897
<i>Poor Schools</i> ... ..	307

The classification in the above table is explained by the following definitions:—

**FIRST CLASS PUBLIC SCHOOL GRADED AS HIGH SCHOOL.**—A school satisfactorily organized for giving a five-year course of secondary instruction beyond the Fifth Standard.

There is very close connection between primary and secondary education in Cape Colony. High Schools are simply large public schools with elementary and secondary departments, the elementary department following the ordinary public elementary school course.

**FIRST-CLASS PUBLIC SCHOOL.**—In centres where there is a certain sufficient demand for Secondary Education, but where it is not found practicable to comply with the full departmental requirements for a High School, the school is graded simply as a First-Class School.

**SECOND-CLASS PUBLIC SCHOOL.**—A school satisfactorily organised to give instruction up to and including Standard VII., together with instruction in two such "extra" subjects as may be considered most suitable for the locality which the school serves.

**THIRD-CLASS PUBLIC SCHOOL.**—A school giving instruction in the subjects of the elementary school course and generally not beyond the Fifth Standard stage.

**POOR SCHOOL.**—A school doing the same work as a Third-Class Public School, but charging very small fees and drawing almost the total amount required for its maintenance from Government Grants.

A change of policy has been decided on in connection with the Poor Schools. These schools came into existence in 1893 to supply a want then seriously felt, namely the provision of elementary education for the children of "poor whites" who were unable to comply with the requirements for the founding of public schools. Since the passing of the School Board Further Amendment Act of 1909—whereby the School Board deficit, save for an  $\frac{1}{8}$ d. rate, falls on the Government—the distinction between Public and Poor Schools has become one of name only, and the Department has consequently determined that all applications for the transformation of Poor Schools into Third-Class Public Schools be granted. The initiative in this matter, however, has been left with the School Boards; but there are signs that the new policy will have their full support.

**PRIVATE FARM SCHOOLS.**—Wherever on isolated farms from 5 to 10 children of school-going age can be gathered for instruction, the Department is prepared to inspect the school and to contribute a capitation grant towards the payment of the teacher's salary.

It will be observed that the number of Private Farm Schools in operation is exactly the same this year as it was in 1910. This must not be taken to mean that there have been no changes. As a matter of fact the average life of these schools is only a little over three years, and every year, therefore, almost one-third of them close. The great drawback to this class of school is its shortness of life;

otherwise, where the governess is a capable teacher the Farm School is far from being a bad type of school.

Hitherto, after the wants of elementary education had been supplied, the main requirement has been secondary education of the ordinary type. Of recent years the question of industrial and technical education has been attracting more public attention. The following notes show the nature and the extent of the provision that has been made for it up to the end of September, 1911.

**INDUSTRIAL SCHOOLS.**—Some misconception seems to exist in regard to the purpose which an Industrial School should serve. It is well, therefore, to point out that these schools are not intended primarily as *Trade Schools*. The need for taking action to ameliorate the condition of the "poor whites" of the country was strongly felt in the years 1892-5, and formed the subject of reference to a Select Committee of the House of Assembly. The Poor Schools referred to above represented one effort of the Department to afford a means of solving the difficulty; but it was also felt that for older indigent children, and especially for those who were likely otherwise to lapse into evil ways, some additional provision should be made. This was the origin of the schools which we call "Industrial." The schools are now eight in number,—five for boys and three for girls,—the former being situated at Uitenhage, Capetown, Stellenbosch, Adelaide and Worcester, and the latter at Graaff-Reinet, Wellington and Grahamstown. A sixth school for boys is to be erected at Oudtshoorn and a fourth school for girls at Tulbagh.

Hitherto these institutions have required a body of private promoters, with the result that the increase in their number has been of a somewhat fitful character. The time seems now to be ripe for the inauguration of a different system, whereby their foundation and management will be placed under a statutory body, viz., either a School Board or a combination of School Boards.

**EVENING TECHNICAL SCHOOLS.**—These schools are chiefly for the purpose of giving apprentices and learners technical instruction of a rudimentary grade. Three are in connection with the Railway workshops at Salt River, Uitenhage and East London, and give instruction in geometrical drawing, machine construction and carriage building. A fourth is at Kimberley and gives instruction to the apprentices in De Beers Mines in those technical subjects that are of utility in mining. The school at Salt River is under the control of the Cape School Board, which has also organised, in conjunction with the South African College, classes in Cape Town which provide technical instruction for artisans already engaged in work, with the view of improving their skill and efficiency.

**COMMERCIAL CLASSES.**—Two evening schools, one in Cape Town, the other in Port Elizabeth, give special instruction in commercial subjects; in addition subjects such as bookkeeping, shorthand, and in some cases typewriting, are taught in certain High Schools.

**SCHOOLS FOR COLOURED CHILDREN.**—The subjoined table gives the numbers of State-aided schools of various types provided for native and coloured children.

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## COLOURED SCHOOLS.

Training Schools	...	...	...	...	12
First-Class Schools	...	...	...	...	1
Second-Class Schools	...	...	...	...	2
Third-Class Schools	...	...	...	...	14
District Boarding Schools	...	...	...	...	1
Evening Schools	...	...	...	...	5
Mission Schools	...	...	...	...	735
Aborigines' Schools	...	...	...	...	858

The single First-Class School here noted is situated at Lovedale, and the two Second-Class Schools at Cape Town and Kimberley.

It may be well to remark that there is no essential difference in character between "Mission Schools" and "Aborigines' Schools"; both are under missionary control, the former being provided for the coloured children of the Cape Province proper, the latter for those of the Native Territories. The rank and file of these schools do not work above Standard IV.; there is, however, a considerable sprinkling of them which teach up to Standard VI., their existence being of the greatest possible importance to the Department on account of this Standard being the entrance to the pupil-teacher course.

During the year under review two more Training Schools for aborigines made their appearance on the list, namely, at Mvenyane and Engcobo. The former of these was previously conducted by the Moravian Missionary Society as a *private* institution. The latter at one time received aid as a Training School, but diminution in the number of pupil-teachers caused it for a time to be graded as an ordinary "C" school.

## III.—ENROLMENT AND ATTENDANCE.

At the end of the September quarter, 1911, the *enrolment* of all pupils in schools under the Department—European, Coloured and Native—reached the grand total of 201,802. The corresponding figure for the previous year was 188,528, the increase thus being no less than 13,274. This is the first time in the history of the Cape that the school enrolment exceeded 200,000.

The average daily *attendance* for all pupils was 175,511, being 86·97 per cent. of the enrolment. This percentage shows a marked improvement on last year, the corresponding figure then being only 85·7.

**EUROPEAN CHILDREN.**—The total enrolment of European children numbered 88,641, an increase of 6,326 on the total of the previous year.

The following table shows the enrolment and average attendance at the different classes of white schools:—

	Enrolment.	Average Attendance.	Percentage.
First-Class Public Schools	19,956	18,642	93·4
Second-Class Public Schools	15,842	14,589	92·1
Third-Class Public Schools	33,719	30,538	90·6
Poor Schools	9,328	8,271	88·7
Private Farm Schools	6,946	6,607	95·1
Evening Schools	1,437	1,088	75·7

It will be seen from the above figures that the daily attendance of pupils for all schools except Evening Schools is very satisfactory. The Compulsory Clauses of the School Board Act were at 30th September in operation in 103 out of 119 School Board areas. Four

Boards had passed the necessary resolution, but had not taken the final steps towards compulsion; while 12 Boards had taken no action at all, namely Beaufort West (Divisional), Mossel Bay (Divisional), Mossel Bay (Municipal), Williston, Herschel, Strydenburg, Garies, Port Nolloth, Oudtshoorn (Municipal), Steynsburg, Sutherland and Mount Currie. In certain districts the application of compulsion has had a most marked effect in raising the school attendance—thus in Jansenville during the two and a quarter years compulsory education has been in force the growth in enrolment has been no less than 69·2 per cent.; in other districts, where the state of matters was much better to begin with, the effect of compulsion has not been so noteworthy, *e.g.*, in Bedford during the same period the growth has been only 2·1 per cent. If the average over the whole of the Province be taken the rate of increase for the same period in districts under compulsion has been 18·2 per cent., while for districts not under compulsion it has been 10·2 per cent. The difference between these two figures will give some criterion of the effect of compulsion. Undoubtedly the improvement in the financial condition of the country has also been an important factor in the large increase in the number of pupils attending school.

It must be borne in mind that the area over which Compulsory Education is in operation, *viz.*, a circle of three miles radius round each public school, constitutes comparatively a small portion of the total extent of the Province. The operation of the three-mile principle is satisfactory in all the more closely populated parts of the country, but does not affect many of the outlying stock-farming population. Among these people compulsion at present would be impracticable. It is for parents of the "poor white" class, who have drifted from the land into the villages that a certain measure of compulsion is both necessary and expedient.

For the children on outlying farms, in a few instances a system of transport has been successfully initiated; the means hitherto found most effective of reaching these children, however, has been the institution of Private Farm Schools.

In this connection there should be mentioned also the boarding departments maintained in conjunction with the public schools. In these there were resident at the end of the September quarter 8,316 pupils, an increase of 1,186 over the number for the corresponding quarter of the previous year.

The Census of 1911 yields some valuable information regarding education. The enrolment of European pupils in State-aided schools amounts now to 14·79 per cent. of the European population, a considerable achievement for a country of great area and thinly scattered population. In 1891 the percentage stood at only 8·09. In Scotland the enrolment in public schools works out at 17 per cent. of the population.

**NATIVE AND COLOURED CHILDREN.**—The total enrolment of non-European pupils amounted to 113,161, an increase of 6,948 on the total of the previous year. The following table shows the enrolment and average daily attendance at the schools for Coloured and Native Children:—

	Enrolment.	Attendance.	Percentage.
First-Class Schools	66	65	98·5
Second-Class Schools	438	370	84·5
Third-Class Schools	1,380	1,149	83·3
Evening Schools	161	117	72·7
Mission Schools	56,524	46,788	82·8
Aborigines' Schools	53,295	44,694	83·9

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There is no compulsion on Coloured people to send their children to school. Two causes for the very satisfactory increase in the enrolment are the strong desire of the people for education, and the prosperity which they have been enjoying for the last two years. Much more, however, has yet to be accomplished. The Census of 1911 shows that the enrolment of Coloured pupils forms 5.5 per cent. of the Coloured population; this means that about one in every three children of school going age is attending school.

#### IV.—INSPECTION OF SCHOOLS.

**DETAILED INSPECTIONS.**—In 1911 the number of circuit Inspectors at work in the Province proper was 22 and in the Transkei 6. There were also two Inspectors in charge respectively of the Training Colleges and the High Schools. The detailed inspections conducted by the Department during the year amounted to 3,955—an increase of 121 over the corresponding number in the previous year, but still 202 short of the total number of schools. As has been already observed in this and previous reports the circuit inspectors for some years past have been working at very high pressure, the great growth in schools and school attendance not having been accompanied by a proportionate increase in the number of inspectors.

**INFORMAL VISITS.**—The number of informal visits has again diminished, the total number of these visits standing this year at 2,207, as against 2,232 for the previous year. This diminution is a very unsatisfactory feature.

**SUPERVISION IN SPECIAL SUBJECTS.**—Thirteen instructors and instructresses of special subjects have also been at work in the Cape Province and the Transkei: one for Cookery and Domestic Economy, two for Drawing, one for Nature-Study and Elementary Agriculture, two for Kindergarten work, three for Needlework, two for Vocal Music and two for Woodwork. The total number of visits paid by these officials amounted to 2,579, as against 2,171 for the preceding year. The good work done by them will be found recounted under Section VII.

#### V., VI.—THE ATTAINMENTS AND PROGRESS OF PUPILS.

**EUROPEAN CHILDREN: PRIMARY EDUCATION.**—An individual examination of the scholars in every class from Standard I. to Standard VII. is conducted by the Inspector at the annual inspection of every State-aided school. This examination is partly written, and partly oral, and is directed to ascertaining the attainments and progress of the pupils in Reading, Writing, Grammar, Composition, Arithmetic and the elements of Geography and History.

The total number of children present at inspection was 179,325, being over 94 per cent. of the enrolment. Leaving out pupils in Mission and Aborigines' Schools and reckoning only schools generally attended by white pupils, we find that 84,365 were present at inspection out of an enrolment of 87,020, or 97 per cent. The following table shows how these were distributed among the seven standards after inspection:—

Sub-Standards	...	...	...	...	26,982
Standard I.	...	...	...	...	9,962
Standard II.	...	...	...	...	10,494
Standard III.	...	...	...	...	10,006
Standard IV.	...	...	...	...	9,121
Standard V.	...	...	...	...	6,260
Standard VI.	...	...	...	...	4,578
Standard VII.	...	...	...	...	2,194
Ex-Standard	...	...	...	...	2,940

The proportion of pupils in these schools who succeeded in passing the inspectorial examination was 84.5 per cent., ranging from 87.71 per cent. in First-Class Schools to 53.27 per cent. in Evening Schools; a high percentage of passes in the latter class of schools is hardly to be expected. The percentage of pupils who were present in the same school two years running and passed a higher Standard this year than they did last, is 86, Evening Schools again taking the lowest place with 53 per cent. The examination is, of course, strictly a pass examination and designed to be taken in one year by any normal pupil with reasonable preparation.

**SECONDARY EDUCATION.**—The subjoined table gives the number of pupils in the four High School Standards for the years 1911 and 1910:—

			1910.	1911.
High School Standard A.	...	...	1,433	1,568
do.	do.	B.	1,255	1,340
do.	do.	C.	1,054	1,161
do.	do.	D.	1,100	1,276
			<hr/>	<hr/>
			4,842	5,345

There was, in addition to the pupils in High School Standards C and D, a considerable number of Ex-Standard pupils—about 500—pursuing a Secondary Course at other public schools.

In Standards C and D, as a general rule, no individual examination of the scholars is conducted by the Department. The High School Inspector merely inspects the work of these classes as it proceeds in its ordinary daily course.

The great majority of the pupils proceed to the Matriculation Examination of the Cape University, the subjects generally taken being English, Dutch, Latin, History, Mathematics, Physics and Chemistry and Botany (in the case of girls). The following figures show the position which the Cape schools took in the last examinations. In 1911 the total number of candidates entering for the Matriculation from the whole of the Union was 1,902, of whom 1,117 passed, a percentage of 58.7. The 1,117 successful candidates were distributed among the different South African States, as follows:—

Cape	...	...	...	...	825
Transvaal	...	...	...	...	130
Orange Free State	...	...	...	...	103
Natal	...	...	...	...	51
Rhodesia	...	...	...	...	8

The Cape passes were thus distributed:—

State-aided High Schools	...	...	...	521
Other Public Schools	...	...	...	175
Private Schools	...	...	...	96
Private Study	...	...	...	33

It also deserves mention that, while for *all* candidates the proportion of passes is 58.7 per cent., that for the candidates from the Cape High Schools is 69.5; and that out of the 36 first-class passes 30 were credited to Cape State-aided schools.

[C.P. 7-'12.]



**COLOURED AND NATIVE CHILDREN : PRIMARY EDUCATION.**—The children in Mission and Aborigines' Schools present at inspection in 1911 numbered altogether 93,844, and were thus distributed, after examination, among the Standards of the Elementary School Course :—

Sub-Standards	...	...	...	...	58,006
Standard I.	...	...	...	...	11,740
Standard II.	...	...	...	...	10,412
Standard III.	...	...	...	...	6,988
Standard IV.	...	...	...	...	3,959
Standard V.	...	...	...	...	1,732
Standard VI.	...	...	...	...	793
Standard VII.	...	...	...	...	8

The percentage of those who succeeded in passing the Standard for which they were presented was 69·7 for Mission Schools and 67·4 for Aborigines' Schools. The percentage of pupils who reached a higher Standard this year than they did last year in the same school is for Mission Schools 70·3 and for Aborigines' Schools 68·9. These are the best results that have yet been recorded.

**SECONDARY EDUCATION.**—The upper department at Lovedale has made considerable progress. Four students were successful in passing the Matriculation Examination of the Cape University.

#### VII.—SUBJECTS OF INSTRUCTION.

The subjects dealt with in this Section are those which on account of neglect in the past had to receive special attention. In every case but one this has been given through the instrumentality of Departmental Instructors and Instructresses. The subjects are, in chronological order : Singing, Needlework, Woodwork, Drawing, Domestic Economy, Nature-Study and Physical Drill.

**SINGING** is a subject which should be taught in every school. It requires no special apparatus, and for its introduction needs only that the teacher should be acquainted with the method of instruction. It is therefore satisfactory to note that there are now comparatively few schools where the pupils do not enjoy the benefits of a systematic course of instruction in the subject. In country schools, with a small enrolment, it often happens that the single member of the school staff possesses no knowledge of the Tonic Sol-Fa system, and it is chiefly in schools such as these that Singing is not taught. Satisfactory progress however has been made during the year, as the following figures will show :—

	1910.	1911.	Increase.
Schools	2,940	3,093	153
Pupils	128,801	138,308	9,507

**NEEDLEWORK.**—The aim before the Department is that Needlework should be taught to every girl undergoing an elementary school course, and great efforts have been made to introduce the subject into schools of all grades. As will be seen from the figures below, the number of schools and pupils taking Needlework is steadily growing; indeed, the development of the subject has been so marked that it became necessary five years ago to appoint a third Instructress. Even in the small Private Farm School, and in the

humble Mission School of the Territories, Needlework finds a place, surprisingly good work being done when all the circumstances are taken into account. One great drawback in Mission Schools is the frequent lack of material for the work; another is the idea, deeply-rooted in the minds of some teachers, that the subject may safely be neglected immediately after the Instructress's visit until a short time before the next visit falls due :—

	1910.	1911.	Increase.
Schools	2,574	2,680	106
Pupils	65,181	69,471	4,290

**WOODWORK.**—The introduction of Woodwork into schools presents far greater difficulties than the introduction of the sister-subject Needlework, by reason of the fact that the former requires as a rule a special room and costly equipment, whereas Needlework can be carried on efficiently without great expenditure. It is pleasing to note, however, that progress is being made, steady if slow :—

	1910.	1911.	Increase.
Schools	169	184	15
Pupils	6,639	7,579	940

In addition, there is gradually being introduced a course preparatory to the Woodwork instruction, namely, certain occupations prescribed for Kindergarten classes, and instruction in Cardboard-modelling for children in the stages immediately above. In this way manual training is about to be cared for throughout the whole of the elementary school course.

**DRAWING.**—The increase in the number of schools and pupils taking Drawing is very gratifying. Since the introduction of the new Syllabus seven years ago the subject has never looked back. Not only is there a numerical increase, but the quality of the instruction is steadily rising; and this is due to the supervision of the Instructors, to the improved training given in the Training Schools and to the vacation courses which are held from time to time :—

	1910.	1911.	Increase.
Schools	2,093	2,245	152
Pupils	79,261	86,794	7,533

**DOMESTIC ECONOMY.**—It will be noticed that the number of schools taking this subject is exactly the same as last year, while the number of pupils receiving instruction actually shows a small decrease. The introduction of this subject into schools is beset with difficulties similar to those experienced in connection with Woodwork. Unfortunately, however, on account of the small enrolment of the great majority of our schools it is to be feared that the subject will never reach them. On the other hand, something could be done, even in such small schools, if one of the ordinary female teachers had a special qualification in the subject as well as the general teachers' certificate,—such special qualification being gained either during the course of training or by means of a vacation course. Even then, however, the difficulty of apparatus would not be done away with :—

	1910.	1911.	Increase.
Schools	58	58	...
Pupils	1,899	1,745	—154



**NATURE-STUDY.**—Fairly satisfactory progress is being made in the various phases of this work. School Gardening is now being carried on in a small number of places where a multiplicity of subjects does not press too hard on the children. Systematic Nature-Study is rapidly finding its place on the time-tables in town schools, and the work accomplished is having a good effect on general intelligence, on subjects like Drawing and Geography which are intimately related to Nature-Study, and on the Science work of pupils in the higher Standards. The Rural Reader for South Africa is now in the possession of most country schools, where its value as a means of inducing direct Nature-Study is being more appreciated as its purpose becomes more generally understood.

**PHYSICAL DRILL** forms part of the regular curriculum of the great majority of our schools. The training given reacts beneficially on the discipline of the school, while the advantage to the individual pupil is great, especially when the exercises can be taken in the open air. In the case of all the High Schools and of a number of the large town elementary schools organized games flourish, while the Girls' Schools have in a number of instances a fully-qualified teacher of physical culture on the staff. The figures given below show the number of schools and pupils taking instruction in Physical Drill:—

	1910.	1911.	Increase.
School ... ..	3,107	3,262	155
Pupils ... ..	135,331	142,930	7,599

#### VIII.—TEACHERS.

**THE NUMBER AND QUALIFICATIONS OF TEACHERS.**—The number of teachers shown in the returns for the Second Quarter, 1911, reached the total of 7,618; of these 3,133 were employed in Mission and Aborigines' Schools. An analysis of the qualifications academic and professional, of these 7,618 teachers is given in the following table; for the purpose of comparison the corresponding figures for 1910 are also given:—

	1910.	1911.	Increase.
A University Degree and a Professional Certificate ... ..	189	214	25
A University Degree, but no Professional Certificate ... ..	46	37	—9
Intermediate Certificate in Arts and a Professional Certificate ... ..	68	136	68
Intermediate Certificate in Arts, but no Professional Certificate ... ..	10	13	3
Matriculation Certificate and Professional Certificate ... ..	534	608	74
Matriculation Certificate, but no Professional Certificate ... ..	25	19	—6
A recognised University Diploma (not included in the above) and a Professional Certificate ... ..	25	19	—6
A recognised University Diploma (not included in the above) but no Professional Certificate ... ..	1	2	1
Professional Certificate, but no Academic Certificate ... ..	3,424	3,930	506
No recognised Academic or Professional Certificate ... ..	2,467	2,598	131

Of the total number of teachers employed it will be observed that 64·4 per. cent. are professionally certificated, an increase of 2·2 over last year's percentage. In the Public Schools of the First, Second and Third Class the percentage of certificated teachers stands at 92·1, 97·3, and 83 respectively. In Poor Schools it stands at 74·1, and in Private Farm Schools at 61·6, while in Mission Schools and Aborigines' Schools the percentage falls to 47·7 and 31·1 respectively. No academic qualification is taken into account below matriculation, nor any professional certificate lower than the Third-Class Teachers' Certificate. With regard to the 2,598 teachers who were returned as holding no recognised academic or professional certificate—mainly employed in Mission or Aborigines' Schools—it must not be taken for granted that these teachers were without any scholastic qualification for the duty they had to perform. The great majority had passed either the First or Second Year Pupil Teachers' Examination.

Of the 251 graduates 204 are employed in High Schools and other First-Class Schools.

A fresh register of teachers has been completed during the year. This takes the form of a cabinet of cards arranged alphabetically, each card containing the record of a teacher in a clear and compact form. By this means the qualifications and service of every teacher serving under the Department have been made readily accessible. It is hoped that all interested will give their assistance in keeping the Register up-to-date in its information.

#### SUPPLY OF TRAINING INSTITUTIONS.

**EUROPEAN TEACHERS.**—The following special institutions provide for the training of European teachers:—

- The Normal College, Cape Town.
- The Training College, Cape Town.
- The Training College, Grahamstown.
- The Training Department, Victoria College, Stellenbosch.
- The Training College, Wellington.

There were during the year 564 students in attendance at these institutions. The colleges at Grahamstown and Wellington are of the residential type. The number of students taking the course for the Second-Class Teachers' Certificate was 138. During the year selected Second-Class Certificate students (23 in all), who had obtained a University degree, were again allowed to omit certain minor subjects of the course for the Second-Class Certificate, and to attend advanced University courses in High School subjects as well as in the History, Philosophy and Theory of Education. These students also received a certain amount of training in methods of teaching High School subjects.

The proportion of Second-Class Certificate students attending the Training Colleges is steadily increasing; in 1911 the percentage was 24·5, compared with 17·9 in 1910, and 11·8 in 1908. The number of students preparing for the Kindergarten Certificates was 52, and for the Third-Class Teachers' Certificate 374. The fall in the number of students following the course for the Third-Class Certificate was undoubtedly due mainly to the introduction in 1909 of a higher standard of entrance for this course.

There were also over 750 Pupil Teachers attached to Public Schools in the Province, chiefly Girls' High Schools and other First-



Class Schools. A number of students also took Kindergarten courses in such schools. The most important training departments in connection with High Schools are those at Stellenbosch (Bloemhof Girls' High School), Graaff-Reinet (Girls' High School), Robertson High School, and the Girls' High Schools in Oudtshoorn, Kimberley, Paarl, Cradock and Uitenhage. The number of Pupil Teachers attending schools of a lower grade than the First-Class is diminishing. It has already been laid down that Pupil Teachers are expected to take their course of training "in a training school, first or second-class public school, or other school specially approved for the purpose by the Department. No school with fewer than three adult teachers can, as a rule, be recognised as a centre for the training of pupil teachers." It is probable that the movement towards concentrating the work of training in centres specially staffed and equipped for the purpose will steadily gain ground. In the advanced Third-Year Senior course, as now instituted, such concentration is extremely desirable.

The statistics of the Teachers' Examinations held in December, 1911, show that the total number of European students who prepared for the Pupil Teacher Examinations was 1,263; of these 175 entered as private candidates. Similarly the total number of candidates for the Second-Class Teachers' Certificate was 165, of whom 29 had studied privately. For the Kindergarten Certificates there were altogether 150 candidates, 103 for the Elementary, and 47 for the Higher Certificate; 21 of these prepared privately.

**NATIVE AND COLOURED TEACHERS.**—For the training of Native teachers there are 12 special training schools, staffed by Europeans; from these schools Coloured students of mixed race are not excluded. All these institutions are of the residential type, and are controlled by missionary superintendents. The number of Native pupil teachers under the care of each of the Churches concerned, during the past two years, is shown in the following table:—

	United Free Church of Scotland.	Wes. Ch.	Eng. Ch.	Mer. Ch.
1910	346	482	182	...
1911	444	422	211	45

The continued increase in the number of pupil teachers attending these institutions is very satisfactory, especially in view of the serious financial losses recently incurred by the Native population through East Coast Fever. Still more gratifying is the increase in the number of Third-Year students, both absolutely and in proportion to the total enrolment for the three years of the course. The position for the last three years is shown in this table:—

	1909.	1910.	1911.
Total No. of Third-Year Students	149	165	210
Percentage which Third-Year Students form of the total enrolment for all three years	15.7	17.0	18.7

There were this year unusually large Third-Year Classes at Lovedale (36), St. Matthew's (34), Healdtown (33) and Blythwood (28).

A small number of Native Pupil Teachers are trained in schools other than Training Schools, in particular at the Lamplough Institution, Butterworth, and at Tigerkloof Industrial Institution.

The training of Coloured teachers is not in so satisfactory a position as that of Native teachers. On this point Inspector Anderson remarks:—

"The low percentage of certificated teachers in the coloured schools of the Province (47.67 even in 1911, although this is an improvement on the percentage for 1910) shows that a much larger supply of teachers is needed for these schools. The only schools with any considerable Pupil Teacher enrolment, which train coloured teachers, are at present Zonnebloem and Hankey Mission school. Evidently there is room for enterprise and co-operation in this direction on the part of the Churches concerned. The statistics for the examination held in December, 1911, show the following distribution of non-European candidates among the different classes of schools:—

Training Schools	1,102
Second-Class Public Schools	4
Mission Schools	93
Native Schools	49
Other Schools	51."

**ANNUAL SUPPLY OF TRAINED TEACHERS.**—The following Teachers' Certificates were issued on the results of examinations, oral and written, held during the previous year. The corresponding figures for 1909 are also given:—

	1909.	1910.
Second-Class Teachers' Certificate	96	104
Higher Kindergarten Certificate	30	26
Elementary Kindergarten Certificate...	66	87
Third-Class Teachers' Certificate	858	898

In addition Teachers' Certificates in Drawing, Needlework, Woodwork, and Vocal Music were issued to the number of 866, as well as 64 Vacation Course Certificates in Drawing.

**PROPORTION OF PASSES IN TEACHERS' EXAMINATIONS.**—The percentage of passes in the Pupil Teachers' Examinations is naturally much higher in the European Training Colleges and centres than in the Native Training Schools. In the latter it is 58.2, in the former 87.5. The percentage of passes in the High Schools has for several years been higher than in the Training Colleges—a reflection of the fact that Pupil Teachers in High Schools have, as a rule, the advantage of a better general education. The Training Colleges draw a large proportion of pupils from the smaller schools, although on the other hand they receive a number of the best students from different parts of the Province—a fact which has its effect on first-grade passes. In the Training Colleges 9.6 per cent., and in the High Schools 8.1 per cent. of the candidates obtained first-grade passes in 1910.

**THE THIRD-YEAR SENIOR PUPIL TEACHER COURSE.**—At the beginning of 1910, Standard VII. instead of Standard VI., was made the entrance-requirement for European pupils on entering on a course of training. An additional year of study for such students, the Third-Year Senior, is to be taken for the first time in 1912.

For convenience two courses of study for pupil teachers and two certificates are now recognised. The Junior Course is the old Pupil Teacher Course; the Senior Course consists also of three years



of study, the first two of which (First and Second-Year Senior) correspond to the old Second and Third-Year, while the final Year is the new Third-Year Senior. Europeans are now required to take the whole of the Senior Course, in order to be recognised as certificated teachers, but any teacher who has obtained the old T.3 certificate or the T.3 Junior certificate is in no way debarred from taking further the Third-Year Senior Examination, with a view to obtaining the higher certificate (T.3 Senior).

**DOMESTIC SCIENCE.**—An interesting development during 1911 has been the institution of a special course of training for teachers of this subject, so as to make the Cape independent of outside supply. The teachers thus trained all found employment readily. The work has been carried out directly under the supervision of the Department at the Domestic Science Centre, 91, Long Street, Cape Town.

**QUALIFICATIONS OF STAFF.**—In Training Schools professional qualifications are of central importance. In this respect the position both in the European and the Native Training Schools is fairly satisfactory. In the European Colleges, out of the total staff of 35 teachers, 13 possess the Privy Council or other equivalent European Certificates, and 11 the Second-Class Teachers' Certificate; the remainder have special certificates of various kinds, and but one has only the Third-Class Teachers' Certificate. In the Native Training Schools, out of a total teaching staff of 46 (all European) 21 possess the Privy Council or an equivalent European Certificate, 11 the Second-Class Teachers' Certificate, and 1 the T.1 Certificate; 7 have the Third-Class Teachers' Certificate only, and 3 have certificates in special subjects.

On the academic side matters are considerably less satisfactory, especially in the European Training Colleges, where the nature of the work for the Second-Class Teachers' Course and the new Third-Year Senior Course render a high level of scholarly attainment more necessary. In the European Training Colleges only nine teachers possess a degree, while one has the Intermediate Certificate. The Native Training Schools appear to be better situated, 10 teachers possessing a degree, and 4 the Intermediate Certificate. It should be added that in the most important High School centres of training there are specially qualified teachers of Method, almost all of whom have the Privy Council Certificate, one or two also having taken a Degree.

#### PROGRESS IN THE TRAINING SCHOOLS.

**PRACTICE TEACHING.**—The arrangements for the students' practice teaching have been considerably improved, for example at Wellington. In the High School centres a strong effort has been made to check the tendency to regard and make use of the pupil teachers as part of the regular staff of the schools where they practise; but there are still too many instances where the students are not subjected to direct supervision and criticism from competent class teachers. There was noted in certain Colleges a tendency to confine the practical training of the Second-Class Certificate students to the higher Standard work (from Standard V. upwards); this is clearly a mistake, as many of these students may later become principals of schools, and should be fully acquainted with the whole range of school work.

**INSTRUCTION IN METHODS OF TEACHING.**—The schemes of instruction in method are reported to be much more thorough and systematic in character. In each important school subject an attempt is made to draw up a series of type-lessons, each dealing with crucial points in the development of the subject; by the end of the course of training each student has gone through the whole series.

In *reading* lessons accuracy of pronunciation has for some time received careful attention; on the side of intelligence the strongest efforts are made by various means, by use of the vernacular where necessary, by means of sketches and models, and even of dramatic representation, to ensure that children fully understand what they read. In teaching *composition* variety of oral work is specially cultivated in the early stages, and the best means of introducing the second language is carefully considered; letter-writing is well taught in most centres. In *arithmetic* and *geography* the methods employed follow the concrete treatment which obtained in the instruction given to the students themselves; any existing defects of apparatus for such treatment are being steadily removed. The *history* lessons are of two types, "story" lessons, treated largely as composition lessons, for the Junior School, and more systematic lessons in the Senior School; the topics selected are of direct interest to South African children. Considerable advance in the equipment, viz., illustrative books, pictures, etc., for the teaching of history, is reported to be necessary. *Object lessons* are now arranged in connected series, and are based upon definite courses of nature study and elementary science (especially as bearing on geography and practical hygiene) which are taken by the students. In framing series of lessons in the various subjects, teachers are constantly urged to select topics of local interest and importance; the correlated series of lessons on local geography and history which have been worked out in several centres are of the utmost value.

**READING AND THE STUDY OF LITERATURE.**—A notable feature of the Pupil Teacher course during the past three years has been the development of a course of class-reading in literature in connection with the requirements in reading and recitation. With this has gone a wider range of private reading in popular science, travel, history, biography, historical fiction, etc. These schemes of reading have undoubtedly brought about a considerable rise in the students' general level of intelligence. In the examination of the books read in class, in the form both of literary selections and of complete works, the greatest importance is attached to a full understanding of meaning and also, especially in the later years of the course, to appreciation of literary qualities as shown in emphasis and expression. Both pronunciation and expression have gained in certain Colleges by the introduction of lessons in elocution given by professional teachers of the subject; the acting of dramatic pieces or selections has also assisted materially in this direction.

**LIBRARIES AND MUSEUMS.**—During the year there has been considerable progress in the formation of libraries, especially in the direction of works on professional subjects and in general literature; books to illustrate geography have also been added in considerable numbers. The formation of a "junior" library in each important training school centre, as a guide to the students, is receiving consideration; it would aim at being a model collection of the element-



ary school text books, but would also contain a variety of the most attractive supplementary reading books on the different subjects. No doubt publishers will gladly interest themselves in the formation of such libraries. Training School museums are being gradually developed, but much remains to be done in this direction. Two sections are necessary in such museums, one containing natural and other objects of local interest, the other, and more permanent, part containing objects needed for the concrete treatment of geography, history and reading—for instance, specimens or models of unfamiliar plants, animals and constructed objects, *e.g.*, a simple model of a ship for inland centres.

**BUILDINGS AND EQUIPMENT.**—Arrangements have been made for the erection of new Training School buildings at Wellington and Robertson. The lack of facilities for cheap boarding retards the growth of certain European training centres, *e.g.*, Kimberley and Oudtshoorn. At Healdtown and other Native training institutions important building schemes are being undertaken; suitable practising school buildings are much needed at certain of these centres, especially Buntingville, Mvenyane and Shawbury. School gardens have been developed in a considerable number of Native Training Schools with advantage to the educational work, to the students' health, and indirectly, it is hoped, to the Native people as a whole. In the European Training Colleges the lack of sufficient ground in most cases makes development in this direction less easy. In certain of the Native training schools much improvement in regard to furniture (desks, teachers' desks, museum, cupboards, etc.), is still necessary, but every year progress is being made in this direction. With respect to general equipment, apparatus, and reference books for the teaching of different subjects, considerable defects are still reported to exist, but each year something is being done systematically to remove them; during the past year the supply of orographical and other maps of modern type has been materially increased. Much apparatus of a simple type is made by the students themselves, and such efforts deserve all encouragement.

#### IX.—LIBRARIES.

During the year the number of schools furnished with libraries has risen from 1,927 to 1,936.

All First-Class and Second-Class schools, with one exception, are now equipped with libraries; the one exception is Cape Town Chapel Street A.2, a coloured school, and steps are now being taken to have this want supplied. With regard to the other classes of schools, the following table gives the comparative statistics for 1911 and 1910.

##### EUROPEAN SCHOOLS.

	1910.	1911.	Increase.
Third-Class Schools ... ..	845	914	69
Poor Schools ... ..	252	249	—3
Private Farm Schools ... ..	520	457	—63

##### COLOURED AND NATIVE SCHOOLS.

Mission Schools ... ..	75	75	...
Aborigines' Schools ... ..	14	14	...

The decline in the number of Private Farm School libraries calls for an explanation from the School Boards concerned.

In several of the Inspectors' Reports attention is again drawn to the need of making periodical additions to the library, and of providing books to suit the tastes of younger pupils. Several also point out how much the teacher can do by the formation of reading circles, to cultivate a taste for wholesome reading among the senior pupils. After all, however, it must not be forgotten that the matter of school libraries is one that intimately concerns School Committees and School Boards. The former could do much towards raising funds locally to enable the libraries to profit by the Departmental £ for £ grant, and the latter could be equally helpful through its Secretary making regular inquiry as to how the books were cared for and additions made to the stock.

#### X.—SCHOOL BUILDINGS.

It was observed in last year's report that the most urgent need in our educational work was the need for new school buildings. The estimated expenditure for work that ought to have been taken in hand during the two and a half years preceding, but had to be postponed on account of the depression, amounted to £400,000. Since then the Union Government has sanctioned the expenditure of £200,000 for building purposes, and there has been a renewal of activity. The more important structures include commodious and well-designed buildings for the Girls' High Schools at Graaff-Reinet and Worcester, considerable extensions to the Paarl Boys' High School, and a commodious building for the West End Second-Class Public School at Cape Town. A beginning has also been made with the Boys' High School at Malmesbury, and the Girls' High School at Kimberley. In addition, a large number of suitable buildings have been erected at smaller centres.

It has to be remarked that, so far as its High School buildings, particularly its Girls' High Schools, are concerned, the Cape Division cannot, as things are, bear comparison with any of the other centres of secondary education in the Province. Indeed, the present buildings of its Girls' High Schools must in the main be condemned as unsatisfactory.

The work of the year has only served to strengthen the view that some simplification must be made in the earlier procedure connected with school loans, that is to say, the inter-communication between Boards, architects, the Education Department, and the Public Works Department, prior to the actual starting of building operations. One serious cause of delay arises from prepared plans requiring an expenditure considerably in excess of the sum allocated. For this the architects are often blamed by the School Boards, but it is undeniable that the School Boards are in many cases far from faultless themselves. It is true they give the architect to understand what sum has been allocated, but they frequently nullify this safeguard by asking for accommodation which cannot be provided for the money. As a consequence of this a lengthy and often acrimonious correspondence takes place between the four parties concerned, which could have been avoided by a little more consideration on the part of the Board and the architect at an earlier stage. Unless there be an increased tendency to reasonableness, it will be necessary for the Department to take up a firmer attitude with Boards and architects at the outset. It is to be noted, too, that even



when there is no ground for complaint at this stage, a difficulty may still arise through a change in the state of the building trade,—that is to say, the final estimates may be very considerably in excess of what could fairly have been anticipated by anyone. In most of such cases, however, it ought not usually to be difficult to find a solution by simply arranging with the tenderer, that he will proceed with the erection, so far as the money provided will allow, the intention being to make application for the remainder prior to the next allocation.

The foregoing remarks relate more particularly to larger schools; but in the case of small buildings also experience has made it abundantly clear that a change towards simplification of procedure must be made at an early date. Possibly the best course would be to make this simplification drastic by taking the trouble of erection out of the hands of School Boards entirely. In other words, in a case where the School Board has shown the need for a small building being erected at a place, where a permanent school building may not be required, the best course would seem to be for the Board not to apply for the *money* to erect the school, but to apply for the school itself. The Department would then arrange to have in stock a number of portable buildings made to a standard plan, so that in any approved instance the building could be forwarded from headquarters to the selected spot, there to be erected either by the Department or by a local person, as might be agreed upon. Plans for such a building have already been designed, and have been published in the EDUCATION GAZETTE.

It has again to be mentioned that, so long as there is a need for new school buildings, the erection of boarding departments must take a secondary place, and that boarding departments, intended wholly or mainly for the accommodation of children outside the School Board area concerned, are superfluous as Government undertakings.

## XII.—FINANCE.

The following table shows the apportionment of the public expenditure on education for the period commencing 1st June, 1910, and ending 31st March, 1911:—

	£	s.	d.
Office (Administration) ... ..	8,057	7	4
Inspection (including Transport) ... ..	24,040	14	0
Training of Teachers ... ..	36,692	8	4
Schools ... ..	459,605	17	5

It will be observed that this financial period embraces only ten months. Comparisons therefore with previous years cannot be justly made. The difficulty is all the greater because the previous financial period embraced only eleven months.

**SCHOOL BOARD FINANCE.**—In the following table is given a summary of the financial statement for the working of the School Boards for the year 1910 and 1911.

### I.—INCOME.

	Year ending		Increase.
	30th June, 1910.	30th June, 1911.	
<i>Government:</i>	£	£	£
Grants ... ..	247,180	282,548	35,367
Deficit ... ..	—	53,767	53,767

<i>Local:</i>	£	£	£
School fees, books, etc., sold ... ..	176,638	184,665	8,026
Receipts from other sources ... ..	10,654	9,754	—900
Rates (Deficit) ... ..	92,764	55,201	—37,563
Boarding Departments ... ..	39,031	47,232	8,201
Totals... ..	£566,270	£633,169	£66,899

### II.—EXPENDITURE.

<i>Administration:</i>	£	£	£
Elections ... ..	2,048	121	—1,926
Salaries of School Board Officers ... ..	20,454	22,822	2,367
Other expenses ... ..	11,938	11,572	—366
<i>Schools:</i>			
Salaries of Teachers ... ..	401,937	440,815	38,877
Other expenses ... ..	104,244	129,281	25,036
Boarding Departments ... ..	38,507	48,752	10,245
Totals ... ..	£579,131	653,365	74,234

One point needs elucidation. It will be observed that the heading 'Deficit' occurs both under Government and Local sources of income. Before the passing of the School Board Act, Government Grants, except in the case of Poor and Farm Schools, were given on the £-for-£ principle, the local contributions being made up almost wholly of school fees. In the School Board Act of 1905, the £-for-£ principle was retained; but, as it was seen that school fees in many districts would no longer suffice to make up the required local contribution, it was enacted that the deficiency arising from the increased expenditure should be borne half by Government and half locally, and to meet this local liability a rate might be levied. In 1908 it was enacted that the *whole* of the deficiency should be borne locally. In 1909 there was another change and the existing system came into force. It provides that an education rate, which must not exceed one-eighth of a penny in the pound on the registered value of property, ratable for School Board purposes, may be levied to cover any deficiency that may arise through the operations of the Board, and, where this is not sufficient, any excess deficit will be made good by Government; all expenditure on the part of School Boards, however, to be subject to Government approval.

It may be observed that it has been found very needful to keep a strict supervision on the growth of expenditure. For experience has shown that, when once the expenditure has passed the limit of the amount made up by the one-eighth of a penny rate, School Boards have a tendency to become somewhat extravagant in their proposals to the Education Department. It is a matter of considerable interest to compare the relative percentages of the amounts drawn from the different sources of income accruing to the School Boards in 1907 and 1911:—

### SOURCES OF INCOME OF SCHOOL BOARDS.

	Percentage.	
	1906-07.	1910-11.
Central Government ... ..	51·05	53·11
Local Rates ... ..	9·42	8·71
Parents ... ..	36·22	36·62
Other Sources ... ..	3·31	1·54



The State's contribution, therefore, now stands at 53.11 per cent., so far not a very material departure from the £-for-£ principle.

**TEACHERS' SALARIES.**—The improvement of teachers' salaries has not received the attention which was its due, and it is to be feared that the matter will be further neglected so long as the present system of educational finance prevails. Unfortunately, the teachers who have suffered and will suffer most are those belonging to small rural schools in sparsely-populated districts.

### XIII.—SUMMARY AND CONCLUSION.

A very cursory view of the preceding sections will suffice to make evident that progress is being made under almost every heading of the Department's work. Indeed, to be quite definite, there is only one agency which during the year seems not to have increased its usefulness, and this is School Libraries. The starting of new schools has gone on with unabated vigour; there has been an increase of over thirteen thousand children placed on the school rolls; the percentage of the white population in school has been raised almost to equal that of old countries in Europe; the percentage of qualified teachers has been appreciably increased; the entrance standard for training schools has been raised; the means for training teachers has been improved and multiplied; and the number of fully-equipped school buildings has notably increased.

With all this we have no cause to be otherwise than satisfied. One's only regret is, that the tale might have been still more gratifying if the finances of the Department had been less straitened, and the need for increased expenditure on education more widely recognised. This disadvantage has told most injuriously of all on the work of the Department outside the Head Office, that is to say, on the work of the Inspectorate. Hundreds of additional schools have been put in operation without any thought being given to the providing of additional supervising power. Not only so, but the inspectors, in whose areas there was the greatest activity in opening new schools, were naturally the first to suffer from overstrain. As above stated, the growth of rural schools alone was 645, a growth which warranted six additional supervisors, if the best educational return was to be secured for the new children enrolled. At Headquarters the same severe economy has been almost equally harmful, and has reacted for the worse on the work of school boards.

I have the honour to be,

Sir,

Your obedient Servant,

THOS. MUIR,  
Superintendent-General of Education

Department of Public Education,  
Cape Town, 30th August, 1912.

Dear Dr. Muir,

In the accompanying memorandum the recommendations made in the Education Commission's Report are discussed and the animadversions on the Cape system of public education are answered.

The following is the order in which the different subjects are taken.

- A.—The Grading of Schools.
- B.—Rural Schools.
- C.—The Elementary School Course.
  - I.—Language Teaching.
  - II.—The Teaching of Arithmetic.
  - III.—The Principles on which it is proposed to frame a new Curriculum.
- D.—Secondary Education.
- E.—Inspection.
- F.—The General Condemnation of the Cape System.
- G.—The Training of Teachers.
- H.—Some General Observations on the Report and on the Cape System.

I have not dealt with the recommendations regarding Continuation and Technical Schools. What has been achieved after arduous work on the part of many experts in the most advanced manufacturing countries—viz., provision to enable promising students to pass from the most elementary to the most advanced technical education—is recommended at one stroke for the Cape Province. It will be generally felt that this is not practicable advice.

The subjects detailed above cover most of the other ground traversed by the Education Commission's Report.

I am,

Yours faithfully,

W. A. RUSSELL.

Inspector of High Schools.

### A.—THE GRADING OF SCHOOLS.

The Commission recommends

that the present classification of public schools, district boarding schools, poor schools and private farm schools should be superseded by a simple system distinguishing only between elementary and secondary schools, and that no other distinction between kinds of schools should be embodied in the law or regulations dealing with the education of Europeans, . . .

District Boarding Schools have already practically ceased to exist. Poor Schools are going as rapidly as it is expedient to press the matter. This recommendation is, therefore, directed against the present threefold classification of public schools (A 1, A 2 and A 3) and proposes to substitute the twofold classification of elementary and secondary. The change is admitted to be "drastic" and implies more than a mere matter of names.

In a nutshell this proposal means that the Cape system of education, which has been founded on the Scottish system, should be revolutionised and remodelled to a large extent on the English system of education. The arguments in favour of this great change are based on misstatements and misrepresentations so serious that, when they are pointed out, the arguments will be seen to fall to the ground.

In a laudatory article on the Commission's Report the London *Times* states that the evolution of educational theory is in the same direction in the majority of civilised countries:—

The immense amount of study and investigation which educational problems have received in recent years in this country, as well as in America, Germany and elsewhere, is bearing slow fruit in a body of doctrine acceptable to the best thinkers of our age. It is this body of doctrine which can be applied, with every possible regard to local conditions, in all countries which have reached civilisation.

This is truly said, and it will be by reference to such a test that the case for the Cape system of grading will be supported.

I. The Commission's Report states:

that the great preponderance of educational opinion favours reform such as we propose.

[C.P. 7—'12.]



If "the great preponderance of educational opinion" means the preponderance of educational opinion "in all countries which have reached a certain level of civilisation" this is a serious misstatement.

1. Scotland stands high educationally. A few years ago it altered the classification of its public schools, and grades them now in three classes—Primary, Intermediate and Secondary—Intermediate signifying schools ranking between Primary and Secondary.

2. With regard to Germany, the following extract is taken from the Report of the Commissioner of Education for the United States, 1910:—

Middle, or advanced elementary, schools have been in existence for many years in Prussia, but in statistical summaries of the State authorities they were always classed among the lower schools. Now the ministerial order recognises them as a separate type of schools between elementary and secondary; hence their name.

3. With regard to France the same report states:—

There has lately been a gradual approach of the primary system to the secondary schools through the assimilation of the higher primary schools to the local colleges . . . . . Although the colleges follow the same official programmes as the lycées, few of them offer the full secondary course of instruction, so that they have formed a sort of inferior order of secondary schools.

4. With regard to the United States the same report notes the increase of Third-Class and Second-Class High Schools, *i.e.*, schools that add a two-year and three-year High School course to the upper grades of the elementary course.

5. England is the only great country that still differentiates sharply between elementary and secondary education. The higher elementary schools that were tending to a secondary course have been forced in many cases to alter their curriculum; but this has not been done without strong protests from the schools.

The difference between Scotland and England may be described thus. In Scotland there is an open road of easy gradient from the elementary school, through the secondary school, to the University. In England secondary schools "offer a distinct course of education, parallel in a sense to the elementary school, but extending far beyond it." The common metaphor of the "ladder" best expresses the English conception of the relation between them. A boy climbs from a lower social grade to a higher by winning a scholarship that takes him from the elementary school to the grammar school and he climbs his second ascent in the social scale if he wins a scholarship that takes him to Oxford or Cambridge. If a boy from an elementary school takes a good place at one of these Universities it is hailed in the newspapers as a triumph of the "ladder" system; but in Scotland such an event is too ordinary to attract attention. In other words, Scotland has one of the most democratic systems of education in Europe, and England has still one of the most aristocratic. England is trying to change this, but change in education is always slow.

6. With regard to Ireland the following extracts may be quoted from the report of Messrs. Dale and Stephens, two English Inspectors who were deputed in 1904 to inquire into the state of secondary education in Ireland. These gentlemen called attention to the excellent work that was being done by the Christian Brothers' schools. They say:—

The organisation and character of these remarkable institutions require a brief description in order to render intelligible the place filled by them in Irish education. A school of the Christian Brothers usually consists of two departments—one a Primary Department attended by boys between 5 and 13 years of age and corresponding in the essential features of the curriculum to a national school (*i.e.* public elementary); the other an Intermediate Department (*i.e.* secondary) held as a rule in a separate room or rooms of the same building which contains the Primary Department. The Intermediate Department consists of boys over 11 years of age and is recruited from the Primary Department, the boys who are fit for promotion to higher work being transferred generally at 11 to 12 years of age, when they are in the class answering to Standard V. of the national school. The whole school is under a single Principal, though as a rule the teachers in the Primary and Intermediate Departments are separate. (In some cases a member of the staff whose main work lies in the Primary Department will take certain subjects in the Intermediate Department.) . . . . .

It is hardly necessary to point out that the system described unites two advantages; it affords an example of a genuine co-ordination of Primary and Intermediate Education, and it acts as a scholarship system for the boys belonging to the poorer classes of Roman Catholics.

In their final recommendations these gentlemen say:—

It is, we think, undoubted that in various districts of Ireland, especially in the urban districts in the North of Ireland and in some rural districts elsewhere, the most economical and efficient method of meeting the deficiency in the supply of Intermediate schools would be to allow managers to form an Intermediate Department in connection with a national school or a Primary school with a "Secondary" top. The examples of the Christian Brothers' schools and of such a Protestant school as the Upper Sullivan School at Holywood near Belfast, in Ireland itself, and of the schools under the system known as the Dick Bequest in the North of Scotland, prove sufficiently that such an organisation can produce excellent educational results; and it is to be observed that in Ireland, where schools are necessarily smaller than in England, the total number of scholars in both Primary and Intermediate Departments would not be beyond the power of a single head teacher to supervise, save in exceptional cases. It is, of course, essential that the Principal of such a school should possess exceptional qualifications—for example a University degree.

Here we have exactly described our A1 schools other than High Schools. It may be further observed that this type of school was transplanted to the Cape from the north of Scotland and that it has flourished here because the social conditions are in many respects very similar.

The Education Commission's Report quotes with approval Mr. Dale's report on the elementary system of education in Ireland, but it does not quote from this equally important report.

From the above quotations it will be seen that the "great preponderance of educational opinion" is not in the direction of classifying schools simply as *elementary* and *secondary*. The reverse is the case.

II. The next misstatement to be dealt with is the following, from page 114 of the Report:

The grading is thus purely plutocratic. It is officially admitted that in the towns the average wealth of the neighbourhood usually settles the class of the school.

By the substitution of "in the towns" for "in the larger urban areas" the meaning of the sentence taken from the report of the Superintendent-General of Education is seriously misrepresented.

The whole passage runs thus:

In the larger urban areas all three different classes of schools are now found working, the average wealth of the neighbourhood usually settling the class of the school . . . . . and proceeds thus:

In country districts the original character of the classification is more distinctly preserved . . . . .

The "larger urban areas" comprise Cape Town and its suburbs, Port Elizabeth, Kimberley and East London; the "country districts" comprise all the other divisions of the colony. By the omission of these words, therefore, a statement that applied only to a few small portions of the country, comprising less than one-fourth of the European children at school, has been made to apply to the whole of the country.

So far from being plutocratic in character, the Dutch of South Africa have a very strong sense of social equality, and this feeling naturally finds expression in the public school system which has grown to suit the character of the people.

Some concrete examples will best illustrate this. Hanover, a pleasant little town, has an A2 School which works up to the "Junior Certificate" stage. Though desirous of attaining A1 grade, it has not yet succeeded in fulfilling the required conditions. All the children in the town go to the A2 school, rich and poor alike. Richmond, a rather larger town, has an A1 school; it is able to keep a fair Matriculation class going. This school is also attended by all the children of the town. There is no Poor School. Caledon has recently been able to reach the standard required for a High School. Here again all the children of the town, rich and poor, go to the High School. But these are among the



smaller country towns; let us, therefore, take Stellenbosch, which has a High School for boys, a High School for girls and also a First-Class School for girls, all of them in a flourishing condition. All the children in the town go to one or other of these three schools. There is no Poor School or A3 School, though there are in the town a considerable number of poor families. A good illustration of the spirit of the Cape system will be found in the Stellenbosch Boys' High School. It has a good "Secondary" top, well organised; if the top be cut off at Standard VII., we have left an A2 school; if the classes above Standard V. be cut off, we have left an A3 school, and inside this A3 school is contained a "poor school." Surely all this is the very reverse of "plutocratic."

But it will be said that these places are the exception. A brief examination may therefore be made of the general position in country towns. In the following towns (all of which have an A1 or A2 school) there is no special elementary school (either Poor or A3) for the poorer children; all go to the ordinary town schools:—Alexandria, Bathurst, Port Alfred, Bredasdorp, Britstown, Caledon, Calvinia, Carnarvon, Cathcart, Ceres, Clanwilliam, Darling, Fraserburg, French Hoek, Hanover, Hope Town, Humansdorp, Komgha, Laingsburg, Mafeking, Maraisburg, Murraysburg, Pearston, Philipstown, Piquetberg, Porterville, Prieska, Richmond, Stellenbosch, Steynsburg, Sutherland, Swellendam, Tulbagh, Uniondale, Vryburg. In all the other country towns there is an elementary school for the children of the poorest families, classified either as a Poor School or, where the counsel of the Education Department has prevailed, as an A3 school. But if the proportion of children attending the two schools be considered, the great majority are found attending the higher-grade school, the proportion being roughly 4:1, *e.g.* in Wellington six children attend the High Schools for one at the Poor schools, in Worcester the proportion is about 4:1; and it is notable that in the districts that are most backward educationally this proportion is the lowest. Thus Aberdeen, a rich district but one that has never cared much for education, has an A2 school with an attendance of 206 and a Poor school with an attendance of 110, while the adjoining district of Murraysburg has an A1 school for 170 children and has no Poor school at all. In England the proportion between pupils attending secondary schools of those attending elementary schools has been calculated to be 1:30. These facts illustrate the vast difference between English and South African social conditions. Secondary teachers who come to this country from England are at first puzzled over our schools. They say the children are not Board-School children, neither are they High-School children. They have some of the characteristics of both. Generally after a time these teachers come to like the system. On the other hand Scotch teachers, especially from the north, find nothing very unfamiliar in it.

One thing is certain, whatever else it may be, such a society and such a school system cannot be truthfully described as "plutocratic."

Even "in the larger urban areas" the proportion of children attending secondary schools to those attending elementary schools is about 1:4. This is very different from the country-town schools' 4:1, but it is also very different from the English 1:30. It lies somewhere between. And since the School Board Act came into force it cannot be truthfully said that these secondary schools in the larger urban areas have been unduly favoured pecuniarily. The feeling at present is rather the other way. Even in these "larger urban areas" our High Schools are much less plutocratic in character than the secondary schools of England. There is not the same objection to taking in pupils from elementary schools that is found in some of the secondary schools there.

III. The next serious misstatement is the following; it is akin to the last:—

According to the Inspectors' Report and the "Education Gazette" there is very little difference between second and third class schools. On the other hand there is a radical difference between High Schools and other First-Class Schools.

This is quite untrue. While there may be only a little difference between the best third-class school and the weakest second-class school there is a great difference between the average third-class school and the average second-class school; further, quite a number of schools, at present graded simply as First-Class, come very near to fulfilling the conditions for the High School grade. Every year the Grading Commission has before it cases in all three classes that lie near the boundary line. The truth is that our system of schools is an organic unity, and that the three classes of Public School—or four, if the High School be considered a separate class—pass by easy gradations into one another. The Education Commission's recommendation would not simplify our system but would create a division within it.

The following passage from the inspectorial report of 1905 on the North West districts is quoted as showing what a great difference it makes to the general standard of education in a district to have a First Class School in the district town:—

"CIRCUIT:—CALVINIA, CARNARVON, FRASERBURG, MURRAYSBURG, RICHMOND AND VICTORIA WEST.

"The six divisions in this Inspectorate are very homogeneous as far as social economy is concerned, and the material conditions of life. Sheep farming is practically the only industry, and the main difference between one district and another is the quality of the veld, and the number of sheep it can carry to the morgen. The average standard of wealth, which is high in good times, does not vary much, and where the veld is poor the farms are large. Notwithstanding this an examination of the table dealing with the supply of schools shows that there is a most marked difference between the several districts in the grade and in the number of the schools in operation, and in the percentage of children attending school. To take the two districts which would be at the top and at the foot of the list respectively: Murraysburg, a district with a white population of 1,619, has a First Class school in its district town, and 2 Third Class schools, and 13 Farm schools through the district, with a total enrolment of 258 pupils; Fraserburg, with a white population of 4,119, has a Third Class school in its district town and 2 Third Class schools and 6 Farm schools through the district, with a total enrolment of 168 pupils.

"A few words may be said therefore with advantage in elucidation of the significance of these figures, especially as the present is a period of transition in the Cape educational system. Under the new system the School Boards not only assume the control of all existing state-aided schools within the area of their authority but are also charged with the responsibility of founding new schools wherever they may be required, and of endeavouring to meet all the legitimate educational demands of their district. In view, then, of these duties it may be useful to indicate very briefly the respective parts played by the various grades of schools in the educational equipment of the district, and the relationship in which they stand to one another.

"Two main questions will engage the attention of the new School Boards, *viz.*, how, in the first place, with the greatest economy of effort and expenditure they can secure that every European child shall acquire at least the elements of a sound education, and how, in the second place, the means of secondary education may most conveniently be rendered accessible to every child of promising ability in the district.

"An answer to these questions has been worked out already in practice; and in two or three of the districts there has grown up on natural lines a co-ordination of the means of education, which, though not consciously systematised, works with a high degree of effectiveness. The following are the leading features of this scheme. The district town school is the keystone of the educational system of the district, and here it may be remarked that in Cape Colony the district town is much more the centre of social life and organisation for the farming population than the market town in England is for its surrounding country. Many of the farmers own houses, or at any rate *nachtmaal* rooms, in the town; others have near relatives residing in it. Accordingly arrangements can be made easily for many of the country children to live in town and attend school. For the large number that cannot do this Farm schools and the smaller rural Third Class schools must be provided, and generally the only great obstacle met with in opening these is the difficulty of obtaining a qualified teacher. The town school, therefore, when it does its full work performs a three-fold function:—

- (1) It provides a sound elementary education of a liberal type for all the white children of the village and those of the country who can attend.
- (2) It has a secondary department to prepare the more promising scholars for entrance to college.
- (3) It pays particular attention to the training of pupil-teachers for work in the smaller rural schools of the district.

How effective the work of such a school can be in raising and in maintaining a high standard of education all through a district is demonstrated by the following statistics. Murraysburg has been fortunate in having a school of this type for over forty years; indeed at one time the school used to prepare students for the Intermediate B.A. examination of the Cape University. In Murraysburg district at



the present time, if the pupils in the private school are included, 18 per cent. of the white population are at school, and of these scholars 23 per cent. are in or above Standard V.

"The Murraysburg figures are therefore somewhat remarkable. They indicate not only that practically all the white children are receiving education, but also that their school life is prolonged much beyond the average elementary period, and that many, far more than the actual few who go to college, take advantage of the more advanced instruction provided. In travelling through the district one constantly meets evidence of what the school has done for the people. In every farm-house there are photographs of relatives in academic garb, and the people dwell with some pride on the number of ministers and magistrates their district has produced. But there is more gain even than this. The conception of what is meant by a good education for the ordinary scholar has been raised and broadened in the minds of the people. As one member of the Murraysburg School Committee put it, he looked forward to a time when every farmer would have his matriculation certificate.

"In Fraserburg, on the other hand, where there is only a Third Class school in the town, instead of 15.5 per cent. of the white population attending school there are only a little over 4 per cent. This does not mean that one-fourth of the children get the ordinary elementary education, and that the remaining three-fourths gets none. It is rare to meet a young person who cannot read a little. It means that the general conception of education is very low; that the average child gets a year's or a year and a half's schooling, and that if he can read and write a little enough is supposed to be done. There is, in consequence, but little ambition, and one occasionally hears the saying: "A Boer's son is fit only to be a Boer." The Boer's son, however, no matter what his natural aptitude, has not been given the chance of becoming anything else, and yet free exchange from the hereditary mode of life is a good thing for the state, and effects the introduction of fresh blood and life into the different classes of the community.

"The only effective way that has as yet been found of bringing primary education within the reach of the younger children on farms is the institution of a system of Farm schools and small Third Class schools. The First Class school stands in a double relationship to these schools. In the first place it trains teachers for them; in the second place these schools should feed the higher classes in the town school. A Farm school can do good work up to Standard IV., but beyond that standard the quality of the work begins rapidly to deteriorate. To complete the district educational system, therefore, there is needed a boarding-house for the reception of the older scholars from the Farm schools of the district. This greatly steadies the upper department of the town school, which is otherwise liable to great fluctuations in numbers.

"To take now a brief survey of the Circuit. The Murraysburg system is complete in all the points that have been indicated. Richmond and Victoria West have had good First Class town schools for a considerable time, but Richmond has not developed its Farm school system sufficiently, and Victoria West has no boarding department. Calvinia has now its First Class school, and the progress it has made in the nine months of its existence shows that it has supplied a want. The numbers have risen from 55 to 114. The Committee have resolved to build a large boarding-house, and at the beginning of next year a large number of pupil-teachers will begin their training. Carnarvon and Fraserburg have still their First Class schools to establish. In this connection one thing must be borne in mind by members of School Boards—that what really constitutes the grade of the school is, not alone the numbers of pupils in attendance or the ambitious character of the curriculum, but the efficiency and character of the staff. In particular it is desirable that the Principal Teacher, in view of the duties that devolve upon him, should have the double qualification of professional training and a University degree."

Two years after the date of this report, Carnarvon established a First Class school. This school has proved a great success, its pupils have taken good places in the Matriculation examination, and, over and above that, it has benefited the district generally.

Fraserburg has also greatly improved its school, and the grade of the school has been advanced from A3 to A2. The people of this town could inform the Commission of the difference existing between these two classes of school.

IV. Instead of the present Departmental policy of encouraging the District town to maintain and advance the grade of its school, the Commission's report recommends that:—

It should be the recognised policy of the State to concentrate higher work as far as possible in secondary schools, which should not be multiplied beyond the point at which it is possible to maintain schools attended by at least 300 children in the Standards above V. . . . and that, subject to such regulations, . . . . boarding bursaries of £18 a year should be given . . . . to all whose homes are not within reach of secondary schools and who satisfy the Inspector that it is in the public interest that they should continue their education.

This policy, if carried out, would reduce the number of our secondary schools from 93 to about 15.

And it would establish a "plutocratic" system. The £18 bursary would be acceptable to the well-to-do, but it would be of no benefit to the poor man, who could not afford to pay the balance of the cost necessary to keep his children at these boarding schools.

Further, no Inspector can tell at the Standard V. stage how a boy or girl is likely to do later on. Not seldom the best at this stage are found among the weaker pupils in the secondary course, while good scholars often develop late.

V. The following observations will conclude my criticism of the recommendations in the Commission's Report in regard to the grading of schools.

The statements that these changes "are demanded both by educational and by financial necessities" and "it will do more than perhaps any other reform to bring our system into harmony with that of the rest of South Africa" occur in consecutive sentences. The implication is unmistakable, but unfounded: a detailed comparison of the Cape schools on the one hand and of the schools of the rest of South Africa on the other will show on which side are the greater economy and efficiency.

At a little more than half the cost to the State, the Cape Province educates a slightly larger number of European children than the other three Provinces taken together, and two and a half times as many coloured and native children.

And, as secondary education is in question, so far as regards results, there is the fact that from the Cape public schools there passed at the last Matriculation examination 696 candidates as against 284 from all the schools, both public and private, of the other three Provinces taken together.

Further, if quality of work and high places be regarded, the comparison is still more in favour of the Cape; the Cape Public Schools obtained no fewer than 29 places in the first class as against 5 from the rest of the Union.

If school fees and local rates be added to the cost, it will alter the statement "at a little more than half the cost" into "at somewhat more than two-thirds of the cost."

It should be observed also that this expenditure includes money spent on training teachers, and that the other Provinces have been drawing largely on the supply of Cape-trained teachers.

The economy, however, I will not dwell on, as there is discontent among the Cape teachers over the unequal conditions.

#### B.—RURAL SCHOOLS.

The recommendation with regard to rural education that

a policy of concentrating children in schools with not less than two teachers each should be adopted and rigorously pressed

and that

when necessary, boarding establishments should be attached to country schools is not a practicable proposal as regards a great portion of Cape Colony.

A further word of warning is necessary. The Private Farm school is one of the safest schools morally for children: on the other hand, the small rural school with a boarding department of 10 or 12 is one of the least safe. The few schools I have seen of this type have always seemed dreary. There is no proper home life, and there is none of the interest of farm life, and the number of pupils is too small to allow of a playground and organised games, or indeed of adequate supervision. This is not a type of school to be unduly multiplied,



## C.—THE ELEMENTARY SCHOOL COURSE.

## I.—Language Teaching.

With regard to language teaching in the Cape schools, the Education Commission reports:—

The curriculum as regards the study of language is conceived on somewhat antiquated lines, and prevents the adoption of methods which are now known to be more effective. It should be superseded without delay.

The first recommendation runs:—

that if the Education Department continues to publish a detailed curriculum, it should not provide for the study of grammar as a set subject before Standard VI.

This recommendation is supported by wholly erroneous statements concerning modern methods.

1. The Commission's Report is even self-condemned. It quotes with approval the special report of Messrs. Headlam, Fletcher and Paton on the "Frankfort reform scheme" of teaching classics in German Secondary schools, the characteristic feature of which is that Latin is not begun till the age of 12. It omits to say that the success of the scheme is attributed to the very fact that the German school boy has been systematically taught the grammar of his own language and especially the analysis of sentences before he begins Latin. The passage is as follows:—

In Sexta (class, average age 9, corresponding to Standard III.) he has learned to decline and conjugate, and thereby has obtained clear notions of case and person and mood and tense: he has learned the parts of speech and the parts of the simple sentence, working out the latter with the finite verb as his starting-point; he has learned to distinguish the adjective used as predicate from the adjective used as attribute, and knows the other different methods of expressing attribute; he has learned the difference between the direct and remoter object and the various kinds of adverbial expression. In Quinta (corresponding to Standard IV.) and Quarta (corresponding to Standard V.) he learns the structure of the compound sentence, he learns how to mark off subordinate sentences by punctuation, and how to classify them in their relation to the principal sentence according to the part of speech which they replace, or the part of the sentence to which they belong: all this is drilled into him by constant practice in sentence-analysis and sentence-construction, so that his different grammatical categories are clearly defined in his mind.

2. Another writer of some authority on language teaching, Mr. Hartog, Registrar of London University, in his book *The Writing of English*, states that the average English boy cannot write English, and he advises his readers to turn to the methods followed in France, where he affirms the art of writing is taught with success.

Let us therefore see what France does in this matter. The teaching of grammar is begun systematically in the class corresponding to Standard III., and detailed syllabuses are given for this and the subsequent classes.

The following is the syllabus for the class corresponding to Standard III.:

First notions about different kinds of words: the noun, article, adjective, and verb.

First elements of conjugation.

Formation of the feminine and of the plural.

Agreement of adjective with a noun and of verb with its subject.

Parsing in its most simple form.

Exercises in analysis, mostly oral, but sometimes written.

3. The statements made in the Education Commission's Report concerning the cessation of grammar teaching in Scottish schools are not correct as regards the present position. In Scotland the study of grammar had become somewhat too technical and pedantic, and there was a few years ago a strong reaction against the subject; later on it was felt that the reaction had gone too far. The following extracts taken from the reports of the three chief inspectors for 1910, show the present position:—

(a) Thus Grammar reappears, but in its proper place as a means to an end, and not an end in itself.

(b) Grammar is receiving increased attention, and more rational treatment.

(c) The habit of correct English should be inculcated largely by oral imitation in the junior school (*i.e.*, up to Standard III.), but thereafter a fair amount of formal grammatical teaching should be graduated through the upper classes.

4. The recommendation of the Education Commission harks back to the old practice in English secondary schools of teaching no English grammar. Boys learned their principles of grammar through the Latin lesson. But this attitude, long maintained, has almost completely changed of recent years. Quite lately an influential and representative committee of scholars and teachers in England was formed to consider schemes for the simplification and unification of grammatical terminology. This committee has co-operated with similar bodies in America and France, and its report, published last year, has been favourably received, and will probably help considerably to place the study of grammar in schools on a sounder basis. The Cape Education Department has recommended the scheme prepared by this committee to the favourable consideration of the Teachers' Association of this Province.

The Education Commission's recommendation on this point, therefore, is not only not in accord with modern methods, but is against the general *consensus* of the educational world.

The next recommendation is that the Education Department

should not refer to reading books, which should be officially discontinued; that teachers should be encouraged to use instead standard works and such other literature as will best serve to rouse the interest of the scholars.

What "standard works" would form suitable reading lessons for children of 7, 8, 9 and 10 years in Standards I., II., III., and IV.?

II. *The Teaching of Arithmetic.*

The Report uses strong language with regard to the teaching of arithmetic in our Public Schools:—

In order to bring the teaching of arithmetic up to a satisfactory level and to avoid the waste of time entailed by the existing system, drastic measures will have to be taken, an altogether new curriculum will be necessary.

I shall review the evidence on which this sweeping condemnation is based.

In the beginning of the section dealing with arithmetic, there is quoted the following resolution of the Teachers' Association:—

The present arithmetic syllabus is too burdensome, and should be simplified, more especially in fractions.

The history of this resolution needs to be completed. The resolution—with which I agreed—gave expression to a growing feeling—general over the civilised world and not confined to Cape Colony—that the traditional style of arithmetic questions in the elementary school is too difficult, especially as regards calculation. To give instances of this feeling, the Prussian Minister of Education in 1908 expressed disapproval of "the practice of dealing mechanically with large sums, with arbitrary measures, and especially the practice of juggling with large common fractions." Language similar to this has since been used by the French educational authorities. But this attitude is of recent date. Till lately most teachers regarded the working of long arithmetical calculations as a valuable training in accuracy. Many do so still.

The Superintendent-General of Education, however, agreed with the Teachers' resolution; and the following notice was published in the *Education Gazette* of 1st February, 1912:

[C.P. 7—'12.]



*Arithmetic in the School Course.*

In preparing a new set of test cards in arithmetic, it has been decided to add a fifth question in the case of Standards I. to IV. This additional question will not add to the range of work, but will give scope to pupils in the use of those principles which underlie the work in arithmetic up to the stage at which they are working. The additional list will be of a practical character and will involve only small numbers. It is intended also to simplify as far as length of working is concerned the questions set in vulgar and decimal fractions.

For some time past it has appeared desirable to omit from the syllabus certain of the less commonly used weights and measures in Standard IV.; and it is therefore also proposed to use the present opportunity to leave out of the syllabus the following items: dram, quarter, pole, square pole, gill. For the future, too, compound practice will not be required in Standard V., the method of dealing with calculations formerly so treated being left to the discretion of the teachers. Recurring decimals will be transferred from Standard VI. to Standard VII.; and true discount will be removed from Standard VII. to the next stage.

Great prominence is given to certain criticisms of the Principal of the Uitenhage Girls' High School; indeed it is on her evidence mainly that the statement is founded that there is "unmistakable proof that the present system of teaching arithmetic is unnatural and ineffective, and results in serious waste of time." The lady's evidence is quoted at full length in the Report. She said:—

We seem to waste so much time in the lower standards which we might use in language teaching. There is a very grave waste of time.

Asked in what direction this waste was, she replied:—

Well, partly in arithmetic. For example, in Standard IV., a very useful stage for children, when they are between ten and twelve years of age, we teach them some arithmetic which is absolutely useless. For example, we teach them to work out sums by fractions which can later be worked by far simpler methods. In this way we waste time. In Standard IV. an hour a day is wasted on practice and weights and measures. It is an absolute waste of time, because the children will hardly ever use these methods. Then again, the teaching of vulgar fractions before decimals is also a waste of time. The latter are easier; I would prefer to teach them first, but the curriculum says no.

It is curious to note that in their detailed recommendations the Commission lay down those principles of teaching which furnish a complete answer to the above criticisms.

(i) Time wasted through teaching by Practice in Standard IV., sums "which later can be worked by far simpler methods."

Practice is taught in Standard IV. because it is the best introduction to the teaching of fractions, the correct principle in regard to these being laid down in the Commission's recommendations and found in every book on school method, viz., *that examples should in the early stages at any rate be about visible and tangible things, and should be taken from the sphere of children's experience.*

To think of sixpence as a  $\frac{1}{2}$  of a shilling, of four pence as  $\frac{1}{3}$ d. of a shilling, and of three pence as  $\frac{1}{4}$  of a shilling, is the simplest and clearest method of making a child familiar with the arithmetical idea of a fraction.

Further, when the lady says these "sums can be worked later by far simpler methods" she is evidently confusing simple practice in Standard IV. with the compound practice that used to be required in Standard V.

(ii) "The teaching of vulgar fractions before decimals is also a waste of time. The latter are easier."

Decimal fractions are certainly not easier than vulgar fractions either in conception or in working in the initial stages. Surely  $\frac{1}{2}$ ,  $\frac{1}{3}$  and  $\frac{1}{4}$  are the most natural and the easiest fractions to begin with. These fractions arise constantly in every-day life. Turn them into decimals. One might perhaps with difficulty explain .5 and even .25, but what about .333 repeating? Is the conception of  $\frac{1}{3}$  to be deferred until recurring decimals are understood?

Nor is the working of decimals easier. True, the addition and subtraction of decimals are easy, but what about multiplication and division? It is difficult to teach even in the higher Standards the reason of the rule for the position of the decimal point in these operations, and it would be practically impossible in Standard V., as it depends on conceptions beyond that stage of mental development. Indeed it is a common practice, even of pupils in the higher Standards who have learned decimals, to convert decimals into vulgar fractions before working out the required calculations and then convert the answer back into decimal form.

If then *stress should be laid on intelligence*, as the Commission recommends, the natural and intelligent method as opposed to the "unnatural and ineffective" method is to begin with simple vulgar fractions and to proceed to the explanation of decimal fractions as a special type of vulgar functions. Indeed the real value of the decimal notation for fractions first becomes intelligible to the pupil in connection with technical instruction and Science teaching, when he begins to feel the need for expressing approximate results to a certain degree of accuracy. But this stage in a pupil's course does not come till after Standard V.

And not only are vulgar fractions the easier to begin with, but our system of weights and measures not being a metric system practical considerations also demand that vulgar fractions be taught before decimal fractions.

Let us see what is done elsewhere.

Both the English Board of Education in its "Suggestions to Teachers" and the Scottish Department in its Memorandum on the teaching of arithmetic recommend the order which is laid down in the Cape Syllabus.

In France, where the metric system is in use, the official programme, which is much more rigid than ours, prescribes that

(a) The teaching of decimals must be preceded by a course in easy vulgar fractions,  $\frac{1}{2}$ ,  $\frac{1}{3}$ , etc.

(b) The exercises in the four rules with decimals are to be given "either without explanation or with such very elementary explanation as the pupils are likely to understand."

(c) In the classes corresponding to Standards IV. and V. four hours a week must be given to the study of Arithmetic.

3. The Education Commission's report, in the last place, refers to a "remarkable paper" on the teaching of Arithmetic by Mr. Marshall Jackman, Headmaster of the Sidney Road Council School, London, read before the Imperial Conference, in which this gentleman claims that in the teaching of arithmetic the adoption of certain methods he has discovered saves as much as 85 minutes per week. This is sufficiently remarkable without any addition. But the Education Commission's Report proceeds:—

We have examined the time-table of one of the best High Schools in the country and find that in Standard III. four hours a week are devoted to teaching arithmetic. Under Mr. Jackman's system the time devoted to it is from 75 to 100 minutes per week. The saving therefore is from two hours and 20 minutes to two hours and three quarters a week. In addition to this there can be little doubt that *the result produced is likely to be incomparably better.*

I have put the last sentence in italics. What evidence is given for this final "fling"? Not a shred.

In my opinion the amount of time required for arithmetic in Standards III. and IV. is about four hours per week, and if a teacher presented a time-table that gave arithmetic only a quarter of an hour a day (75 minutes per week) or even twenty minutes a day (100 minutes per week) I should as Inspector decline to accept it. These amounts of time are altogether disproportionate to the importance of the subject, whether one looks to its educative power or to its practical value. The experience of the world is against Mr. Jackman.

The arithmetic in our Cape Public schools is good. Most teachers who come from abroad find it above the average.

Whether it does not get too much attention is another question. I am inclined to think it does, but it is not so much the time given to arithmetic in school as the amount of home work set in the subject that in my opinion tends to be excessive.



III.—*The Principles on which the new Elementary School Course is to be framed.*

The following passages occur in the section dealing with the "principles to be kept in view in framing curricula":—

In this way it will be possible to open to all children the endless avenues of at least two languages, of mathematics, of geography, of history and of science, as well as training their hands, eyes, voices and bodies. We therefore advocate breadth of culture in the curriculum of elementary schools;

and again

The principles which we advocate for framing curricula are:—first, width in the elementary standards; secondly, specialisation in the higher standards, and thirdly, determination to make every elementary course point on to as thorough a preparation for life as possible.

These pronouncements betray ignorance as to what is possible in an elementary school course and what is impossible. "Breadth of culture" is an incongruous term when one is speaking of children between 7 and 14 years of age. The principle of "width in the elementary standards" and "specialisation in the higher standards" would not be accepted by any educationist of standing. If it were "width in the secondary school course" and "specialisation in the college course," much might be said for it.

But, not to dogmatise on the point, let us turn to the accumulated experience of other countries.

(i.) The primary school course in Scotland is on a high level. It has always connected with secondary education. Yet compare the tone of the following extracts from the official Report of the Scotch Education Department for 1910 with that of the above passages:

Still for all practical purposes Reading, Writing and Arithmetic may be taken to be the main subjects of instruction in the primary school curriculum. All the others are to be regarded as *auxiliary*, that is, they are valuable for the discipline they afford and the variety of means they offer for exercising the intelligence of the children, rather than for the amount of possible knowledge or of proficiency acquired, even although that may not be inconsiderable.

The auxiliary subjects are:—Physical exercises, Singing, Drawing, Nature Knowledge, Geography, History and (for girls) Sewing.

(ii.) Let us now turn to France.

In the Report of the United States Commissioner of Education for 1909, it is stated that in France there has been a close scrutiny on the part of the authorities of the official course of instruction for primary school and the course has been condemned as too ambitious:—

It forces upon children information and ideas remote from their experience and stage of development and results too often in absurd association of facts, historic and scientific, such as are constantly occurring in examination. These confused notions indicate not so much stupidity on the part of the pupils as radical mistakes in the methods and scope of the instruction. Their correction would be found in the simplification of the programmes.

(iii.) In Germany public elementary schools do not connect directly with secondary schools. Secondary schools have their own preparatory course, which is on a high level, though not indeed so loftily conceived as in the Education Commission's Report; the teachers, moreover, are well trained for their work, and the results, scholastically judged, are of a high order. There is, however, one aspect of the question which ought, in a discussion of this nature, to be brought prominently forward, viz., the health of the children. In the Report of the United States Commissioner of Education for 1910, the section on Education in Germany gives the following official statistics regarding the percentage of students from secondary schools found physically fit for military service.

The proportion of those accepted was 47·8 per cent. coming from classical, 44·4 coming from semi-classical and 39·5 per cent. coming from Oberrealschulen, while the proportion of normal school graduates was 79·8 per cent. . . . . The foregoing has reference only to students of secondary schools. Quite a different aspect of the question is noted when the annual draft of recruits from Volksschulen (elementary schools) is considered. Nearly 90 per cent. of these are declared fit for service, and some of the remaining 10 per cent. are declared unfit merely because they have not the required height but are otherwise healthy. The appalling condition of recruits from secondary schools has led to a thorough shaking-up of curricula, methods of teaching and school management in such schools in Prussia.

One thing is agreed to now by all educationists, viz., that if boys and girls are seriously overpressed before nature has completed those great physiological changes that take place about the 13th or 14th year irremediable harm is generally done to the growing child.

It should be observed that even for other reasons some educationists in Germany think the preparatory course should be approximated to the ordinary primary school course.

(iv.) In England, to an even greater extent than Germany, secondary schools have not connected with public elementary schools. Private enterprise has supplied preparatory education and also indeed a great many of the secondary schools.

All these schools have hitherto enjoyed freedom from "the incubus of a rigid and unnatural system" of inspection. Some of them are believed to be very good and many of them to be bad. Most of them have to live by advertisement and it is only among such schools that institutions are to be found which profess to give a primary education of the range and on the level recommended in the Education Commission's Report. Indeed the phrase "to open to all the children endless avenues of at least two languages, of mathematics, of geography, of history and of science" is just the sort of thing that is to be found in their prospectuses. But England has grown dissatisfied with this system, or rather want of system, and at present is making an effort to change it for something less pretentious and more genuine.

#### D.—SECONDARY EDUCATION.

The following recommendations deal with organisation and instruction in High Schools:—

We recommend that in the High School Course pupils should be classified according to proficiency in each subject so soon as schools and teaching staffs are of sufficient size to make this possible; that specialisation in various directions (Classics, Mathematics, Science, Modern Languages) be made possible.

The first recommendation will appear to most people excellent. It means that a pupil should be placed in that class in Latin, English, Dutch, Arithmetic, Geometry, Algebra, History and Science for which his proficiency in the subject fits him. And the time table could be easily arranged. All that is needed is that the *same* subject be taught during the *same* period throughout the school. Then each pupil can be sent to the suitable class. The school is thus re-classified for every subject.

The disadvantages will now be stated. This time table requires that every master shall teach every subject, since the same subject is being taught in all the classes at the same time. Now, even though a master may be able to teach every subject in a sort of way still the results will be of a much better quality if the two following conditions are fulfilled:—(1) if each subject is taught by a man who is something of a specialist in that subject and (2) if the same teacher is able to keep the class for several years of the course. Changes of teachers at this stage means loss. These last considerations outweigh the seeming advantages. The experiment has been tried. One important English school, University College School, used to be organised on these lines; but after a lengthened experience this arrangement of classes was abandoned. Moreover, with the increasing importance of laboratory work, the scheme becomes still more impracticable, for it implies a separate laboratory for every class.



In the great English public schools classification used to be by forms according to proficiency in classics, and pupils were re-arranged in "sets" for mathematical teaching—an arrangement good for classics, as the form masters are as a rule classical scholars, but not good for mathematics.

But the question of classification is closely connected with the question of "specialisation." The great English public schools carry "specialisation" to a greater degree than is found in the secondary schools of any other country. And specialisation at school is generally condemned by educationists. Indeed the specialisation in these schools is due—not to educational reasons—but to the keen competition for entrance scholarships at Oxford and Cambridge which are offered only for excellence in special subjects.

In the secondary schools of all other countries, as a rule, the same class keeps together in all subjects, *i.e.* is taught together in Latin and in Mathematics and in Science and in their other subjects, and these subjects are taught by different teachers who must all be to a certain extent specialists in their subject. This is the system that has been adopted in the Cape and it has two pre-eminent advantages. It avoids the evil of early specialisation as every pupil has at least to keep up in every subject, though all do not attain the same proficiency; and it admits of specialist teachers.

And English educational thought has come over to the view that specialisation in secondary schools is to be discouraged. The English Board of Education, which has only recently taken secondary education under its care, recently issued regulations for all secondary schools in receipt of government grants, requiring that the school curriculum shall in every case provide graded continuous teaching over a four years' course in all the different subjects necessary to a well-balanced general education. The following are the more important regulations concerning the curriculum:

The curriculum must provide instruction in the English Language and Literature, at least one Language other than English, Geography, History, Mathematics, Science and Drawing. A curriculum including two Languages other than English, but making no provision for instruction in Latin, will only be approved where the Board are satisfied that the omission of Latin is for the educational advantage of the School. The instruction in Science must include practical work by the pupils.

The curriculum must make such provision as the Board, having regard to the circumstances of the School, can accept as adequate for organised games, physical exercises, manual instruction and singing.

In schools for girls the curriculum must include provision for practical instruction in domestic subjects, such as Needlework, Cookery, Laundry Work, Housekeeping and Household Hygiene; and an approved course in combination of these subjects may for girls over 15 years of age be substituted partially or wholly for Science and for Mathematics other than Arithmetic.

The curriculum (with time-analysis) of the whole School must be approved by the Board and must provide for due continuity of instruction in each of the subjects taken, for an adequate amount of time being given to each of these subjects. The Board may require modifications in the curriculum or the time-table if a subject is taught which is not of educational value, or if the time spent on particular subjects interferes with proper instruction in other subjects, or if the time given to any subject is insufficient to allow of effective progress being made in it, or for other similar reasons.

It may be observed that England is in earnest over the improvement of her secondary education. These schools are meant to supply the students for the 17 new universities which are to fit Englishmen for the keen international competition of modern life.

It is therefore satisfactory to note that the curriculum laid down is practically identical with that which was framed for Cape High Schools some years previously.

The only differences are that Manual Training is optional in English Schools and compulsory in Cape Schools, and that Domestic Science can be substituted in Cape Girls' High Schools for Latin and Mathematics instead of for Science and Mathematics.

It will be seen therefore that the recommendations of the Commission involve not only, as is admitted, "a complete revolution in our system of secondary education" but also a serious retrograde movement.

#### E.—INSPECTION.

The Education Commission's Report describes the present system of inspection thus:

Where every subject taught has to be tested by a summary examination carried out at break-neck pace by a stranger.

In the first place, as the Report refers to me by name as an "advocate of reform" in the present system of inspection, I wish to dissociate myself wholly from a statement so reckless and unmeasured as the above.

In the second place, as my views are partially given, I wish to state them more clearly than is done in the Report.

In my opinion an inspector in the ultimate event can form an assured judgment—so far as that is possible—on a teacher's work only by an individual examination of the pupils and by holding a written examination in addition to an oral examination in class.

An individual examination is necessary to show whether the teacher has conscientiously taught all the pupils and has not yielded to the temptation of devoting his attention to the cleverer scholars; and it must be written as well as oral because some pupils are nervous and silent before the inspector and must be given a better opportunity of collecting their thoughts than is possible in an oral examination. When a school is weak, this is the only convincing method of proving it weak and so of improving it.

But any thorough examination like this—there is no denying it—is trying to pupils, teachers and inspectors.

When a school is efficient, the regular annual repetition of the examination tends in my opinion to do harm. Some teachers, instead of having too little conscience, regarding their work, get too much conscience and dwell unduly on the thought of inspection; they want their pupils to do better at the examination than children ought to do; there is worry, and there is a tendency to have too much "revision" so that pupils may have their knowledge ready to hand.

Bad work is detected under the present system of inspection, but the best teaching may not meet with its due recognition and in this way may be discouraged—a defect, it may be said, of all examinations.

During the last twenty years there has been a steady improvement in the percentage of passes at the inspectorial examinations. It has risen from 70 per cent. to 87 per cent. in First-Class and Second-Class schools, at which figure it has remained during the last 4 or 5 years; and undoubtedly individual examination has been a considerable factor in the improvement.

A fair number of these schools now pass regularly about 90 per cent. of their pupils. In the case of these schools class inspection, varied by occasional individual examination, would in my opinion replace the present method of inspection with advantage.

But the present method of inspection is not the scandalous travesty of an examination it is represented to be in the Commission's Report. If it were, it should be ended at once as an unmixed evil without even the recommendation "that the new system should be introduced gradually."

#### F.—GENERAL CONDEMNATION OF THE CAPE SYSTEM.

In the section dealing with "the shortcoming of our system of Public Education in engendering habits of independent reading and thinking" the Education Commission's Report begins with the statement that "few would dispute the proposition that the value of education is generally commensurate with its effectiveness in creating habits of independent reading and thinking"—as a matter of fact the dominant educational theory would not accept this proposition at all—and ends with the condemnation:

We feel bound to say that the impression made upon us by the evidence as a whole is that matters are by no means satisfactory in this respect and that we have not hitherto succeeded in producing the love of knowledge, the instinct for reading and the habit of independent thought and investigation.



Let us bring this smoothly-written period to the touchstone of actuality. Our schools are organised to carry on pupils to their 17th year. What independence—real, not make-believe—of thought or of investigation can be expected, or rather can be permitted in boys and girls of this age?

The following passage dealing with the independence of German University life shows the true perspective in this question. It is taken from Professor Paulsen's book on the German Universities:

The student is free to devote himself wholly to his task of forming himself into an independent personality. He leaves the parental home and orders his outward life to suit himself; he disposes of his income as he chooses, he selects his friends and his associates. In the same way he disposes of his time. The pupil in the High School has a definite amount of work assigned to him every day; the University student selects his field of study, his University, his teachers, and the lectures to be taken. And he also assumes an independent mental attitude towards what the teacher offers him. The pupil has to learn and assimilate what is assigned to him; the student does not "learn" but "studies,"—he assumes an independent, critical attitude towards what he hears or reads.

It is very important that boys and girls should acquire a taste for good reading, and the Education Department has pursued energetically the only effective method of securing this result, viz., the establishment of a good school library in every public school.

That the average South African boy or girl reads less than the average British boy or girl of the same social grade is true; but it is equally true that the average South African boy or girl is far more self-reliant and resourceful than the average British boy or girl, and these characteristics spring from their out-of-door open-air life. If our children are to lead a more bookish life, there must be less of the open-air life. One cannot have both.

It is noteworthy that all over Europe people are calling out against the excessive bookishness of the average school child's life.

#### G.—THE TRAINING OF TEACHERS.

The following recommendation deals with the training of elementary teachers:

We recommend that there should be an elementary teachers' certificate given to persons not less than eighteen years of age after an examination at the end of a two years' course following upon the Matriculation, University Senior Certificate or some other equivalent examination, . . .

And in the main report there is added the following sentence:—

Three years' notice ought to be given and at the end of that period no teachers' certificates should in our opinion be issued except after an examination at the end of a two years' professional course subsequent to Matriculation or its equivalent.

The carrying out of this regulation would be simply ruinous to our supply of elementary teachers.

Any sensible Principal of any of our Girls' High Schools could inform the Education Commission that they have many candidates for the Third Class certificate likely in every way to make good elementary teachers who would never pass the Matriculation examination or its equivalent, or at any rate would have to work so hard and so long to be successful in the attempt that it would affect their health and future energy.

Compare this recommendation with the regulations for the training of elementary teachers issued by the English Board of Education, to take effect in August 1911. Regulation (10) is entitled "Prohibition of Preparation for Matriculation." It states that

in the past students after entering the Training College have been commonly prepared for a Matriculation examination during a two years' course of study.

It goes on to say that in future it is desirable that such preparation should cease, for this reason:—

The taking of a Matriculation course by those who are unable to attempt with success to reach during their stay in the Training College any further stage in the course for a degree prevents the students from deriving the full benefit of a thorough study of the curriculum laid down for students who will be examined by the Board at the end of their second year of training.

The reason of the prohibition is therefore not that the standard of entrance has been raised and that Matriculation is to be the future standard for entrance, but that the course is not suitable for the students.

The Education Commission therefore proposes to make the academic standard before entrance to the training course in the Cape the same as that which has hitherto been the common academic standard *after* a two years' course of study in English Training Colleges. For our Matriculation is as difficult as the Matriculation examinations of the English Provincial Universities, which are the examinations referred to in these Regulations.

Let us now consider the recommendation from another point of view.

According to the calculation in the Education Commission's Report the number of new certificated elementary teachers needed per annum for the Cape Province is 1,150, and this number is given as a low estimate. For the Union of South Africa the number needed would be rather more than double this—say about 2,500—as the Cape has considerably less than half the population. Now the average number of passes at the Matriculation examination or its equivalent during the last three years from the whole of the Union of South Africa was roughly 900. And from these 900 come all our students for the various professions—law, medicine, the ministry, engineering, etc., etc. Only a comparatively small number become elementary teachers. If then it be ordained that after three years no student can enter on the Elementary Teachers' Course of training without having passed the Matriculation examination or its equivalent, the number of passes must jump in three years' time from 1,000 to somewhere between 3,000 and 4,000. To anyone who understands the slow rate of educational growth this demand will seem not only impracticable but preposterous.

Let us now consider the "serious defects in quality" which the Commission finds in our present Third Class certificated teachers. The Report states that "this point can hardly be contested" and gives the evidence of an "experienced teacher" of Port Elizabeth who thinks that "teachers with the Third Class certificate should only teach under supervision." I have seen in the course of my official experience hundreds of these teachers who were doing good work, many in small country A3 schools where no supervision was possible.

The course for the Third Class certificate is a three years' course of general education and professional training after passing Standard VI.—raised a year ago to Standard VII. Teachers who go through this course are quite equal to taking the work of Standards II., III., IV. and V. At this stage in the pupil's life it is not so much learning that is wanted as a happy manner in dealing with children.

Another "specific complaint" the Education Commission's Report brings against these teachers is that they "are lacking in general culture." General culture is more the fruit of the home than of the school, and, as regards their homes, our Third Class Certificated teachers are drawn from almost every sort of home in the country. There are amongst them daughters of members of Parliament, of magistrates, of ministers, of school inspectors, of teachers, of business men, of farmers, both the well-to-do and the poor. I think any one seeing a pupil-teacher class at work in one of our Girls' High Schools would form on the whole a favourable impression of them as a well-mannered set of girls.

In my judgment it will be necessary in South Africa for an indefinitely long time to come to retain two grades of Elementary teachers corresponding to the Third Class and Second Class certificated teachers respectively. To give notice that the Third Class Certificate would be abolished in three years' time would, as I have said, simply bring our system largely to a stop.

To pass now to the next point, it would in my opinion be a most regrettable step to introduce that complete severance as regards the courses of training for the higher class elementary teacher and the secondary teacher which is recom-



mended in the Report. In England there has long been a "wall of partition" between elementary and secondary school teachers; but of recent years some attempt has been made, more or less successfully, to break it down. To endeavour to build it up in the Cape is a proposal that should be strongly opposed.

The Education Commission's Report runs thus:

It is almost universally agreed that for secondary teachers a separate training course is necessary.

The paragraph concludes with the following sentence:

Mr. Household, Director of Education to the Gloucester County Council, insists that in England such things as the training of elementary and secondary teachers together are not dreamt of, and that the elementary teacher has a different problem and a different standard from the secondary teacher.

If Mr. Household is accurately reported, he is strangely ignorant of what is being done in England, as the statement put in his mouth is quite incorrect. The new Provincial Universities, from which so much is hoped, have in most cases connected with them departments for the training of teachers—both elementary and secondary—, and in most of the classes for professional training and in some of the classes for academic instruction the two sets of teachers sit side by side. Indeed the main difference is that the course for secondary candidates must include instruction and practice in the methods of teaching their particular subject or subjects. There is no doubt about this fact, as we have certificated teachers from these Universities in our High Schools who have given me full details of their course of training.

But let us hear one of the best known of these Universities—Manchester—speak for itself on the subject:—

The courses for secondary and primary training have always been closely associated, and the policy of the instructors (while complying with Government Regulations, and duly recognising necessary distinctions between types of schools and types of teachers) has always been to assist both groups to understand the task of the other, and to share the common interests of the profession for which they are being prepared side by side.

There is worse than ignorance in the words attributed to Mr. Household; they breathe that spirit of class-segregation which is the chief cause of the social convulsions in the England of to-day; and nowhere is this spirit so apparent and so disintegrating in its influence as in English Education. If Labour is blamed, and rightly blamed, as avowedly selfish in its aims, what is to be thought of a governing class which in a great Department of State such as that of Public Education professes openness of promotion to ability and then privately and secretly by confidential circulars works for the interests of its own class. There is a touch of dishonour in such a policy and a great deal of folly. For on the inevitable exposure there has to be withdrawal, and distrust is intensified. Nor do the two great Universities need this protection; it is really harmful to them. Let them take on more the character of genuine national Universities and become to a lesser degree educational institutions for the wealthy classes.

I shall conclude these remarks with a relevant quotation from a really great educationist—the late Professor Paulsen of Berlin. He is speaking of the progressive growth of an organic system of national education in Germany:—

It has been pointed out that the realisation of another ideal is furthered in this way—I mean, the homogeneous organisation of the whole teaching profession. At present, it is true, the difference between teachers who have been educated at Training Colleges and those who have gone through a University is still emphasised now and then with some acerbity. But at the same time there cannot be the slightest doubt that the difference between the education of the two classes of teachers has diminished very considerably during the last hundred years. . . . The further extension of University studies, the institution of joint courses of instruction and conferences, and perhaps the establishment of a central Educational Council, which can, after all, only be a question of time, will further advance the national organisation of the whole teaching profession as a homogeneous body without gaps and chasms.

*Additional Notes.*

Since the above paragraphs were written the following information has been obtained and affords valuable confirmatory evidence.

The Commission in their recommendations on the training of elementary teachers were manifestly greatly influenced by the evidence of Mr. Household who put clearly before them the nature of the changes that were in process under the English Board of Education. The following extract is taken from the minutes of his evidence:—

4556. *Chairman*] Does the Department hold an examination for pupil teachers?—Yes. But the pupil teacher system is dying very fast.

4557. *Rev. Mr. Kettlewell*] With regard to obtaining a supply of efficient teachers, you have found it necessary to make the pupil teacher system a dead letter?—Yes, the principle is that you must educate your teacher, and that you cannot educate him and work him at the same time. Any child who wants to be a teacher enters a secondary school, some through scholarships and some sent by their parents, and nobody knows whether they are going to be teachers or not. At sixteen they remain at the cost of the Board of Education for another year until they are seventeen, then they can either go straight to a training college for two years, or can go out for one year as student teachers, when they spend the greater part of the time watching the teachers, and a certain part of the time in continuing their studies. Then at eighteen they go to the training college.

4558. How long do they stay at the training college?—Two years.

4559. *Mr. Jagger*] Have they to pay for their education?—No, the Board of Education pays for nearly everything. It costs somewhere about £18 or £20.

4560. *Rev. Mr. Kettlewell*] Roughly speaking they take to teaching when they are twenty and have got a very fair education?—Yes, and their views are broadened and the conceit taken out of them whereas the little pupil teacher has never mixed with others or measured his abilities against theirs. You must educate people who are going out to teach or you will pay for it in the end in your product. They have paid for it in England very dearly.

The Commission recommend that practically the same system as that here outlined be adopted in the Cape *with the additional requirement that candidate teachers before entering the Training College must have passed the Matriculation, or the Senior Certificate examination or an equivalent examination.*

It is of importance, therefore, to observe that the experience of the last two years has completely altered Mr. Household's attitude. In his last annual report he states that the Gloucester County Council have determined to return to the pupil teacher system. It seems that (1) the new system does not produce anything like an adequate supply of teachers, (2) the expense is excessive, (3) the new teachers, at any rate at starting, are inferior in teaching skill, and (4) they are unwilling to go to country schools.

The following passages taken from Mr. Household's report for 1911-1912, show clearly the position:—

For some years past the regulations of the Board of Education have encouraged entrance to the teaching profession through the Secondary School and discouraged entrance by any other means. At the time when the Board first adopted this policy there appeared to be much to be said in its favour. It certainly is most desirable that the intending teachers should have full leisure for study and should associate in school with pupils who intend to enter upon other occupations. The Pupil Teacher system even at its best, when efficient centres were provided for their instruction, had the very serious disadvantage of isolating at an early age intending teachers from other students and of depriving them of those amenities and influences of common life, outside as well as inside the class-room, through which every good school aims at producing an effect on character hardly less important to the future of its pupils than the effect of undivided attention to a course of studies, however liberal it may be. Under an ideal



system every intending teacher would undoubtedly have uninterrupted leisure during youth for study; pupil teachers would be unknown; and only teachers who were fully qualified by education and by training would be employed in the schools.

But the Board of Education, when they inaugurated the Bursar system did not sufficiently take into account the actual state of things. The Bursar system tends to produce certificated teachers only. But until much larger grants are forthcoming from the Board of Education this County, and many others with numbers of small rural schools to maintain, must continue to employ a large number of uncertificated teachers. These teachers under the Pupil Teacher system were largely drawn from among the older girls of the schools of the villages and smaller towns, and the Pupil Teacher system having been discouraged in every possible way has almost entirely ceased. Whether it is possible to revive it successfully is uncertain, but the *Education Committee have resolved to spare no effort in the attempt to do so.*

How serious the effect of the new system has been the following figures will demonstrate.

Here follows an arithmetical analysis of the situation, giving the figures for the last six years. The report then proceeds:—

But there is still another side to the question. The Bursar system may be ideally the best, but as was pointed out above it tends to produce only certificated assistants. And it must be added that the ex-bursars, whether certificated or uncertificated, have had so little practical experience, that at first they are in most cases undoubtedly inferior in teaching skill and in the power of maintaining discipline to those who were trained under the old Pupil Teacher system. As circumstances make it necessary to put them at once in charge of classes, Head Teachers have not the same opportunity of training them that they had when they began work as supernumeraries upon the staff; and it is to be feared that their classes suffer in consequence. A period of probationary training during which there are no conflicting interests to consider is essential to the efficient working of the Bursar system.

Now the employment of certificated assistants in the place of uncertificated assistants and supplementary teachers in the small schools of this county would ultimately cost more than £30,000 annually in additional salaries. Have the Board considered where this enormous sum is to come from? But unless they are prepared to pay the bill they must for the present fall back upon the older system, although they may consider it less desirable, and frankly aim for some time at producing a less highly educated grade of teachers for service in the smaller schools. It is easy to suggest that a certificated assistant could be put in to replace two uncertificated teachers without any serious increase in cost, but the exigencies of space often make such an arrangement impossible, and even where the accommodation would permit of it the diminution of attention to individual pupils occasioned by the increased size of the class often makes the arrangement undesirable.

And further it must not be forgotten that girls most of whom have been bred and all educated in the towns are not likely to settle down contentedly as assistants in remote villages.

For many years to come it will be necessary to look to country bred teachers for the staffing of the country schools. But that is precisely the source of supply which for the present has been cut off by the Board's Regulations. The country girls who a few years ago formed a large proportion of the pupil teachers are unable under present conditions to obtain entrance to the teaching profession.

Even if they were, and as a rule they are not, qualified for receipt of scholarships at the age of 12 the expense of a system of scholarships which would provide for school fees and boarding allowances for such a large number as 60 annually, would be altogether beyond the means of the Committee. While if the impossible were to happen and these children did obtain scholarships it is morally certain that a considerable number of them would never become teachers at all, and of the rest very few indeed would become uncertificated assistants, for after four or five years at a Secondary School they would pass on straight to the Training Colleges as do the present bursars.

The practical conclusion runs thus:

The Education Committee are doing what they can to meet the difficulties. They are offering during this year and succeeding years to engage 50 monitors of 14 years of age who will be educated and trained in the Elementary Schools by their Head Teachers with a view to their appointment as pupil teachers in two years' time.

All the difficulties experienced in working the new system in Gloucestershire would be found in a higher degree in the Cape—even without the added requirement of Matriculation, or its equivalent. Mr. Household's report therefore confirms what has been already said, that the carrying out of the Education Commission's recommendation would be ruinous to our supply of elementary teachers.

#### H.—SOME GENERAL OBSERVATIONS.

The Education Commission's report exhibits journalistic ability; it makes interesting reading, but it shows no real knowledge of school work, and its treatment of the Education Department is marked by grave injustice. The impression it produces, directly by suggestion and indirectly by omission, is that the main effort of the last 20 years has been directed to improving the machinery of organisation and that the other work accomplished has been of comparatively little importance. My connection with schools in South Africa goes back twenty-two years to 1890 when I was appointed Headmaster of the S.A. College School. I speak therefore from personal knowledge, and I shall simply enumerate those improvements in the school course introduced during the last twenty years that to my mind appear to be of first-class importance.

1. A three years' woodwork course of manual training has been successfully made an integral part of the boys' school course.
2. The Science teaching in schools has been changed from the memorising of an illustrated text book to individual practical work in the laboratory.
3. Singing, which had been practised only in a small minority of schools, has been made a marked feature of school life in every class of school and the study of instrumental music has been generally extended and advanced.
4. The teaching of Sewing has been greatly improved and extended, and a good commencement has been made towards constituting Cookery and Domestic Science an integral part of the girls' school course.
5. The teaching of Drawing has been placed on an entirely new and much more interesting and educative basis.
6. A good library has been established in every public school of a permanent type and in a large proportion of our small country schools.
7. The teaching in Infant classes has been completely changed in character. The Infant Department is now recognised as a separate and important department of school work.
8. A new type of school—the Industrial or Trade school—has been successfully introduced into our school system.
9. Physical training in all our larger girls' schools has been greatly improved and is now, in most cases, under the care of a specially trained and certificated teacher of physical culture.

The ground plan of our school system, it is true, has not been altered. It has been extended and developed but not fundamentally changed, as it was recognised that the system was suited to the people.

And indeed our educational system has justified itself by its results. To many people it will come as a surprise to learn that the Cape has a larger proportion of its population pursuing a college course, *i.e.* a course beyond matriculation, than even the most advanced parts of the United States. On reflection it should not be found surprising, for the white population in Cape Colony forms practically an upper class, and, as there is a great deal of administrative and professional work to be done, there is a large demand for educated men. At any rate out of a population numbering less than 600,000 we have between 1,300 and 1,400 students pursuing a course of higher education.



Our Cape students who go abroad do well and make themselves respected. The largest contingent is at Edinburgh; but there are smaller groups at the other Scotch Universities; there are a fairly large number at Cambridge, a growing number at Oxford, a fair number in London, and some at the Provincial Universities; there are also a certain number at Trinity College, Dublin. In Holland there are a fairly large number, and also in Germany, and a few in other European countries, and there are also a certain number at American Universities. They are so scattered that it is difficult to obtain full information about them. Some four years ago, however, the following items of information were collected. An Ex-President of the Students' Union at Edinburgh told me that at the M.B. examination the percentage of South African students who passed was larger than the percentage over the University and also that South African students had got a larger share of honours than their number entitled them to. According to a reliable authority also the percentage of South African students reading for Honours at Cambridge was considerably higher than the percentage of honour students over the University. In the same year I heard incidentally that two other South African students were first in their respective years at London Hospitals, that another had won a valuable travelling scholarship at Dublin, and that another had been appointed demonstrator in anatomy at Heidelberg.

If high places are considered, the first place in the Law Tripos at Cambridge has been taken by a South African student quite a notable number of times during the last 30 years or so, and very high places, including the first on two or three occasions, have been taken in the Edinburgh University Medical School during the same period.

The average Cape student abroad appears therefore to be better than the average student to be found there.

The reply to this conclusion is frequently that the comparison is not fair because only the cream of the South African students go abroad, and therefore the average ought to be higher. But the comparison is not unfair for this reason, that the number of Cape students who go abroad for further study forms roughly the same proportion of the population of the Cape that the total number of University students in the United Kingdom forms of the total population there.

An adverse criticism of Dr. Parkin, the Secretary of the Rhodes Bequest, has frequently been quoted against the Cape educational system. An unfavourable comparison was instituted between the academic achievements of the Rhodes scholars from the Cape and those from other parts of the world. This criticism was unjust though, I feel certain, unintentionally so. The fact was not taken into account that the conditions of election in the Cape are different from what they are elsewhere. Here the four scholarships given annually are confined to the pupils of four schools, and it frequently happens that the scholarships are awarded to students who have taken only a second or third class in the university examinations. If the scholarships had been open to all the students of the University, as they are open in other countries, the scholars would have been of higher academic standing.

It would be beyond the scope of these observations to notice the success of Cape students in professional life. One fact, however, has not received recognition. Fifteen years ago all the mining engineers in South Africa had been brought from abroad, largely from the United States; now the great majority are South Africans. And it was the Cape that took the leading part in the introduction of this branch of professional education.

It may be said that the facts mentioned in these last paragraphs stand to the credit of the colleges, and not of the schools; but this is a shallow view to take. Our educational system is one. If the colleges have grown, it is because all classes of schools have grown and have improved. Indeed, by far the greatest increase in the number of students has come—not from the town—but from the country; and it is due, if we trace it back to its source, to the labours of that army of Third Class certificated teachers working in small country schools on whom the Education Commission's Report passes a sentence of unmerited condemnation.

W. A. RUSSELL.

REPORT OF SUPERINTENDENT-GENERAL OF EDUCATION.

ANNEXURE I.

SCHOOL STATISTICS.

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1. ADMINISTRATION.

A. DIVISIONS INCLUDED IN INSPECTORS' CIRCUITS.

† INSPECTOR A. BAIN, M.A. Elliot Engcobo St. Mark's Xalanga	° INSPECTOR J. H. HOFMEYR, M.A. Clanwilliam Namaqualand Piquetberg Tulbagh Van Rhynsdorp Walfish Bay	† INSPECTOR T. W. REIN, M.A., Ph.D. Fort Beaufort Peddie Stockenström Victoria East
† INSPECTOR W. G. BENNIE, B.A. Albany Alexandria Bathurst Bedford	† INSPECTOR T. LOGIE, M.A., Ph.D. Glen Grey Queenstown Tarka	° INSPECTOR J. ROBERTSON. Ceres Laingsburg Montagu Robertson Sutherland Worcester
† INSPECTOR W. P. BOND, M.A. King William's Town	† INSPECTOR J. McLAREN, M.A. Butterworth Nqamakwe Tsono	° INSPECTOR O. J. S. SACHEL, M.A. Barkly West Kimberley Kuruman Mafeking Vryburg
° INSPECTOR D. CRAIB, M.A. Cape Town Green and Sea Point	† INSPECTOR W. MILNE, M.A., B.Sc. Port Elizabeth Steytlerville Uitenhage	† INSPECTOR A. SCOTT, B.A. Humansdorp Knysna Uniondale
† INSPECTOR J. CRAIB, M.A. Cradock Graaff-Reinet Maraisburg Pearston Somerset East	° INSPECTOR J. MITCHELL. George Mossel Bay Oudtshoorn	† INSPECTOR E. J. SPURWAY, B.A. Albert Colesberg Hanover Middelburg Molteno Steynsburg
° INSPECTOR W. FREEMAN, B.A. Aberdeen Beaufort West Jansenville Prince Albert Willowmore	° INSPECTOR E. NOAKS, M.A. Cape Suburbs and District	° INSPECTOR G. P. THERON, B.A. Bredasdorp Caledon Stellenbosch
° INSPECTOR T. S. GOLIGHTLY, B.A. Malmesbury Paarl	† INSPECTOR N. PORTER, M.A. Bizana Flagstaff Lusikisiki Matatiele Mount Ayliff Mount Currie Umzimkulu	† INSPECTOR J. G. TOOKE, B.A. Libode Mqanduli Ngqeleni Port St. John Tsolo Umtata
° INSPECTOR G. C. GRANT, M.A. Britstown Gordonia Hay Herbert Hopetown Kenhardt Philipstown Prieska	† INSPECTOR J. S. PRESSLY, M.A. Aliwal North Barkly East Herschel Wodehouse	° INSPECTOR C. E. Z. WATER- MEYER, B.A., LL.B. Ladismith Riversdale Swellendam
† INSPECTOR W. H. H. GREEN, B.A. Maclear Mount Fletcher Mount Frere Ntabankulu Qumbu	† INSPECTOR R. REIN. B.Sc. Elliotdale Idutywa Kentani Willowvale	† INSPECTOR J. YOUNG, M.A., B.Sc. Cathcart East London Kongha Stutterheim
° INSPECTOR G. HAGEN, B.A. Calvinia Carnarvon Fraserburg Murraysburg Richmond Victoria West		

† Indicates an Eastern Province Circuit.    ° Indicates a Western Province Circuit.

Inspector of High Schools ... ..	W. A. RUSSELL, M.A.
Inspector of Training Colleges ... ..	H. J. ANDERSON, M.A.
Organising Officer for North-Western Districts ... ..	REV. A. D. LUCKHOFF, B.A.
Inspector in Dutch ... ..	F. S. N. GIE, B.A.
Relieving Inspector and Inspector in Dutch ... ..	B. J. HAARHOFF, M.A., Ph.D.

B. DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

<i>Domestic Economy:</i> Miss M. C. McIVER.	<i>Needlework:</i> Miss A. M. COGAN, Native Territories. Miss H. D. FUECHSEL, Western Province. Miss E. SOLOMON, Eastern Province.
<i>Drawing:</i> Mr. W. W. RAWSON, A.R.C.A., Western Province. Mr. H. CHRISTIE SMITH, A.R.C.A., Eastern Province.	<i>Vocal Music:</i> Mr. F. FARRINGTON, Eastern Province. Mr. A. LEE, Western Province.
<i>Kindergarten:</i> Miss M. ADAMSON, Western Province. Miss E. M. SWAIN, Eastern Province.	<i>Woodwork:</i> Mr. F. T. MORRISON, M.I.Mech.E., Eastern Province. Mr. C. S. YOUNG, Western Province.
<i>Elementary Agriculture:</i> Mr. A. B. LAMONT, M.A., B.Sc.	

2.—SUPPLY OF SCHOOLS.

A.—CLASSIFICATION OF SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1911.

ARRANGED ACCORDING TO DIVISIONS.

DIVISION.	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total 1911.	Total 1910.	Increase.
<i>SUMMARY.</i>														
Province excluding Territories ...	23	91	100	1058	2	24	853	288	735	5	6	3185	2988	197
Territories ...	...	2	4	44	...	...	44	19	...	7	852	972	957	15
TOTAL, 1911 Do., 1910 ...	23	93	104	1102	2	24	897	307	735	12	858	4157	...	...
Increase 1911... Do., 1910	3	2	...	158	...	5	...	11	19	2	12	...	...	212
	2	...	3	68	-2	...	53	20	23	-1	51	...	...	217
Aberdeen ...	...	...	1	1	...	...	13	1	2	...	...	18	18	...
Albany ...	3	2	3	17	...	1	17	1	11	...	1	56	52	4
Albert ...	...	1	1	6	...	...	32	3	3	...	...	46	45	-1
Alexandria ...	...	...	1	17	...	...	4	...	...	...	...	22	25	3
Aliwal North ...	...	1	2	11	...	1	26	5	4	...	...	50	46	4
Barkly East ...	...	1	...	15	...	...	20	2	4	...	...	42	41	1
Barkly West ...	...	...	...	5	...	...	1	8	10	...	...	24	22	2
Bathurst ...	...	...	2	10	...	...	4	...	6	...	...	22	19	3
Beaufort West ...	2	...	7	...	...	...	20	1	4	...	...	34	29	5
Bedford ...	...	1	...	2	...	...	10	1	5	...	...	19	18	1
Bredasdorp ...	...	...	2	12	...	...	18	5	5	...	...	42	42	...
Britstown ...	...	1	1	...	...	...	14	...	3	...	...	19	17	2
Caledon ...	...	2	...	19	...	...	18	17	11	...	...	67	66	1
Calvinia ...	...	1	...	21	...	...	13	5	2	...	...	42	33	9
Cape Suburbs and District ...	...	6	12	37	...	5	5	...	55	...	...	120	119	1
Cape Town, Green and Sea Point ...	9	7	5	14	1	8	...	...	12	...	...	56	50	6
Carnarvon ...	...	1	...	6	...	...	15	...	1	...	...	23	20	3
Cathcart ...	...	1	...	6	...	...	16	...	2	...	...	25	22	3
Ceres ...	...	1	1	6	...	...	24	...	2	...	...	34	35	-1
Clanwilliam ...	...	...	1	11	...	...	15	10	4	...	...	41	39	2
Colesberg ...	...	1	1	3	...	...	14	1	2	...	...	22	21	1
Cradock ...	...	2	...	17	...	...	24	2	4	...	...	49	48	1
East London ...	...	2	3	22	...	2	3	2	12	...	...	46	45	1
Fort Beaufort ...	1	2	...	5	...	...	10	6	13	1	...	38	38	...
Fraserburg ...	...	...	1	3	...	...	16	...	1	...	...	21	24	-3
George ...	...	2	1	7	...	...	1	20	6	...	...	37	32	5
Glen Grey ...	...	...	...	1	...	...	3	1	52	...	...	57	55	2
Gordonia ...	...	...	1	3	...	...	1	3	3	...	...	11	10	1
Graaff-Reinet ...	1	2	1	7	...	...	24	6	8	...	...	49	48	1
Hanover ...	...	...	1	2	...	...	8	...	2	...	...	13	11	2
Hay ...	...	...	...	10	...	...	9	...	1	...	...	20	19	1
Herbert ...	...	...	...	9	...	...	12	...	1	...	...	22	17	5
Herschel ...	...	...	...	1	...	...	1	...	41	1	...	44	44	...
Hopetown ...	...	...	1	3	...	...	17	1	2	...	...	24	25	-1
Humansdorp ...	...	...	1	24	...	...	6	19	9	...	...	59	51	8
Jansenville ...	...	...	1	25	...	...	8	5	3	...	...	42	37	5
Kenhardt ...	...	...	1	7	...	...	6	4	...	...	...	18	28	-10
Kimberley ...	...	3	4	17	...	3	1	1	9	...	...	38	36	2
King William's Town ...	...	2	3	24	...	...	3	2	107	1	1	143	136	7
Knysna ...	...	...	2	6	...	...	1	23	8	...	...	40	38	2
Kongha ...	...	...	1	3	...	...	10	1	4	...	...	19	16	3
Kuruman ...	...	...	...	6	...	...	5	...	1	...	...	12	9	3
Ladismith ...	...	1	...	17	...	...	5	7	4	...	...	34	31	3
Laingsburg ...	...	...	1	3	...	...	11	5	1	...	...	21	19	2
Mafeking ...	...	...	1	8	...	...	2	...	8	...	...	19	15	4
Malmesbury ...	...	2	6	44	...	...	6	...	13	...	...	71	64	7
Maraisburg ...	...	...	1	1	...	...	12	...	1	...	...	15	9	6
Middelburg ...	...	1	...	8	...	...	15	1	4	...	...	29	28	1
Molteno ...	...	1	...	7	...	...	6	4	1	...	...	19	17	2
Montagu ...	...	1	...	10	...	...	3	4	2	...	...	20	18	2



NUMBER OF SCHOOLS.

A.—(cont.)—CLASSIFICATION OF SCHOOLS, IN OPERATION AT 30TH SEPTEMBER, 1911.

ARRANGED ACCORDING TO DIVISIONS.

DIVISION.	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total 1911.	Total 1910.	In-crease.	
Mossel Bay ...	...	2	...	19	...	...	2	5	5	...	...	33	33	...	
Murraysburg ...	...	1	...	1	...	...	11	...	1	...	...	14	13	1	
Namaqualand ...	...	...	...	9	1	...	4	6	17	...	...	37	29	8	
Oudtshoorn ...	...	2	2	64	...	...	3	9	9	...	...	89	86	3	
Paarl ...	2	7	7	12	...	...	5	2	20	...	...	55	50	5	
Pearston ...	...	...	1	2	...	...	9	4	1	...	...	17	14	3	
Peddie ...	...	...	1	11	...	...	8	1	26	...	...	47	44	3	
Philipstown ...	...	1	1	...	...	...	11	...	2	...	...	15	16	-1	
Piquetberg ...	...	1	1	49	...	...	3	...	6	...	...	60	53	7	
Port Elizabeth	2	3	4	14	...	3	1	1	12	...	...	40	40	...	
Prieska ...	...	...	1	...	...	...	26	1	2	...	...	30	24	6	
Prince Albert ...	...	1	...	7	...	...	5	3	2	...	...	18	15	3	
Queenstown ...	...	2	1	11	...	...	19	1	30	...	...	64	65	-1	
Richmond ...	...	1	...	...	...	...	10	...	1	...	...	12	10	2	
Riversdale ...	...	2	1	40	...	...	13	14	8	...	...	78	73	5	
Robertson ...	...	1	1	11	...	...	4	6	4	...	...	27	27	...	
Somerset East...	...	2	...	18	...	...	29	5	9	...	...	63	52	11	
Stellenbosch ...	1	4	1	9	...	...	3	...	13	...	...	31	31	...	
Steynsburg ...	...	...	1	2	...	...	8	...	1	...	...	12	11	1	
Steytlerville ...	...	...	1	9	...	...	10	6	1	...	...	27	20	7	
Stockenström ...	...	...	1	13	...	...	...	1	7	...	...	22	20	2	
Stutterheim ...	...	...	2	6	...	...	6	...	18	1	1	34	31	3	
Sutherland ...	...	...	1	...	...	...	14	...	...	...	...	15	17	-2	
Swellendam ...	...	1	1	20	...	...	17	10	9	...	...	58	59	-1	
Tarka ...	...	1	...	10	...	...	12	1	6	...	...	30	28	2	
Tulbagh ...	...	1	...	10	...	...	1	...	7	...	...	19	16	3	
Uitenhage ...	1	2	1	41	...	1	15	...	9	...	...	70	65	5	
Uniondale ...	...	1	...	30	...	...	1	11	2	...	...	45	41	4	
Van Rhynsdorp ...	...	...	1	7	...	...	4	8	2	...	...	22	18	4	
Victoria East ...	...	1	1	3	...	...	6	1	17	1	2	32	33	-1	
Victoria West...	...	1	...	3	...	...	17	1	1	...	...	23	23	...	
Vryburg ...	...	...	1	16	...	...	18	...	6	...	1	42	40	2	
Willowmore ...	...	...	1	22	...	...	11	3	2	...	...	39	37	2	
Wodehouse ...	...	1	1	40	...	...	15	10	7	...	...	74	69	5	
Worcester ...	3	2	1	23	...	...	4	1	3	...	...	37	38	-1	
<b>TERRITORIES.</b>															
<i>Magistracy.</i>															
Bizana ...	...	...	...	1	...	...	...	...	...	...	7	8	9	-1	
Butterworth ...	...	1	...	...	...	...	1	...	...	...	26	28	27	1	
Elliot ...	...	...	1	6	...	...	6	12	...	...	3	28	28	...	
Elliotdale ...	...	...	...	...	...	...	1	...	...	...	5	6	10	-4	
Engcobo ...	...	...	1	...	...	...	3	1	...	2	56	63	67	-4	
Flagstaff ...	...	...	1	...	...	...	...	...	...	...	17	18	17	1	
Idutywa ...	...	...	1	...	...	...	2	...	...	...	26	29	27	2	
Kentani ...	...	...	1	...	...	...	40	43	46	...	...	40	43	-3	
Libode ...	...	...	1	...	...	...	12	13	11	...	...	12	11	2	
Lusikisiki ...	...	...	1	...	...	...	14	15	14	...	...	14	15	1	
Maclear ...	...	...	10	...	...	...	7	...	...	...	5	22	15	7	
Matatiele ...	...	1	2	...	...	...	1	2	...	1	40	47	48	-1	
Mount Ayliff ...	...	...	1	...	...	...	22	24	23	...	...	22	24	23	1
Mount Currie...	...	1	4	...	...	...	13	26	25	...	...	13	26	25	1
Mount Fletcher	...	...	2	...	...	...	38	41	40	...	...	38	41	40	1
Mount Frere ...	...	...	1	...	...	...	56	57	55	...	...	56	57	55	2
Mqanduli ...	...	...	1	...	...	...	31	34	38	...	...	31	34	38	-4
Ngqeleni ...	...	...	1	...	...	...	15	17	12	...	1	15	17	12	5
Nqamakwe ...	...	...	1	...	...	...	59	61	62	...	1	59	61	62	-1
Ntabankulu ...	...	...	...	...	...	...	15	15	15	...	...	15	15	15	...
Port St. John ...	...	...	1	...	...	...	5	6	4	...	...	5	6	4	2
Qumbu... ..	...	...	1	...	...	...	55	57	56	...	1	55	57	56	1
St. Mark's ...	...	...	2	...	...	...	36	41	41	...	...	36	41	41	...
Tsolo ...	...	...	1	...	...	...	52	53	52	...	...	52	53	52	1
Tsomo ...	...	...	1	...	...	...	34	35	35	...	...	34	35	35	...
Umtata ...	1	...	...	...	...	...	49	55	52	...	1	49	55	52	3
Umzimkulu ...	...	...	1	...	...	...	49	54	52	...	...	49	54	52	2
Walfish Bay ...	...	...	...	...	...	...	...	...	...	...	...	...	1	-1	...
Willowvale ...	...	...	1	...	...	...	47	49	50	...	...	47	49	50	-1
Xalanga ...	...	...	1	...	...	...	25	27	25	...	...	25	27	25	2

SUPPLY OF SCHOOLS.

B.—SCHOOLS OPENED DURING THE YEAR ENDING 30TH SEPTEMBER, 1911.

ARRANGED ACCORDING TO DIVISIONS.

DIVISIONS.	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total 1911.	Total 1910.
<i>SUMMARY.</i>													
Province, excluding Territories ...	4	...	...	161	...	7	320	40	53	...	...	585	527
Territories ...	...	...	...	10	...	...	15	3	...	1	56	85	131
TOTAL, 1911	4	...	...	171	...	7	335	43	53	1	56	670	...
Do., 1910	4	2	1	106	...	7	335	44	68	...	91	...	658
Increase	...	-2	-1	65	...	...	...	-1	-15	1	-35	12	...
Aberdeen ...	...	...	...	1	...	...	4	...	1	...	...	6	3
Albany ...	...	...	...	2	...	1	4	...	...	...	...	7	6
Albert ...	...	...	...	2	...	...	12	...	...	...	...	14	11
Alexandria ...	...	...	...	1	...	...	1	...	...	...	...	2	7
Aliwal North ...	...	...	...	4	...	1	10	...	1	...	...	16	13
Barkly East...	...	...	...	2	...	...	9	...	2	...	...	13	12
Barkly West	...	...	...	2	...	...	...	1	2	...	...	5	3
Bathurst ...	...	...	...	4	...	...	...	...	...	...	...	4	2
Beaufort West	...	...	...	2	...	...	13	...	...	...	...	15	6
Bedford ...	...	...	...	...	...	...	4	...	...	...	...	4	4
Bredasdorp ...	...	...	...	2	...	...	3	...	1	...	...	6	4
Britstown ...	...	...	...	...	...	...	5	...	...	...	...	5	6
Caledon ...	...	...	...	2	...	...	3	1	1	...	...	7	7
Calvinia ...	...	...	...	8	...	...	7	3	...	...	...	18	7
Cape Suburbs and District ...	...	...	...	1	...	1	1	...	1	...	...	4	9
Cape Town, Green and Sea Point ...	3	...	...	...	...	2	...	...	1	...	...	6	6
Carnarvon ...	...	...	...	1	...	...	10	...	...	...	...	11	12
Cathcart ...	...	...	...	1	...	...	2	...	...	...	...	3	2
Ceres ...	...	...	...	...	...	...	4	...	...	...	...	4	4
Clanwilliam ...	...	...	...	...	...	...	6	4	...	...	...	10	17
Colesberg ...	...	...	...	...	...	...	8	...	...	...	...	8	8
Cradock ...	...	...	...	1	...	...	7	...	...	...	...	8	18
East London ...	...	...	...	1	...	1	1	1	...	...	...	4	4
Fort Beaufort ...	...	...	...	...	...	...	3	...	1	...	...	4	5
Fraserburg ...	...	...	...	...	...	...	11	...	...	...	...	11	11
George ...	...	...	...	1	...	...	...	4	...	...	...	5	3
Glen Grey ...	...	...	...	...	...	...	1	1	2	...	...	4	5
Gordonia ...	...	...	...	...	...	...	...	2	...	...	...	2	2
Graaff-Reinet ...	...	...	...	1	...	...	6	1	1	...	...	9	9
Hanover ...	...	...	...	...	...	...	5	...	...	...	...	5	3
Hay ...	...	...	...	3	...	...	5	...	...	...	...	8	10
Herbert ...	...	...	...	...	...	...	6	...	...	...	...	7	7
Herschel ...	...	...	...	...	...	...	...	...	2	...	...	2	2
Hopetown ...	...	...	...	...	...	...	8	...	...	...	...	8	7
Humansdorp ...	...	...	...	3	...	...	5	6	1	...	...	15	7
Jansenville ...	...	...	...	10	...	...	5	...	...	...	...	15	12
Kenhardt ...	...	...	...	1	...	...	1	2	...	...	...	4	12
Kimberley ...	...	...	...	3	...	...	1	1	1	...	...	6	5
King William's Town	...	...	...	4	...	...	...	...	10	...	...	14	11
Knysna ...	...	...	...	1	...	...	...	1	2	...	...	4	3
Komgha ...	...	...	...	3	...	...	4	...	...	...	...	7	6
Kuruman ...	...	...	...	2	...	...	3	...	...	...	...	5	7
Ladismith ...	...	...	...	3	...	...	4	2	...	...	...	9	5
Laingsburg ...	...	...	...	...	...	...	5	...	...	...	...	5	7
Mafeking ...	...	...	...	3	...	...	1	...	1	...	...	5	4
Malmesbury ...	...	...	...	6	...	...	3	...	1	...	...	10	7
Maraisburg ...	...	...	...	...	...	...	6	...	1	...	...	7	...
Middelburg...	...	...	...	1	...	...	3	...	1	...	...	5	14
Molteno ...	...	...	...	2	...	...	4	...	...	...	...	6	3
Montagu ...	...	...	...	2	...	...	1	...	...	...	...	3	5
Mossel Bay...	...	...	...	1	...	...	1	2	...	...	...	4	3
Murraysburg ...	...	...	...	...	...	...	3	...	...	...	...	3	2
Namaqualand ...	...	...	...	3	...	...	4	1	2	...	...	10	4



## SUPPLY OF SCHOOLS.

B.—(cont.)—SCHOOLS OPENED DURING THE YEAR ENDING  
30TH SEPTEMBER, 1911.

ARRANGED ACCORDING TO DIVISIONS.

DIVISIONS.	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total 1911.	Total 1910.
Oudtshoorn ...				2				2	1			5	8
Paarl...							2		3			5	3
Pearston ...							5	1				6	...
Peddie ...							2		2			4	5
Philipstown ...							5		1			6	9
Piquetberg ...				8			1					9	2
Port Elizabeth ...				2					1			3	5
Prieska ...							11					11	10
Prince Albert ...				3			3					6	2
Queenstown ...							7		1			8	11
Richmond ...							4					4	1
Riversdale ...				4			4					8	5
Robertson ...				1			1					2	1
Somerset East ...				2			14		1			17	10
Stellenbosch ...							1					1	1
Steynsburg ...				1			2					3	3
Steytlerville ...				5			5					10	4
Stockenstrom ...				3					1			4	3
Stutterheim... ..				2			1					3	8
Sutherland ...							7					7	3
Swellendam ...							3	1				4	5
Tarka ...				2			5					7	6
Tulbagh ...				2					1			3	...
Uitenhage ...				6		1	2		2			11	13
Uniondale ...				7								7	4
Van Rhynsdorp ...							1	3				4	3
Victoria East ...							1					1	3
Victoria West ...							4					4	7
Vryburg ...				4			10					14	14
Willowmore ...				8			2					10	8
Wodehouse ...				8			4		2			14	13
Worcester ...	1			1								2	5
<b>TERRITORIES.</b>													
<i>Magistracy.</i>													
Bizana ...												...	1
Butterworth ...											1	1	1
Elliot ...				2			3	2			1	8	11
Elliotdale ...												...	1
Engcobo ...								1			2	3	12
Flagstaff ...											2	2	5
Idutywa ...							1				1	2	3
Kentani ...											1	1	5
Libode ...				1							2	3	2
Lusikisiki ...											2	2	1
Maclear ...				5			5				...	10	4
Matatiele ...										1	3	4	4
Mount Ayliff ...											1	1	6
Mount Currie ...				2			3				2	7	10
Mount Fletcher ...											4	4	13
Mount Frere ...											4	4	8
Mqanduli ...											1	1	2
Ngqeleni ...											6	6	1
Nqamakwe ...											1	1	3
Ntabankulu... ..											...	...	1
Port St. John ...											2	2	2
Qumbu ...											4	4	9
St. Mark's ...							1				2	3	5
Tsolo ...											2	2	4
Tsomo ...											...	...	...
Umtata ...											4	4	4
Umzimkulu... ..							2				2	4	9
Walfish Bay ...											...	...	1
Willowvale ...											3	3	3
Xalanga ...											3	3	...

## SUPPLY OF SCHOOLS.

C.—SCHOOLS CLOSED DURING THE YEAR ENDING 30TH SEPTEMBER, 1911.

ARRANGED ACCORDING TO DIVISIONS.

DIVISION.	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total 1911.	Total 1910.
<b>SUMMARY.</b>													
Province excluding Territories ...	...	...	1	67	...	2	262	22	34	...	...	388	380
Territories ...	1	...	...	8	...	...	16	2	...	...	43	70	61
TOTAL, 1911 ...	1	...	1	75	...	2	278	24	34	...	43	458	...
Do., 1910 ...	2	1	...	75	2	7	246	21	46	...	41	...	441
Increase ...	-1	-1	1	...	-2	-5	32	3	-12	...	2	17	...
Aberdeen ...	...	...	...	1	...	...	5	...	...	...	...	6	8
Albany ...	...	...	...	...	...	...	3	...	...	...	...	3	5
Albert ...	...	...	...	1	...	...	11	...	1	...	...	13	7
Alexandria ...	...	...	...	2	...	...	1	...	2	...	...	5	...
Aliwal North ...	...	...	...	...	...	...	12	...	...	...	...	12	6
Barkly East ...	...	...	...	4	...	...	7	...	1	...	...	12	7
Barkly West ...	...	...	...	...	...	...	2	1	...	...	...	3	4
Bathurst ...	...	...	...	...	...	...	...	...	1	...	...	1	1
Beaufort West... ..	...	...	...	3	...	...	7	...	...	...	...	10	10
Bedford ...	...	...	...	...	...	...	3	...	...	...	...	3	3
Bredasdorp ...	...	...	...	1	...	...	4	...	1	...	...	6	1
Britstown ...	...	...	...	...	...	...	3	...	...	...	...	3	3
Caledon ...	...	...	...	...	...	...	4	2	...	...	...	6	4
Calvinia ...	...	...	...	3	...	...	5	1	...	...	...	9	6
Cape Suburbs and District ...	...	...	...	...	...	1	1	...	1	...	...	3	4
Cape Town, Green and Sea Point ...	...	...	...	...	...	...	...	...	...	...	...	...	3
Carnarvon ...	...	...	...	1	...	...	7	...	...	...	...	8	7
Cathcart ...	...	...	...	...	...	...	...	...	...	...	...	...	5
Ceres ...	...	...	...	1	...	...	4	...	...	...	...	5	3
Clanwilliam ...	...	...	...	...	...	...	4	4	...	...	...	8	7
Colesberg ...	...	...	...	1	...	...	6	...	...	...	...	7	6
Cradock ...	...	...	...	...	...	...	7	...	...	...	...	7	14
East London ...	...	...	...	...	...	...	1	...	2	...	...	3	4
Fort Beaufort ...	...	...	...	1	...	...	3	...	...	...	...	4	1
Fraserburg ...	...	...	...	...	...	...	14	...	...	...	...	14	8
George ...	...	...	...	...	...	...	...	...	...	...	...	...	1
Glen Grey ...	...	...	...	...	...	...	...	...	2	...	...	2	2
Gordonia ...	...	...	...	...	...	...	1	...	...	...	...	1	1
Graaff-Reinet ...	...	...	...	...	...	...	7	1	...	...	...	8	8
Hanover ...	...	...	...	...	...	...	3	...	...	...	...	3	4
Hay ...	...	...	...	1	...	...	6	...	...	...	...	7	7
Herbert ...	...	...	...	...	...	...	1	...	1	...	...	2	6
Herschel ...	...	...	...	...	...	...	...	...	2	...	...	2	3
Hopetown ...	...	...	...	...	...	...	9	...	...	...	...	9	4
Humansdorp ...	...	...	...	...	...	...	1	5	1	...	...	7	8
Jansenville ...	...	...	...	6	...	...	4	...	...	...	...	10	5
Kenhardt ...	...	...	...	...	...	...	14	...	...	...	...	14	3
Kimberley ...	...	...	...	...	...	...	2	2	...	...	...	4	5
King William's Town ...	...	...	...	...	...	...	2	...	5	...	...	7	15
Knysna ...	...	...	...	...	...	...	...	1	1	...	...	2	...
Komgha ...	...	...	...	2	...	...	2	...	...	...	...	4	2
Kuruman ...	...	...	...	...	...	...	1	1	...	...	...	2	5
Ladismith ...	...	...	...	3	...	...	2	1	...	...	...	6	4
Laiingsburg ...	...	...	...	...	...	...	3	...	...	...	...	3	1
Mafeking ...	...	...	...	...	...	...	...	...	1	...	...	1	3
Malmesbury ...	...	...	...	2	...	...	1	...	...	...	...	3	6
Maraisburg ...	...	...	...	...	...	...	1	...	...	...	...	1	...
Middelburg ...	...	...	...	1	...	...	3	...	...	...	...	4	8
Molteno ...	...	...	...	1	...	...	3	...	...	...	...	4	6
Montagu ...	...	...	...	1	...	...	...	...	...	...	...	1	2
Mossel Bay ...	...	...	...	2	...	...	...	1	1	...	...	4	2
Murraysburg ...	...	...	...	...	...	...	2	...	...	...	...	2	3
Namaqualand ...	...	...	...	...	...	...	2	...	...	...	...	2	6
Oudtshoorn ...	...	...	...	1	...	...	1	...	...	...	...	2	5
Paarl ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pearston ...	...	...	...	...	...	...	3	...	...	...	...	3	...
Peddie ...	...	...	...	...	...	...	...	...	1	...	...	1	3
Philipstown ...	...	...	...	...	...	...	6	...	1	...	...	7	5
Piquetberg ...	...	...	...	2	...	...	...	...	...	...	...	2	3
Port Elizabeth ...	...	...	...	1	...	...	...	...	2	...	...	3	5
Prieska ...	...	...	...	...	...	...	5	...	...	...	...	5	14
Prince Albert ...	...	...	...	2	...	...	1	...	...	...	...	3	1



SUPPLY OF SCHOOLS.

C.—(cont.)—SCHOOLS CLOSED DURING THE YEAR ENDING 30TH SEPTEMBER, 1911.

ARRANGED ACCORDING TO DIVISIONS.

DIVISION.	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total 1911.	Total 1910.
Queenstown ...	...	...	...	3	...	...	6	...	...	...	...	9	5
Richmond ...	...	...	...	...	...	...	2	...	...	...	...	2	2
Riversdale ...	...	...	...	2	...	...	...	1	...	...	...	3	8
Robertson ...	...	...	...	1	...	...	1	...	...	...	...	2	...
Somerset East ...	...	...	...	1	...	...	4	...	1	...	...	6	10
Stellenbosch ...	...	...	...	...	...	...	1	...	...	...	...	1	...
Steynsburg ...	...	...	...	...	...	...	2	...	...	...	...	2	6
Steytlerville ...	...	...	...	...	...	...	3	...	...	...	...	3	3
Stockenstrom ...	...	...	...	...	...	...	...	...	2	...	...	2	1
Stutterheim ...	...	...	...	...	...	...	...	...	...	...	...	...	4
Sutherland ...	...	...	...	...	...	...	9	...	...	...	...	9	7
Swellendam ...	...	...	...	...	...	...	4	1	...	...	...	5	2
Tarka ...	...	...	...	1	...	...	4	...	...	...	...	5	12
Tulbagh ...	...	...	...	...	...	...	...	...	...	...	...	...	2
Uitenhage ...	...	...	...	2	...	1	3	...	...	...	...	6	7
Uniondale ...	...	...	...	1	...	...	1	...	1	...	...	3	1
Van Rhynsdorp ...	...	...	...	...	...	...	...	...	...	...	...	...	1
Victoria East ...	...	...	...	...	...	...	...	...	2	...	...	2	1
Victoria West ...	...	...	...	...	...	...	4	...	...	...	...	4	5
Vryburg ...	...	...	...	5	...	...	6	...	1	...	...	12	8
Willowmore ...	...	...	...	3	...	...	5	...	...	...	...	8	6
Wodehouse ...	...	...	...	5	...	...	4	...	...	...	...	9	5
Worcester ...	...	...	...	...	...	...	3	...	...	...	...	3	1
TERRITORIES:													
Magistracy.													
Bizana ...	...	...	...	...	...	...	...	...	...	...	1	1	...
Butterworth ...	...	...	...	...	...	...	...	...	...	...	...	...	1
Elliot ...	...	...	...	1	...	...	4	1	...	...	...	2	8
Elliotdale ...	...	...	...	...	...	...	2	...	...	...	...	2	4
Engcobo ...	...	...	...	...	...	...	1	...	...	...	...	6	7
Flagstaff ...	...	...	...	...	...	...	...	...	...	...	...	1	1
Idutywa ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kentani... ..	...	...	...	...	...	...	...	...	...	...	...	4	2
Libode ...	...	...	...	1	...	...	...	...	...	...	...	1	1
Lusikisiki ...	...	...	...	...	...	...	...	...	...	...	...	1	1
Maclear ...	...	...	...	2	...	...	1	...	...	...	...	3	4
Matatiele ...	...	...	...	...	...	...	2	...	...	...	...	3	5
Mount Ayliff ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mount Currie ...	1	...	...	1	...	...	3	...	...	...	...	1	6
Mount Fletcher ...	...	...	...	2	...	...	...	...	...	...	...	1	3
Mount Frere ...	...	...	...	...	...	...	1	...	...	...	...	1	2
Mqanduli ...	...	...	...	...	...	...	...	...	...	...	...	5	5
Ngqeleni ...	...	...	...	...	...	...	...	...	...	...	...	1	1
Nqamakwe ...	...	...	...	...	...	...	1	...	...	...	...	1	2
Ntabankulu ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Port St. John ...	...	...	...	...	...	...	...	...	...	...	...	...	1
Qumbu ...	...	...	...	...	...	...	...	...	...	...	...	3	3
St. Mark's ...	...	...	...	...	...	...	1	...	...	...	...	2	3
Tsolo ...	...	...	...	...	...	...	...	...	...	...	...	1	1
Tsomo ...	...	...	...	...	...	...	...	...	...	...	...	...	1
Umtata ...	...	...	...	...	...	...	1	...	...	...	...	...	2
Umzimkulu ...	...	...	...	...	...	...	...	...	...	...	...	2	2
Walfish Bay ...	...	...	...	1	...	...	...	...	...	...	...	...	1
Willowvale ...	...	...	...	...	...	...	...	...	...	...	...	4	4
Xalanga... ..	...	...	...	...	...	...	...	...	...	...	...	1	1

D.—CLASSIFICATION OF SCHOOLS WHOSE GRADES WERE CHANGED DURING THE YEAR ENDING 30TH SEPTEMBER, 1911.

	CLASS OF SCHOOL.											Total.
	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	
Later Classification ...	...	2	3	79	...	...	12	3	...	1	...	100
Earlier Classification ...	...	...	2	17	...	...	69	11	...	...	1	100
Increase ...	...	2	1	62	...	...	-57	-8	...	1	-1	...

SUPPLY OF SCHOOLS.

E.—CLASSIFICATION OF SCHOOLS IN OPERATION AT 30TH SEPTEMBER 1911.

ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Inspector.	Sp.	A1	A2	A3	D	E	P.F.	Poor.	B	Cl	C	Total 1911.	Total 1910.	Increase.	
Bain... ..	...	...	1	10	...	...	12	14	...	2	120	159	161	-2	
Bennie ...	3	3	6	46	...	1	35	2	22	...	1	119	114	5	
Bond ...	...	2	3	24	...	...	3	2	107	1	1	143	136	7	
Craib, D. ...	9	7	5	14	1	8	...	...	12	...	...	56	50	6	
Craib, J. ...	1	6	3	45	...	...	98	17	23	...	...	193	171	22	
Freeman ...	...	3	3	62	...	...	57	13	13	...	...	151	136	15	
Golightly ...	2	9	13	56	...	...	11	2	33	...	...	126	114	12	
Grant ...	...	2	6	32	...	...	96	9	14	...	...	159	156	3	
Green ...	...	...	...	14	...	...	8	...	...	1	169	192	181	11	
Hagen ...	...	5	1	34	...	...	82	6	7	...	...	135	123	12	
Hofmeyr ...	...	2	3	86	1	...	27	24	36	...	...	179	156	23	
Logie ...	...	3	1	22	...	...	34	3	88	...	...	151	148	3	
McLaren ...	...	1	...	2	...	...	1	...	...	1	119	124	124	...	
Milne ...	3	5	6	64	...	4	26	7	22	...	...	137	125	12	
Mitchell ...	...	6	3	90	...	...	6	34	20	...	...	159	151	8	
Noaks ...	...	6	12	37	...	5	5	...	55	...	...	120	119	1	
Porter ...	...	...	2	11	...	...	13	3	...	1	162	192	188	4	
Pressly ...	...	3	3	67	...	...	1	62	17	56	1	...	210	200	10
Rein, R. ...	...	...	1	2	...	...	6	...	...	...	118	127	133	-6	
Rein, T. W. ...	1	3	3	32	...	...	24	9	63	2	2	139	135	4	
Robertson ...	3	5	5	53	...	...	60	16	12	...	...	154	154	...	
Satchel ...	...	3	6	52	...	3	27	9	34	...	1	135	122	13	
Scott ...	...	1	3	60	...	...	8	53	19	...	...	144	130	14	
Spurway ...	...	4	4	28	...	...	83	9	13	...	...	141	133	8	
Theron ...	1	6	3	40	...	...	39	22	29	...	...	140	139	1	
Tooke ...	...	1	...	5	...	...	4	2	...	2	164	178	169	9	
Watermeyer ...	...	4	2	77	...	...	35	31	21	...	...	170	163	7	
Young ...	...	3	6	37	...	2	35	3	36	1	1	124	114	10	
Total ...	23	93	104	1102	2	24	897	307	735	12	858	4157	3945	212	

F.—SUMMARY OF SCHOOLS OPENED, SCHOOLS CLOSED, AND SCHOOLS IN OPERATION DURING THE YEAR ENDING 30TH SEPTEMBER, 1911.

ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Circuit in charge of Inspector.	Schools in operation at 30th Sept., 1910.	Schools Opened.	Schools Closed.	Schools in operation at 30th Sept., 1911.	Increase.
Bain ...	161	17	19	159	-2
Bennie ...	114	17	12	119	5
Bond ...	136	14	7	143	7
Craib, D. ...	50	6	...	56	6
Craib, J. ...	171	47	25	193	22
Freeman ...	136	52	37	151	15
Golightly ...	114	15	3	126	12
Grant ...	156	51	48	159	3
Green ...	181	22	11	192	11
Hagen ...	123	51	39	135	12
Hofmeyr ...	156	36	13	179	23
Logie ...	148	19	16	151	3
McLaren ...	124	2	2	124	...
Milne ...	125	24	12	137	12
Mitchell ...	151	14	6	159	8
Noaks ...	119	4	3	120	1
Porter ...	188	20	16	192	4
Pressly ...	200	45	35	210	10
Rein, R. ...	133	6	12	127	-6
Rein, T. W. ...	135	13	9	139	4
Robertson ...	154	23	23	154	...
Satchel ...	122	35	22	135	13
Scott ...	130	26	12	144	14
Spurway ...	133	41	33	141	8
Theron ...	139	14	13	140	1
Tooke ...	169	18	9	178	9
Watermeyer ...	163	21	14	170	7
Young ...	114	17	7	124	10
Totals ...	3945	670	458	4157	212
Totals 1910 ...	3728	658	441	3945	217



### 3.—ENROLMENT AND ATTENDANCE.

10a

#### A.—SUMMARY OF ENROLMENT AND ATTENDANCE.

DIVISION.	Average number of Scholars on Roll.				Average Attendance.			
	4th Qr. 1910.	1st Qr. 1911.	2nd Qr. 1911.	3rd Qr. 1911.	4th Qr. 1910.	1st Qr. 1911.	2nd Qr. 1911.	3rd Qr. 1911.
<b>SUMMARY.</b>								
Province excluding Territories ...	134112	140426	143239	146389	114425	123966	124609	128919
Territories ...	51599	50760	53110	55413	41070	41615	43247	46592
TOTALS, 1911 ...	185711	191186	196349	201802	155495	165581	167856	175511
Do., 1910 ...	174649	174551	182220	188528	149118	151091	155568	161492
Increase ...	11062	16635	14129	13274	6377	14490	12288	14019
Percentage of Attendance ...					83.7	86.6	85.5	86.97
Aberdeen ...	544	495	516	524	479	446	471	481
Albany ...	2680	2782	2777	2768	2322	2454	2409	2460
Alfert ...	904	946	973	982	840	874	878	894
Alexandria ...	507	502	515	431	457	462	469	402
Aliwal North ...	1285	1365	1384	1433	1176	1227	1241	1310
Barkly East ...	754	799	778	804	688	702	694	716
Barkly West ...	1294	1442	1481	1457	1093	1251	1268	1251
Bathurst ...	540	597	600	647	413	476	477	540
Beaufort West ...	801	825	861	893	705	745	768	809
Bedford ...	640	633	642	614	539	544	558	540
Bredasdorp ...	1114	1201	1164	1155	982	1101	1058	1060
Britstown ...	667	678	642	670	592	618	580	615
Caledon ...	2158	2289	2293	2363	1923	2113	2075	2172
Calvinia ...	582	773	776	736	528	718	714	684
Cape :								
Cape Suburb and District ...	14202	14774	14904	15047	12112	12958	12857	12773
Cape Town, Green & Sea Pt.	8636	9432	9506	10055	7585	8568	8450	8910
Carnarvon ...	545	598	585	600	509	570	535	562
Cathcart ...	509	513	507	515	462	468	460	469
Ceres ...	671	722	708	722	623	683	661	676
Clanwilliam ...	878	989	936	914	800	908	815	831
Colesberg ...	697	717	758	771	632	639	701	695
Cradock ...	1379	1424	1455	1467	1257	1337	1352	1360
East London ...	3294	3383	3453	3404	2846	2937	2991	3072
Fort Beaufort ...	1957	1884	2003	2055	1676	1701	1711	1790
Fraserburg ...	301	280	320	308	284	262	301	283
George ...	1542	1599	1680	1775	1182	1353	1392	1529
Glen Grey ...	3139	3333	3554	3566	2364	2651	2812	2853
Gordonia ...	650	743	748	591	552	656	642	538
Graaff-Reinet ...	1895	1943	2032	2049	1632	1727	1802	1869
Hanover ...	326	317	302	296	305	297	288	270
Hay ...	345	306	357	374	323	294	322	353
Herbert ...	333	334	317	399	300	312	289	369
Herschel ...	2738	2742	2727	2678	2329	2306	2290	2326
Hopetown ...	460	472	508	510	429	434	482	480
Humansdorp ...	1279	1417	1421	1560	1064	1274	1283	1426
Jansenville ...	806	942	963	969	718	839	866	891
Kenhardt ...	521	497	505	647	454	465	465	600
Kimberley ...	4755	4831	5117	5236	3948	4461	4410	4485
King William's Town ...	3640	8432	8946	9356	6621	6815	7086	7733
Knysna ...	1325	1361	1422	1450	1100	1185	1218	1227
Komgha ...	422	358	429	441	347	290	357	379
Kuruman ...	177	228	231	259	150	197	198	225
Ladismith ...	1134	1266	1280	1261	980	1160	1099	1115
Laingsburg ...	467	514	511	529	420	472	466	494
Mafeking ...	619	659	659	715	538	551	589	656
Malmesbury ...	3070	3342	3302	3519	2717	3041	2979	3274
Maraisburg ...	183	253	266	262	173	235	250	246
Middelburg ...	799	852	854	929	721	794	787	858
Molteno ...	540	578	585	590	482	510	510	509
Montagu ...	738	751	744	765	605	676	681	703
Mosselbay ...	1134	1203	1252	1334	879	1018	1072	1130
Murraysburg ...	308	327	328	325	283	304	302	304

### ENROLMENT AND ATTENDANCE.

11a

#### A.—(continued)—SUMMARY OF ENROLMENT AND ATTENDANCE.

DIVISION.	Average No. of Scholars on Roll.				Average Attendance.			
	4th Qr. 1910.	1st Qr. 1911.	2nd Qr. 1911.	3rd Qr. 1911.	4th Qr. 1910.	1st Qr. 1911.	2nd Qr. 1911.	3rd Qr. 1911.
Namaqualand ...	1648	1840	1674	1760	1346	1590	1369	1473
Oudtshoorn ...	3682	3874	3901	3940	3117	3402	3352	3464
Paarl ...	4548	4756	4863	4788	3924	4357	4387	4310
Pearston ...	302	321	338	363	273	291	313	341
Peddie ...	1671	1642	1720	1852	1251	1205	1279	1508
Philipstown ...	502	434	477	513	433	403	436	477
Piquetberg ...	1716	2016	1955	2095	1524	1866	1766	1956
Port Elizabeth ...	4173	4563	4643	4758	3603	4110	4079	4197
Prieska ...	407	449	438	490	357	409	404	453
Prince Albert ...	486	485	506	536	423	446	450	488
Queenstown ...	2891	3121	3064	3131	2467	2754	2595	2697
Richmond ...	331	373	372	355	299	346	330	330
Riversdale ...	1769	1862	1971	1978	1468	1680	1759	1806
Robertson ...	1406	1519	1513	1548	1160	1339	1332	1377
Somerset East ...	1366	1514	1598	1572	1180	1348	1425	1383
Stellenbosch ...	2732	2844	2896	2915	2326	2561	2528	2588
Steynsburg ...	293	289	325	310	272	268	308	280
Steytlerville ...	395	408	439	484	347	381	393	446
Stockenström ...	603	683	674	665	497	575	559	583
Stutterheim ...	1297	1401	1411	1464	1041	1156	1179	1241
Sutherland ...	195	154	165	144	173	145	155	138
Swellendam ...	1794	1830	1797	1755	1584	1601	1521	1521
Tarka ...	652	688	726	726	585	634	671	665
Tulbagh ...	966	1004	1005	1033	861	908	880	917
Uitenhage ...	2483	2520	2777	2832	2138	2268	2467	2542
Uniondale ...	1231	1199	1201	1304	1061	1064	1050	1172
Van Rhyndorp ...	438	530	542	567	380	490	486	511
Victoria East ...	2038	2007	2130	2101	1641	1728	1851	1829
Victoria West ...	620	646	620	635	585	616	594	607
Vryburg ...	1110	1122	1147	1174	982	1028	1032	1059
Willowmore ...	802	883	918	884	709	797	830	792
Wodehouse ...	1565	1617	1623	1707	1389	1431	1378	1487
Worcester ...	2116	2198	2233	2290	1890	1990	2020	2084
<b>TERRITORIES.</b>								
<i>Magistracy.</i>								
Bizana ...	429	396	405	402	341	332	338	338
Butterworth ...	2369	2214	2395	2796	1786	1607	1752	2216
Elliot ...	650	661	718	668	556	604	604	579
Elliotdale ...	223	203	206	197	160	146	162	148
Engcobo ...	3734	3402	3591	3635	2976	2770	2932	3062
Flagstaff ...	924	923	957	954	768	778	777	799
Idutywa ...	1729	1769	1903	1892	1243	1326	1477	1498
Kentani ...	1814	1666	1760	1926	1277	1226	1299	1506
Libode ...	374	379	411	435	311	302	334	356
Lusikisiki ...	529	433	476	602	408	336	390	506
Maclear ...	384	357	485	483	330	306	416	429
Matatiele ...	2515	2618	2642	2797	2193	2349	2310	2489
Mount Ayliff ...	1283	1278	1320	1381	1078	1062	1071	1179
Mount Currie ...	821	892	937	932	726	787	830	805
Mount Fletcher ...	1765	1846	1896	1952	1492	1584	1604	1668
Mount Frere ...	3688	3577	3681	3989	3035	3049	2989	3533
Mqanduli ...	1602	1466	1453	1560	1242	1137	1157	1302
Ngqeleni ...	596	679	715	744	486	550	584	626
Nqamakwe ...	4747	4639	4750	4874	3602	3738	3816	3965
Ntabankulu ...	680	667	697	724	515	536	553	593
Port St. John ...	143	166	165	195	116	134	136	158
Qumbu ...	3406	3205	3360	3532	2732	2666	2804	3029
St. Mark's ...	2043	2263	2376	2297	1551	1871	1943	1851
Tsolo ...	2937	2889	2872	3021	2417	2430	2431	2607
Tsomo ...	2576	2585	2619	2795	1976	2081	2035	2325
Umtata ...	2625	2725	2932	2972	2114	2304	2501	2565
Umzimkulu ...	2759	2711	2847	3024	2342	2325	2491	2719
Walfish Bay ...	9	0	0	0	9	0	0	0
Willowvale ...	2719	2482	2733	2913	2072	1923	2125	2369
Xalanga ...	1526	1669	1808	1721	1216	1397	1386	1372

[C.P. 7.—1912.]



## ENROLMENT AND ATTENDANCE.

B.—COMPARISON OF ENROLMENT AND ATTENDANCE FOR YEAR ENDING 30TH SEPTEMBER 1910, WITH YEAR ENDING 30TH SEPTEMBER 1911.

## I.—ARRANGED ACCORDING TO DIVISIONS.

DIVISION.	No. of Pupils on Roll.			Average Attendance.		
	3rd Qr., 1910.	3rd Qr., 1911.	Increase.	3rd Qr., 1910.	3rd Qr., 1911.	Increase.
<b>SUMMARY.</b>						
Province excluding Territories ...	134758	146389	11631	116884	128919	12035
Territories ...	53770	55413	1643	44608	46592	1984
<b>TOTALS</b> ...	<b>188528</b>	<b>201802</b>	<b>13274</b>	<b>161492</b>	<b>175511</b>	<b>14019</b>
Aberdeen ...	531	524	-7	480	481	1
Albany ...	2695	2768	73	2364	2406	96
Albert ...	917	982	65	851	894	43
Alexandria ...	529	431	-98	482	402	-80
Aliwal North ...	1295	1433	138	1178	1310	132
Barkly East ...	771	804	33	697	716	19
Barkly West ...	1209	1457	248	1041	1251	210
Bathurst ...	563	647	84	449	540	91
Beaufort West ...	842	893	51	751	809	58
Bedford ...	651	614	-37	555	540	-13
Bredasdorp ...	1132	1155	23	1012	1060	48
Britstown ...	667	670	3	604	615	11
Caledon ...	2105	2363	258	1866	2172	306
Calvinia ...	591	736	145	542	684	142
Cape Suburbs and District ...	14138	15047	909	11869	12773	904
Capetown Green & Sea Point	8680	10055	1375	7716	8910	1194
Carnarvon ...	545	600	55	508	562	54
Cathcart ...	515	515	0	459	469	10
Ceres ...	669	722	53	619	676	57
Clanwilliam ...	907	914	7	845	831	-14
Colesberg ...	681	771	90	616	695	79
Cradock ...	1373	1467	94	1252	1360	108
East London ...	3317	3404	87	2987	3072	85
Fort Beaufort ...	1926	2055	129	1672	1790	118
Fraserburg ...	312	308	-4	296	283	-13
George ...	1632	1775	143	1413	1529	116
Glen Grey ...	3077	3566	489	2360	2853	493
Gordonia ...	707	591	-116	636	538	-98
Graaff-Reinet ...	2020	2049	29	1814	1869	55
Hanover ...	317	296	-21	294	270	-24
Hay ...	342	374	32	320	353	33
Herbert ...	334	399	65	302	369	67
Herschel ...	2739	2678	-61	2352	2326	-26
Hopetown ...	460	510	50	430	480	50
Humansdorp ...	1299	1560	261	1152	1426	274
Jansenville ...	892	969	77	812	891	79
Kenhardt ...	573	647	74	535	600	65
Kimberley ...	4657	5236	579	4023	4485	462
King William's Town	8669	9356	687	7093	7733	640
Knysna ...	1340	1450	110	1151	1227	76
Komgha ...	410	441	31	352	379	27
Kuruman ...	191	259	68	170	225	55
Ladismith ...	1151	1261	110	919	1115	196
Laingsburg ...	456	529	73	418	494	76
Mafeking ...	620	715	95	547	656	109
Malmesbury ...	3185	3519	334	2918	3274	356
Maraisburg ...	166	262	96	154	246	92
Middelburg ...	821	929	108	736	858	122
Molteno ...	519	590	71	465	509	44
Montagu ...	735	765	30	648	703	55
Mossel Bay ...	1296	1334	38	1086	1130	44
Murraysburg ...	310	325	15	286	304	18
Namaqualand ...	1507	1760	253	1268	1473	205
Oudtshoorn ...	3781	3940	159	3086	3464	378
Paarl ...	4498	4788	290	3949	4310	361

## ENROLMENT AND ATTENDANCE.

B.—(continued)—SUMMARY OF ENROLMENT AND ATTENDANCE.

## I.—ARRANGED ACCORDING TO DIVISION.

DIVISION.	No. of Pupils on Roll.			Average Attendance.		
	3rd Qr., 1910.	3rd Qr., 1911.	Increase.	3rd Qr., 1910.	3rd Qr., 1911.	Increase.
Pearston ...	307	363	56	291	341	50
Peddie ...	1588	1852	264	1277	1508	231
Philipstown ...	503	513	10	438	477	39
Piquetberg ...	1747	2095	348	1579	1956	377
Port Elizabeth... ..	4209	4758	549	3603	4197	594
Prieska ...	390	490	100	348	453	105
Prince Albert ...	506	536	30	447	488	41
Queenstown ...	2943	3131	188	2452	2697	245
Richmond ...	334	355	21	307	330	23
Riversdale ...	1872	1978	106	1703	1806	103
Robertson ...	1485	1548	63	1287	1377	90
Somerset East ...	1375	1572	197	1188	1383	195
Stellenbosch ...	2790	2915	125	2380	2588	208
Steynsburg ...	273	310	37	246	280	34
Steytlerville ...	366	484	118	314	446	132
Stockenstrom ...	595	665	70	485	583	98
Stutterheim ...	1364	1464	100	1119	1241	122
Sutherland ...	202	144	-58	186	138	-48
Swellendam ...	1790	1755	-35	1672	1521	-151
Tarka ...	627	726	99	562	665	103
Tulbagh ...	871	1033	162	776	917	141
Uitenhage ...	2493	2832	339	2212	2542	330
Uniondale ...	1194	1304	110	1072	1172	100
Van Rhynsdorp ...	422	567	145	370	511	141
Victoria East ...	2052	2101	49	1723	1829	106
Victoria West ...	623	635	12	588	607	19
Vryburg ...	1135	1174	39	1021	1059	38
Willowmore ...	800	884	84	677	792	115
Wodehouse ...	1533	1707	174	1356	1487	131
Worcester ...	2104	2290	186	1807	2084	277
<b>TERRITORIES :</b>						
<i>Magistracy.</i>						
Bizana ...	429	402	-27	349	338	-11
Butterworth ...	2448	2796	348	1868	2216	348
Elliot ...	564	668	104	500	579	79
Elliotdale ...	292	197	-95	225	148	-77
Engcobo ...	3979	3635	-344	3278	3062	-216
Flagstaff ...	904	954	50	807	799	-8
Idutywa ...	1854	1892	38	1421	1498	77
Kentani ...	2094	1926	-168	1588	1506	-82
Libode ...	400	435	35	347	356	9
Lusikisiki ...	557	602	45	467	506	39
Maclear... ..	417	483	66	354	429	75
Matatiele ...	2467	2797	330	2154	2489	335
Mount Ayliff ...	1323	1381	58	1121	1179	58
Mount Currie ...	838	932	94	725	805	80
Mount Fletcher ...	1816	1952	136	1547	1668	121
Mount Frere ...	3852	3989	137	3387	3533	146
Mqanduli ...	1712	1560	-152	1392	1302	-90
Ngqeleni ...	573	744	171	485	626	141
Nqamakwe ...	4906	4874	-32	3927	3965	38
Ntabankulu ...	685	724	39	560	593	33
Port St. John ...	136	195	59	115	158	43
Qumbu ...	3459	3532	73	2941	3029	88
St. Mark's ...	2177	2297	120	1718	1851	133
Tsolo ...	3138	3021	-117	2668	2607	-61
Tsomo ...	2744	2795	51	2316	2325	9
Umtata ...	2775	2972	197	2353	2565	212
Umzimkulu ...	2737	3024	287	2381	2719	338
Walfish Bay ...	8	0	-8	8	0	-8
Willowvale ...	2952	2913	-39	2421	2369	-52
Xalanga ...	1534	1721	187	1185	1372	187



ENROLMENT AND ATTENDANCE.

B. (contd.)—COMPARISON OF ENROLMENT AND ATTENDANCE, 1910 AND 1911

II.—ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

CIRCUIT IN CHARGE OF INSPECTOR.	Pupils on Roll.			Average Attendance.		
	3rd Qr. 1910.	3rd Qr. 1911.	Increase.	3rd Qr. 1910.	3rd Qr. 1911.	Increase.
Bain	8254	8321	67	6681	6864	183
Bennie	4438	4460	22	3848	3942	94
Bond	8669	9356	687	7093	7733	640
Craib, D.	8680	10055	1375	7716	8910	1194
Craib, J.	5241	5713	472	4699	5199	500
Freeman	3571	3806	235	3167	3461	294
Golightly	7683	8307	624	6867	7584	717
Grant	3976	4194	218	3613	3885	272
Green	10229	10680	451	8789	9252	463
Hagen	2715	2959	244	2527	2770	243
Hofmeyr	5462	6369	907	4846	5688	842
Logie	6647	7423	776	5374	6215	841
McLaren	10098	10465	367	8111	8506	395
Milne	7068	8074	1006	6129	7185	1056
Mitchell	6709	7049	340	5585	6123	538
Noaks	14138	15047	909	11869	12773	904
Porter	9255	10092	837	8004	8835	831
Pressly	6338	6622	284	5583	5839	256
Rein, R.	7192	6928	-264	5655	5521	-134
Rein, T. W.	6161	6673	512	5157	5710	553
Robertson	5651	5998	347	4965	5472	507
Satchel	7812	8841	1029	6802	7676	874
Scott	3833	4314	481	3375	3825	450
Spurway	3528	3878	350	3208	3506	298
Theron	6027	6433	406	5258	5820	562
Tooke	8734	8927	193	7360	7614	254
Watermeyer	4813	4994	181	4294	4442	148
Young	5606	5824	218	4917	5161	244
Totals	188528	201802	13274	161492	175511	14019

III.—ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

CLASS OF SCHOOL.	No. of Pupils on Roll.			Average Attendance.			Percentage of Attendance to Enrolment.		Percentage of Pupils on Roll at the various Classes of Schools.	
	3rd Qr. 1910.	3rd Qr. 1911.	Increase.	3rd Qr. 1910.	3rd Qr. 1911.	Increase.	3rd Qr. 1910.	3rd Qr. 1911.	3rd Qr. 1910.	3rd Qr. 1911.
Sp.	1253	1316	63	1149	1243	94	91.7	94.5	0.7	0.7
A 1	18278	20022	1744	16675	18707	2032	91.2	93.4	9.7	9.9
A 2	15533	16280	747	14067	14959	892	90.6	91.9	8.2	8.1
A 3	31792	35099	3307	28148	31687	3539	88.5	90.3	16.8	17.4
D.	251	315	64	241	299	58	96.0	94.9	0.1	0.2
E.	1106	1598	492	881	1205	324	79.7	75.4	0.6	0.8
P. F.	7142	6946	-196	6736	6607	-129	94.3	95.1	3.8	3.4
Poor	8639	9328	689	7594	8271	677	87.9	88.7	4.5	4.6
B.	51784	56524	4740	42313	46788	4475	81.7	82.8	27.5	28.0
C 1	975	1079	104	934	1051	117	95.8	97.4	0.5	0.5
C	51775	53295	1520	42754	44694	1940	82.6	83.9	27.5	26.4
Totals	188528	201802	13274	161492	175511	14019	85.7	87.0	...	...

ENROLMENT AND ATTENDANCE.

B.—(contd.)—COMPARISON OF ENROLMENT AND ATTENDANCE, 1910 AND 1911.

IV.—WHITE AND COLOURED PUPILS ON ROLL AT 30TH SEPTEMBER, 1910, AND AT 30TH SEPTEMBER, 1911.

DIVISION.	White Pupils.			Coloured Pupils.		
	3rd Qr. 1910.	3rd Qr. 1911.	Increase.	3rd Qr. 1910.	3rd Qr. 1911.	Increase.
<b>SUMMARY.</b>						
Province excluding Territories	80085	86226	6141	54673	60163	5490
Territories	2230	2415	185	51540	52998	1458
TOTALS	82315	88641	6326	106213	113161	6948
Aberdeen	466	433	-33	65	91	26
Albany	1842	1862	20	853	906	53
Albert	738	798	60	179	184	5
Alexandria	451	431	-20	78	...	-78
Aliwal North	1107	1177	70	188	256	68
Barkly East	685	699	14	86	105	19
Barkly West	521	595	74	688	862	174
Bathurst	272	331	59	291	316	25
Beaufort West	671	671	52	223	222	-1
Bedford	337	369	32	314	245	-69
Bredasdorp	700	706	6	432	449	17
Britstown	419	445	26	248	225	-23
Caledon	1451	1618	167	654	745	91
Calvinia	501	637	136	90	99	9
Cape Suburbs and District	8553	8936	383	5585	6111	526
Cape Town, Green and Sea Point	5230	5903	673	3450	4152	702
Carnarvon	390	454	64	155	146	-9
Cathcart	375	372	-3	140	143	3
Ceres	524	538	14	145	184	39
Clanwilliam	591	620	29	316	294	-22
Colesberg	486	536	50	195	235	40
Cradock	1050	1058	8	323	409	86
East London	2495	2628	133	822	776	-46
Fort Beaufort	620	636	16	1306	1419	113
Fraserburg	284	275	-9	28	33	5
George	1175	1264	89	457	511	54
Glen Grey	78	99	21	2999	3467	468
Gordonia	448	341	-107	259	250	-9
Graaff-Reinet	1446	1403	-43	524	646	122
Hanover	262	246	-16	55	50	-5
Hay	309	337	28	33	37	4
Herbert	301	360	59	33	39	6
Herschel	24	23	-1	2715	2655	-60
Hopetown	391	452	61	69	58	-11
Humansdorp	807	956	149	492	604	112
Jansenville	740	841	101	152	128	-24
Kenhardt	573	647	74	...	...	...
Kimberley	2993	3286	293	1664	1950	286
King William's Town	1834	1907	73	6835	7449	614
Knysna	973	1030	57	367	420	53
Komgha	238	273	35	172	168	-4
Kuruman	105	150	45	86	109	23
Ladismith	840	918	78	311	343	32
Laingsburg	370	434	64	86	95	9
Mafeking	220	314	94	400	401	1
Malmesbury	2225	2415	190	960	1104	144
Maraisburg	166	232	66	...	30	30
Middelburg	621	669	48	200	260	60
Molteno	442	509	67	77	81	4
Montagu	633	662	29	102	103	1
Mossel Bay	824	889	65	472	445	-27
Murraysburg	252	267	15	58	58	...
Namaqualand	390	485	95	1117	1275	158
Oudtshoorn	3254	3298	44	527	642	115
Paarl	2962	3036	74	1536	1752	216
Pearston	269	325	56	38	38	...
Peddie	296	323	27	1292	1529	237
Philipstown	422	424	2	81	89	8
Piquetberg	1295	1598	303	452	497	45
Port Elizabeth	2838	3041	203	1371	1717	346
Prieska	309	418	109	81	72	-9
Prince Albert	400	432	32	106	104	-2
Queenstown	1029	1093	64	1914	2038	124
Richmond	261	278	17	73	77	4



## ENROLMENT AND ATTENDANCE.

IV.—(contd)—WHITE AND COLOURED PUPILS ON ROLL AT 30TH SEPTEMBER, 1910, AND AT 30TH SEPTEMBER, 1911.

DIVISION.	White Pupils.			Coloured Pupils.		
	3rd Qr. 1910.	3rd Qr. 1911.	Increase.	3rd Qr. 1910.	3rd Qr. 1911.	Increase.
Riversdale ... ..	1376	1458	82	496	520	24
Robertson ... ..	1157	1214	57	328	334	6
Somerset East ... ..	864	1031	167	511	541	30
Stellenbosch ... ..	1571	1607	36	1219	1308	89
Steynsburg ... ..	235	258	23	38	52	14
Steytlerville ... ..	300	444	144	66	40	-26
Stockenstrom ... ..	312	381	69	283	284	1
Stutterheim ... ..	300	330	30	1064	1134	70
Sutherland ... ..	202	144	-58	...	...	...
Swellendam ... ..	1240	1300	60	550	455	-95
Tarka ... ..	362	445	83	265	281	16
Tulbagh ... ..	351	414	63	520	619	99
Uitenhage... ..	1997	2171	174	496	661	165
Uniondale... ..	989	1116	127	205	188	-17
Van Rhynsdorp ... ..	311	451	140	111	116	5
Victoria East ... ..	222	251	29	1830	1850	20
Victoria West ... ..	553	578	25	70	57	-13
Vryburg ... ..	508	587	79	627	587	-40
Willowmore ... ..	671	720	49	129	164	35
Wodehouse ... ..	1276	1305	29	257	402	145
Worcester ... ..	1566	1618	52	538	672	134
TERRITORIES.						
<i>Magistracy.</i>						
Bizana ... ..	14	19	5	415	383	-32
Butterworth ... ..	125	139	14	2323	2657	334
Elliot ... ..	437	579	142	127	89	-38
Elliotdale ... ..	18	6	-12	274	191	-83
Engcobo ... ..	73	65	-8	3906	3570	-336
Flagstaff ... ..	15	17	2	889	937	48
Idutywa ... ..	79	63	-16	1775	1829	54
Kentani ... ..	25	24	-1	2069	1902	-167
Libode ... ..	16	17	1	384	418	34
Lusikisiki... ..	14	21	7	543	581	38
Maclea ... ..	222	294	72	195	189	-6
Matatiele ... ..	150	163	13	2317	2634	317
Mount Ayliff ... ..	28	30	2	1295	1351	56
Mount Currie ... ..	254	293	39	584	639	55
Mount Fletcher ... ..	68	37	-31	1748	1915	167
Mount Frere ... ..	30	23	-7	3822	3966	144
Mqanduli ... ..	34	36	2	1678	1524	-154
Ngqeleni ... ..	15	13	-2	558	731	173
Nqamakwe ... ..	35	29	-6	4871	4845	-26
Ntabankulu ... ..	...	...	...	685	724	39
Port St. John ... ..	32	37	5	104	158	54
Qumbu ... ..	32	22	-10	3427	3510	83
St. Mark's... ..	53	48	-5	2124	2249	125
Tsolo ... ..	34	22	-12	3104	2999	-105
Tsomo ... ..	18	17	-1	2726	2778	52
Umtata ... ..	285	255	-30	2490	2717	227
Umzimkulu ... ..	22	44	22	2715	2980	265
Walfish Bay ... ..	8	0	-8	...	...	...
Willowvale ... ..	26	23	-3	2926	2890	-36
Xalanga ... ..	68	79	11	1466	1642	176

## V.—SEX AND COLOUR OF PUPILS.

Year.	White Pupils.			Coloured Pupils.			Total Enrolment.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
3rd Qr., 1911 ...	45255	43386	88641	54548	58613	113161	201802
Percentage ...	22.4	21.5	43.9	27.0	29.0	56.0	...
3rd Qr., 1910 ...	41879	40436	82315	51639	54574	106213	188528
Percentage ...	22.2	21.5	43.7	27.4	28.6	56.3	...

## 4.—INSPECTION OF SCHOOLS.

A. SCHOOLS INSPECTED AND INFORMALLY VISITED DURING THE YEAR ENDING 30TH SEPTEMBER, 1911.

I. ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

CIRCUIT IN CHARGE OF INSPECTOR.	REGULAR.				INFORMAL.		
	By circuit Inspector.	By other Inspectors.	Total, 1911.	Total, 1910.	By circuit Inspector.	By other Inspectors.	Total.
Bain ... ..	163	...	163	165	116	...	116
Bennie ... ..	38	80	118	119	65	11	76
Bond ... ..	143	...	143	139	109	...	109
Craib, D. ... ..	49	...	49	45	92	...	92
Craib, J. ... ..	142	48	190	...	92	2	94
Freeman ... ..	148	...	148	...	70	...	70
Golightly ... ..	127	1	128	112	40	...	40
Grant ... ..	126	15	141	135	4	...	4
Green ... ..	129	6	135	138	36	...	36
Hagen ... ..	133	...	133	129	41	...	41
Hofmeyr ... ..	117	27	144	143	46	...	46
Logie ... ..	154	...	154	...	118	...	118
McLaren ... ..	124	...	124	124	155	...	155
Milne ... ..	131	...	131	121	81	...	81
Mitchell ... ..	107	42	149	144	17	...	17
Noaks ... ..	121	...	121	120	171	...	171
Porter ... ..	182	...	182	174	22	...	22
Pressly ... ..	218	...	218	205	134	...	134
Rein, R. ... ..	126	...	126	131	111	...	111
Rein, T. W. ... ..	137	...	137	134	72	...	72
Robertson ... ..	147	5	152	151	17	...	17
Satchel ... ..	134	...	134	117	38	...	38
Scott ... ..	134	...	134	125	146	...	146
Spurway ... ..	150	...	150	152	77	...	77
Theron ... ..	143	...	143	140	102	...	102
Tooke ... ..	130	...	130	127	99	...	99
Watermeyer ... ..	158	8	166	146	37	...	37
Young ... ..	43	69	112	110	61	25	86
Totals 1911 ...	3654	301	3955	...	2169	38	2207
Do. 1910 ...	3607	227	...	3834	2172	60	2232

Inspector Gie inspected 110 schools in the following circuits: Bennie, 80; J. Craib, 9; Golightly, 1; Mitchell, 12; Watermeyer, 8. Acting Inspector Anders inspected 69 schools in Inspector Young's circuit. Inspector D. Craib inspected 30 schools in Inspector Mitchell's circuit and 5 schools in Inspector Robertson's circuit. Inspector Tooke inspected 4 and Inspector Porter 2 schools in Inspector Green's circuit. Inspector Haarhoff inspected 15 schools in Inspector Grant's circuit. Acting Inspector Hill inspected 39 schools in Inspector J. Craib's circuit. Rev. A. D. Luckhoff inspected 27 schools in Inspector Hofmeyr's circuit.

39 schools in the following circuits were inspected twice during the year: Bennie, 1; Golightly, 1; Grant, 2; Hofmeyr, 29; T. W. Rein, 1; Theron, 1; Watermeyer, 4.

Mr. Russell, Inspector of High Schools, inspected Standards C. and D. in 32 High schools, in 9 cases twice during the year. He made 6 informal visits.

Mr. Anderson, Inspector of Training Colleges, inspected 15 Training Colleges and Schools and 5 Training Departments in conjunction with the Circuit inspector; in addition he made 24 informal visits to Training Schools and Departments.



A.—(cont.)—REGULAR INSPECTIONS MADE DURING THE YEAR, ENDING 30TH SEPTEMBER, 1911.

II.—CLASSIFIED ACCORDING TO DIVISION AND CLASS OF SCHOOL.

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C 1	C	Total.
<i>SUMMARY.</i>												
Province, excluding Territories ...	18	88	102	982	1	16	882	267	728	5	6	3095
Territories ...	...	2	4	36	...	...	46	19	...	7	746	860
<b>TOTAL</b> ...	<b>18</b>	<b>90</b>	<b>106</b>	<b>1018</b>	<b>1</b>	<b>16</b>	<b>928</b>	<b>286</b>	<b>728</b>	<b>12</b>	<b>752</b>	<b>3955</b>
Aberdeen ...	...	...	1	1	...	...	16	1	1	...	...	20
Albany ...	3	2	3	17	...	...	18	1	11	...	1	56
Albert ...	...	1	1	4	...	...	37	3	4	...	...	50
Alexandria ...	...	...	1	17	...	...	4	...	...	...	...	22
Aliwal North ...	...	1	2	10	...	1	30	5	4	...	...	53
Barkly East ...	...	1	...	18	...	...	22	2	4	...	...	47
Barkly West ...	...	...	...	4	...	...	2	8	9	...	...	23
Bathurst ...	...	...	2	9	...	...	4	...	6	...	...	21
Beaufort West ...	...	2	...	5	...	...	21	1	4	...	...	33
Bedford ...	...	1	...	2	...	...	10	1	5	...	...	19
Bredasdrorp ...	...	...	2	9	...	...	22	5	5	...	...	43
Britstown ...	...	...	2	...	...	...	12	...	3	...	...	17
Caledon ...	...	2	...	19	...	...	21	18	9	...	...	69
Calvinia ...	...	1	...	15	...	...	11	5	2	...	...	34
Cape Town, Green and Sea Point ...	1	6	12	37	...	5	5	...	55	...	...	121
Carnarvon ...	4	7	5	14	1	6	...	...	12	...	...	49
Cathcart ...	...	1	...	6	...	...	17	...	1	...	...	25
Ceres ...	...	1	...	6	...	...	14	...	2	...	...	23
Clanwilliam ...	...	1	1	6	...	...	23	...	2	...	...	33
Colesberg ...	...	1	1	3	...	...	8	4	3	...	...	22
Craddock ...	...	1	1	3	...	...	15	1	2	...	...	23
East London ...	...	2	...	16	...	...	26	2	4	...	...	50
Fort Beaufort ...	...	2	3	20	...	...	3	1	13	...	...	42
Fraserburg ...	1	2	...	6	...	...	8	6	12	1	...	36
George ...	...	1	1	...	...	...	23	...	2	...	...	27
Glen Grey ...	...	2	1	5	...	...	1	18	6	...	...	33
Gordonia ...	...	...	...	1	...	...	3	...	53	...	...	57
Graaff Reinet ...	1	2	1	6	...	...	20	5	7	...	...	42
Hanover ...	...	...	1	2	...	...	10	...	2	...	...	15
Hay ...	...	...	...	8	...	...	7	...	1	...	...	16
Herbert ...	...	...	...	9	...	...	8	...	1	...	...	18
Herschel ...	...	...	...	1	...	...	1	...	42	1	...	45
Hopetown ...	...	1	2	...	...	...	22	1	2	...	...	28
Humansdorp ...	...	1	25	...	...	...	2	15	9	...	...	52
Jansenville ...	...	1	25	...	...	...	9	5	3	...	...	43
Kenhar't ...	...	...	1	5	...	...	10	1	...	...	...	17
Kimberley ...	3	4	14	...	3	...	1	4	9	...	...	38
King William's Town ...	2	3	22	...	...	5	2	107	1	1	...	143
Knysna ...	...	...	2	6	...	...	1	23	7	...	...	39
Komgha ...	...	1	2	...	...	8	...	4	...	...	...	15
Kuruman ...	...	...	...	5	...	4	...	1	...	...	...	10
Ladismith ...	1	...	19	...	...	6	8	4	...	...	...	38
Laingsburg ...	...	1	3	...	...	10	5	1	...	...	...	20
Mafeking ...	...	1	8	...	...	2	...	8	...	...	...	19
Malmesbury ...	2	6	45	...	...	7	...	13	...	...	...	73
Maraisburg ...	...	1	2	...	...	10	...	1	...	...	...	14
Middelburg ...	1	...	7	...	...	17	1	4	...	...	...	30
Molteno ...	1	1	5	...	...	5	4	1	...	...	...	17
Montagu ...	1	...	10	...	...	3	4	2	...	...	...	20
Mossel Bay ...	2	...	20	...	...	2	4	5	...	...	...	33
Murraysburg ...	1	...	1	...	...	10	...	1	...	...	...	13
Namaqualand ...	...	...	7	...	...	2	5	14	...	...	...	28
Oudtshoorn ...	2	2	60	...	...	3	7	9	...	...	...	83
Paarl ...	2	7	7	11	...	5	3	20	...	...	...	55
Pearston ...	...	1	...	...	...	12	3	1	...	...	...	17
Peddie ...	...	1	10	...	...	8	1	26	...	...	...	46
Philpstown ...	1	1	...	...	...	12	...	1	...	...	...	15
Piquetberg ...	...	2	44	...	...	3	...	6	...	...	...	55
Port Elizabeth ...	2	3	4	14	...	1	1	13	...	...	...	38
Prieska ...	...	1	...	...	...	17	1	2	...	...	...	21
Prince Albert ...	1	...	5	...	...	2	2	1	...	...	...	11
Queenstown ...	2	1	12	...	...	20	1	29	...	...	...	65
Richmond ...	1	...	...	...	...	9	...	1	...	...	...	11
Riversdale ...	2	1	40	...	...	12	12	8	...	...	...	75
Robertson ...	1	1	10	...	...	5	6	4	...	...	...	27
Somerset East ...	2	...	19	...	...	32	5	9	...	...	...	67
Stellenbosch ...	1	4	1	9	...	3	...	13	...	...	...	31

II.—(continued).—CLASSIFIED ACCORDING TO DIVISIONS AND CLASSES OF SCHOOLS.

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C 1	C	Total.
Steynsburg ...	...	...	1	2	...	...	11	...	1	...	...	15
Steytlerville ...	...	...	1	5	...	...	10	6	1	...	...	23
Stockenstrom ...	...	...	1	11	...	...	...	2	8	...	...	22
Stutterheim ...	...	...	2	5	...	...	5	...	18	1	1	32
Sutherland ...	...	...	1	...	...	...	13	...	...	...	...	14
Swellendam ...	...	...	1	15	...	...	20	8	9	...	...	53
Tarka ...	...	...	1	5	...	...	19	1	6	...	...	32
Tulbagh ...	...	...	1	10	...	...	1	...	7	...	...	19
Uitenhage ...	1	2	1	42	...	1	15	...	8	...	...	70
Uniondale ...	...	...	1	27	...	...	1	11	3	...	...	43
Van Rhynsdorp ...	...	...	1	7	...	...	3	7	2	...	...	26
Victoria East ...	...	...	1	2	...	...	7	1	19	1	2	33
Victoria West ...	...	...	1	3	...	...	17	1	1	...	...	23
Vryburg ...	...	...	1	16	...	...	20	...	6	...	1	44
Willowmore ...	...	...	1	20	...	...	13	5	2	...	...	41
Wodehouse ...	...	...	1	1	37	...	17	10	7	...	...	73
Worcester ...	2	2	1	22	...	...	7	1	3	...	...	38
<b>TERRITORIES:</b>												
<i>Magistracy.</i>												
Bizana ...	...	...	...	1	...	...	...	...	...	...	7	8
Butterworth ...	...	1	...	...	...	...	1	...	...	...	25	27
Elliot ...	...	1	6	...	...	...	6	12	...	...	4	29
Elliotdale ...	...	...	...	...	...	...	2	...	...	...	7	9
Engcobo ...	...	...	1	...	...	...	3	1	...	2	57	64
Flagstaff ...	...	...	1	...	...	...	...	...	...	...	16	17
Idutywa ...	...	...	1	...	...	...	1	...	...	...	26	28
Kentani ...	...	...	1	...	...	...	2	...	...	...	43	46
Libode ...	...	...	1	...	...	...	...	...	...	...	9	10
Lusikisiki ...	...	...	1	...	...	...	...	...	...	...	10	11
Maclear ...	...	...	4	...	...	...	4	...	...	...	4	12
Matatiele ...	...	1	2	...	...	...	2	2	...	1	39	47
Mount Ayliff ...	...	...	1	...	...	...	1	...	...	...	22	24
Mount Currie ...	...	1	2	...	...	...	8	1	...	...	8	20
Mount Fletcher ...	...	...	2	...	...	...	1	...	...	...	17	20
Mount Frere ...	...	...	1	...	...	...	2	...	...	...	54	57
Mqanduli ...	...	...	1	...	...	...	2	...	...	...	25	28
Ngqeleni ...	...	...	1	...	...	...	...	...	...	1	12	14
Nqamakwe ...	...	...	1	...	...	...	...	...	...	1	60	62
Ntabankulu ...	...	...	...	...	...	...	...	...	...	...	14	14
Port St. John ...	...	...	1	...	...	...	...	...	...	...	2	3
Qumbu ...	...	...	1	...	...	...	...	...	...	1	30	32
St. Mark's ...	...	...	2	...	...	...	3	...	...	...	38	43
Tsolo ...	...	...	1	...	...	...	...	...	...	...	31	32
Tsomo ...	...	...	1	...	...	...	...	...	...	...	34	35
Umtata ...	1	...	...	...	...	...	3	2	...	1	36	43
Umzimkulu ...	...	...	1	...	...	...	4	...	...	...	50	55
Walfish Bay ...	...	...	...	...	...	...	...	...	...	...	...	...
Willowvale ...	...	...	1	...	...	...	1	...	...	...	41	43
Xalanga ...	...	...	1	...	...	...	...	1	...	...	25	27

B. NUMBER OF REGULAR AND INFORMAL VISITS MADE BY DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES DURING THE YEAR ENDING 30TH SEPTEMBER, 1911.

SUBJECT.	NAME OF OFFICER.	NUMBER OF VISITS.		
		Regular.	Informal.	Total.
Domestic Economy ...	Miss M. McIver ...	27	35	62
Drawing ...	{ Mr. W. W. Rawson (W.)			



## 5. PUPILS' ATTAINMENTS AT INSPECTION.

### A. TABLE SHOWING CLASSIFICATION OF PUPILS IN STANDARDS ATTAINED AT INSPECTION.

FOR THE STATISTICAL YEAR ENDING 30TH SEPTEMBER, 1911.

The information in the last five columns is as follows :—

“ Higher ”—the number of pupils presented for Standards this year who were also present at the previous inspection, and who this year passed a higher Standard.

“ Same ”—the number of pupils who passed the same Standard as at previous Inspection.

“ Lower ”—the number of pupils who passed a lower Standard than at the previous Inspection.

“ Presented ”—the number of pupils presented for Standards in the School.

“ Passed ”—the number of pupils who passed the Standard for which they were presented.

NOTE.—Pupils are classified in the Standards which they passed at inspection.

#### ABBREVIATIONS.

Sp.	...	...	...	...	Special Institution.
A 1	...	...	...	...	First Class Undenominational Public School.
A 2	...	...	...	...	Second do. do. do.
A 3	...	...	...	...	Third do. do. do.
D	...	...	...	...	District Boarding School.
E	...	...	...	...	Evening School.
P.F.	...	...	...	...	Private Farm School.
B.	...	...	...	...	Mission School.
C 1	...	...	...	...	Aborigines' Training School.
C	...	...	...	...	Aborigines' School.
D.C.	...	...	...	...	District Council Area.



[C.P. 7-1912.]

A.—CLASSIFICATION OF PUPILS IN STANDARDS ATTAINED AT INSPECTION.

I.—ARRANGED ACCORDING TO CLASSES OF SCHOOLS IN EACH DIVISION.

TABLE FOR THE STATISTICAL YEAR ENDING 30TH SEPTEMBER, 1911.

When a School has been inspected twice during the year the figures of the later inspection only are included.

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.				Higher.*	Same.*	Lower.*	Presd.*	Passed.*
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	II Yr. Sr.	III Yr. Sr.	Unclassified.					
ABERDEEN	Freeman	A 2	195	189	15	14	12	21	20	18	21	36	18	5	...	6	3	...	103	16	...	147	129
		A 3	6	4	...	...	1	1	...	...	...	...	...	...	...	...	...	...	2	1	...	4	3
		P.F.	127	124	29	11	10	14	15	25	11	9	...	...	...	...	...	...	49	18	...	86	51
		Poor	131	117	48	23	9	12	18	7	...	...	...	...	...	...	...	...	29	5	...	46	41
		B.	67	65	23	12	9	11	7	3	...	...	...	...	...	...	...	...	20	5	...	31	26
Total ...	...	1911	526	499	115	60	41	59	62	53	32	45	18	5	...	6	3	...	203	45	...	314	250
" ...	...	1910	509	498	111	38	51	73	58	52	46	42	12	6	...	5	4	...	223	50	...	337	269
ALBANY	Bennie	Sp.	295	267	...	...	6	5	9	14	6	...	...	...	...	44	75	108	17	9	...	40	29
		A 1	365	356	47	12	21	31	35	38	37	46	24	65	...	...	...	...	204	14	...	297	292
		A 2	226	207	26	25	16	25	30	27	14	22	6	6	...	...	...	...	102	23	...	150	126
		A 3	826	781	211	98	98	102	101	80	47	42	2	...	...	...	...	...	325	42	...	480	429
		P.F.	125	124	22	17	13	14	17	22	7	8	4	...	...	...	...	...	67	11	...	86	71
		Poor	23	23	4	3	3	5	3	2	3	...	...	...	...	...	...	...	15	...	...	16	16
		B.	815	775	345	122	87	96	56	37	16	16	...	...	...	...	...	...	185	81	...	324	226
		C.	55	55	...	2	...	4	11	26	12	...	...	...	...	...	...	...	11	10	...	45	19
		Total ...	...	1911	2730	2588	655	279	244	282	271	246	142	134	36	71	...	45	75	108	926	190	...
" ...	...	1910	2688	2589	659	217	269	326	263	253	187	103	39	74	1	54	72	72	948	203	...	1525	1242
ALBERT	Spurway	A 1	131	129	9	11	8	14	15	14	17	14	8	15	...	...	4	...	52	7	...	94	82
		A 2	119	118	10	11	13	11	25	15	13	12	6	...	...	2	...	...	71	13	...	95	81
		A 3	85	85	15	5	8	19	20	6	7	4	...	...	...	...	...	1	44	4	...	64	58
		P.F.	315	313	63	35	34	57	36	47	30	11	...	...	...	...	...	...	130	20	...	223	180
		Poor	103	101	48	11	15	18	6	3	...	...	...	...	...	...	...	...	29	1	...	43	42
B.	202	195	103	30	19	25	12	6	...	...	...	...	...	...	...	...	...	47	19	...	71	50	
Total ...	...	1911	955	941	248	103	97	144	114	91	67	41	14	15	...	2	4	1	373	64	...	590	493
" ...	...	1910	949	922	208	111	146	135	107	92	56	35	14	10	...	4	2	2	357	82	...	611	486

\* For meaning of these terms see previous page.

CLASSIFICATION OF PUPILS AT INSPECTION.



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.										Pupil Teachers.					Higher.	Same.	Lower.	Presd.	Passd.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	I Yr. Sr.	II Yr. Sr.	III Yr. Sr.	Unclassifed.							
ALEXANDRIA	Bennie	A 2	103	102	15	16	13	11	15	9	5	11	3	4	...	...	...	...	47	4	...	67	60			
		A 3	306	303	47	45	39	41	45	37	28	15	6	...	...	...	...	159	22	...	218	191				
		P.F.	37	36	2	4	7	4	9	6	1	3	...	...	...	...	...	...	21	3	...	30	27			
Total ...	...	1911	446	441	64	65	59	56	69	52	34	29	9	4	...	...	...	227	29	...	315	278				
" ...	...	1910	502	483	107	51	60	70	61	48	43	22	14	3	...	2	2	...	211	34	...	323	276			
ALI WAL NORTH	Pressly	A 1	227	222	24	9	17	23	23	31	23	23	20	20	...	6	3	...	112	9	...	180	165			
		A 2	257	256	31	13	18	19	34	40	16	34	19	15	...	5	12	...	136	12	...	180	161			
		A 3	180	180	48	12	27	30	23	20	14	4	2	...	...	...	...	...	57	20	...	117	96			
		E.	16	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	...	...	...	...			
		P.F.	237	236	55	22	36	43	33	23	15	8	1	...	...	...	...	...	...	96	9	...	160	138		
		Poor	280	278	101	39	29	51	35	18	2	3	...	...	...	...	...	...	...	106	15	...	143	124		
		B.	254	246	125	33	37	22	13	14	2	...	...	...	...	...	...	...	...	44	19	...	94	65		
Total ...	...	1911	1451	1423	384	128	164	188	161	146	72	72	42	35	...	11	15	5	551	84	...	874	749			
" ...	...	1910	1445	1412	338	141	174	184	168	115	103	62	42	40	...	17	21	7	556	77	...	894	762			
BARKLY EAST	Pressly	A 1	139	136	11	9	9	11	19	13	21	13	17	10	...	3	1	...	81	5	...	103	97			
		A 3	364	355	88	33	43	56	50	32	24	12	10	6	...	1	...	...	126	38	...	237	180			
		P.F.	166	166	38	16	27	17	21	17	9	13	6	2	...	...	...	...	56	8	...	111	97			
		Poor	67	66	22	9	8	10	8	7	1	1	...	...	...	...	...	...	...	33	2	...	35	33		
		B.	119	116	71	14	7	11	7	6	...	...	...	...	...	...	...	...	...	8	4	...	36	22		
Total ...	...	1911	855	839	230	81	94	105	105	75	55	39	33	18	...	4	...	...	304	57	...	522	429			
" ...	...	1910	788	778	174	74	95	112	91	86	61	47	27	10	...	...	1	...	305	51	...	534	444			
BARKLY WEST	Satchel	A 3	211	209	63	45	22	25	31	8	12	2	...	...	...	...	...	1	62	8	...	102	88			
		P.F.	17	17	3	3	3	6	...	2	...	...	...	...	...	...	...	...	7	1	...	11	11			
		Poor	384	373	127	31	52	52	42	37	21	8	3	...	...	...	...	...	133	15	...	218	183			
		B.	836	779	407	106	83	79	42	22	18	4	...	...	...	10	4	4	...	165	66	1	281	192		
Total ...	...	1911	1448	1378	600	185	160	162	115	69	51	14	3	...	10	4	4	1	367	90	1	612	474			
" ...	...	1910	1226	1118	464	137	131	159	100	68	29	17	2	...	6	4	...	1	272	100	1	536	355			
BATHURST	Bennie	A 2	125	120	22	8	22	12	12	20	11	8	4	...	...	...	1	...	70	3	...	93	59			
		A 3	166	163	24	14	24	21	26	19	17	14	4	...	...	...	...	...	81	10	...	127	108			
		P.F.	27	27	1	3	6	1	5	6	1	3	1	...	...	...	...	...	20	3	...	24	21			
		B.	321	298	137	44	31	37	30	13	6	...	...	...	...	...	...	...	75	28	...	131	87			
Total ...	...	1911	639	608	184	69	83	71	73	58	35	25	9	...	...	1	...	246	44	...	375	275				
" ...	...	1910	557	515	126	66	75	76	71	41	27	20	12	...	...	1	...	206	73	...	334	224				

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BEAUFORT WEST	Freeman	A 1	309	296	17	4	23	32	37	35	41	34	28	28	...	13	4	...	160	25	...	250	229	
		A 3	109	106	16	18	15	12	13	14	8	6	4	...	...	...	...	...	53	8	...	74	62	
		P.F.	132	131	21	13	17	23	21	24	5	7	...	...	...	...	...	...	59	10	...	98	77	
		Poor	83	82	30	8	8	17	7	12	...	...	...	...	...	...	...	...	...	38	...	...	44	44
		B.	228	191	109	19	22	25	9	7	...	...	...	...	...	...	...	...	...	43	17	...	66	49
Total ...	...	1911	861	806	193	62	85	109	87	92	54	47	32	28	...	13	4	...	353	60	...	532	461	
" ...	...	1910	857	821	174	80	101	104	94	83	57	52	25	33	3	7	8	...	368	79	...	556	439	
BEDFORD	Bennie	A 1	109	108	13	8	7	8	11	7	13	12	11	16	...	1	1	...	52	7	...	69	58	
		A 3	114	110	19	10	13	12	14	15	12	8	...	...	...	1	6	...	54	10	...	74	60	
		P.F.	66	66	11	5	13	7	4	10	11	4	1	...	...	...	...	...	27	2	...	49	36	
		Poor	60	59	12	10	19	4	9	5	...	...	...	...	...	...	...	...	...	22	2	...	37	35
		B.	295	261	106	43	49	37	20	6	...	...	...	...	...	...	...	...	...	80	33	...	128	88
Total ...	...	1911	644	604	161	76	101	68	58	43	36	24	12	16	...	2	7	...	235	54	...	357	277	
" ...	...	1910	696	635	215	93	74	65	63	54	36	21	16	19	...	5	4	...	192	41	...	341	262	
BREDASDORP	Theron	A 2	281	275	81	20	32	26	28	32	16	12	18	2	...	2	6	...	127	15	...	165	145	
		A 3	159	159	22	22	26	30	31	14	11	3	...	...	...	...	...	...	91	9	...	117	104	
		P.F.	201	198	38	20	34	29	33	21	13	9	1	...	...	...	...	...	112	13	...	144	127	
		Poor	95	95	23	17	11	14	20	7	3	...	...	...	...	...	...	...	...	32	15	...	62	43
		B.	477	439	176	82	63	53	35	30	...	...	...	...	...	...	...	...	...	129	51	...	197	148
Total ...	...	1911	1213	1166	340	161	166	152	147	104	43	24	19	2	...	2	6	...	491	103	...	685	567	
" ...	...	1910	1148	1097	288	154	138	168	156	108	30	31	15	2	...	5	2	...	456	144	...	683	518	
BRITSTOWN	Grant	A 2	332	325	59	31	47	47	45	38	21	15	9	9	...	2	2	...	137	21	...	225	185	
		P.F.	97	97	17	9	12	20	15	12	10	2	...	...	...	...	...	...	42	6	...	73	59	
		B.	238	225	136	27	26	24	8	3	1	...	...	...	...	...	...	...	24	9	...	65	48	
Total ...	...	1911	667	647	212	67	85	91	68	53	32	17	9	9	...	2	2	...	203	36	...	363	292	
" ...	...	1910	506	492	135	44	71	76	52	43	28	25	10	4	3	1	...	...	210	43	...	306	252	
CALEDON	Theron	A 1	503	496	46	41	39	36	45	45	47	62	47	81	...	2	5	...	259	19	...	352	329	
		A 3	545	533	132	69	65	72	81	42	42	19	4	2	...	5	...	...	296	48	...	329	268	
		P.F.	187	187	29	15	31	30	28	33	17	4	...	...	...	...	...	...	...	101	7	...	144	131
		Poor	335	325	69	62	46	52	49	31	8	6	2	...	...	...	...	...	...	129	32	...	203	154
		B.	708	679	272	140	99	76	60	20	11	1	...	...	...	...	...	...	...	199	53	...	282	223
Total ...	...	1911	2278	2220	548	327	280	266	263	171	125	92	53	83	...	7	5	...	894	159	...	1310	1105	



DIVISION.	Inspector.	Class of School	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.				Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex.	I Yr. Jr.	II Yr. Jr. or I Yr. Sr.	III Yr. Jr. or II Yr. Sr.	IV Yr. Sr.						
CALVINIA	Hagen	A 1	114	112	19	10	9	3	9	15	9	7	15	15	...	...	1	...	50	1	...	67	65	
		A 3	227	223	45	32	29	28	21	39	19	8	2	...	...	...	...	98	3	...	146	136		
		P.F.	78	78	22	10	15	7	4	14	6	...	...	...	...	...	...	20	1	...	48	40		
		Poor	70	68	31	...	12	6	3	10	6	...	...	...	...	...	...	20	...	...	37	37		
		B.	100	93	51	12	17	9	...	4	...	...	...	...	...	...	...	23	6	...	30	29		
Total ...	...	1911	589	574	168	64	82	53	37	82	40	15	17	15	...	1	...	211	11	...	328	307		
" ...	...	1910	590	566	140	78	49	55	94	60	29	22	16	17	...	2	4	220	28	2	334	298		
CAPE SUBURBS	Noaks	Sp.	137	137	44	28	33	25	3	4	...	...	...	...	...	...	...	57	1	...	65	64		
		A 1	1052	998	67	63	71	85	134	149	128	116	57	97	...	4	21	6	474	102	...	838	597	
		A 2	2862	2805	445	321	310	345	366	400	272	220	80	10	...	18	12	6	1267	216	...	2019	1734	
		A 3	4613	4527	1290	654	713	671	527	391	176	70	8	...	...	4	19	4	1764	256	...	2626	2288	
		E.	175	143	23	6	12	29	32	23	12	4	2	...	...	...	...	...	19	28	...	119	56	
		P.F.	40	39	2	3	4	10	4	8	5	2	1	...	...	...	...	...	25	8	...	35	24	
		Poor	40	39	2	3	4	10	4	8	5	2	1	...	...	...	...	...	25	8	...	35	24	
		B.	6417	5977	2961	989	794	621	360	186	27	14	3	...	...	2	14	5	1306	459	4	2210	1620	
Total ...	...	1911	15296	14626	4832	2064	1937	1786	1426	1161	620	426	151	107	2	40	57	17	4912	1070	4	7912	6383	
" ...	...	1910	14367	13628	4313	1985	1845	1678	1358	1071	678	341	117	103	11	52	58	18	4752	1028	7	7512	6155	
CAPE TOWN, GREEN AND SEA POINT.	D. Craib	Sp.	174	172	8	4	14	15	17	19	12	9	8	2	...	...	31	33	55	6	3	95	91	
		A 1	1873	1802	146	111	129	176	175	230	203	212	122	265	...	8	16	9	862	125	1	1524	1352	
		A 2	1182	1165	226	119	151	149	175	158	84	62	21	...	...	7	8	5	537	81	...	816	702	
		A 3	2274	2232	801	315	312	293	218	159	68	31	3	...	...	8	5	15	4	721	137	1	1124	924
		D.	231	230	15	24	28	31	30	25	29	11	...	...	...	17	10	10	...	68	27	...	161	110
		E.	301	254	34	21	38	32	26	37	29	22	15	...	...	...	...	...	25	11	...	206	116	
		B.	3222	2980	1678	446	360	268	199	73	21	5	...	...	...	4	...	6	...	520	181	2	929	646
Total ...	...	1911	9257	8835	2908	1040	1032	964	760	701	446	352	169	267	29	30	86	51	2788	568	7	4855	3941	
" ...	...	1910	8102	7757	2456	872	874	874	730	557	423	336	121	286	15	55	81	77	2735	483	3	4291	3571	
CARNARVON	Hagen	A 1	207	194	16	15	14	19	26	29	16	17	16	17	...	5	4	...	97	6	...	137	129	
		A 3	104	104	23	13	20	18	10	9	11	...	...	...	...	...	...	...	49	...	...	68	64	
		P.F.	128	128	27	9	17	14	24	23	10	4	...	...	...	...	...	...	38	10	...	93	74	
		B.	185	180	57	19	32	24	27	10	4	5	...	...	...	...	...	...	84	5	...	102	96	
Total ...	...	1911	624	606	123	56	83	75	87	71	41	26	16	17	...	7	4	...	268	21	...	400	363	
" ...	...	1910	542	526	104	59	60	88	68	57	27	20	15	19	3	2	4	...	192	45	...	356	271	

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CATHCART	Young	A 1	177	159	30	8	18	20	23	23	14	13	10	...	...	...	...	94	4	...	121	110	
		A 3	99	91	11	9	16	10	17	14	11	3	...	...	...	...	...	51	10	...	71	59	
		P.F.	98	97	13	5	7	14	12	18	9	14	5	...	...	...	...	...	64	6	...	79	71
		Poor	145	141	69	13	15	14	13	8	9	...	...	...	...	...	...	...	46	11	...	62	54
		B.	145	141	69	13	15	14	13	8	9	...	...	...	...	...	...	...	46	11	...	62	54
Total ...	...	1911	519	488	123	35	56	58	65	63	43	30	15	...	...	...	...	255	31	...	333	294	
" ...	...	1910	560	531	135	40	67	66	78	52	52	30	10	...	...	...	1	...	201	48	...	366	308
CERES	Robertson	A 1	191	185	26	5	16	23	18	12	19	18	24	24	...	...	...	...	100	13	...	130	113
		A 2	89	89	16	8	10	17	8	14	6	7	3	...	...	...	...	...	55	2	...	65	63
		A 3	83	82	11	6	13	10	21	13	2	6	...	...	...	...	...	...	46	11	...	67	55
		P.F.	169	168	10	25	16	35	16	35	18	12	1	...	...	...	...	...	96	18	...	133	109
		B.	191	181	115	24	18	14	9	1	...	...	...	...	...	...	...	...	27	15	...	46	30
Total ...	...	1911	723	705	178	68	73	99	72	75	45	43	28	24	...	...	...	324	59	...	441	370	
" ...	...	1910	691	681	137	66	84	87	103	62	57	43	14	15	...	...	13	...	340	40	...	456	400
CLANWILLIAM	Hofmeyr	A 2	114	114	13	9	8	1	13	16	17	12	11	8	...	6	...	...	44	7	...	78	67
		A 3	80	77	12	19	6	12	8	11	5	4	...	...	...	...	...	...	31	7	...	48	43
		P.F.	64	62	9	9	5	10	11	4	7	6	...	...	...	...	...	...	24	10	...	43	31
		Poor	96	91	19	11	13	12	10	14	5	7	...	...	...	...	...	...	43	4	...	61	56
		B.	175	167	75	31	11	25	18	7	...	...	...	...	...	...	...	...	41	26	...	69	41
Total ...	...	1911	529	511	128	79	43	60	60	52	34	29	11	8	...	6	1	183	54	...	299	238	
" ...	...	1910	886	872	247	113	94	146	106	74	34	31	13	4	4	2	4	...	312	56	...	500	433
COLESBERG	Spurway	A 1	164	163	31	9	12	14	10	25	23	17	8	14	...	...	...	...	85	11	...	111	95
		A 2	220	210	74	16	25	23	22	20	16	6	3	1	...	2	2	...	70	12	...	116	98
		A 3	120	112	62	18	14	13	4	...	1	...	...	...	...	...	...	...	18	3	...	33	27
		P.F.	100	100	24	17	18	9	13	12	6	1	...	...	...	...	...	...	36	14	...	60	43
		Poor	45	40	19	6	6	4	5	...	...	...	...	...	...	...	...	...	11	2	...	15	13
		B.	104	88	49	14	11	8	6	...	...	...	...	...	...	...	...	...	13	9	...	30	20
Total ...	...	1911	753	713	259	80	86	71	60	57	46	24	11	15	...	2	2	...	233	51	...	365	296
" ...	...	1910	692	673	212	95	59	78	72	63	41	24	15	11	...	2	1	...	222	65	...	368	268
CRADOCK	J. Craib	A 1	424	415	26	15	21	21	31	62	55	73	34	58	...	11	7	1	212	29	...	357	316
		A 3	306	299	53	40	36	39	43	45	27	14	2	...	...	...	...	...	138	27	...	213	162
		P.F.	191	191	18	25	25	23	36	40	19	3	2	...	...	...	...	...	108	19	...	150	122
		Poor	166	165	40	22	28	25	35	11	3	1	...	...	...	...	...	...	70	11	...	103	85
		B.	416	397	218																		



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.				Higher.	Same.	Lower.	Presd.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex.	I Yr. Jr.	II Yr. Sr.	III Yr. Jr. or Sr.	Unclassified.					
EAST LONDON...	Young ...	A 1	677	659	73	28	43	62	81	83	99	66	52	70	...	...	2	...	313	25	1	530	488
		A 2	634	600	150	64	62	86	61	75	49	34	12	6	...	...	1	...	253	37	...	379	335
		A 3	881	857	205	114	135	130	104	99	59	9	2	...	...	...	...	...	390	68	...	546	465
		P.F.	24	24	4	3	5	3	4	3	2	...	...	...	...	...	...	...	9	...	...	17	14
		Poor B	166	159	71	18	21	25	21	3	...	...	...	...	...	...	...	...	53	4	...	71	65
Total ...	...	1911	3194	3035	821	332	356	389	334	303	226	129	66	76	...	2	1	1183	229	3	1895	1591	
" ...	...	1910	3065	2895	809	280	326	378	351	281	204	114	73	66	...	4	7	1193	157	...	1812	1577	
FORT BEAUFORT	T. W. Rein	Sp.	50	50	11	1	8	2	14	10	3	1	...	...	...	...	...	18	1	...	39	36	
		A 1	241	235	32	10	13	22	31	34	28	31	6	20	...	2	6	113	19	...	165	141	
		A 3	87	85	13	6	13	23	8	7	8	7	...	...	...	...	...	38	16	...	65	45	
		P.F.	57	57	10	6	9	8	8	2	11	3	...	...	...	...	...	29	4	...	43	39	
		Poor B	212	207	72	11	46	33	20	20	4	1	...	...	...	...	...	70	15	...	128	99	
Total ...	...	1911	1919	1853	609	168	192	202	146	143	109	90	6	20	75	48	39	525	141	...	917	723	
" ...	...	1910	1895	1822	551	156	188	184	204	134	115	80	15	13	90	56	36	512	225	1	977	687	
FRASERBURG ...	Hagen ...	A 2	105	103	27	12	8	11	5	12	7	13	4	4	...	...	...	34	9	...	61	49	
		A 3	23	22	3	...	8	3	4	3	...	1	...	...	...	...	...	16	1	...	19	18	
		P.F.	157	156	27	12	14	27	23	26	16	11	...	...	...	...	...	79	8	...	118	107	
		B.	58	53	40	7	4	1	...	1	...	...	...	...	...	...	...	4	1	...	7	6	
Total ...	...	1911	343	334	97	31	34	42	32	42	23	25	4	4	...	...	...	133	19	...	205	180	
" ...	...	1910	358	335	101	45	43	38	39	28	22	13	5	1	...	...	...	104	37	...	196	136	
GEORGE ...	Mitchell ...	A 1	169	162	15	6	5	10	14	26	19	16	11	26	...	4	10	71	5	...	101	76	
		A 2	112	112	29	13	5	12	10	13	3	6	12	3	...	4	2	47	3	...	61	57	
		A 3	271	248	87	46	44	25	23	15	5	3	...	...	...	...	...	92	16	...	123	97	
		P.F.	7	7	1	...	3	...	1	...	2	...	...	...	...	...	...	5	1	...	6	5	
		Poor B	591	577	182	91	100	78	63	39	21	3	...	...	...	...	...	218	32	...	314	255	
Total ...	...	1911	1667	1610	565	230	218	185	139	116	52	31	23	29	...	10	12	557	113	...	795	617	
" ...	...	1910	1662	1596	556	196	192	201	157	109	63	42	23	34	2	9	12	573	146	...	835	632	

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GLEN GREY ...	Logie ...	A 3	62	62	12	4	7	15	5	7	5	4	3	...	...	...	...	36	3	...	46	41	
		P.F.	21	21	4	2	1	6	2	4	...	2	...	...	...	...	...	...	7	4	...	17	11
		B.	3571	3257	1709	480	343	288	226	153	49	9	...	...	...	...	...	...	626	321	4	1183	748
Total ...	...	1911	3654	3340	1725	486	351	309	233	164	54	15	3	...	...	...	...	669	328	4	1246	800	
" ...	...	1910	3297	2853	1365	406	345	317	214	119	62	25	...	...	...	...	...	685	294	4	1165	817	
GORDONIA ...	Grant ...	A 2	106	106	20	9	9	17	9	13	12	4	5	3	...	...	5	51	6	...	69	62	
		A 3	125	124	41	23	21	18	8	11	2	...	...	...	...	...	...	47	1	...	60	59	
		P.F.	7	7	...	...	1	3	2	1	...	...	...	...	...	...	...	2	1	...	7	2	
		Poor B	102	99	36	12	19	15	13	3	1	...	...	...	...	...	...	...	...	...	51	46	
		B.	129	125	64	5	14	10	20	10	5	...	...	...	...	...	...	...	38	14	...	56	39
Total ...	...	1911	469	461	161	49	61	63	52	38	20	4	5	3	...	5	138	22	...	243	208		
" ...	...	1910	716	686	265	83	88	84	72	44	20	18	6	1	...	4	143	23	...	336	293		
GRAAFF-REINET	J. Craib ...	Sp.	77	76	6	7	6	24	18	11	4	...	...	...	...	...	...	34	15	...	65	37	
		A 1.	468	423	10	8	7	13	21	32	68	88	31	86	...	35	24	202	50	...	346	284	
		A 2.	113	112	15	9	7	7	13	25	14	11	6	...	...	5	...	69	8	...	83	74	
		A 3.	347	341	69	45	31	55	61	42	34	3	...	...	...	...	1	...	151	16	...	227	195
		P.F.	143	143	18	18	19	18	21	25	17	4	1	2	...	...	...	64	19	...	107	83	
Total ...	...	1911	1968	1878	480	214	167	208	202	165	142	109	38	88	...	40	25	686	239	2	1162	861	
" ...	...	1910	2026	1924	429	203	189	234	224	214	127	84	45	86	16	30	43	771	171	...	1231	1008	
HANOVER ...	Spurway ...	A 2	153	152	24	16	15	17	15	24	16	12	6	2	...	1	4	80	9	...	105	90	
		A 3	47	34	5	5	6	5	3	4	2	4	...	...	...	...	...	16	3	...	27	21	
		P.F.	63	62	11	6	12	8	9	10	4	1	...	...	...	...	...	29	3	...	45	39	
		B.	53	52	22	6	11	6	4	3	...	...	...	...	...	...	...	16	10	...	28	18	
Total ...	...	1911	316	300	62	33	44	36	31	41	22	17	6	2	...	1	141	25	...	205	168		
" ...	...	1910	331	323	69	43	32	41	53	37	20	10	5	6	...	5	149	24	...	203	176		
HAY ...	Grant ...	A 3	221	220	41	27	22	37	27	28	21	14	...	1	...	1	1	91	26	...	150	115	
		P.F.	63	63	7	9	12	2	12	9	7	4	1	...	...	...	...	17	12	...	47	33	
		B.	35	34	28	...	1	3	2	...	...	...	...	...	...	...	...	...	...	...	6	5	
Total ...	...	1911	319	317	76	36	35	42	41	37	28	18	1	1	...	1	108	38	...	203	153		
" ...	...	1910	260	260	45	27	43	36	32	36	25	8	5	1	1	...	93	12	...	186	163		
HERBERT ...	Grant ...	A 3	240	234	61	28	30	31	24	34	15	5	2	...	...	...	1	92	22	...	141	114	
		P.F.	49	49	10	4	7	7	7	5	6	2	1	...	...	...	...	20	6	...	35	30	
		B.	33	32	10	2	6	4	4	5	1	...	...	...	...	...	...	15	5	...	20	16	
Total ...	...	1911	322	315	81	34	43	42	35	44	22	7	3	...	...	1	127	33	...	196	160		
" ...	...	1910	318	310	62	38	40	68	45	35	11	5	2	1	2	...	129	24	...	208	173		



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.					Higher.	Same.	Lower.	Presd.	Passed.
			On Roll.	Pre-sent.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex.	I. Yr. or 1st.	II. Yr. or 2nd.	III. Yr. or 3rd.	IV. Yr. or 4th.	Unclassi-fied.					
HERSCHEL	Pressly	A 3	19	18	2	3	2	...	4	1	1	1	4	...	...	...	...	...	11	...	...	13	13	
		P.F.	5	5	...	...	2	...	...	1	1	1	...	...	...	...	...	...	4	...	...	5	5	
		B.	2592	2517	1316	300	260	259	162	94	68	58	...	...	...	...	...	...	590	188	...	965	736	
		C 1	74	73	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	1911	2690	2613	1318	303	264	259	166	96	70	60	4	...	37	23	13	...	605	188	...	983	754	
"	...	1910	2776	2637	1282	306	255	269	185	124	66	59	2	...	56	16	17	...	616	208	...	1009	738	
HOPETOWN	Grant	A 2	160	157	38	11	11	16	28	13	19	15	5	...	...	...	...	...	77	8	...	107	99	
		A 3	63	63	5	8	11	12	7	8	6	5	1	...	...	...	...	...	37	...	...	50	49	
		P.F.	175	173	31	10	21	24	36	28	14	8	1	...	...	...	...	...	80	6	...	132	123	
		Poor	17	16	6	1	2	2	2	3	...	...	...	...	...	...	...	...	...	6	1	...	9	8
		B.	61	57	27	17	4	8	1	...	...	...	...	...	...	...	...	...	...	5	10	...	16	5
Total	...	1911	476	466	107	47	49	62	74	52	39	28	7	...	...	...	...	205	25	...	314	284		
"	...	1910	431	419	66	43	46	80	74	61	39	18	11	3	...	...	...	210	20	...	306	281		
HUMANSDORP	Scott	A 2	118	116	14	9	12	11	15	16	14	9	7	2	...	2	5	...	62	5	...	84	79	
		A 3	459	447	99	39	52	63	71	56	43	17	7	7	...	...	...	...	186	46	...	316	244	
		P.F.	11	11	2	2	1	...	1	1	1	1	2	...	...	...	...	...	4	1	...	7	6	
		Poor	272	266	49	46	42	51	28	35	10	4	1	...	...	...	...	...	121	37	...	175	129	
		B.	606	575	278	99	85	51	26	8	6	2	...	...	...	...	...	...	115	51	...	204	149	
Total	...	1911	1466	1415	442	195	192	176	141	116	74	33	17	2	6	10	11	...	488	140	...	786	607	
"	...	1910	1310	1273	338	172	154	181	143	117	63	48	22	7	7	12	8	...	482	127	...	763	616	
JANSENVILLE	Freeman	A 2	139	137	30	8	11	10	12	18	17	13	14	2	1	1	...	...	67	6	...	95	85	
		A 3	412	407	109	70	80	62	36	31	15	4	...	...	...	...	...	...	129	34	...	237	186	
		P.F.	77	77	12	9	6	15	12	16	6	1	...	...	...	...	...	...	33	3	...	56	42	
		Poor	216	212	57	35	37	34	22	20	4	3	...	...	...	...	...	...	85	13	...	122	102	
		B.	141	135	83	18	16	5	7	5	1	...	...	...	...	...	...	...	30	3	...	35	32	
Total	...	1911	985	968	291	140	150	126	89	90	43	21	14	2	1	1	...	344	59	...	545	447		
"	...	1910	901	871	281	129	114	110	90	74	40	21	5	5	...	2	...	254	59	...	473	379		
KENHARDT	Grant	A 2	180	177	46	16	15	17	25	15	17	10	11	...	...	5	...	...	97	6	...	110	104	
		A 3	192	189	59	28	26	30	22	10	10	3	...	...	...	...	...	...	65	11	...	101	86	
		P.F.	76	76	12	9	5	10	11	16	11	2	...	...	...	...	...	...	37	3	...	55	51	
		Poor	129	126	47	14	15	14	10	16	6	4	...	...	...	...	...	...	...	...	...	...	65	59
Total	...	1911	577	568	164	67	61	71	68	57	44	19	11	...	...	6	...	199	20	...	331	300		
"	...	1910	563	554	123	65	84	79	71	67	29	18	6	...	...	3	4	...	226	26	...	355	317	

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KIMBERLEY	Satchel	A 1	628	600	81	33	53	51	67	65	71	63	39	72	...	1	4	...	337	33	...	481	455	
		A 2	1444	1389	346	145	187	169	160	130	130	123	32	9	...	5	13	1	...	611	44	1	870	815
		A 3	1356	1280	518	183	172	174	118	83	12	3	...	...	...	1	5	10	1	396	39	...	571	505
		E.	218	192	...	2	13	26	34	17	16	10	...	...	...	...	...	...	...	74	...	...	118	64
		P.F.	7	7	1	...	2	1	2	1	...	...	...	...	...	...	...	...	...	...	...	...	6	5
		Poor	92	90	37	12	10	11	10	6	3	...	...	...	...	...	...	...	...	...	...	...	40	38
		B.	1159	1086	576	185	104	98	66	36	12	3	1	...	...	2	1	2	...	202	47	1	330	255
Total	...	1911	4904	4644	1559	560	541	530	457	338	244	141	22	81	3	12	29	77	1574	164	2	2416	2137	
"	...	1910	4124	3917	1215	460	454	490	396	321	229	151	75	62	13	24	22	5	1404	243	2	2218	1909	
KINGWILLIAMS TOWN.	Bond	A 1	426	411	25	16	24	32	33	36	37	49	39	100	...	7	13	...	147	25	...	350	307	
		A 2	254	234	45	23	34	33	48	25	19	7	...	...	...	...	...	...	115	23	...	166	130	
		A 3	1046	1019	221	115	118	167	160	104	65	38	7	...	...	...	16	8	...	497	43	...	664	603
		P.F.	41	39	11	7	3	7	7	2	2	...	...	...	...	...	...	...	...	13	1	...	21	19
		Poor	126	120	57	17	19	17	9	1	...	...	...	...	...	...	...	...	...	28	8	...	50	39
		B	6682	6182	2546	1050	843	749	582	274	118	20	...	...	...	...	...	...	...	1591	663	5	2830	1953
		C 1.	124	124	...	...	...	...	...	...	...	...	...	...	...	...	50	37	34	3	...	...	...	...
C.	196	181	79	27	20	...	18	14	8	14	1	...	...	...	...	...	...	49	24	1	80	48		
Total	...	1911	8895	8310	2984	1255	1061	1023	853	450	255	115	46	100	50	60	55	3	2440	787	6	4161	3099	
"	...	1910	8248	7741	2761	1084	1126	956	754	436	213	112	31	101	69	59	39	...	2238	982	9	4037	2755	
KNYSNA	Scott	A 2	206	201	24	19	16	19	18	12	26	27	10	9	...	14	7	...	87	8	...	130	105	
		A 3	315	263	84	33	44	38	29	21	7	4	2	...	...	...	...	...	92	45	...	153	103	
		P.F.	8	8	4	...	2	...	1	1	...	...	...	...	...	...	...	...	...	2	2	...	4	1
		Poor	548	523	177	58	73	77	52	51	26	9	...	...	...	...	...	...	...	206	54	...	297	235
B.	345	329	171	67	40	31	13	5	1	...	...	...	...	...	...	...	...	56	12	...	109	67		
Total	...	1911	1422	1324	460	177	175	165	113	90	60	40	12	9	...	15	7	1	443	121	...	693	511	
"	...	1910	1183	1129	307	165	173	151	116	93	52	37	7	5	1	12	10	...	476	80	1	651	543	
KOMGHA	Young	A 2	106	106	34	1	9	22	13	7	7	4	2	2	...	3	2	...	49	6	...	64	54	
		A 3	41	38	3	6	8	7	8	3	2	1	...	...	...	...	...	...	26	1	...	30	28	
		P.F.	62	59	12	7	11	7	12	6	4	...	...	...	...	...	...	...	13	2	...	40	33	
		B.	179	171	73	15	16	36	20	11	...	...	...	...	...	...	...	...	...	57	19	...	85	68
Total	...	1911	388	374	122	29	44	72	53	27	13	5	2	2	...	3	2	...	145	28	...	219	183	
"	...	1910	343	331	91	30	68	44	41	27	13	6	3	4	2	2	...	141	33	1	210	173		
KURUMAN	Satchel	A 3																						



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.				Unclassified.	Higher.	Same.	Lower.	Presd.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex.	I Yr. Jr.	II Yr. I Yr. Sr.	III Yr. II Yr. Sr.	IV Yr. Sr.						
LADISMITH ...	Watermeyer	A 1	165	160	29	11	24	15	19	18	16	14	6	5	...	...	2	1	83	14	...	112	92	
		A 3	521	515	158	81	74	52	62	43	21	14	10	...	...	...	...	...	202	35	...	289	232	
		P.F.	61	61	18	14	14	6	4	4	1	...	...	...	...	...	...	...	19	...	...	30	27	
		Poor	199	197	70	26	28	29	11	23	4	4	2	...	...	...	...	...	61	8	...	110	81	
		B.	384	352	187	58	43	37	24	3	...	...	...	...	...	...	...	...	76	41	...	122	83	
Total ...	...	1911	1330	1285	462	190	183	139	120	91	42	32	18	5	...	...	2	1	441	98	...	663	515	
" ...	...	1910	1279	1214	453	181	146	162	120	63	37	34	4	9	1	2	2	...	397	118	1	604	474	
LAINGSBURG ...	Robertson ...	A 2	168	166	29	23	17	9	19	19	16	12	13	2	...	3	4	...	85	2	...	105	104	
		A 3	50	49	9	6	8	10	7	5	3	1	...	...	...	...	...	...	22	4	...	34	29	
		P.F.	109	107	50	15	15	6	6	7	7	1	...	...	...	...	...	...	21	2	...	45	38	
		Poor	103	103	26	17	16	20	11	9	4	...	...	...	...	...	...	...	31	17	...	61	43	
		B.	94	89	44	14	14	15	1	1	...	...	...	...	...	...	...	...	18	10	...	32	23	
Total ...	...	1911	524	514	158	75	70	60	44	41	30	14	13	2	...	3	4	...	177	35	...	277	237	
" ...	...	1910	446	422	111	46	58	54	52	45	24	13	7	3	3	...	6	...	173	30	...	261	220	
MAFEKING ...	Satchel ...	A 2	164	160	31	29	23	13	16	22	11	6	4	3	...	1	1	...	66	16	...	100	83	
		A 3	119	119	41	15	14	22	11	8	4	4	...	...	...	...	...	...	28	5	...	63	53	
		P.F.	12	12	...	4	4	3	...	1	...	...	...	...	...	...	...	...	3	...	...	8	7	
		Poor	436	397	209	71	26	44	24	15	5	3	...	...	...	...	...	...	55	39	...	126	85	
		B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	1911	731	688	281	119	67	82	51	46	20	13	4	3	...	1	1	...	152	60	...	297	228	
" ...	...	1910	713	677	297	66	85	70	72	38	22	16	4	3	1	2	1	...	204	46	...	316	251	
MALMESBURY ...	Golightly ...	A 1	392	385	32	17	39	25	39	44	39	47	36	65	...	...	2	...	239	25	1	320	304	
		A 2	945	926	168	97	91	85	104	106	103	74	40	43	...	10	5	...	436	48	...	610	541	
		A 3	1087	1057	185	147	138	168	160	149	77	27	6	...	...	...	...	...	464	81	...	733	602	
		P.F.	66	66	10	10	10	11	15	6	4	...	...	...	...	...	...	...	27	3	...	46	39	
		B.	1083	985	420	198	116	132	66	37	7	5	...	...	...	1	3	...	244	112	...	407	254	
Total ...	...	1911	3573	3419	815	469	394	421	384	342	230	153	82	108	1	13	7	...	1410	269	1	2116	1740	
" ...	...	1910	3135	3021	647	358	340	428	385	328	190	119	96	105	2	13	10	...	1322	329	...	1965	1580	
MARAISBURG ...	J. Craib ...	A 2	94	92	18	7	5	16	8	13	10	8	1	2	...	2	2	...	40	7	...	64	50	
		A 3	31	28	5	1	4	4	4	8	1	1	...	...	...	...	...	...	15	1	...	22	18	
		P.F.	88	87	27	8	14	20	9	6	2	1	...	...	...	...	...	...	29	7	...	52	4	
		Poor	30	30	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	*1911	243	237	75	21	23	40	21	27	13	10	1	2	...	2	2	...	84	15	...	138	72	

\* 1910 figures included under Cradock.

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MIDDELBURG ...	Spurway ...	A 1	279	272	36	24	28	19	40	26	38	20	15	19	...	5	2	...	105	29	...	188	151	
		A 3	135	134	40	18	31	17	16	4	6	...	...	...	...	...	...	...	48	6	...	76	63	
		P.F.	127	127	34	21	19	10	14	16	9	4	...	...	...	...	...	...	40	11	...	74	53	
		Poor	114	111	50	11	15	13	12	10	...	...	...	...	...	...	...	...	...	34	3	...	51	48
		B.	272	258	167	33	21	18	11	8	...	...	...	...	...	...	...	...	...	44	10	...	60	49
Total ...	...	1911	927	902	327	107	114	77	93	64	53	24	15	19	...	5	4	...	271	59	...	449	364	
" ...	...	1910	881	843	280	92	82	83	110	88	37	30	19	14	3	4	1	...	281	61	...	456	352	
MOLTENO ...	Spurway ...	A 1	97	95	15	4	7	10	9	11	8	10	3	18	...	...	...	...	...	...	...	59	33	
		A 2	138	135	21	12	15	14	16	17	13	13	4	8	...	1	1	...	60	7	...	92	80	
		A 3	101	101	36	13	12	15	5	13	7	...	...	...	...	...	...	...	26	16	...	54	36	
		P.F.	46	46	13	12	6	4	4	3	4	...	...	...	...	...	...	...	9	4	...	24	16	
		Poor	99	95	35	11	15	13	15	6	...	...	...	...	...	...	...	...	...	35	6	...	50	40
B.	75	70	49	6	6	6	1	2	...	...	...	...	...	...	...	...	...	6	6	...	17	11		
Total ...	...	1911	556	542	169	58	61	62	50	52	32	23	7	26	...	1	1	...	136	39	...	296	216	
" ...	...	1910	490	471	138	50	56	70	52	48	23	17	10	2	1	2	1	...	160	47	...	282	199	
MONTAGU ...	Robertson ...	A 1	276	269	50	19	13	15	26	31	28	34	26	27	...	...	...	...	133	8	...	173	163	
		A 3	216	214	60	23	30	28	25	28	12	7	1	...	...	...	...	...	82	18	...	135	109	
		P.F.	29	29	2	9	3	7	4	4	...	...	...	...	...	...	...	...	11	1	...	18	16	
		Poor	135	132	57	20	15	16	7	10	5	1	1	...	...	...	...	...	38	7	...	55	45	
		B.	105	103	57	15	18	11	1	1	...	...	...	...	...	...	...	...	20	8	...	37	25	
Total ...	...	1911	761	747	226	86	79	77	63	74	45	42	28	27	...	...	...	...	248	42	...	418	358	
" ...	...	1910	632	610	139	66	67	65	86	65	41	42	14	25	...	...	...	...	277	42	...	389	330	
MOSSEL BAY ...	Mitchell ...	A 1	154	147	18	12	13	17	18	28	11	12	4	12	...	...	2	...	51	10	...	108	81	
		A 3	526	516	119	66	73	81	62	59	30	19	6	...	...	...	...	...	236	67	...	341	258	
		P.F.	20	19	5	4	1	3	3	3	...	...	...	...	...	...	...	...	3	5	...	10	4	
		Poor	146	142	49	20	20	16	22	12	3	...	...	...	...	...	...	...	...	48	16	1	75	58
		B.	408	384	229	64	41	32	13	3	2	...	...	...	...	...	...	...	...	64	37	...	111	71
Total ...	...	1911	1254	1208	420	166	148	149	118	105	46	31	10	12	...	1	2	...	402	135	1	645	472	
" ...	...	1910	1011	977	343	126	131	141	117	74	28	12	2	...	...	...	...	387	77	...	530	421		
MURRAYSBURG ...	Hagen ...	A 1	149	147	12	7	12	10	9	13	25	24	13	9	...	8	5	...	85	4	...	106	101	
		A 3	15	15	3	...	...	4	3	1	2	2	...	...	...	...	...	...	9	3	...	12	9	
		P.F.	87	85	8	6	13	13	18	8	5	11	3	...	...	...	...	...	39	5	...			



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presd.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex.	I Yr. J.F.	II Yr. J.F.	III Yr. J.F.	IV Yr. J.F.							
OUDTSHOORN ...	Mitchell ...	A 1	601	580	52	24	49	47	56	65	101	73	36	55	...	7	15	...	275	86	...	487	383		
		A 2	326	316	67	31	45	34	44	37	23	22	9	4	...	...	...	...	148	28	...	220	182		
		A 3	2086	1980	678	256	249	318	270	153	46	8	2	...	...	...	...	...	759	184	...	1110	859		
		P.F.	40	37	19	4	3	1	7	...	...	3	...	...	...	...	...	...	...	11	3	...	16	13	
		Poor	155	151	54	17	19	27	21	13	...	...	...	...	...	...	...	...	...	34	19	...	81	48	
		B.	652	615	381	97	42	48	29	14	4	...	...	...	...	...	...	...	...	87	45	...	168	103	
		Total ...	...	1911	3860	3679	1251	429	407	475	427	282	177	103	47	59	...	7	15	...	1314	365	...	2082	1588
" ...	...	1910	3790	3509	1043	389	431	539	437	268	151	115	38	60	...	8	10	...	1486	267	...	2112	1702		
PAARL ...	Golightly ...	Sp.	204	204	...	6	9	9	12	8	...	...	...	...	...	62	67	31	18	5	...	38	35		
		A 1	1807	1755	91	64	83	88	117	146	173	219	175	538	...	15	31	15	957	148	...	1539	1458		
		A 2	439	433	53	52	46	46	55	50	48	47	27	4	...	2	3	...	246	20	...	320	288		
		A 3	354	347	70	40	52	47	50	39	29	15	5	...	...	...	...	...	185	15	...	240	212		
		P.F.	43	37	7	4	5	9	8	3	1	...	...	...	...	...	...	...	5	4	...	26	17		
		Poor	104	101	29	23	24	19	13	2	...	...	...	...	...	...	...	...	...	48	5	...	58	54	
		B.	1882	1684	842	275	193	160	124	38	15	25	2	...	...	...	2	6	2	389	131	...	601	435	
Total ...	...	1911	4833	4561	1083	464	412	378	379	286	266	306	209	542	2	85	103	46	1848	328	...	2822	2499		
" ...	...	1910	4662	4417	956	418	366	449	337	307	307	274	214	532	16	88	100	53	1960	241	1	2819	2528		
PEARSTON ...	J. Craib ...	A 2	124	121	26	12	10	17	17	9	12	13	4	...	...	1	...	...	68	9	...	83	71		
		P.F.	109	107	16	16	9	22	18	14	8	4	...	...	...	...	...	...	39	17	...	78	58		
		Poor	69	59	17	5	10	11	7	6	3	...	...	...	...	...	...	...	25	10	...	37	26		
		B.	38	29	14	6	1	3	3	2	...	...	...	...	...	...	...	...	4	6	...	12	5		
Total ...	...	1911	340	316	73	39	30	53	45	31	23	17	4	...	...	1	...	136	42	...	210	160			
PEDDIE ...	T. W. Rein	A 2	84	83	15	9	10	8	8	5	12	9	3	1	...	...	3	...	42	2	...	55	52		
		A 3	151	149	19	18	22	11	25	19	18	15	1	...	...	...	1	...	85	20	...	113	87		
		P.F.	61	60	10	1	5	11	11	8	10	3	1	...	...	...	...	...	34	5	...	49	40		
		Poor	15	15	8	...	3	1	...	3	...	...	...	...	...	...	...	...	...	6	1	...	7	6	
		B.	1499	1412	786	195	147	144	109	31	...	...	...	...	...	...	...	...	...	230	205	...	503	287	
Total ...	...	1911	1810	1719	838	223	187	175	153	66	40	27	5	1	...	...	4	...	397	233	...	727	472		
" ...	...	1910	1565	1482	665	177	201	178	139	68	24	16	5	2	...	...	4	...	375	196	1	689	455		
PHILIPSTOWN ...	Grant ...	A 1	195	174	41	15	11	18	20	19	19	11	12	8	...	...	...	...	68	18	...	110	85		
		A 2	133	133	13	9	17	13	18	23	15	9	7	9	...	...	...	...	77	13	...	104	83		
		P.F.	84	82	11	14	16	10	7	15	4	5	...	...	...	...	...	...	25	3	...	57	51		
		B.	39	38	14	5	10	3	4	2	...	...	...	...	...	...	...	...	4	10	...	20	14		
Total ...	...	1911	451	427	79	43	54	44	49	59	38	25	19	17	...	...	...	174	44	...	291	233			
" ...	...	1910	480	456	91	45	45	47	68	47	33	37	17	21	...	...	...	169	57	...	300	216			

\* 1910 figures included under Somerset East.

[C.P. 7-1912]

PIQUETBERG ...	Hofmeyr ...	A 2	378	372	34	13	36	43	40	53	45	29	32	31	...	11	5	...	173	44	...	278	214	
		A 3	951	923	203	160	119	116	130	98	50	36	8	...	...	...	2	1	...	378	67	...	562	476
		P.F.	36	34	3	13	4	...	7	4	3	...	...	...	...	...	...	...	...	13	2	...	18	15
		B.	496	436	171	94	50	60	37	22	2	...	...	...	...	...	...	...	...	109	80	1	207	116
		Total ...	...	1911	1861	1765	411	280	209	219	214	177	100	65	40	31	...	13	6	...	673	193	1	1065
" ...	...	1910	1643	1558	361	213	186	219	189	170	94	62	19	20	...	4	9	...	638	149	...	967	775	
PORT ELIZABETH.	Milne ...	Sp.	80	66	...	...	...	...	...	...	...	...	...	...	...	...	...	66	...	...	...	...	...	
		A 1	534	516	44	32	32	31	46	54	98	82	40	56	...	1	...	...	209	31	...	439	388	
		A 2	1013	991	244	123	135	142	109	106	75	39	3	...	...	3	12	...	443	32	...	612	568	
		A 3	1875	1775	788	258	210	221	144	95	47	10	1	...	...	...	...	...	439	68	2	750	662	
		P.F.	12	12	1	3	2	5	1	...	...	...	...	...	...	...	...	...	...	7	1	...	8	7
		Poor	41	41	8	9	7	9	6	2	...	...	...	...	...	...	...	...	...	17	2	...	24	22
		B.	1080	959	513	148	115	89	48	37	9	...	...	...	...	...	...	...	...	172	83	...	339	240
Total ...	...	1911	4635	4360	1598	573	501	497	354	294	229	131	44	56	...	4	13	66	1287	217	2	2172	1887	
" ...	...	1910	4283	3895	1237	516	466	472	380	305	203	126	52	49	...	13	11	65	1382	208	...	2102	1775	
PRIESKA ...	Grant ...	A 2	174	173	70	16	18	17	14	12	12	10	3	1	...	...	...	...	59	9	...	86	77	
		P.F.	138	138	15	8	23	24	15	25	14	13	1	...	...	...	...	...	53	11	...	116	98	
		Poor	22	22	2	7	...	...	5	4	2	...	...	...	...	...	...	...	...	10	1	...	13	10
		B.	85	68	43	11	6	4	...	...	...	...	...	...	...	...	...	...	...	8	...	...	21	9
Total ...	...	1911	419	401	130	42	47	45	38	41	28	23	6	1	...	...	...	130	21	...	236	194		
" ...	...	1910	352	342	71	36	32	45	56	45	35	16	2	...	...	...	...	169	32	...	231	191		
PRINCE ALBERT	Freeman ...	A 1	193	190	18	14	21	16	17	26	19	21	18	17	...	2	1	...	86	15	...	138	122	
		A 3	121	121	31	22	12	16	21	5	8	6	...	...	...	...	...	...	45	4	...	70	57	
		P.F.	11	10	...	...	1	4	1	1	2	1	...	...	...	...	...	...	10	...	...	10	10	
		Poor	65	63	20	11	16	2	5	6	3	...	...	...	...	...	...	...	23	2	...	32	30	
		B.	39	31	9	9	5	3	3	2	...	...	...	...	...	...	...	...	10	3	...	14	10	
Total ...	...	1911	429	415	78	56	55	41	47	40	32	28	18	17	...	2	1	...	174	24	...	264	229	
" ...	...	1910	455	441	112	50	46	50	43	40	37	32	12	13	...	3	3	...	183	24	...	262	230	
QUEENSTOWN ...	Logie ...	A 1	312	298	19	21	14	26	22	30	52	53	26	35	...	...	...	...	118	16	...	246	225	
		A 2	96	91	9	5	9	15	4	10	15	13	7	4	...	...	...	...	47					



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.				Unclassified.	Higher.	Same.	Lower.	Presd.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	II Yr. Jr.	III Yr. Jr.						
RICHMOND	Hagen	A 1	200	196	22	14	25	17	25	22	24	15	14	14	...	1	3	...	109	9	...	142	130
		P.F.	63	63	7	8	10	14	11	9	1	3	...	...	...	...	...	...	27	4	...	49	39
		B.	79	75	34	11	6	10	6	6	2	...	...	...	...	...	...	...	24	2	...	30	28
Total ...	...	1911	342	334	63	33	41	41	42	37	27	18	14	14	...	1	3	...	160	15	...	221	197
" ...	...	1910	311	306	46	27	38	43	38	34	20	32	6	16	...	3	2	1	143	21	...	211	184
RIVERSDALE	Watermeyer	A 1	311	288	26	23	13	34	32	31	34	32	14	34	...	7	8	...	132	23	...	190	150
		A 2	108	96	9	8	17	8	14	10	8	5	2	7	...	2	6	...	54	9	...	64	54
		A 3	612	588	139	87	94	79	75	76	26	8	4	...	...	...	...	...	255	52	...	372	292
		P.F.	109	104	26	12	7	21	16	10	6	5	1	...	...	...	...	...	52	8	...	68	57
		Poor.	239	237	72	33	27	46	28	23	6	2	...	...	...	...	...	...	100	27	...	134	105
		B.	522	496	172	92	91	79	38	14	9	...	...	...	...	...	...	...	149	83	4	255	171
Total ...	...	1911	1901	1809	444	255	249	267	203	164	89	52	21	41	...	10	14	...	742	202	4	1083	829
" ...	...	1910	1715	1680	425	236	230	270	206	133	65	47	16	33	...	8	5	6	683	164	2	1016	781
ROBERTSON	Robertson...	A 1	480	436	38	11	32	29	38	47	53	68	13	82	...	6	19	...	222	57	...	362	304
		A 2	101	97	8	20	8	12	15	12	8	10	2	...	...	2	...	...	52	8	...	67	54
		A 3	281	277	59	42	47	30	39	29	17	8	3	3	...	...	...	...	122	16	...	178	156
		P.F.	47	45	7	3	4	8	9	9	2	3	...	...	...	...	...	...	22	3	...	35	31
		Poor.	268	261	110	50	31	31	27	6	5	1	...	...	...	...	...	...	65	14	...	105	86
		B.	326	308	167	44	44	34	13	5	...	1	...	...	...	...	...	...	64	44	...	116	67
Total ...	...	1911	1503	1424	389	170	166	144	141	108	85	91	18	85	...	8	19	...	547	142	...	863	698
" ...	...	1910	1472	1428	383	148	132	165	146	120	99	71	42	78	...	1	17	26	595	138	1	880	711
SOMERSET EAST	J. Craib	A 1	263	260	21	10	16	19	34	36	30	26	14	43	...	8	3	...	142	15	...	209	190
		A 3	345	342	74	43	49	49	52	41	20	10	4	...	...	...	...	...	153	22	...	230	191
		P.F.	221	219	41	30	26	26	33	39	14	5	5	...	...	...	...	...	74	11	...	150	129
		Poor.	188	185	51	21	22	32	26	28	4	1	...	...	...	...	...	...	78	12	...	114	99
		B.	585	533	248	77	76	57	31	36	8	...	...	...	...	...	...	...	148	51	...	222	173
		Total ...	...	1911	1602	1539	435	181	189	183	176	180	76	42	23	43	...	8	3	...	595	111	...
" ...	...	1910	1825	1748	437	198	222	231	225	183	99	63	44	39	...	4	3	...	738	149	...	1126	923
STELLENBOSCH	Theron	Sp.	39	39	2	6	11	3	7	7	...	3	...	...	...	...	...	...	14	4	...	31	27
		A 1	1069	1039	92	39	38	60	70	102	77	104	89	237	...	27	49	55	451	66	...	729	659
		A 2	150	147	48	16	20	13	12	11	9	14	4	...	...	...	...	...	58	11	...	83	69
		A 3	300	293	67	24	30	34	43	35	28	19	8	5	...	...	...	...	158	30	...	205	170
		P.F.	26	25	4	1	3	1	4	6	2	3	1	...	...	...	...	...	12	3	...	20	17
		B.	1343	1257	638	165	150	128	104	50	12	7	...	...	...	3	...	...	343	81	2	474	388
Total ...	...	1911	2927	2800	851	251	252	239	240	211	128	150	102	242	3	27	49	55	1036	195	2	1542	1330
" ...	...	1910	2840	2618	655	241	240	254	259	204	162	150	103	211	2	40	55	42	1095	173	...	1568	1368

\* Including Pearston.

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STEYNSBURG	Spurway	A 2	158	156	17	11	15	18	20	18	20	18	7	6	...	3	3	...	80	11	...	118	101	
		A 3	30	30	4	5	8	3	3	3	1	1	2	...	...	...	...	...	13	5	...	22	15	
		P.F.	91	90	26	14	12	14	11	6	3	3	1	...	...	...	...	...	27	6	...	52	43	
Total ...	...	1911	334	328	86	32	40	41	34	27	24	22	10	6	...	3	3	...	129	23	...	203	169	
" ...	...	1910	374	367	94	36	44	50	41	27	28	22	5	12	3	2	3	...	141	32	...	220	176	
STEYTLER-VILLE	Milne	A 2	67	64	4	4	8	7	8	9	9	5	6	3	...	...	1	...	29	6	...	52	43	
		A 3	77	77	18	12	9	10	12	13	1	...	2	...	...	...	...	...	26	...	...	47	36	
		P.F.	91	89	14	9	8	12	16	14	4	9	3	...	...	...	...	...	42	10	...	67	56	
		Poor.	154	153	54	19	13	25	17	12	5	8	...	...	...	...	...	...	39	8	...	82	67	
		B.	42	38	20	7	7	4	...	...	...	...	...	...	...	...	...	...	4	6	...	14	7	
		Total ...	...	1911	431	421	110	51	45	58	53	48	19	22	11	3	...	...	1	...	140	30	...	262
" ...	...	1910	370	349	55	40	46	58	54	40	29	18	5	2	...	...	2	...	154	42	...	263	199	
STOCKENSTROM	T. W. Rein	A 2	59	58	12	10	4	5	9	3	6	4	...	...	...	...	...	...	27	5	...	36	29	
		A 3	269	269	65	18	30	31	35	36	21	26	7	...	...	...	...	...	129	15	1	193	159	
		Poor.	74	72	31	10	4	10	6	4	4	3	...	...	...	...	...	...	25	3	...	32	28	
		B.	293	260	123	34	42	21	20	20	...	...	...	...	...	...	...	...	71	24	...	108	89	
Total ...	...	1911	695	659	231	72	80	67	66	69	28	35	11	...	...	...	...	252	47	1	369	305		
" ...	...	1910	623	600	182	58	78	79	82	55	35	20	11	...	...	...	...	210	60	...	368	281		
STUTTERHEIM	Young	A 2	159	154	29	17	31	22	16	13	10	13	1	...	...	2	...	...	61	21	...	108	85	
		A 3	85	83	29	13	17	6	8	7	2	...	1	...	...	...	...	...	26	6	...	42	33	
		P.F.	46	45	9	5	8	2	10	5	6	...	...	...	...	...	...	...	20	5	...	32	24	
		B.	847	785	374	132	84	92	73	20	8	...	...	...	...	...	2	...	...	146	91	...	313	190
		C 1	82	82	...	...	...	...	...	...	...	...	...	...	...	44	22	14	2	...	...	...	...	...
		C.	158	151	22	12	14	16	14	29	16	27	1	...	...	...	...	...	...	57	17	...	117	85
Total ...	...	1911	1377	1300	463	179	154	138	121	74	42	40	3	...	46	24	14	2	310	140	...	612	417	
" ...	...	1910	1234	1166	424	128	132	146	117	78	43	29	10	1	28	18	12	...	330	116	1	591	432	
SUTHERLAND	Robertson	A 2	59	57	3	7	1	5	2	12	15	8	2	2	...	...	...	...	29	7	...	45	35	
		P.F.	86	86	9	4	10	15	21	18	8	1	...	...	...	...	...	...	47	9	...	74	60	
Total ...	...	1911	145	143	12	11	11	20	33	30	23	9	2	2	...	...	...	...	76	16	...	119	95	



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.				Higher.	Same.	Lower.	Presd.	Passed.	
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	II Yr. Jr. or I Yr. Sr.	III Yr. Jr. or II Yr. Sr.	Unclassified.						
TARKA	Logie	A 1	125	123	6	2	6	4	18	19	23	15	11	18	...	...	...	...	67	2	...	95	88	
		A 3	66	65	18	2	6	9	6	7	14	3	...	...	...	...	...	...	26	1	...	45	39	
		P.F.	154	154	22	15	22	20	19	23	20	7	6	...	...	...	...	...	72	5	...	117	108	
		Poor	67	65	17	5	11	13	11	8	...	...	...	...	...	...	...	...	32	3	...	44	39	
		B.	293	262	112	42	39	27	19	16	7	...	...	...	...	...	...	...	75	26	...	109	85	
Total	...	1911	705	669	177	66	84	76	73	69	64*	25	17	18	...	...	...	272	37	...	410	359		
"	...	1910	686	657	162	71	72	84	75	79	46	34	19	13	...	...	...	297	25	...	412	365		
TULBAGH	Hofmeyr	A 1	179	175	18	7	13	8	18	14	22	9	19	33	...	3	11	...	79	12	...	103	86	
		A 3	193	185	43	18	23	37	29	19	23	10	6	...	...	...	...	...	91	16	...	126	103	
		P.F.	15	14	2	2	...	3	1	3	1	2	...	...	...	...	...	...	6	4	...	10	6	
		B.	627	592	324	81	68	60	44	8	2	5	...	...	...	...	...	...	145	39	1	206	158	
Total	...	1911	1014	966	387	108	104	108	92	44	35	22	19	33	...	3	11	...	321	71	1	445	353	
"	...	1910	946	923	341	111	105	116	72	53	32	22	31	24	...	2	9	5	328	64	...	444	364	
UITENHAGE	Milne	Sp.	72	70	4	4	8	15	9	8	14	8	...	...	...	...	...	41	8	...	63	58		
		A 1	411	398	32	22	29	32	36	52	51	55	19	55	...	5	7	3	238	25	...	329	300	
		A 2	248	244	76	26	33	26	35	26	21	1	...	...	...	...	...	...	100	5	...	142	132	
		A 3	1189	1142	306	159	159	145	152	116	67	28	8	...	...	...	...	...	439	49	...	681	595	
		E.	97	88	...	...	...	...	...	...	...	...	...	...	...	...	...	...	88	...	...	...	...	
		P.F.	122	120	17	9	19	17	19	15	10	11	3	...	...	...	...	...	57	11	...	95	77	
B.	597	559	279	98	62	68	31	11	7	3	...	...	...	...	...	...	114	52	...	200	146			
Total	...	1911	2436	2621	714	318	310	303	282	228	170	106	30	55	...	5	9	91	989	150	...	1510	1308	
"	...	1910	2391	2307	549	283	271	293	262	206	154	93	43	47	...	9	9	88	940	134	...	1393	1190	
UNIONDALE	Scott	A 1	129	122	8	12	9	15	18	14	6	11	5	9	...	2	13	...	57	5	...	78	67	
		A 3	687	665	211	81	93	93	71	58	34	18	5	...	...	...	...	...	236	64	...	384	300	
		P.F.	6	6	1	1	...	...	...	1	2	1	...	...	...	...	...	...	...	...	...	...	4	3
		Poor	234	230	52	24	37	37	37	23	17	1	2	...	...	...	...	...	114	25	...	155	121	
B.	205	200	112	38	16	15	13	6	...	...	...	...	...	...	...	...	23	25	...	68	35			
Total	...	1911	1251	1223	384	156	155	160	140	103	58	30	12	9	...	2	13	1	430	119	...	689	526	
"	...	1910	1107	1082	292	143	124	153	136	105	52	28	17	11	...	14	7	...	435	83	...	633	533	
VAN RHYS-DORP	Hofmeyr	A 2	66	66	15	5	4	10	4	8	4	5	5	2	...	3	1	...	27	4	...	40	36	
		A 3	117	115	26	19	16	6	10	10	12	9	4	2	...	...	...	...	45	16	...	72	46	
		P.F.	22	22	3	3	5	3	1	2	1	4	...	...	...	...	...	...	12	5	...	17	12	
		Poor	147	144	27	39	17	17	23	12	8	1	...	...	...	...	...	...	58	7	...	80	73	
B.	128	89	47	12	11	7	8	4	...	...	...	...	...	...	...	...	21	9	...	32	23			
Total	...	1911	480	436	118	78	53	43	46	36	25	19	9	4	...	3	1	1	163	41	...	241	190	
"	...	1910	246	193	52	21	20	18	23	26	21	6	1	1	...	...	...	67	12	...	119	102		

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VICTORIA EAST	T. W. Rein	A 2	112	112	15	10	10	10	12	23	15	8	4	4	...	1	...	...	49	20	...	83	57	
		A 3	27	26	2	...	4	4	7	5	1	3	...	...	...	...	...	...	21	1	...	24	22	
		P.F.	51	51	6	2	2	8	13	8	8	3	1	...	...	...	...	...	24	7	...	43	33	
		Poor	25	24	7	2	4	8	2	1	...	...	...	...	...	...	...	...	...	...	...	15	14	
		B.	1520	1435	614	169	173	148	119	93	77	42	...	...	...	...	...	...	...	417	174	1	703	473
		C 1	204	204	...	...	...	...	...	...	...	...	...	...	102	51	36	15	...	...	...	...	...	...
C	129	121	...	...	...	...	4	30	43	11	...	...	...	...	...	33	17	50	1	88	20			
Total	...	1911	2068	1973	644	183	193	178	157	160	144	67	5	4	102	52	36	48	528	252	2	956	619	
"	...	1910	1949	1886	559	170	206	159	203	190	146	83	6	2	71	52	20	19	603	278	1	1043	696	
VICTORIA WEST	Hagen	A 1	193	184	10	6	10	14	21	49	24	24	10	5	...	3	7	1	88	17	...	152	130	
		A 3	215	214	39	15	22	35	22	34	15	11	14	2	...	...	5	...	107	18	...	154	131	
		P.F.	121	121	23	14	15	18	22	19	7	3	...	...	...	...	...	...	52	5	...	84	75	
		Poor	40	40	16	6	5	8	5	...	...	...	...	...	...	...	...	...	16	...	...	18	16	
B.	66	64	36	8	7	8	2	2	...	1	...	...	...	...	...	...	16	5	...	21	16			
Total	...	1911	635	623	124	49	59	83	72	104	46	39	24	7	...	3	12	1	279	45	...	429	368	
"	...	1910	612	595	120	43	74	71	83	68	48	39	21	11	...	9	8	...	265	51	...	404	328	
VRYBURG	Satchel	A 2	157	154	32	9	18	29	18	18	10	15	2	...	...	2	1	...	67	12	...	110	93	
		A 3	290	278	79	52	52	31	27	17	16	3	1	...	...	...	...	...	100	13	...	149	125	
		P.F.	142	141	34	16	16	21	17	15	11	8	3	...	...	...	...	...	43	9	...	92	76	
		B.	446	411	244	69	46	25	26	1	...	...	...	...	...	...	...	...	57	21	2	111	78	
		C.	113	113	1	9	30	18	21	11	7	4	1	...	...	6	5	...	31	12	...	93	71	
Total	...	1911	1148	1097	390	155	162	124	109	62	44	30	7	...	6	7	1	298	67	2	555	443		
"	...	1910	997	975	377	127	116	125	86	66	39	26	6	...	3	2	1	210	75	...	504	344		
WILLOWMORE	Freeman	A 2	133	133	29	7	8	13	9	21	24	11	3	...	...	5	3	...	53	1	...	89	81	
		A 3	361	353	88	39	53	47	56	37	19	10	4	...	...	...	...	...	116	24	...	227	165	
		P.F.	93	93	15	9	9	12	7	26	10	5	...	...	...	...	...	...	50	7	...	69	59	
		Poor	153	150	53	29	24	20	15	9	...	...	...	...	...	...	...	...	42	24	...	77	49	
		B.	182	175	105	29	14	16	7	4	...	...	...	...	...	...	...	...	23	13	...	41	28	
Total	...	1911	922	904	290	113	108	108	94	97	53	26	7	...	5	3	...	284	69	...	503	382		
"	...	1910	765	731	189	78	76	107	109	93	53	12	3	3	4	3	1	...	250	72	...	468	341	
WODEHOUSE	Pressly	A 1	146	142	22																			



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.				Unclassified.	Higher.	Same.	Lower.	Presd.	Passed.	
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I. Yr.	II. Yr.	III. Yr.							IV. Yr.
WORCESTER ...	Robertson ...	Sp.	137	135	24	16	10	15	24	15	10	7	4	5	...	...	...	5	74	11	...	90	77	
		A 1	509	481	24	29	16	19	38	63	53	70	40	104	...	11	14	...	270	42	...	414	352	
		A 2	78	73	5	7	12	3	3	19	11	2	5	6	...	...	...	...	42	9	...	55	46	
		A 3	776	760	171	95	89	110	101	87	70	26	11	...	...	...	...	...	352	60	...	499	428	
		P.F.	49	49	7	5	13	3	6	10	4	1	...	...	...	...	...	...	25	11	...	39	28	
		Poor B.	137	132	45	28	22	25	12	...	...	...	...	...	...	...	...	...	39	3	...	59	55	
		B.	485	462	218	65	49	58	33	20	5	7	...	...	...	5	2	...	134	31	...	180	141	
Total ...	...	...	1911	2171	2092	494	245	211	233	217	214	153	113	60	115	5	13	14	5	936	167	...	1336	1127
" ...	...	...	1910	2156	2025	479	203	208	227	245	196	151	110	61	109	7	13	13	3	919	194	...	1321	1091
TERRITORIES.																								
BIZANA ...	Porter ...	A 3	23	22	4	2	1	8	2	5	...	...	...	...	...	...	...	...	2	7	...	16	5	
		C.	370	350	152	76	49	58	13	2	...	...	...	...	...	...	...	...	74	42	...	149	84	
Total ...	...	...	1911	393	372	156	78	50	66	15	7	...	...	...	...	...	...	...	76	49	...	165	89	
" ...	...	...	1910	380	353	181	58	59	37	12	6	...	...	...	...	...	...	...	63	42	...	136	67	
BUTTERWORTH (D.C.)	McLaren ...	A 1	115	112	16	9	11	14	14	8	13	12	4	5	...	3	3	...	57	4	...	76	68	
		P.F.	9	9	1	1	1	3	1	2	...	...	...	...	...	...	...	...	6	1	...	7	5	
		C.	2229	2092	627	364	258	301	212	123	95	84	...	...	...	28	...	...	616	291	5	1123	767	
Total ...	...	...	1911	2353	2213	644	374	270	318	227	133	108	96	4	5	28	3	3	679	296	5	1206	840	
" ...	...	...	1910	2502	2365	770	342	318	288	236	165	133	84	6	2	18	3	...	768	281	4	1277	963	
ELLIOT ...	Bain ...	A 2	115	112	17	11	14	20	5	23	8	8	1	3	...	...	2	...	53	11	...	79	65	
		A 3	103	95	15	20	17	15	8	7	4	7	2	...	...	...	...	...	32	6	...	65	48	
		P.F.	49	49	9	13	3	7	10	6	1	...	...	...	...	...	...	...	19	7	...	35	20	
		Poor C.	288	281	61	60	49	49	25	21	9	7	...	...	...	...	...	...	106	20	...	168	134	
		C.	128	115	54	22	10	23	4	2	...	...	...	...	...	...	...	...	19	26	...	49	20	
Total ...	...	...	1911	683	652	156	126	93	114	52	59	22	22	3	3	...	...	...	229	70	...	396	287	
" ...	...	...	1910	621	597	141	82	99	92	82	49	22	16	8	4	...	...	...	221	68	...	392	271	
ELLIOTDALE (D.C.)	R. Rein ...	P.F.	12	12	...	2	...	3	2	...	...	...	...	...	...	...	...	...	8	1	...	10	8	
		C.	230	178	98	23	17	22	17	1	...	...	...	...	...	...	...	...	32	26	1	66	36	
Total ...	...	...	1911	242	190	98	25	17	25	19	4	2	...	...	...	...	...	...	40	27	1	76	44	
" ...	...	...	1910	302	246	130	25	31	34	17	8	1	...	...	...	...	...	...	47	29	...	101	63	

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ENGOBO (D.C.)	Bain ...	A 3	29	29	5	4	5	2	4	6	1	1	1	...	...	...	...	12	4	...	20	16		
		P.F.	21	21	5	...	3	4	4	2	3	...	...	...	...	...	...	...	14	2	...	16	14	
		Poor C1	11	11	2	2	...	3	1	3	...	...	...	...	...	...	...	6	1	...	7	6		
		C.	96	91	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		C.	3537	3275	1450	501	426	397	239	133	81	45	...	...	...	50	27	14	3	817	414	...	1453	909
Total ...	...	...	1911	3694	3427	1462	507	434	406	248	144	85	46	1	...	50	27	14	3	849	421	...	1496	945
" ...	...	...	1910	3763	3452	1569	510	420	407	228	122	63	45	1	...	65	13	7	2	729	456	6	1452	826
FLAGSTAFF ...	Porter ...	A 3	18	18	3	1	3	3	4	2	...	2	...	...	...	...	...	...	10	3	...	14	10	
		C.	674	635	338	117	86	70	23	1	...	...	...	...	...	...	...	...	80	83	...	244	120	
Total ...	...	...	1911	692	653	341	118	89	73	27	3	...	2	...	...	...	...	90	86	...	258	130		
" ...	...	...	1910	772	736	331	134	94	87	38	34	11	7	...	...	...	...	145	84	...	325	191		
HDUTYWA (D.C.)	R. Rein ...	A 2	61	57	9	5	6	7	7	5	7	8	...	2	...	1	...	...	28	3	...	40	36	
		P.F.	13	13	2	2	...	2	...	4	...	3	...	...	...	...	...	...	8	...	...	9	9	
		C.	1765	1480	801	222	194	139	89	35	...	...	...	...	...	...	...	...	328	111	...	493	365	
Total ...	...	...	1911	1839	1550	812	229	200	148	96	44	7	11	...	2	...	1	...	364	114	...	542	410	
" ...	...	...	1910	1715	1475	719	244	185	151	101	48	9	4	9	...	5	...	...	340	128	...	562	398	
KENTANI (D.C.)	R. Rein ...	A 3	12	12	1	3	...	2	...	...	2	2	1	...	...	1	...	...	4	2	...	7	4	
		P.F.	12	12	...	1	...	1	2	4	2	...	1	...	...	...	...	...	7	4	...	11	7	
		C.	1699	1469	673	294	177	156	106	56	7	...	...	...	...	...	...	...	334	125	1	540	398	
Total ...	...	...	1911	1723	1493	674	298	178	160	110	58	9	3	2	...	...	1	...	345	131	1	558	409	
" ...	...	...	1910	1825	1562	748	253	201	164	137	49	3	4	3	...	...	...	356	168	2	616	417		
LIBODE ...	Tooke ...	A 3	16	16	3	2	2	4	3	1	1	...	...	...	...	...	...	...	7	1	...	11	9	
		C.	290	243	117	48	34	26	16	2	...	...	...	...	...	...	...	...	51	11	...	86	64	
Total ...	...	...	1911	306	259	120	50	36	30	19	3	1	...	...	...	...	...	58	12	...	97	73		
" ...	...	...	1910	215	173	77	39	22	19	15	1	...	...	...	...	...	...	23	13	...	64	41		
LUSIKISIKI ...	Porter ...	A 3	17	15	4	...	3	1	4	3	...	...	...	...	...	...	...	...	5	2	...	11	7	
		C.	388	343	168	42	51	47	23	9	3	...	...	...	...	...	...	...	63	50	...	146	80	
Total ...	...	...	1911	405	358	172	42	54	48	27	12	3	...	...	...	...	...	68	52	...	157	87		
" ...	...	...	1910	485	430	197	64	70	51	34	13	...	1	...	...	...	...	120	33	...	198	138		
MACLEAR	Green ...	A 3	161	160	24	25	26	27	20	12	13	8	3	...	...	2	...	...	58	7	...	109	92	
		P.F.	29	29	2	6	5	9	1	4	2	...	...	...	...	...	...	...	...	...	...	21	8	
		C.	166	158	77	32	25	10	11	3	...	...	...	...	...	...	...	...	33	9	...	53	41	
Total ...	...	...	1911	356	347	103	63	56	46	32	19	15	8	3	...	...	2	...	91	16	...	183	141	
" ...	...	...	1910	279	263	72	27	43	41	28	25	14	5	4	2	1	...	1	...	72	36	...	163	119



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.					Higher.	Same.	Lower.	Presd.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex.	I Yr.	II Yr.	III Yr.	IV Yr.	Unclassif.					
MATATIELE (D.C.)	Porter	A 2	50	50	10	6	4	13	5	5	1	4	1	1	...	...	...	...	23	4	...	33	28	
		A 3	57	57	10	6	11	10	2	7	6	3	2	...	...	...	...	25	2	...	41	34		
		P.F.	13	13	...	...	1	7	2	3	...	...	...	...	...	...	...	...	5	1	...	13	9	
		Poor	42	40	11	16	4	7	1	1	...	...	...	...	...	...	...	...	...	...	...	13	13	
		C 1	45	45	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
C.	2278	2155	1020	377	291	253	123	60	13	12	...	...	...	...	...	...	...	403	245	2	852	512		
Total ...	...	1911	2485	2360	1051	405	311	290	133	76	20	19	3	1	24	13	14	...	456	252	2	952	596	
" ...	...	1910	2261	2142	921	373	313	258	149	57	14	7	4	1	24	14	7	...	492	233	...	894	578	
MOUNT AYLIFF (D.C.)	Porter	A 3	25	24	3	2	6	3	3	6	1	...	...	...	...	...	...	...	...	...	19	14		
		P.F.	5	5	1	...	1	...	1	1	1	...	...	...	...	...	...	...	...	...	4	1		
		C.	1299	1201	508	236	198	104	93	57	5	...	...	...	...	...	...	...	274	159	...	516	307	
Total ...	...	1911	1329	1230	512	238	205	107	97	64	7	...	...	...	...	...	...	274	159	...	539	322		
" ...	...	1910	1158	1093	487	203	130	143	102	27	1	...	...	...	...	...	...	235	174	...	488	273		
MOUNT CURRIE	Porter	A 2	104	104	8	1	11	10	11	11	16	18	9	5	...	3	1	...	40	19	...	87	64	
		A 3	103	96	17	12	14	20	13	16	2	...	...	...	...	2	...	...	34	5	...	66	57	
		P.F.	54	53	6	7	12	9	7	9	3	...	...	...	...	...	...	...	6	8	...	42	25	
		Poor	16	16	4	5	1	3	3	...	...	...	...	...	...	...	...	...	...	...	...	9	7	
		C.	429	405	196	76	43	44	23	13	8	2	...	...	...	...	...	...	...	88	41	...	154	97
Total ...	...	1911	706	674	231	101	81	86	57	49	29	20	9	5	5	1	...	168	73	...	358	250		
" ...	...	1910	774	718	232	115	95	91	80	42	38	9	6	4	3	1	...	223	105	...	404	259		
MOUNT FLETCHER (D.C.)	Green	A 3	31	30	4	4	7	4	5	2	2	2	...	...	...	...	...	...	9	1	...	22	17	
		P.F.	7	7	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	5	...	...	5	5
		C.	767	729	289	119	134	88	54	31	14	...	...	...	...	...	...	...	179	60	...	338	255	
Total ...	...	1911	805	766	295	123	143	92	59	33	17	2	2	...	...	...	...	193	61	...	365	277		
" ...	...	1910	1643	1569	595	311	188	213	134	70	41	17	...	...	...	...	...	407	192	...	756	502		
MOUNT FRERE (D.C.)	Green	A 3	22	22	...	5	1	3	8	2	2	1	...	...	...	...	...	...	11	1	...	17	15	
		P.F.	8	8	...	3	...	2	2	1	...	...	...	...	...	...	...	...	...	...	...	5	3	
		C.	3817	3578	1608	546	493	398	266	162	68	37	...	...	...	...	...	...	...	847	245	1	1488	1105
Total ...	...	1911	3847	3608	1608	554	494	403	276	165	70	38	...	...	...	...	...	858	246	1	1510	1123		
" ...	...	1910	1906	1767	627	291	246	253	156	82	62	50	...	...	...	...	...	494	279	...	945	592		
MQANDULI (D.C.)	Tooke	A 3	22	18	1	3	5	1	5	3	...	...	...	...	...	...	...	...	7	2	...	14	11	
		P.F.	12	12	...	1	3	...	...	5	2	1	...	...	...	...	...	...	...	9	1	...	11	9
		C.	1138	904	468	150	95	94	69	28	...	...	...	...	...	...	...	...	...	187	56	...	310	223
Total ...	...	1911	1172	934	469	154	103	95	79	33	1	...	...	...	...	...	...	203	59	...	335	243		
" ...	...	1910	1364	1122	463	183	144	165	107	45	13	2	...	...	...	...	...	275	128	...	508	325		

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NGQELENI	Tooke	A 3	17	17	6	1	1	2	2	...	2	3	...	...	...	...	...	5	1	...	10	9	
		C 1	45	45	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		C.	560	488	222	63	47	54	33	26	34	9	...	...	...	...	...	...	77	49	...	213	123
Total ...	...	1911	622	550	228	64	48	56	35	26	36	12	...	...	...	...	...	82	50	...	223	132	
" ...	...	1910	315	289	79	15	15	34	20	41	23	12	...	...	...	...	...	68	39	...	146	87	
NQAMAKWE (D.C.)	McLaren	A 3	21	20	...	4	2	2	6	3	3	...	...	...	...	...	...	...	10	5	...	16	11
		C 1	164	159	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		C.	4632	4471	1272	748	588	655	458	361	227	146	...	...	...	...	...	...	1614	634	2	2564	1853
Total ...	...	1911	4817	4650	1272	752	590	657	464	364	230	146	...	...	...	...	...	1624	639	2	2580	1864	
" ...	...	1910	4784	4560	1339	678	604	578	529	316	253	111	...	...	...	...	...	1575	663	4	2532	1785	
NTABANKULU	Green	C.	680	574	241	104	90	76	49	14	...	...	...	...	...	...	...	...	156	38	...	245	189
		Total ...	...	1911	680	574	241	104	90	76	49	14	...	...	...	...	...	...	156	38	...	245	189
" ...	...	1910	538	489	192	91	87	70	37	12	...	...	...	...	...	...	...	125	59	...	231	152	
PORT ST. JOHN	Tooke	A 3	33	31	8	1	6	1	3	5	3	2	1	...	...	...	...	...	14	...	...	21	21
		C.	82	65	30	13	8	8	6	...	...	...	...	...	...	...	...	...	6	10	...	24	12
Total ...	...	1911	115	96	38	14	14	9	9	5	3	2	1	...	...	...	...	20	10	...	45	33	
" ...	...	1910	156	116	43	15	18	18	9	4	4	2	3	...	...	...	...	28	9	...	61	47	
QUMBU (D.C.)	Green	A 3	22	21	2	3	3	2	4	2	3	...	2	...	...	...	...	...	6	3	...	16	13
		C 1	87	87	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		C.	1936	1787	659	263	241	206	187	93	110	28	...	...	...	...	...	...	...	502	151	...	888
Total ...	...	1911	2045	1895	661	266	244	208	191	95	113	28	2	...	56	19	12	...	508	154	...	904	646
" ...	...	1910	2821	2594	1025	424	304	292	249	127	74	20	...	...	52	17	10	...	559	349	4	1181	754
ST. MARK'S (D.C.)	Bain	A 3	35	35	...	4	3	4	8	3	9	4	...	...	...	...	...	...	23	5	...	31	25
		P.F.	15	15	2	1	2	1	2	4	2	1	...	...	...	...	...	...	9	...	...	12	10
		C.	2346	2188	1073	351	257	245	163	83	16	...	...	...	...	...	...	...	466	249	...	867	532
Total ...	...	1911	2396	2238	1075	356	262	250	173	90	27	5	...	...	...	...	...	498	254	...	910	567	
" ...	...	1910	2252	2071	955	343	261	283	137	67	21	2	2	...	...	...	...	397	302	3	862	483	
TSOLO (D.C.)	Tooke	A 3	28	28	...	5	2	9	3	6	3	...	...	...	...	...	...	...	12	3	...	23	18
		C.	1795	1531	635	278	198	176	136	73	33	2	...	...	...	...	...	...	361	113	...	653	466
Total ...	...	1911	1823	1559	635	283	200	185	139	79	36	2	...	...	...	...	...	373	116	...	676	484	
" ...	...	1910	2835	2519	1012	438	291	363	278	96	27	10	3	...	...	...	...	687	206	5	1128	847	



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.					Higher.	Same.	Lower.	Presd.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex.	I Yr.	II Yr.	III Yr.	IV Yr.	Unclassi- fied.					
TSOMO (D.C.) ...	McLaren ...	A 3 C.	15	15	...	1	...	3	3	3	4	1	...	...	...	...	...	...	11	1	...	14	12	
			2814	2709	947	403	348	372	267	198	122	52	...	...	...	...	...	...	...	867	388	7	1425	1055
Total ...	...	1911	2829	2724	947	404	348	375	270	201	126	53	...	...	...	...	...	878	389	7	1439	1067		
" ...	...	1910	2784	2613	776	430	349	368	323	179	132	54	1	...	...	1	...	915	414	8	1468	1066		
UMTATA (D.C.)...	Tooke ...	A 1 P.F. Poor C1 C.	182	148	23	7	17	13	18	17	27	7	9	10	...	...	...	...	65	5	...	109	97	
			27	27	4	2	2	9	2	2	3	2	1	...	...	...	...	...	13	7	...	21	11	
			55	49	12	4	6	8	11	7	1	...	...	...	...	...	...	...	23	7	...	34	25	
			46	46	...	...	...	...	...	...	...	...	...	...	...	...	28	9	9	...	...	...	...	...
			1860	1662	648	318	182	224	173	75	29	13	...	...	...	...	...	...	...	405	162	...	742	515
Total ...	...	1911	2170	1932	687	331	207	254	204	101	60	22	10	10	28	9	9	506	181	...	906	648		
" ...	...	1910	1895	1702	567	248	201	235	217	98	62	23	7	9	22	7	6	465	220	1	876	599		
UMZIMKULU (D.C.)	Porter ...	A 3 P.F. C.	10	10	1	5	2	...	...	2	...	...	...	...	...	...	...	...	...	3	...	4	0	
			32	30	6	3	4	5	7	4	1	...	...	...	...	...	...	...	...	1	3	...	21	16
Total ...	...	1911	2985	2797	1363	489	407	237	171	97	33	...	...	...	...	...	...	571	324	...	1094	694		
" ...	...	1910	2688	2428	1147	461	318	236	176	62	26	2	...	...	...	...	...	526	261	2	963	618		
WILLOWVALE (D.C.)	R. Rein ...	A 3 P.F. C.	20	19	4	2	3	4	1	1	4	...	...	...	...	...	...	...	13	1	...	14	12	
			5	5	...	1	...	1	3	...	...	...	...	...	...	...	...	...	4	...	...	4	4	
			2625	2328	1119	414	292	228	183	78	14	...	...	...	...	...	...	...	532	277	...	914	599	
Total ...	...	1911	2650	2352	1123	417	295	233	187	79	18	...	...	...	...	...	...	549	278	...	932	615		
" ...	...	1910	2936	2613	1274	456	296	273	200	95	18	1	...	...	...	...	...	554	342	...	1021	649		
XALANGA	Bain ...	A 3 Poor. C.	34	34	...	4	7	7	3	4	4	5	...	...	...	...	...	...	14	1	...	30	24	
			50	49	23	5	8	8	5	...	...	...	...	...	...	...	...	...	15	...	...	21	21	
			1613	1534	621	263	208	201	119	100	20	...	...	...	...	...	1	1	...	349	214	...	735	421
Total ...	...	1911	1697	1617	644	272	223	216	127	104	24	5	...	...	1	1	...	378	215	...	786	466		
" ...	...	1910	1593	1497	638	216	208	187	162	62	20	3	...	...	1	...	...	313	248	...	708	381		



PUPILS' ATTAINMENTS AT INSPECTION.

43a

A.—(cont.)—CLASSIFICATION OF PUPILS AT INSPECTION.

II.—SUMMARY ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total, 1911.	Total, 1910.
Schools inspected...	18	90	106	1018	1	16	928	286	728	12	752	3955	3834
Pupils on roll ...	1265	18307	16313	34086	231	807	7239	8772	55714	1127	45741	189602	179729
Pupils present ...	1216	17591	15920	33039	230	622	7165	8522	51819	1116	42025	179325	169145
Percentage present	96·13	96·09	97·59	96·93	99·57	84·51	98·98	97·15	93·01	99·02	91·87	94·58	94·11
Pupils in Sub-standards ...	171	2519	4640	13488	39	86	2108	3931	33443	...	24563	84988	76862
Standards and above	1045	15072	11280	19551	191	596	5057	4591	18376	1116	17462	94337	89128
Pupil teachers—													
1st year Junior ...	...	...	1	9	17	...	...	...	37	588	35	687	781
2nd year Junior or													
1st year Senior	106	217	151	54	10	...	...	...	44	292	6	880	959
3rd year Junior or	173	328	138	74	10	...	...	...	25	210	6	964	920
2nd year Senior													
Unclassified Pupils	243	91	13	20	...	167	2	4	1	26	52	619	495
Pupils—													
In Standard I. ...	105	1165	1792	4611	28	63	952	1246	6235	...	5505	21702	20581
Do. II. ...	113	1356	1872	4697	31	87	1057	1281	5449	...	4963	20906	21171
Do. III. ...	113	1722	1919	4087	30	92	1033	1010	3605	...	3383	16994	17475
Do. IV. ...	96	2033	1954	3185	25	77	1046	705	1945	...	2014	13080	12341
Do. V. ...	49	2091	1482	1736	29	57	582	234	709	...	1023	7992	7761
Do. VI. ...	28	2109	1155	832	11	36	313	94	320	...	473	5371	4949
Do. VII. ...	12	1310	545	225	...	17	68	17	6	...	2	2202	2098
Ex-standard ...	7	2650	258	21	...	...	4	...	...	...	...	2940	2752
Percentage—													
In Sub-standards	14·06	14·31	29·14	40·82	16·96	12·61	29·41	46·12	64·54	...	58·45	47·38	45·44
In Standard I. ...	8·63	6·62	11·26	14·09	12·18	9·24	13·29	14·62	12·03	...	13·09	12·10	12·16
Do. II. ...	9·29	7·71	11·76	14·18	13·48	12·76	14·75	15·03	10·52	...	11·81	11·17	12·52
Do. III. ...	9·29	9·79	12·05	12·36	13·04	13·48	14·42	11·85	6·96	...	8·05	9·48	10·33
Do. IV. ...	7·89	11·56	12·27	9·64	10·87	11·29	14·59	8·20	3·75	...	4·79	7·79	7·30
Do. V. ...	4·03	11·89	9·31	5·22	12·61	8·35	8·12	2·84	1·37	...	2·44	4·46	4·59
Do. VI. ...	2·30	11·99	7·25	2·52	4·78	5·28	4·37	1·10	·61	...	1·13	2·99	2·92
Do. VII. ...	·99	7·45	3·42	·68	...	2·49	·95	·19	·01	...	·00	1·23	1·24
Ex-standard ...	·58	15·06	1·62	·06	...	...	·06	...	...	...	...	1·64	1·63
1st year P.T.'s ...	...	...	·01	·03	7·39	...	...	...	·07	52·69	·09	·38	·46
2nd year do. ...	8·72	1·23	·95	·11	4·34	...	...	...	·09	26·16	·01	·49	·57
3rd year do. ...	14·23	1·86	·87	·22	4·34	...	...	...	·04	18·81	·01	·53	·54
Unclassified ...	19·98	·52	·08	·06	...	24·49	·03	·04	·00	2·33	·12	·35	·29

III.—CLASSIFICATION OF PUPILS IN STANDARD V. AND ABOVE.

(Omitting Unclassified Pupils.)

	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total, 1911.	Total, 1910.
Number present at Inspection ...	973	17500	15907	33019	230	515	7163	8518	51818	1090	41973	178706	169145
Number classified in Standard V. and above.	375	8705	3730	2951	77	110	967	345	1141	1090	1545	21036	20220
Percentage	38·54	49·74	23·45	8·94	33·48	21·36	13·49	4·05	2·21	97·49	3·68	11·77	11·95



PUPILS' ATTAINMENTS AT INSPECTION.

A.—(cont.)—CLASSIFICATION OF PUPILS AT INSPECTION.

IV.—ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

CIRCUIT IN CHARGE OF INSPECTOR.	Pupils on Roll.	Present at Inspection.	Sub-Standards.		Standards.							Ex-Stand.	Pupil Teachers			
			A.	B.	I.	II.	III.	IV.	V.	VI.	VII.		I Yr.	II Yr. or I Yr. Sr.	III Yr. or II Yr. Sr.	Unclassified.
Bain ...	8470	7934	3337	1261	1012	986	600	397	158	78	4	3	51	28	16	3
Bennie ...	4459	4241	1064	489	487	477	471	399	247	212	66	91	...	47	83	108
Bond ...	8895	8310	2984	1255	1061	1023	853	450	255	115	46	100	50	60	55	3
Craib, D. ...	9257	8835	2908	1040	1032	964	760	701	446	352	169	267	29	30	86	51
Craib, J. ...	5656	5437	1418	613	552	633	620	572	365	269	104	191	...	62	37	1
Freeman ...	3723	3592	967	431	439	443	379	372	214	167	89	52	1	27	11	...
Golightly ...	8406	7980	1898	933	806	799	763	628	496	459	291	650	3	98	110	46
Grant ...	3700	3602	1010	385	435	460	425	381	251	141	61	31	...	10	9	3
Green ...	7733	7190	2908	1110	1027	825	607	326	215	76	7	...	56	21	12	...
Hagen ...	2843	2774	619	264	328	326	304	360	211	160	91	66	...	19	25	1
Hofmeyr ...	5426	5046	1702	764	575	554	514	370	217	140	83	76	...	25	18	8
Logie ...	7381	6923	2708	1009	814	760	608	489	286	134	56	57	...	1	1	...
McLaren ...	9999	9587	2863	1530	1208	1350	961	698	464	295	4	5	120	42	31	16
Milne ...	7802	7402	2422	942	856	858	689	570	418	259	85	114	...	9	23	157
Mitchell ...	6781	6497	2236	825	773	809	684	503	275	165	80	100	...	18	29	...
Noaks ...	15296	14626	4832	2064	1937	1786	1426	1161	620	426	151	107	2	40	57	17
Porter ...	8995	8444	3826	1471	1197	907	527	308	92	41	12	6	24	18	15	...
Pressly ...	6691	6528	2487	687	740	762	601	477	265	222	106	69	37	40	30	5
Rein, R. ...	6454	5585	2707	969	690	566	412	185	36	14	2	2	...	2	...	...
Rein, T. W. ...	6492	6204	2322	646	652	622	522	438	321	219	27	25	177	100	79	54
Robertson ...	5827	5625	1457	655	610	633	560	542	381	312	149	255	5	24	37	5
Satchel ...	8463	8030	2930	1047	967	919	751	524	365	200	87	84	19	24	35	78
Scott ...	4149	3962	1286	528	522	501	394	309	192	103	41	20	6	27	31	2
Spurway ...	3841	3726	1151	413	442	431	382	332	244	151	63	83	...	14	18	2
Theron ...	6418	6186	1739	739	698	657	650	486	296	266	174	327	3	36	60	55
Tooke ...	6208	5330	2177	896	608	629	485	247	137	38	11	10	58	16	18	...
Watermeyer ...	4759	4532	1294	666	624	569	473	388	201	153	57	71	...	15	20	1
Young ...	5478	5197	1529	575	610	657	573	467	324	204	86	78	46	27	18	3
Total, 1911 ...	187602	179325	60781	24207	21702	20906	16994	13080	7992	5371	2202	2940	687	880	964	619
Do., 1910 ...	179729	169145	54671	22191	20581	21171	17475	12341	7761	4949	2098	2752	781	959	920	495
Increase ...	7873	10180	6110	2016	1121	-265	-481	739	231	422	104	188	-94	-79	44	124

B.—PERCENTAGE COMPARISON OF CLASSIFICATION OF PUPILS, 1904 TO 1911.

Year.	Sub-Standards.	Standard.							Ex-Stand.	Pupil Teachers.			Unclassified.
		I.	II.	III.	IV.	V.	VI.	VII.		1st Yr.	2nd Yr.	3rd Yr.	
1904 ...	47-46	13-38	12-83	10-13	7-19	3-85	2-18	.87	.80	.50	.35	.28	.18
1905 ...	48-49	13-21	12-64	9-44	7-17	3-85	2-14	.97	.86	.42	.34	.27	.20
1906 ...	47-78	13-27	12-48	9-61	7-26	4-03	2-40	.96	.93	.38	.37	.27	.25
1907 ...	46-70	13-34	12-54	9-86	7-23	4-20	2-63	.90	1-16	.51	.48	.33	.11
1908 ...	44-19	13-39	12-97	10-25	7-63	4-56	2-84	1-12	1-33	.61	.54	.41	.15
1909 ...	43-90	13-06	12-95	10-46	7-45	4-62	2-97	1-24	1-44	.54	.62	.52	.22
1910 ...	45-44	12-16	12-52	10-33	7-30	4-59	2-92	1-24	1-63	.46	.57	.54	.29
1911 ...	47-38	12-10	11-17	9-48	7-79	4-46	2-99	1-23	1-64	.38	.49	.53	.35

V.—HIGH SCHOOLS.

NUMBER OF PUPILS IN HIGH SCHOOL STANDARDS AT 30TH SEPT.

Year.	High School Standards.				Total.
	A.	B.	C.	D.	
1908 ...	1290	1063	906	761	4020
1909 ...	1336	1115	1079	949	4479
1910 ...	1433	1255	1054	1100	4842
1911 ...	1568	1340	1161	1276	5345
Increase on 1910	135	85	107	176	503



## 6. ANNUAL PROGRESS OF PUPILS.

	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	C 1	C.	Total, 1911.	Total, 1910.
<i>Success of Pupils at Annual Inspection in all Schools Inspected.</i>													
Total number of Pupils presented for Standards ...	526	13888	10809	19830	161	443	5140	4718	20049	...	18822	94386	92569
Number of Pupils who passed the Standard for which they were presented ...	454	12181	9388	16532	110	236	4155	3869	13990	...	12702	73617	71387
Percentage ...	86·31	87·71	86·85	83·37	68·32	53·27	80·84	82·01	69·78	...	67·48	77·00	77·12
<i>Comparative Progress.</i>													
Number presented for Standards this year who were also present at previous inspection ...	391	9873	8408	15303	95	83	3590	3585	16509	...	15226	73063	73114
Of these, number who passed a <i>higher</i> Standard this year ...	328	8621	7391	13045	68	41	3026	3007	11610	...	10495	57635	56995
Percentage ...	83·89	87·31	87·90	85·24	71·57	53·01	84·28	83·88	70·32	...	68·92	78·88	77·95
Of these, number who passed the <i>same</i> Standard this year ...	60	1249	1016	2254	27	39	564	577	4863	...	4710	15359	16028
Percentage ...	15·34	12·65	12·08	14·73	28·42	46·98	15·71	16·09	29·45	...	30·93	21·02	21·92
Of these, number who passed a <i>lower</i> Standard this year ...	3	3	1	4	...	...	...	1	36	...	21	69	91
Percentage ...	·76	·03	·01	·02	...	...	...	·02	·22	...	·14	·09	·12
Number of Schools where such comparison is possible	11	89	106	902	1	7	690	251	683	...	693	3433	3322
Number of Pupils present at inspection in these Schools ...	700	17471	15920	30884	230	243	5369	7804	49905	...	39818	168144	159782
Number presented for Standards ...	526	13829	10809	18910	161	210	4089	4305	19690	...	18171	90700	89418
Number of Pupils present at inspection in these Schools who were also present at last inspection	468	11798	10553	20137	135	88	4170	4958	29997	...	24724	107028	104564
Number of Schools where comparison is not possible owing to													
(a) first inspection	...	1	...	106	...	4	226	26	28	...	31	422	415
(b) other reasons*	7	...	...	10	...	5	12	9	17	12	28	100	97

- \* Comparison impossible because
- (1) 12 Training Schools, 7 Special Schools and 2 Evening Schools are not dealt with on Standard lines.
  - (2) Record of previous inspection was missing in 38 cases.
  - (3) School was in abeyance last year in 40 cases, and
  - (4) In one case no inspection was made in the Statistical year 1909-10.

[C.P. 7-1912.]

ANNUAL PROGRESS OF PUPILS.



## 7. SUBJECTS OF INSTRUCTION.

A.—NUMBER OF PUPILS RECEIVING INSTRUCTION IN THE UNDERMENTIONED SUBJECTS FOR YEARS ENDING 30TH SEPTEMBER, 1911 AND 1910.

SUBJECT.	Number of Schools.		Number of Pupils.		Average Number of Hours per week.	
	1911.	1910.	1911.	1910.	1911.	1910.
Agriculture ... ..	4	2	73	52	17.38	10.25
Algebra ... ..	196	194	7907	7411	1.90	1.93
Basket-making ... ..	3	3	57	56	14.33	13.33
Blacksmith Work ... ..	5	2	23	15	31.50	37.35
Bookbinding ... ..	2	2	15	16	37.00	44.00
Bookkeeping ... ..	9	11	134	110	2.44	2.18
Botany ... ..	37	34	1607	1458	2.13	2.11
Building ... ..	2	...	46	...	12.00	...
Building Construction ... ..	2	1	16	6	1.50	1.25
Cardboard Modelling ... ..	6	...	112	...	1.67	...
Carpentry ... ..	7	3	150	67	30.50	43.17
Chemistry ... ..	21	18	761	759	2.63	2.67
Cookery ... ..	58	58	1745	1899	2.16	2.73
Dairying ... ..	1	1	10	14	40.00	36.00
Design ... ..	3	1	44	2	8.33	2.50
Domestic Economy ... ..	16	10	442	170	1.94	2.50
Drawing ... ..	2245	2093	86794	79261	1.33	1.32
Dressmaking ... ..	12	8	150	121	5.13	4.56
Drill ... ..	3262	3107	152930	135331	.97	1.03
Dutch Grammar... ..	546	443	17751	14912	1.49	1.73
Elementary Physical Science ... ..	11	5	473	392	2.59	2.45
French ... ..	44	49	809	1151	2.27	2.12
Gardening ... ..	14	9	706	324	7.45	8.50
Geometry... ..	180	182	7054	6418	1.96	2.10
German ... ..	22	28	618	680	2.75	2.69
Gessowork ... ..	1	...	6	...	1.00	...
Greek ... ..	16	20	223	317	2.72	2.58
Hebrew ... ..	2	3	367	665	3.38	3.00
Housewifery ... ..	1	...	6	...	20.00	...
Hygiene ... ..	5	3	207	173	1.15	1.33
Kafir Grammar ... ..	12	14	616	340	1.08	1.20
Latin ... ..	205	215	9545	8858	2.90	2.39
Laundry work ... ..	13	11	252	242	8.35	6.68
Machine Construction ... ..	2	2	39	31	8.00	6.00
Machine Drawing ... ..	1	...	60	...	1.00	...
Magnetism and Electricity ... ..	1	...	19	...	2.00	...
Masonry ... ..	...	1	...	33	...	19.00
Millinery ... ..	...	1	...	5	...	1.50
Modelling ... ..	1	...	4	...	4.00	...
Music (Instrumental) ... ..	167	181	2551	2636	1.15	1.28
Needlework ... ..	2680	2574	69471	65181	1.79	1.85
Painting ... ..	22	22	257	148	2.40	2.89
Physics ... ..	40	44	1502	1601	2.73	2.82
Physiology ... ..	3	4	42	250	1.17	1.13
Printing ... ..	3	3	45	37	26.33	13.30
Sesuto Grammar... ..	2	2	52	19	0.75	1.00
Shoemaking ... ..	9	6	133	107	23.50	30.08
Shorthand ... ..	4	9	75	51	1.56	2.22
Spinning ... ..	2	2	47	50	6.00	9.55
Stencilling ... ..	1	...	13	...	1.00	...
Tailoring ... ..	4	3	42	35	30.63	35.66
Typewriting ... ..	2	5	11	39	1.50	2.30
Vocal Music ... ..	3093	2940	138308	128801	1.41	1.07
Wagonmaking ... ..	4	3	49	36	32.63	39.83
Weaving ... ..	2	4	18	20	5.75	9.38
Woodwork ... ..	184	169	7579	6639	2.24	4.60

B.—PUPILS' EXAMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1910 : NUMBER OF CANDIDATES AND PASSES.

Subject.	Candidates.		Passes.		Subject.	Candidates.		Passes.	
	1910.	1909.	1910.	1909.		1910.	1909.	1910.	1909.
Botany :					History ...	157	216	87	81
First Year ...	105	88	70	53	Kafir ...	167	120	70	32
Second Year ...	54	42	23	22	Latin :				
Chemistry :					First Year ...	406	447	188	210
First Year ...	73	77	55	53	Second Year ...	316	329	172	144
Second Year ...	45	48	33	34	Third Year ...	216	184	125	120
Domestic Economy...	35	14	20	8	Mathematics :				
Drawing, Frechand...	...	286	...	143	First Year ...	401	521	200	396
Do., New Syllabus:					Second Year ...	315	360	211	229
Standard V. ...	797	987	273	388	Third Year ...	214	176	164	112
Standard VI. ...	977	1194	637	567	Physics :				
Standard VII. ...	967	795	614	322	First Year ...	100	136	42	91
Dutch :					Second Year ...	73	54	47	39
First Year ...	497	674	278	373	Sesuto ...	36	21	25	16
Second Year ...	716	703	423	406	*Needlework :				
Third Year ...	717	645	371	270	Third Year (Sect.A)	469	475	399	437
French :					(Sect.B)	179	285	154	255
First Year ...	36	70	21	34	† Do. (P.T.) (Sect.A)	330	510	188	425
Second Year ...	28	57	19	26	(Sect.B)	601	702	476	570
Third Year ...	49	43	40	21	*Woodwork :				
Geography ...	86	145	28	50	First Year ...	1439	1453	1167	1249
German :					Second Year ...	813	835	728	787
First Year ...	4	16	3	7	Third Year ...	354	332	344	306
Second Year ...	10	8	9	4	Total ...	11798	13061	7715	8287
Third Year ...	16	13	11	7					

C.—TOTAL NUMBER OF CANDIDATES PASSED IN TECHNOLOGICAL AND HIGHER ART EXAMINATIONS, SEPTEMBER AND DECEMBER, 1910.

Subject.	Candidates.		Passes.	
	1910.	1909.	1910.	1909.
Building Construction :				
First Year ...	7	6	3	2
Second Year ...	...	4	...	3
Higher Art ...	152	114	74	62
Machine Construction :				
First Year ...	81	80	39	35
Second Year ...	33	21	24	13
Geometrical Drawing :				
First Year ...	103	81	59	55
Second Year ...	27	22	17	10
*Woodwork, Apprentices :				
First Year ...	57	36	40	26
Second Year ...	33	38	26	31
Third Year ...	29	22	27	19
Total ...	522	424	309	256

D.—SUMMARY FOR ALL EXAMINATIONS : NUMBERS OF CANDIDATES AND PASSES.

(For details see above and page 52a.)

Examinations.	Candidates.			Passes.		
	1908.	1909.	1910.	1908.	1909.	1910.
† Pupils' Specific Subjects ...	16106	13061	11798	10782	8287	7715
Technological and Higher Art ...	438	424	522	275	256	309
Teachers ...	3499	3561	3319	2503	2436	2236
Teachers' Specific Subjects ...	934	891	1033	708	725	775
Total ...	20977	17937	16672	14268	11704	11035

\* The figures for Needlework and Woodwork are for the Years ending 30th September, 1911 and 1910.

† The figures published last year did not include these numbers, which are now reckoned in the total ; they are also included in the total for 1908.



### 8. TEACHERS.

#### A. TEACHERS' QUALIFICATIONS.\*

##### I. ARRANGED ACCORDING TO CERTIFICATES AND CLASSES OF SCHOOLS.

Summary.	Certificated.	Uncertificated.	Total.	Percentage Certificated.		Percentage Increase.
				1911.	1910.	
Province, excluding Territories ... ..	4,317	1,565	5,882	73.39	69.97	3.42
Territories ... ..	590	1,146	1,736	33.99	34.30	— .31
Total ... ..	4,907	2,711	7,618	64.41	62.23	2.18

#### TEACHERS HOLDING

	Privy Council Certificate.						Other British Government Certificates.				Other European Government Certificates.	T1 Certificate and Degree.	T2 Certificate.					T3 Certificate.					Miscellaneous Certificates.					Total No. of Certificated Teachers.	Uncertificated Teachers.					Total No. of Teachers.					
	Degree.	Intermediate.	Matric.	Other Higher University Diplomas.	No. academical qualification.	Total.	Degree.	Intermediate.	No. academical qualification.	Total.			Degree.	Intermediate.	Matric.	Other Higher University Diplomas.	No. academical qualification.	Total.	Degree.	Intermediate.	Matric.	Other Higher University Diplomas.	No. Academical qualification.	Total.	Degree.	Intermediate.	Matric.		Other Higher University Diplomas.	No. Academical qualification.	Total.	Degree.	Intermediate.		Matric.	Other Higher University Diplomas.	No. Academical qualification.	Total.	
Sp.	7	...	...	...	6	13	...	...	...	...	1	...	2	1	10	...	1	14	...	...	3	...	21	24	...	...	...	1	27	28	80	...	...	...	...	19	19	99	
A 1	50	4	2	3	49	108	1	1	1	3	10	18	70	44	125	3	6	248	22	22	85	1	208	338	11	1	4	2	86	104	829	32	7	3	1	28	71	900	
A 2	3	4	1	2	41	51	...	1	3	4	1	...	6	25	72	...	5	108	3	14	64	...	299	380	...	1	...	...	10	11	555	2	2	...	...	11	15	570	
A 3	1	...	3	...	37	41	...	...	7	7	1	1	...	5	41	2	5	53	1	4	111	2	1066	1184	...	1	...	...	9	9	1296	2	3	22	...	237	264	1560	
D.	1	...	...	...	...	1	...	...	...	...	2	...	1	...	...	...	1	...	...	...	...	2	2	...	...	...	...	1	1	7	...	...	...	...	...	1	...	10	8
E.	3	...	...	...	12	15	...	...	...	...	1	...	1	2	...	...	4	...	...	1	...	13	14	...	...	...	...	5	5	39	1	...	...	...	...	9	10	49	
P.F.	...	...	...	...	2	2	...	...	...	...	...	1	1	5	...	...	7	1	...	25	...	520	546	...	...	...	...	...	...	555	...	1	17	...	...	328	346	901	
Poor	...	...	...	...	3	3	...	...	...	...	...	...	...	9	...	1	10	...	...	20	...	262	282	...	...	...	...	...	...	295	...	...	11	...	...	92	103	398	
B.	3	1	...	...	7	11	...	...	...	...	1	...	...	3	...	1	4	1	...	8	...	677	686	...	...	...	...	5	5	707	...	...	8	...	...	768	776	1483	
C 1	5	3	2	1	10	21	...	...	1	1	2	1	1	2	6	1	11	...	...	1	1	5	7	...	...	...	...	3	3	46	...	...	...	...	3	3	49		
C.	...	...	...	...	3	3	...	...	1	1	...	...	...	2	...	1	3	...	...	3	...	479	482	...	...	...	...	9	9	498	...	...	...	...	1103	1103	1601		
Total	73	12	8	6	170	269	1	2	13	16	19	20	81	80	275	6	21	463	28	40	321	4	3552	3945	11	2	4	3	155	175	4907	37	13	61	2	2598	2711	7618	

NOTE.—In addition to the teachers classified above there are 47 teachers who receive no grant from the Department. Of these 11 are certificated and 36 uncertificated; 1 is academically qualified and 46 are not; 20 are male and 27 female.

TEACHERS.



TEACHERS.

49d

A.—(contd.)—TEACHERS' QUALIFICATIONS.

II.—SUMMARY OF PROFESSIONAL AND ACADEMIC CERTIFICATES.

	Teachers holding Certificates.			No Certificate.	Percentage holding Academic Certificates.
	Professional and Academic.	Professional only.	Academic only.		
Degree ... ..	214	...	37	...	3.29
Intermediate ... ..	136	...	13	...	1.96
Matriculation ... ..	608	...	61	...	8.78
Other Higher University Diplomas ... ..	19	...	2	...	.28
Total, 1911 ... ..	977	3930	113	2598	14.31
Do., 1910 ... ..	816	3424	106	2467	13.53
Increase ... ..	161	506	7	131	.78
Percentage, 1911 ... ..	12.82	51.59	1.48	34.10	
Do., 1910 ... ..	11.98	50.25	1.55	36.21	

III.—PERCENTAGE OF PROFESSIONALLY QUALIFIED TEACHERS IN THE VARIOUS CLASSES OF SCHOOLS.

Percentage of Teachers.	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	C 1.	C.	Total.
Certificated, 1911 ... ..	80.80	92.11	97.37	83.08	87.50	79.59	61.60	74.12	47.67	93.88	31.11	64.41
Do., 1910 ... ..	75.00	90.82	95.90	83.14	40.00	45.56	56.05	71.43	44.60	100.00	30.65	62.23
Increase ... ..	5.80	1.29	1.47	-.06	47.50	34.03	5.55	2.69	3.07	-6.12	.46	2.18

IV. ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Circuit in charge of Inspector.	Number of Teachers.			Percentage of Teachers Certificated.		Circuit in charge of Inspector.	Number of Teachers.			Percentage of Teachers Certificated.	
	Cer-tifi-cated.	Un-cer-tifi-cated.	Total.	1911.	1910.		Cer-tifi-cated.	Un-cer-tifi-cated.	Total.	1911.	1910.
Bennie ...	191	29	220	86.81	83.66	Pressly ...	154	149	303	50.82	48.64
Bond ...	162	125	287	56.44	58.82	Rein, R. ...	43	168	211	20.37	24.88
Craib, D. ...	274	33	307	89.25	87.10	Rein, T. W. ...	161	99	260	61.92	54.85
Craib, J. ...	232	79	311	74.27	72.94	Robertson ...	222	55	277	80.14	76.92
Freeman ...	153	50	203	75.36	70.68	Satchel ...	262	36	298	87.91	85.29
Golightly ...	253	62	315	80.31	76.71	Scott ...	141	38	179	78.77	70.32
Grant ...	143	70	213	67.13	58.66	Spurway ...	155	46	201	77.11	66.98
Green ...	133	206	339	39.23	40.97	Theron ...	189	82	271	69.74	65.63
Hagen ...	129	61	190	67.89	61.21	Tooke ...	85	200	285	28.77	29.25
Hofmeyr ...	155	103	258	60.07	56.40	Watermeyer ...	168	78	246	68.29	63.29
Logie ...	131	136	267	49.06	52.92	Young ...	189	48	237	79.74	78.95
McLaren ...	140	175	315	44.44	41.61						
Milne ...	245	78	323	75.85	72.11						
Mitchell ...	219	62	281	77.93	76.31	Total ...	4907	2711	7618	64.41	62.23
Noaks ...	389	46	435	89.42	87.62						

\* Tables I-IV which were formerly based on inspection statistics have this year been compiled from information given in the attendance returns for the Second Quarter 1911.



B.—SEX OF TEACHERS.

(The two following tables are based on information given in the Attendance Returns for the Quarter ending 30 September 1911).

I. ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Circuit in charge of Inspector.	Sex		Total.	Percentage Male Teachers.	Circuit in charge of Inspector.	Sex		Total.	Percentage Male Teachers.
	Male.	Female				Male.	Female.		
Bain ...	143	127	270	52.96	Pressly ...	134	174	308	43.51
Bennie ...	49	176	225	21.77	Rein, R. ...	121	97	218	55.50
Bond ...	105	187	292	35.96	Rein, T. W. ...	102	153	255	40.00
Craib, D. ...	117	214	331	35.35	Robertson ...	72	210	282	25.53
Craib, J. ...	87	229	316	27.53	Satchel ...	131	187	318	41.19
Freeman ...	47	156	203	23.15	Scott ...	44	151	195	22.56
Golightly ...	106	220	326	32.51	Spurway ...	60	149	209	28.71
Grant ...	77	142	219	35.16	Theron ...	66	203	269	24.53
Green ...	199	145	344	57.85	Tooke ...	173	114	287	60.28
Hagen ...	45	136	181	24.86	Watermeyer ...	60	185	245	24.49
Hofmeyr ...	87	174	261	32.57	Young ...	78	163	241	32.28
Logie ...	100	178	278	35.97					
McLaren ...	134	184	318	42.14	Total, 1911 ...	2768	5004	7772	35.62
Milne ...	77	251	328	23.47	Do. 1910 ...	2622	4562	7184	36.50
Mitchell ...	91	193	284	32.04					
Noaks ...	102	353	455	22.42					
Porter ...	161	153	314	51.27					
					Increase ...	146	442	588	--88

SUMMARY.

Province, excluding Territories ...	1837	4184	6021	30.51
Territories ...	931	820	1751	53.17

II. ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

Sex of Teachers.	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	C 1.	C.	Total.		In-crease.
												1911.	1910.	
Male...	41	328	168	393	7	70	114	118	615	22	892	2768	2622	146
Female ...	61	600	404	1228	2	8	785	276	904	17	719	5004	4562	442
Total ...	102	928	572	1621	9	78	899	394	1519	39	1611	7772	7184	588
Percentage of Male Teachers, 3rd Qr., 1911...	40.20	35.34	29.37	24.24	77.78	89.74	12.68	29.95	40.49	56.41	55.38	35.62	...	--88
Do., 1910...	41.77	35.16	31.26	24.57	66.67	84.45	15.16	29.65	41.80	56.41	56.81	...	36.50	...

C.—NUMBER OF PUPIL TEACHERS IN TRAINING AT 30TH SEPTEMBER, 1911.

I.—ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

[N.B.—These figures include those given in the succeeding Table.]

Circuit in charge of Inspector.	First Year Junior.	Second Year Junior or First Year Senior.	Third Year Junior or Second Year Senior.	Total.		Circuit in charge of Inspector.	First Year Junior.	Second Year Junior or First Year Senior.	Third Year Junior or Second Year Senior.	Total.	
				1911.	1910.					1911.	1910.
Bain ...	54	30	14	98	113	Pressly ...	37	37	26	100	108
Bennie ...	...	39	67	106	138	Rein, R. ...	...	1	...	1	1
Bond ...	53	50	58	161	164	Rein, T. W. ...	198	100	73	371	349
Craib, D. ...	25	30	63	118	162	Robertson ...	7	26	37	70	90
Craib, J. ...	...	37	44	81	100	Satchel ...	20	20	25	65	83
Freeman ...	...	16	23	39	40	Scott ...	6	24	25	55	65
Golightly ...	12	92	104	208	220	Spurway ...	...	10	20	30	31
Grant ...	7	14	10	31	29	Theron ...	4	33	45	82	115
Green ...	56	19	14	89	83	Tooke ...	60	16	18	94	95
Hagen ...	4	21	15	40	59	Watermeyer ...	...	22	8	30	42
Hofmeyr ...	5	32	22	59	50	Young ...	45	27	20	92	81
Logie ...	...	...	...	...	2						
McLaren ...	123	41	30	194	165	Total, 1911	755	823	863	2441	...
Milne ...	...	13	20	33	42	Do., 1910	680	962	977	...	2619
Mitchell ...	...	20	24	44	51						
Noaks ...	9	38	43	90	129	Increase ...	75	-139	-114	-178	...
Porter ...	30	15	15	60	12						

II.—NUMBER OF STUDENTS IN TRAINING COLLEGES AND SCHOOLS AT 30TH SEPTEMBER, 1911.

Name of Training School.	P.T. 1 Jr.	P.T. 2 Jr. or P.T. 1 Sr.	P.T. 3 Jr. or P.T. 2 Sr.	T. 2.	Kin-dergar-ten.	Total, 3rd Qr., 1911.	Total, 3rd Qr., 1910.	In-crease.	
									Circuit Inspector.
<i>European :</i>									
Cape Town, Normal College...	...	...	17	42	...	59	63	-4	
Do. Pupil Teachers' Central Classes	20	45	81	26	...	172	232	-60	
Grahamstown ...	...	37	58	26	36	157	167	-10	
Stellenbosch, Victoria College	...	...	...	25	...	25	21	4	
Wellington ...	...	43	73	19	16	151	162	-11	
Total, 3rd Quarter, 1911 ...	20	125	229	138	52	564	...	...	
Do., 3rd Quarter, 1910 ...	13	185	292	116	39	...	645	...	
Increase ...	7	-60	-63	22	13	...	...	-81	
<i>Coloured :</i>									
<i>Denomination.</i>									
Bensonvale (Wes.)	Pressly	37	23	13	...	73	88	-15	
Blythwood (U.F.C.)	McLaren	93	39	28	...	160	130	30	
Buntingville (Wes.)	Tooke	32	6	9	...	47	53	-6	
Clarkebury (do.)	Bain	34	14	8	...	56	78	-22	
Emgwali (U.F.C.)	Young	45	22	14	...	81	57	24	
Engcobo, All Saints' (Eng. Ch.)	Bain	20	14	6	...	40	...	40	
Healdtown (Wes.)	T. W. Rein	80	46	33	...	159	174	-15	
Lovedale (U.F.C.)	do.	117	50	36	...	203	159	44	
Mvenyane (Mor.)	Porter	24	13	8	...	45	...	45	
St. Matthew's (Eng. Ch.)	Bond	54	37	34	...	124	116	8	
Shawbury, Girls' (Wes.)	Green	56	19	12	...	87	79	8	
Umtata (Eng. Ch.)	Tooke	28	10	9	...	47	38	9	
Total, 3rd Quarter, 1911 ...		619	293	210	...	1122	...	...	
Do., 3rd Quarter, 1910 ...		550	257	165	...	...	972	...	
Increase ...		69	36	45	...	...	...	150	
Grand Total, 3rd Qr., 1911		639	418	439	138	52	1686	...	
Do., 3rd Qr., 1910		563	442	457	116	39	...	1617	...
Increase ...		76	-24	-18	22	13	...	...	69

\*Engcobo, All Saints', was at this date graded as a C. school.



## III.—TEACHERS' EXAMINATIONS, DECEMBER, 1910: CANDIDATES AND PASSES.

CERTIFICATE.	Candidates.		Passes.	
	1910.	1909.	1910.	1909.
Adult Teachers :				
First Class (T1), Part I. ...	...	1	...	1
Part II. ...	1	1	1	1
Second Class (T2) ...	142	124	104	96
Kindergarten, Elementary ...	109	84	87	66
Higher ...	37	41	26	30
Pupil Teachers :				
First Year ...	729	1000	352	543
Second Year ...	1066	1186	768	841
Third Year (T3) ...	1235	1124	898	858
Total ...	3319	3561	2236	2436

## IV.—CERTIFICATES ISSUED AT VACATION COURSES HELD DURING YEAR, ENDING 30TH SEPTEMBER, 1911.

CERTIFICATES.	1911.	1910.
Drawing (Blackboard) ...	63	124
" (Freehand) ...	1	...
Woodwork ...	...	20
Total ...	64	144

## V.—TEACHERS' EXAMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1910: CANDIDATES AND PASSES.

SUBJECT.	Candidates.		Passes.	
	1910.	1909.	1910.	1909.
Drawing : Blackboard ...	145	175	122	139
Freehand ...	286	249	191	161
Geometrical ...	40	16	21	9
Model ...	139	96	86	60
Needlework : Course I. ...	77	75	69	62
Course II. ...	16	26	16	22
Course III. ...	93	47	91	43
Course IV. ...	24	26	22	25
Course V. ...	15	15	14	10
Woodwork : Branch I. ...	109	98	78	65
Branch II. ...	89	68	65	61
Vocal Music : School Teacher's Music Certificates. ...	...	...	*91	*68
Total ...	1033	891	775	657

\* In the case of Vocal Music the Department has no examination of its own, but recognises the School Teacher's Music Certificate of the Tonic Sol-fa College. The awards of that certificate are accordingly given; information as to unsuccessful candidates is not available; the numbers given, which are not included in the total, are for the years ending 30th September, 1911 and 1910.

## 9. SCHOOL LIBRARIES.

A.—ARRANGED ACCORDING TO DIVISIONS.

DIVISION.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor	B	C 1	C	Total.
Aberdeen ...	...	...	1	1	...	...	7	1	...	...	...	10
Albany ...	3	2	3	16	...	...	15	1	1	...	...	41
Albert ...	...	1	1	6	...	...	25	3	...	...	...	36
Alexandria ...	...	...	1	17	...	...	1	...	...	...	...	19
Aliwal North ...	...	1	2	7	...	...	7	5	...	...	...	22
Barkly East ...	...	1	...	11	...	...	11	2	...	...	...	25
Barkly West ...	...	...	...	3	...	...	1	7	1	...	...	12
Bathurst ...	...	...	2	6	...	...	4	...	...	...	...	12
Beaufort West ...	...	2	...	6	...	...	4	1	...	...	...	13
Bedford ...	...	1	...	2	...	...	4	1	...	...	...	8
Bredasdorp ...	...	...	2	8	...	...	13	5	...	...	...	28
Britstown ...	...	1	1	...	...	...	3	...	...	...	...	5
Caledon ...	...	2	...	15	...	...	13	16	2	...	...	48
Calvinia ...	...	1	...	13	...	...	8	4	...	...	...	26
Cape Sub. and Dist. ...	...	6	12	36	...	...	5	...	45	...	...	104
Cape Town, G. and S.P. ...	4	7	4	12	1	1	...	...	5	...	...	34
Carnarvon ...	...	1	...	3	...	...	4	...	1	...	...	9
Cathcart ...	...	1	...	6	...	...	13	...	...	...	...	20
Ceres ...	...	1	1	5	...	...	16	...	...	...	...	23
Clanwilliam ...	...	...	1	9	...	...	5	7	...	...	...	22
Colesberg ...	...	1	1	3	...	...	12	1	...	...	...	18
Cradock ...	...	2	...	16	...	...	8	2	...	...	...	28
East London ...	...	2	3	21	...	...	1	2	...	...	...	29
Fort Beaufort ...	1	2	...	4	...	...	7	6	...	1	...	21
Fraserburg ...	...	...	1	2	...	...	6	...	...	...	...	9
George ...	...	2	1	6	...	...	1	14	...	...	...	24
Glen Grey ...	...	...	...	1	...	...	1	...	...	...	...	2
Gordonia ...	...	...	1	2	...	...	1	...	1	...	...	5
Graaff-Reinet ...	1	2	1	6	...	...	7	4	...	...	...	21
Hanover ...	...	...	1	2	...	...	8	...	...	...	...	11
Hay ...	...	...	...	8	...	...	3	...	...	...	...	11
Herbert ...	...	...	...	6	...	...	4	...	...	...	...	10
Herschel ...	...	...	...	1	...	...	1	...	...	1	...	3
Hopetown ...	...	...	1	2	...	...	5	1	...	...	...	9
Humansdorp ...	...	...	1	22	...	...	1	16	1	...	...	41
Jansenville ...	...	...	1	8	...	...	4	4	...	...	...	17
Kenhardt ...	...	...	1	5	...	...	3	3	...	...	...	12
Kimberley ...	...	3	4	12	...	2	1	1	1	...	...	24
King William's Town ...	...	2	3	23	...	...	2	2	1	1	...	34
Knysna ...	...	...	1	6	...	...	1	21	...	...	...	29
Komgha ...	...	...	1	3	...	...	2	1	...	...	...	7
Kuruman ...	...	...	...	4	...	...	1	...	...	...	...	5
Ladismith ...	...	1	...	13	...	...	...	4	...	...	...	18
Laiingsburg ...	...	...	1	3	...	...	1	5	...	...	...	10
Mafeking ...	...	...	1	5	...	...	1	...	1	...	...	8
Malmesbury ...	...	2	6	39	...	...	5	...	2	...	...	54
Maraisburg ...	...	...	1	1	...	...	7	...	...	...	...	9
Middelburg ...	...	1	...	7	...	...	15	1	...	...	...	24
Molteno ...	...	1	...	7	...	...	4	3	...	...	...	15
Montagu ...	...	1	...	8	...	...	1	3	...	...	...	13
Mossel Bay ...	...	2	...	18	...	...	1	4	...	...	...	25
Murraysburg ...	...	1	...	1	...	...	9	...	...	...	...	11
Namaqualand ...	...	...	...	7	1	...	4	6	2	...	...	20
Oudtshoorn ...	...	2	2	63	...	...	2	4	...	...	...	73
Paarl ...	2	7	7	11	...	...	2	2	1	...	...	32
Pearston ...	...	...	1	1	...	...	5	3	...	...	...	10
Peddie ...	...	...	1	11	...	...	4	1	...	...	...	17
Philipstown ...	...	1	1	...	...	...	...	...	...	...	...	2
Piquetberg ...	...	1	1	41	...	...	1	...	...	...	...	44
Port Elizabeth ...	...	3	4	12	...	...	1	1	...	...	...	21
Prieska ...	...	...	1	...	...	...	12	1	...	...	...	14
Prince Albert ...	...	1	...	3	...	...	2	3	...	...	...	9
Queenstown ...	...	2	1	9	...	...	10	...	...	...	...	22
Richmond ...	...	1	...	...	...	...	3	...	...	...	...	4
Riversdale ...	...	2	1	30	...	...	5	11	2	...	...	51
Robertson ...	...	1	1	10	...	...	3	6	...	...	...	21
Somerset East ...	...	2	...	14	...	...	15	5	...	...	...	36
Stellenbosch ...	1	4	1	9	...	...	2	...	...	...	...	17
Steynsburg ...	...	...	1	2	...	...	7	...	...	...	...	10
Steytlerville ...	...	...	1	3	...	...	5	6	...	...	...	15
Stockenstrom ...	...	...	1	10	...	...	...	1	2	...	...	14
Stutterheim ...	...	...	2	5	...	...	4	...	...	1	1	13
Sutherland ...	...	...	1	...	...	...	9	...	...	...	...	10
Swellendam ...	...	1	1	17	...	...	10	6	...	...	...	35
Tarka ...	...	1	...	9	...	...	7	1	...	...	...	18
Tulbagh ...	...	1	...	9	...	...	...	1	...	...	...	11
Uitenhage ...	1	2	1	34	...	...	9	...	2	...	...	49
Uniondale ...	...	1	...	24	...	...	...	11	...	...	...	36
Van Rhynsdorp ...	...	...	1	6	...	...	...	3	...	...	...	10
Victoria East ...	...	1	1	3	...	...	5	...	3	1	2	16
Victoria West ...	...	1	...	3	...	...	5	1	...	...	...	10
Vryburg ...	...	...	1	15	...	...	12	...	...	...	1	29
Willowmore ...	...	...	1	18	...	...	5	3	...	...	...	27
Wodehouse ...	...	1	1	29	...	...	5	8	...	...	...	44
Worcester ...	1	2	1	22	...	...	3	1	...	...	...	31
Total ...	14	91	99	876	2	3	440	236	75	5	4	1845



MAGISTRACY.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C 1	C	Total.
Bizana ...	...	...	...	1	...	...	...	...	...	...	...	1
Butterworth ...	...	1	...	...	...	...	1	...	...	...	...	2
Elliot ...	...	...	1	5	...	...	2	10	...	...	...	18
Elliotdale ...	...	...	...	...	...	...	...	...	...	...	...	...
Engcobo ...	...	...	...	1	...	...	2	...	...	2	2	7
Flagstaff ...	...	...	...	1	...	...	...	...	...	...	...	1
Idutywa ...	...	...	1	...	...	...	1	...	...	...	...	2
Kentani ...	...	...	...	1	...	...	2	...	...	...	...	3
Libode ...	...	...	...	...	...	...	...	...	...	...	...	...
Lusikisiki ...	...	...	...	1	...	...	...	...	...	...	...	1
Maclear ...	...	...	...	8	...	...	1	...	...	...	...	9
Matatiele ...	...	...	1	2	...	...	...	...	1	1	1	5
Mount Ayliff ...	...	...	...	1	...	...	...	...	...	...	...	1
Mount Currie ...	...	...	1	2	...	...	...	...	...	...	...	3
Mount Fletcher ...	...	...	...	2	...	...	1	...	...	...	...	3
Mount Frere ...	...	...	...	1	...	...	...	...	...	...	...	1
Mqanduli ...	...	...	...	1	...	...	1	...	...	...	...	2
Ngqeleni ...	...	...	...	1	...	...	...	...	1	1	1	3
Nqamakwe ...	...	...	...	1	...	...	...	...	1	3	3	5
Ntabankulu ...	...	...	...	...	...	...	...	...	...	...	...	...
Port St. John ...	...	...	...	1	...	...	...	...	...	...	...	1
Qumbu ...	...	...	...	1	...	...	...	...	1	...	...	2
St. Mark's ...	...	...	...	2	...	...	2	...	...	...	...	4
Tsolo ...	...	...	...	1	...	...	...	...	...	...	...	1
Tsomo ...	...	...	...	1	...	...	...	...	...	...	...	1
Umtata ...	...	1	...	...	...	...	2	2	1	3	3	9
Umzimkulu ...	...	...	...	1	...	...	1	...	...	...	...	2
Walfish Bay ...	...	...	...	...	...	...	...	...	...	...	...	...
Willowvale ...	...	...	...	1	...	...	1	...	...	...	...	2
Xalanga ...	...	...	...	1	...	...	...	1	...	...	...	2
Territories ...	...	2	4	38	...	...	17	13	...	7	10	91
Province excluding Territories	14	91	99	876	2	3	440	236	75	5	4	1845
Total, 1911 ...	14	93	103	914	2	3	457	249	75	12	14	1936
Do., 1910 ...	14	90	103	845	2	2	520	252	75	10	14	1927
Increase ...	...	3	...	69	...	1	-63	-3	...	2	...	9

B.—SCHOOL LIBRARIES ARRANGED ACCORDING TO INSPECTORS' CIRCUITS AND CLASSES OF SCHOOLS.

Circuit in charge of Inspector.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor	B	C 1	C	Total.		Increase
												1911.	1910.	
Bain ...	...	...	1	9	...	...	6	11	...	2	2	31	29	2
Bennie ...	3	3	6	41	...	...	24	2	1	...	...	80	79	1
Bond ...	...	2	3	23	...	...	2	2	1	...	...	34	31	3
Craib, D. ...	4	7	4	12	1	1	...	...	5	...	...	34	32	2
Craib, J. ...	1	6	3	38	...	...	42	14	...	...	...	104	106	-2
Freeman ...	...	3	3	36	...	...	22	12	...	...	...	76	77	-1
Golightly ...	2	9	13	50	...	...	7	2	3	...	...	86	84	2
Grant ...	...	2	6	23	...	...	31	5	1	...	...	68	71	-3
Green ...	...	...	...	12	...	...	2	...	...	1	...	15	15	...
Hagen ...	...	5	1	22	...	...	35	5	1	...	...	69	74	-5
Hofmeyr ...	...	2	3	72	1	...	10	17	2	...	...	107	101	6
Logie ...	...	3	1	19	...	...	18	1	...	...	...	42	40	2
McLaren ...	...	1	...	2	...	...	1	...	...	1	3	8	8	...
Milne ...	...	1	5	6	49	...	15	7	2	...	...	85	83	2
Mitchell ...	...	6	3	87	...	...	4	22	...	...	...	122	125	-3
Noaks ...	...	6	12	36	...	...	5	...	45	...	...	104	99	5
Porter ...	...	...	2	9	...	...	1	...	...	1	1	14	11	3
Pressly ...	...	3	3	48	...	...	24	15	...	1	...	94	98	-4
Rein, R. ...	...	...	1	2	...	...	4	...	...	...	...	7	8	-1
Rein, T. W. ...	1	3	3	28	...	...	16	8	5	2	2	68	69	-1
Robertson ...	...	1	5	5	48	...	33	15	1	...	...	108	112	-4
Satchel... ..	...	3	6	39	...	2	16	8	3	...	1	78	78	...
Scott ...	...	1	3	51	...	...	2	48	1	...	...	106	133	3
Spurway ...	...	4	4	27	...	...	71	8	...	...	...	114	112	2
Theron... ..	1	6	3	32	...	...	28	21	2	...	...	93	98	-5
Tooke ...	...	1	...	4	...	...	3	2	...	2	4	16	16	...
Watermeyer ...	...	4	2	60	...	...	15	21	2	...	...	104	108	-4
Young ...	...	3	6	35	...	...	20	3	...	1	1	69	60	9
Total, 1911 ...	14	93	103	914	2	3	457	249	75	12	14	1936	...	...
Do., 1910 ...	14	90	103	845	2	2	520	252	75	10	14	1927	...	...
Increase ...	...	3	...	69	...	1	-63	-3	...	2	...	...	...	9
Total No. of Schools in operation at 30th September, 1911 ...	23	93	104	1102	2	24	897	307	735	12	858	4157	...	...

## 10. SCHOOL BUILDINGS.

A.—LOANS ISSUED (IN WHOLE OR PART) DURING THE YEAR ENDING 30TH SEPTEMBER, 1911.

Division.	School.	Class.	Total Loan.	Payments during year.
			£	£ s. d.
Aliwal North ...	Jamestown ...	A 2	300	294 11 0
Caledon ...	Caledon High School ...	A 1	5,000	4,100 0 0
Do. ...	Gansbaai ...	A 3	300	194 11 0
Do. ...	Hermanus ...	A 3	1,000	650 0 0
Do. ...	Stanford ...	A 3	700	700 0 0
Cape ...	Diocesan College ...	...	8,250	8,250 0 0
Do. ...	Maitland ...	A 2	2,000	967 16 0
Do. ...	C.T. West End ...	A 2	14,150	14,150 0 0
Clanwilliam ...	Clanwilliam ...	A 2	3,600	380 14 0
Fraserburg ...	Fraserburg ...	A 2	2,500	2,500 0 0
George ...	Ganskraal ...	Poor	240	54 11 0
Gordonia ...	Upington ...	A 2	700	700 0 0
Herbert ...	Douglas ...	A 2	1,000	737 13 0
Komgha ...	Komgha ...	A 2	3,000	2,750 0 0
Ladismith ...	Ladismith ...	Poor	325	325 0 0
Montagu ...	Montagu ...	A 1	3,500	100 0 0
Paarl ...	Paarl, Boys' High School	A 1	16,500	15,000 0 0
Piquetberg ...	Piquetberg ...	A 2	1,000	900 0 0
Do. ...	Porterville ...	A 1	4,000	4,000 0 0
Port Elizabeth ...	P.E., Boys' High School	A 1	1,061	1,061 0 0
Riversdale ...	Riversdale, Girls'	A 1	3,575	3,575 0 0
Tulbagh ...	Porterville Road ...	A 3	300	250 0 0
Victoria West ...	Victoria West ...	A 1	5,400	1,500 0 0
Butterworth ...	Butterworth ...	A 1	5,000	3,525 0 0
Matatiele ...	Matatiele ...	A 2	2,000	1,500 0 0
Total			£85,401	£68,165 16 0

B.—PARLIAMENTARY GRANTS OF LAND FOR SCHOOL PURPOSES SANCTIONED DURING SESSION 1911.

Division.	School or Locality.	Class.	Area (Approx.)	Object of Grant.
Barkly West ...	Delpoorts Hope ...	A 3	2 morgen	Site.
East London ...	Amalinda ...	A 3	½ morgen	Site.
Gordonia ...	Upington ...	A 2	343 sq. rds. 58 sq. ft.	Site.
Peddie ...	Bodiam ...	A 3	208 sq. rds. 48 sq. ft.	Site.
Stutterheim ...	Upper Kubusie ...	A 3	156 sq. rds. 36 sq. ft.	Site.

C.—FREE BUILDING GRANTS ISSUED DURING THE YEAR ENDING 30 SEPTEMBER, 1911.

Division.	School.	Class.	Payments during year.
			£ s. d.
Barkly West ...	Sydney ...	Poor	20 0 0
Do. ...	Waldeck's Plant ...	Poor	2 5 3
Kenhardt ...	Pofadder ...	Poor	10 0 0
Namaqualand ...	Mesklip ...	A 3	99 11 7
Do. ...	Namies ...	A 3	2 8 4
Do. ...	Soebatsfontein ...	Poor	765 12 4
Van Rhynsdorp ...	Spruitdrift ...	A 3	230 1 6
Do. ...	Kokenap ...	Poor	41 6 7
Do. ...	Naastdrift ...	Poor	258 0 0
Do. ...	Trawal ...	Poor	221 13 8
Libode ...	Libode ...	A 3	18 5 0
Total ...			£1669 4 3



11. INDUSTRIAL SCHOOLS AND DEPARTMENTS.

NUMBER OF PUPILS UNDER INSTRUCTION IN THE DIFFERENT BRANCHES  
AT 30TH SEPTEMBER, 1911.

(a) BOYS.

SCHOOL.	Class.	Blacksmiths.	Bookbinders.	Carpenters.	Farmers.	Gardeners.	Housework.	Masons.	Printers.	Shoemakers.	Tailors.	Wagonmakers.	Miscellaneous.	No. of individ- ual Pupils, 3rd Qr., 1911.	No. of individ- ual Pupils, 3rd Qr., 1910.
<i>European :</i>															
Adelaide ... ..	Sp.	9	...	19	...	48	...	...	...	...	...	20	...	48	46
Cape Town, Salesian Institute	Sp.	...	13	25	...	...	...	...	25	17	15	...	...	88	81
Stellenbosch ... ..	Sp.	...	...	34	34	34	...	...	...	39	...	...	...	39	33
Uitenhage ... ..	Sp.	8	...	19	...	71	...	...	...	15	12	17	...	71	72
Worcester, Drostdy ... ..	Sp.	...	...	17	...	...	...	...	...	8	10	...	...	26	...
<i>Coloured :</i>															
<i>Denomination.</i>															
Blythswood ... (U.F.C.)	C	...	...	20	...	...	...	...	...	...	...	...	...	20	27
Clarkebury ... (Wes.)	C	...	...	13	...	...	...	...	...	11	...	...	...	24	15
Lovedale ... (U.F.C.)	C	2	6	39	...	...	...	10	17	10	...	10	10	104	80
Osborn ... (Wes.)	C	...	...	23	...	...	...	...	...	...	...	...	...	23	16
Umtata ... (Eng. Ch.)	C	...	...	15	...	...	...	...	...	...	...	...	...	15	20
Vryburg: Tigerkloof(L.M.S.)	C	...	...	30	3	36	16	37	...	...	...	...	1	98	50
Industrial Departments at- tached to 5 Coloured Schools.	...	...	...	9	20	242	...	...	...	...	...	...	93	364	221
Total 3rd Quarter, 1911 ...	...	19	19	263	57	431	16	47	42	100	37	47	104	920	...
Do. do. 1910 ...	...	21	15	237	51	342	11	36	28	84	29	44	37	...	661
Increase ... ..	...	-2	4	26	6	89	5	11	14	16	8	3	67	259	...

(b) GIRLS.

SCHOOL.	Class.	Cookery.	Dressmaking.	Housework.	Laundrywork.	Spinning.	Weaving.	No. of individ- ual Pupils, 3rd Qr., 1911.	No. of individ- ual Pupils, 3rd Qr., 1910.
<i>European :</i>									
Grahamstown, Housekeeping ... ..	Sp.	11	...	9	14	...	...	34	70
Graaff-Reinet ... ..	Sp.	18	...	...	24	12	12	54	77
Kokstad Spinning and Weaving ... ..	Sp.	...	...	...	...	...	...	...	3
Port Elizabeth Spinning and Weaving	Sp.	...	...	...	...	35	35	35	62
Wellington ... ..	Sp.	16	36	36	36	...	...	36	44
Industrial Departments attached to 43 Public Schools... ..	...	1447	...	...	...	...	...	1447	1167
<i>Coloured :</i>									
<i>Denomination.</i>									
Blythswood ... (U.F.C.)	C	11	...	11	11	...	...	11	11
Grahamstown ... (Eng. Ch.)	C	9	...	18	10	...	...	37	46
Lovedale ... (U.F.C.)	C	1	...	55	55	...	...	55	45
Industrial Departments attached to } 12 Coloured Schools, of which 9 } teach Cookery.	...	232	...	110	168	11	11	348	198
Total 3rd Quarter, 1911... ..	...	1745	36	239	318	58	58	2057	...
Do. do. 1910... ..	...	1556	122	187	249	78	78	...	1723
Increase ... ..	...	189	-86	52	69	-20	-20	334	...

ANNEXURE II

FINANCE.

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**EXPENDITURE FOR PUBLIC EDUCATION.**  
STATEMENT FOR THE PERIOD 1ST JUNE, 1910, TO 31ST MARCH, 1911.  
ADMINISTRATION AND INSPECTION.

A. SALARIES AND ALLOWANCES :	£	s.	d.	£	s.	d.
Head Office Staff ... ..	6,758	18	11			
Inspectors ... ..	13,467	13	4			
				20,226	12	3

B. TRAVELLING EXPENSES :	£	s.	d.	£	s.	d.
Head Office Staff (including School Board Auditors) ... ..	1,298	8	5			
Inspectors ... ..	10,573	0	8			
				11,871	9	1

C. INCIDENTAL EXPENSES :	£	s.	d.	£	s.	d.
				199	15	10

TRAINING OF TEACHERS.

D. SALARIES AND ALLOWANCES :	£	s.	d.	£	s.	d.
Instructors of Music ... ..	675	0	0			
Instructresses in Needlework ... ..	650	0	0			
Instructors in Woodwork ... ..	595	16	8			
"    "    Drawing ... ..	1,083	6	8			
"    "    of Pupil Teachers ... ..	1,098	6	8			
Instructor in Class Singing ... ..	55	0	0			
Instructresses in Kindergarten ... ..	700	0	0			
Instructress in Domestic Economy ... ..	250	0	0			
Instructor in Elementary Agriculture ... ..	416	13	4			
Instructress in Physical Exercises ... ..	50	0	0			
Relieving Instructors and Instructresses ... ..	20	3	2			
				5,594	6	6

E. TRAVELLING EXPENSES :	£	s.	d.	£	s.	d.
Instructors and Instructresses ... ..				2,995	12	3

F. GRANTS.	£	s.	d.	£	s.	d.
Pupil Teachers' Grants ... ..	13,472	3	4			
Grants to Principals on passing Pupil Teachers ... ..	173	10	0			
Vacation Courses ... ..	1,031	2	1			
Institutions for Training Teachers ... ..	9,987	8	4			
Pupil Teachers' Institute and School of Art, Cape Town, Furniture, Fittings and other Expenses ... ..	621	2	2			
Pupil Teachers' Monthly Train and Tram Fares ... ..	444	13	8			
Examinations for Certificates and in Science, Art and Manual Training ... ..	2,229	10	8			
Expenses of Competitions and Exhibitions of Manual work, Singing, Writing, &c. ... ..	126	6	0			
Education Library ... ..	16	13	4			
				28,102	9	7

SCHOOLS.

G. GRANTS-IN-AID.	£	s.	d.	£	s.	d.
Undenominational Public Schools ... ..	168,799	4	11			
Church Third-Class Schools ... ..	6,480	2	2			
Boarding Schools and Boarding Departments ... ..	4,176	3	1			
Poor Schools ... ..	23,580	0	3			
Private Farm Schools ... ..	21,333	10	10			
Trade School for Poor Whites ... ..	4,806	8	2			
Science, Art and Music Schools ... ..	828	4	0			
Native Industrial Institutions ... ..	1,678	0	5			
Mission Schools ... ..	73,484	3	6			
Evening Schools ... ..	1,172	12	8			
Schools for Defective Children ... ..	1,800	11	0			
Spinning and Weaving Schools ... ..	115	14	0			
Maintenance Grants for Apprentices and Capitation Allowances for Indigent Children ... ..	6,501	5	9			
Grants for Assistance to Education in Poor Districts ... ..	3,344	10	2			
Interest and Redemption Charges on Building Loans including Local Loans ... ..	28,051	0	9			

Carried Forward £346,151 11 8 68,990 5 6

STATEMENT FOR THE PERIOD 1ST JUNE, 1910, TO 31ST MARCH, 1911.—(contd.)

Brought forward ... ..	£	s.	d.	£	s.	d.
	346,151	11	8	68,990	5	6

G. GRANTS-IN-AID (contd.) :—

Rent of Land and School Buildings for School Purposes ... ..	17,055	11	11			
School Board Deficits and Miscellaneous Expenditure connected with School Boards and Railway Schools ... ..	54,826	3	1			
Grants towards Administration Expenses of School Boards ... ..	16,419	10	3			
Grants for General Maintenance of Schools under School Boards ... ..	13,959	16	8			
Grants for General Maintenance of Schools not under School Boards ... ..	6	7	3			
School Requisites, including School Plans, Books, Libraries, Maps, &c., &c. ... ..	11,166	9	7			
Water Boring and School Garden Plots ... ..	2	10	6			
Repairs, Additions, Fencing, &c., of School Buildings ... ..	17	16	6			
				459,605	17	5

GENERAL.

H. GOOD SERVICE ALLOWANCES AND TEACHERS' PENSION FUND.	£	s.	d.	£	s.	d.
Good Service Allowances to Teachers and Departmental Instructors ... ..	26,597	11	9			
To Supplement Teachers' Pension Fund ... ..	3,000	0	0			
				29,597	11	9
Total ... ..				£558,193	14	8

PUPIL TEACHERS' FUND.

ACCOUNT OF THE ABOVE FUND FOR THE FINANCIAL YEAR ENDED 31ST MARCH, 1911.

1910.	£	s.	d.	1910.	£	s.	d.
July. To Interest received from the Master of the Supreme Court to 30th June, 1910 ... ..	168	2	1	June By Balance ... ..	30	12	5
				"    "    Allowances to Pupil Teachers, June quarter, 1910 ... ..	80	0	0
1911.				Sept. " Allowances to Pupil Teachers, Sept. quarter, 1910 ... ..	80	0	0
Jan. To Interest received from the Master of the Supreme Court to 31 Dec., 1910 ... ..	168	2	1	Dec. " Allowances to Pupil Teachers, Dec. quarter, 1910 ... ..	80	0	0
				Balance at 31st March, 1911 ... ..	65	11	9
	£336	4	2		£336	4	2



## 3. TEACHERS' PENSIONS.

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

	Amount.	Date.
Anderson, George W. (Rev.)	£24 10 0	1st April, 1905.
Arends, Isaac	30 0 0	1st January, 1898.
Aristeus, Bro.	61 5 0	1st October, 1906.
Baker, George	52 10 0	1st July, 1894.
Balie, Rudolf	24 0 0	1st July, 1905.
Bergsteedt, Martha S. C.	24 0 0	1st January, 1897.
Beswick, Frederick	14 0 0	1st July, 1899.
Beukman, Petrus	21 0 0	1st January, 1890.
Blair, Helen	30 16 0	1st January, 1911.
Bliss, A. E. (Miss)	120 0 0	1st April, 1910.
Bond, Maria	52 10 0	1st January, 1894.
Brown, Eleanor L. Y.	60 0 0	1st October, 1900.
Bruce, William R. (Rev.)	48 0 0	1st April, 1902.
Burbidge, G. T. (Rev.)	87 0 0	1st December, 1902.
Calder, Sarah A.	21 0 0	1st July, 1893.
Cassé, George W.	45 0 0	1st July, 1908.
Daintree, Eliz.	39 7 6	1st January, 1911.
Dale, Robert	70 6 3	1st January, 1899.
Davidson, Jas.	100 0 0	1st April, 1910.
De Smidt, Johannes H.	48 0 0	1st July, 1901.
De Villiers, Elizabeth R.	21 0 0	1st May, 1889.
De Wet, Peter Francois	52 10 0	1st July, 1911.
Du Toit, Mrs. A. J.	21 0 0	1st January, 1895.
Dwashu, David	21 0 0	1st January, 1894.
Eason, Thos.	99 0 0	1st October, 1910.
Ebeling, Aletta M.	33 12 0	1st April, 1902.
Ferguson, Abby P.	70 0 0	1st January, 1898.
Fisk, Ellen Eliza	64 7 0	1st January, 1912.
Fourie, Joseph S.	61 5 0	1st July, 1906.
Fransch, Rosa	24 0 0	1st October, 1906.
Gie, Coenraad J. C.	42 0 0	1st April, 1898.
Glennie, Catherine F.	52 10 0	1st July, 1907.
Godden, Thomas W.	42 0 0	1st April, 1904.
Griffiths, Maria S. (Mrs.)	27 0 0	1st April, 1898.
Griffiths, M. A. (Miss)	13 10 0	1st October, 1909.
Hahn, Johannes S.	21 0 0	1st August, 1896.
Halcrow, Thomas S.	112 0 0	1st January, 1908.
Harris, A. V.	45 0 0	1st April, 1902.
Heldzingen, M. M. (Miss)	27 0 0	1st October, 1905.
Hendrickse, Johanna M.	24 0 0	1st July, 1904.
Hill, Henry, B.A.	122 10 0	1st January, 1906.
Hoogenhout, Casparus P.	68 0 0	1st January, 1909.
Hughes, S. J.	25 4 0	1st January, 1907.
Hutchinson, George P.	80 0 0	1st October, 1902.
Immelman, Chrisman J.	59 10 0	1st October, 1901.
Jager, Nathan	24 0 0	1st January, 1902.
Joubert, D. C. (Miss)	52 10 0	1st July, 1908.
Juffernbruch, Carl	60 0 0	1st January, 1908.
Kidd, Constance Emily	45 0 0	1st July, 1892.
Kildasi, Henry C.	21 0 0	1st August, 1895.
Kirsten, A. J. (Miss)	21 0 0	1st April, 1907.
Laws, G. G. C. (Miss)	30 0 0	1st April, 1906.
Leipoldt, Maria C.	24 0 0	1st January, 1902.
Le Cornu, Wm.	122 10 0	1st July, 1910.
Le Roux, Abraham G.	24 0 0	1st July, 1898.
Loman, Brother	21 0 0	1st January, 1895.
Luluti, Philip	28 0 0	1st October, 1909.
MacCuaig, Angus	80 10 0	1st January, 1909.
Mahali, John	21 0 0	1st January, 1908.
Malherbe, Johanna E.	60 0 0	1st January, 1909.
Marsh, Edward	24 0 0	1st January, 1902.
Mashiyyi, Fynn	15 15 0	1st October, 1903.

## 3. TEACHERS' PENSIONS—continued

Mashiyyi, Hezekiah	21 0 0	1st October, 1901.
Masiza, Alex D.	21 0 0	1st October, 1911.
Mathews, Professor A.	150 0 0	1st January, 1911.
McCormick, R. (Rev.)	87 10 0	1st July, 1895.
Michie, Mary A.	17 6 6	1st January, 1909.
Mildenhall, Florence L.	25 4 0	1st April, 1908.
Mitchell, Annie	38 10 0	1st July, 1906.
Mtotywa, L. (Miss)	12 12 0	1st April, 1910.
Monyakuane, N.	8 8 0	1st January, 1910.
Moony, John E.	45 0 0	1st December, 1896.
Moyle, M. P. J.	52 0 0	1st January, 1910.
Mullins, R. J. (Rev.)	80 0 0	1st July, 1907.
Nanqu, Jonathan	12 8 6	1st July, 1911.
Ndwandwa, Theo.	36 15 0	1st January, 1912.
Nel, Anna J.	42 0 0	1st July, 1906.
Nelson, A. v. d. Bijl	105 0 0	1st October, 1909.
Nicol, Matthew	70 0 0	1st July, 1898.
Ntsikana, William K.	24 0 0	1st April, 1905.
Oliver, Oliver J.	105 0 0	1st July, 1904.
Peters, T. H. (Rev.)	70 0 0	1st October, 1900.
Pfeiffer, Pieter S.	24 0 0	1st July, 1896.
Piet, William	24 0 0	1st January, 1898.
Quail, John	52 10 0	1st July, 1900.
Raphael (Sister), Mary	24 0 0	1st January, 1912.
Raymond (Sister), Mary	42 0 0	1st January, 1900.
Reid, Petronella C.	39 12 0	1st July, 1911.
Rosenow, Carl F. W.	120 0 0	1st April, 1904.
Rossiter, M. B. (Miss)	27 11 3	1st October, 1909.
Rossouw, Elizabeth H.	52 10 0	1st July, 1904.
Roux, David G.	60 0 0	1st January, 1902.
Scheuble, Frederica C. K.	60 0 0	1st July, 1908.
Serfontijn, Margaret C. E.	26 12 0	1st April, 1909.
Smith, A. E. (Miss)	80 0 0	1st September, 1908.
Smith, George (Rev.)	42 0 0	1st January, 1902.
Smuts, J. E. (Miss)	49 0 0	1st April, 1910.
Spijker, Adriana H.	84 7 6	1st April, 1907.
Stocks, Alfred R.	45 0 0	1st July, 1906.
Stucki, Marinus J.	100 0 0	1st January, 1903.
Thwaites, F. A. (Miss)	69 0 0	1st January, 1911.
Turpin, Edith E.	19 16 0	18th April, 1909.
Tyamzashe, Peter	15 16 4	1st January, 1904.
Uys, Izaak	24 0 0	1st January, 1903.
Van der Horst, Evert J. J.	56 0 0	1st April, 1904.
Van Heerde, Gerrit L.	59 10 0	1st April, 1898.
Van Niekerk, Johanna J.	35 0 0	1st January, 1898.
Van Niekerk, Susan J.	63 0 0	1st January, 1901.
Varnfield, George	34 6 0	1st April, 1907.
Venn, Catherine	18 0 3	1st May, 1901.
Waitt, Grace C.	35 0 0	1st April, 1904.
Weeber, Maria E.	39 0 0	1st July, 1907.
Weisbecker, Frances	18 0 0	1st January, 1897.
Wilson, Thomas W.	70 0 0	1st April, 1899.
Woodcock, James B.	75 0 0	1st July, 1908.
Xavier, Sister M.	21 0 0	1st January, 1905.
Zeeman, Mrs. Anne	20 16 0	1st July, 1911.



