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CAPE OF GOOD HOPE.

Colonial Secretary's Ministerial Division.

REPORT

OF THE

SUPERINTENDENT - GENERAL

OF

EDUCATION

FOR THE YEAR

1892,



WITH TABLES AND APPENDICES.

Presented to both Houses of Parliament by Command of His Excellency the Governor.
1893.

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CAPE OF GOOD HOPE.

Report of the Superintendent-General of Education for 1892.

Presented to both Houses of Parliament by command of His Excellency the Governor.
1893.

Education Office, Cape Town, 31st March, 1893.

The Honourable the Colonial Secretary.

SIR,—I have the honour to submit to you the report on the administration of the Education Department for the year 1892. In doing so I feel myself placed in a slightly peculiar position. During the first five months of the year my respected predecessor nominally held office, but was practically debarred by the state of his health from coming to town. There was thus during these months a state of partial interregnum. So far as I can learn, however, nothing at all notable attaches to the period in question: office routine was kept up, and every effort made to cope with the difficulties inherent in the situation. I may be permitted therefore to proceed at once to state for your information the more important facts connected with the remaining period of seven months.

RETIRAL OF SIR LANGHAM DALE

The retiral of my predecessor need not detain me. All classes of the community have already shown how highly they held him in esteem, and to them he had been intimately known during more than thirty years of arduous service. For me, therefore, to pen additional words of eulogy would seem much less fitting than to place before myself his example and the lesson of his long and honourable career. My only regret, indeed, is that the writing of this report puts me in the unenviable position of seeming to pass judgment upon his work, without having the opportunity of fully estimating the many changes for the better which have been effected by him, and the many difficulties with which he has had to contend. The latter I shall doubtless know better as years go on.

OFFICE WORK (JUNE—DECEMBER).

My first month was devoted to close observation and investigation of the work to be done by the Office Staff, and the mode of doing the work. The Accounting Branch seemed to be in satisfactory order, and was left to go on its way. Up to date I have had no cause to change my early opinion in regard to it, the work being uniformly done in a methodical and faithful manner. The Secretarial Branch was not so smooth or so effective in its action. The head of it had a difficult task to perform. With his predecessor, Mr. Maconachie, the experience, tradition, and unwritten law of seventeen years had gone: reference had consequently often to be made to past papers and correspondence instead of to memory, and extra time was consumed in doing so. Further, the correspondence, due to the issue of new circulars, &c., and to other causes, had largely increased above what it had been in Mr. Maconachie's time. To put things on a better

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footing, certain of the duties of the Secretary, mainly those connected with new money grants, were from the 1st of July set apart for another officer; a new branch, called the Authorizing Branch, thus being created. The Assistant Superintendent-General being as yet without definite employment willingly took over the cares of the branch, and in time put it on a reasonably sound basis. Notwithstanding this, the hands of the Secretary were not permanently lightened. At later dates, by reason of illness among the staff or other causes, arrears again accumulated, and a good deal of my attention had to be given to the consideration of trivialities. Indeed the new year was entered upon before a full solution was found, that is to say, before the machinery of the office was moving with that smoothness and speed which I considered desirable.

Although hampered in this way a good deal of fresh ground was broken.

Inspection Circuits.—At the beginning of August a scheme of Inspection Circuits for the Colony was drawn up, and simultaneously with this there was issued to the Inspectors a Circular Letter of Instructions considerably increasing their responsibilities and extending the scope of their duties [see *Government Gazette* of 12th August]. Good fruit has already come from the change: a year hence the exact amount will be easily made manifest.

School Reports.—As it was found that long periods elapsed between the inspection of a school and the receipt of the results by the managers, and that this was due to the fact that the reports of any particular Inspector were allowed to accumulate for a quarter and were then sent to be printed, the following change in the procedure was resolved upon. As soon as an Inspector's monthly budget of reports reached the office, a manuscript copy of each report was made and forwarded at once to the managers of the school in question. After this had been a month or two in operation a further acceleration was arranged for. By the introduction of a printed Report-Form (see Appendix XI) the Inspectors will be able to send in their budgets almost daily, and from the 1st of May it is hoped that in no case will more than ten days elapse between the date of inspection and the placing of the report in the managers' hands. From a financial point of view the change has been commendable, the saving being indicated by the difference between the salary of £90 for a copying clerk and a printer's account of several hundreds of pounds.

Divisional Statistics.—The Inspection Circuits having been each made to include exactly so many Divisions of the Colony, it became desirable to take the Division as the unit in exhibiting the school statistics. This was first done in the Quarterly Abstract for September 30th, and it is hoped to arrange the next *annual* abstract on the same plan. The educational condition of each Division of an Inspector's Circuit is thus to a certain extent forced on his attention every quarter. When, for example, the Inspector in whose Circuit the Division of Hay lies, or indeed any other person at all interested in the educational welfare of Hay, sees, as he may see in the Quarterly Abstract for 31st Dec., the following return:—

Description and Place of the School.	Order.	Class.	Number of Scholars on the Books.	Admitted during the Quarter.	Withdrawn during the Quarter.	Ordinary Daily Attendance.
HAY.						
1. Rietfontein Boarding School ..	D	..	27	4	2	26
2. Witberg	P.F.S.	..	6	6	0	6
Total			36	10	2	32

and then recalls the fact that at the last census the number of children of

school-going age in Hay was 2,245, viz., 988 white and 1,257 coloured, he surely has got food enough for thought and incentive enough for action.

Registration.—The registration of teachers next attracted attention. A comprehensive schedule (see Appendix XII) was drawn up and printed, and a copy forwarded to every teacher in every state-aided school in the Colony. When these have been all returned and scrutinised, they will be arranged alphabetically, and bound, thus forming a register of all the important facts in every teacher's career. Apart from the statistical value of the register, managers of schools, it is hoped, will not be unwilling to consult it when in difficulty about the making of an appointment.

Mission School Finance.—When on the frontier some facts came to my knowledge regarding the amounts of the so-called Local Contributions to the Funds of Mission Schools and the mode of paying the same. These facts suggested inquiry, and when I returned to town a new Form of Receipt was drawn up (see Appendix XIII), and a copy sent to every Mission School in the Colony and the Transkeian Territories. As a result a body of most interesting information has been collected, which the Accounting Officer of the Department hopes to have time in the course of 1893 to scrutinise and digest. In the meantime immediate good has come of the inquiry, the applications for grants to new schools of this class being now very reasonable in tone.

Viewed merely as a receipt the form has given me much satisfaction, and from the beginning of the new financial year a similar form (see Appendix XIV) will be used for all classes of schools, thus doing away with the vexatious quarterly declaration before a Magistrate or Justice of the Peace.

Inspectors' Annual Reports.—On the 2nd of August intimation was made to each Inspector that at the end of every December a report on the state of education in his circuit would be expected of him. The nature of part of the report was indicated in the following sentence:—"This annual report should be planned so as to furnish (a) evidence of the educational progress of the different divisions of the circuit; (b) the percentage of enrolment to population, especially European; (c) the average duration of school life; (d) the leaving standards among the various classes of the community, and any other particulars of a statistical nature calculated to give an idea of the amount and quality of school work in the various districts of the Colony." Of course, as only five months had to elapse before the first occasion of presenting these reports, there were several of the headings under which little could be done. Much of the matter that has been given, however, is exceedingly interesting, and along with the observations made by myself in a nine weeks' tour through the Colony enables a tolerably accurate sketch to be made of the existing state of affairs.

In reading the said sketch, which immediately follows, it requires to be borne in mind that Mr. Bartmann's circuit includes Stellenbosch, Caledon, Bredasdorp, Swellendam, Riversdale, Ladismith and Robertson, which had not all been visited at the time his report was written: that Mr. Ely's report refers to Queenstown, Cathcart, Stutterheim, Komgha, East London and King William's Town: that Mr. Fraser's refers to a very large circuit extending from Port Elizabeth to Lady Grey, and covering 20,000 square miles: that Mr. Murray's refers to only six divisions of his circuit, viz: Humansdorp, Willowmore, Jansenville, Aberdeen, Graaff-Reinet and Murraysburg: that Mr. Nixon's deals with an enormous area, including Namaqualand, Clanwilliam, Van Rhy's Dorp, Calvinia, Sutherland, Ceres, Fraserburg, Victoria West, Carnarvon, Prieska, Herbert, Barkly West, Kimberley, Hope Town and Britstown: that Mr. Noaks' refers to Piquetberg, Tulbagh, Malmesbury, and Worcester: that Canon Woodrooffe's refers to Fort Beaufort, Peddie, Stockenstrom, Victoria East, St. Mark's, Fingoland and the Idutywa

Reserve: and that my own knowledge, such as it is, concerns more than 200 schools scattered over the length and breadth of the Colony.* At the same time it should be noted that almost every Inspector has had experience of other parts of the Colony than those with which he has this year been associated, and that several of them have been connected with the Education Department for a long period of years.

Mr. Crawshaw's report, which concerns the Transkeian Territories alone, could not well be embodied along with the others, and consequently has been printed in full as an Appendix (see No. XV).

SCHOOL BUILDINGS, FURNITURE, &c.

School Buildings.—The statements of the Inspectors on this subject are somewhat vague, probably because there is so much diversity throughout the country in the character of the buildings used for school purposes. Mr. Bartmann says: "Many school buildings are ill-adapted for school purposes, but improvements are being made." Mr. Nixon agrees, and adds that "little improvement can be expected until building grants, duly safeguarded, are given to schools in the smaller villages and outlying places." Mr. Murray is certainly right in his statement that "in most cases the floor space is too limited, so that it is often impossible for a teacher to call up a class in front of his desk."

My own experience was extraordinarily varied. In public-spirited towns like Kimberley, King William's Town, and Port Elizabeth I found very creditable buildings indeed, also notably at Lovedale; but from these there is a long descending scale, ending in premises which are very wretched. I am inclined to think that the schools which stand in need of most improvement in this respect are Third Class Schools on farms, and the poorer sort of Mission Schools. Two defects seemed of pretty common occurrence, viz., (1) Imperfect or no means of proper ventilation of the class-rooms; (2) Absence or insanitary condition of out-offices. One disappointing feature almost everywhere was the untidy state of the playground and the school surroundings generally.

Furniture, &c.—On this subject Mr. Noaks makes a valuable statement of the definite statistical kind which I so much desiderate. He says: "At present out of 77 schools 13 are seriously defective in desk accommodation; 18 are either not provided with a blackboard, or are provided with one that is so badly in want of renovation as to be practically useless; and 24, including a Public School of the Second-Class, have mud floors." Elsewhere he says: "Very few schools possess either a piano or harmonium; only two possess a small library. But it is little wonder if such educational adjuncts be regarded in the light of luxuries so long as more pressing wants are felt." Mr. Fraser says: "The furniture in Public Schools of the First and Second Classes is generally fair, often good: in other schools often inferior. Mission Schools for European children are often better furnished than the majority of Third Class Public Schools. Mission Schools for coloured children are, as a rule, but poorly furnished; the building is generally fitted and used for church purposes, and the comfort of the pupils is little cared for." Mr. Bartmann says that "the furniture of Mission Schools is, in most cases, inadequate for the attendance," and that "that of Private Farm Schools is poor."

The general statements of Mr. Fraser and Mr. Bartmann pretty fairly reflect my own opinions. In Graaff-Reinet, however, I think I must have seen better furniture than either of them refers to. There the First Class Boys' School is beautifully equipped, and, what is very noteworthy, not a cut or other disfigurement is to be seen on the desks or seats.

* The schools of five of the nineteen most populous towns are not included here, viz., those of Cape Town, Worcester, Oudtshoorn, Beaufort West, and Swellendam.

SUBJECTS OF INSTRUCTION.

Reading.—The uniform complaint in regard to the reading heard in schools is that it is *without expression*. Mr. Ely says: "Reading as a rule is verbally correct, but too often expressionless." Mr. Noaks says: "Except in the very best schools there is no attempt at expression." Mr. Nixon says: "Rapidity, indistinctness, slurring and want of emphasis and expression are common faults." Mr. Fraser says: "There is room for improvement in modulation and expression. It would be well also that some definite rule should be laid down that intelligent reading is to count for something. In the lower class of schools little attempt is made to awaken intelligence, and a simple question on the matter of the reading lesson produces a blank stare. Occasionally, in Mission Schools, I have found a parrot-like repetition of the lesson which roused my suspicion, and on probing a little it turned out that the child could say the lesson as well without the book as with it."

The practice of *recitation* is the remedy recommended. Mr. Noaks says: "Recitation is at present almost universally neglected. As a help to expressive reading it would prove valuable, besides exerting a formative influence of its own." Mr. Nixon advises extra attention to the lowest classes: "There, slow, distinct, and audible reading should be insisted upon."

Mr. Bartmann says that in the half of his schools "the reading is low and indistinct," and recommends the classes to be farther removed from the teacher, and the distinct articulation of each syllable observed.

With most of this I find myself in agreement. In addition to recitation I would strongly recommend the practice of *simultaneous reading*, the whole class or a portion of it joining in with the teacher and imitating his pronunciation and modulation. Of course, both recommendations imply the condition that the teacher can read well himself. This is a condition, I regret to say, often unfulfilled—sometimes, too, in schools of the very highest class. In a large school of the latter kind the pupils are not the only sufferers: one incapable teacher entails endless unnecessary trouble and worry to the teacher of the class above.

Handwriting.—There is not the same consensus of opinion in regard to handwriting. Mr. Noaks says: "Amongst elementary subjects this is perhaps the one in which good results are most often produced. In many schools, and noticeably in those which use Marcus Ward's head-lines for slate-writing, the writing of whole classes is creditable. In some Mission Schools, even the children below standard are taught to write remarkably well. Where weakness is most shown is in the joining of the letters. In some schools, two different series of copy-books, with widely different styles of handwriting, are in use simultaneously; and in other schools, the teacher sets on the blackboard or on the slates of the pupils a copy which is quite unlike the writing of the copy-books. In the latter cases, the pupils often copy the eccentricities of the teacher's style with a faithfulness which does them credit." Mr. Fraser says: "There is great diversity of style in handwriting. In the lower standards it is much too small. The writing in girls' schools, and that of girls in mixed schools is neater and better than that of boys." Mr. Ely speaks of the handwriting in native schools only. He says: "I have still to complain that this subject is not properly taught in Native Schools. Year after year I have to find the same fault, and to point out the same mistakes. This is due to the bad teaching, or rather, want of teaching in the Infant Departments. Children are told to go and write, and then are left to their own devices, and this will continue to be the case as long as we have untrained infant teachers."

The desiderata, it seems to me, are (1) a bolder and clearer *style* of handwriting, and (2) intelligent *class-teaching* of the subject with the help of the blackboard.

Arithmetic.—In regard to arithmetic, and especially mental arithmetic

the Inspectors as a body give no uncertain sound. Mr. Murray says: "The weakest point in the school curriculum is the almost entire absence of mental arithmetic." Mr. Fraser says: "Mental arithmetic is comparatively neglected." Mr. Noaks says: "In many schools mental arithmetic is either not taught at all, or only in Standards IV and VI, where it forms part of the specific requirements: even in these Standards the performance of the pupils is, for the most part, indifferent." Mr. Ely says: "Mental arithmetic is, as a rule, very poor. This I attribute to the fact that many teachers defer teaching it until it is required for Standard IV. It should be begun in Standard I, and I hope that, as teachers come to see the necessity of this, a great improvement will take place in the course of a year or two." Mr. Nixon says: "Mental arithmetic is especially neglected: yet all the ordinary exercises and processes of arithmetic should first be taught by purely mental examples."

I am satisfied there is no exaggeration in these statements: they accord entirely with my own observation. The root of the matter is to be found in the peculiar conception of arithmetic which is almost everywhere prevalent, viz., as a *system of figured processes displayed upon a slate*, or carefully written out on foolscap for an examiner. I repeatedly found children working long exercises in the so-called Compound Rules, and yet they were completely non-plussed when asked what change they ought to get back on buying three yards of cloth at $4\frac{1}{2}$ d. a yard and paying the seller half-a-crown. In quite a number of schools the pupils were surprised that any such questions should be put to them. Even more childish questions, according to Mr. Bartmann, met with no better result. Now it is the merest commonplace to say that in an elementary school, if arithmetic is to be anything at all it is to be practical.

In regard to *slate* arithmetic, Mr. Nixon says: "In many schools this branch is well taught; in others, however, the teaching is merely mechanical." Mr. Fraser says: "Dutch boys, generally, are quick at figures. No great power is shown in the working of problems; but mere operations, formulæ and rule work are well done. Many schools, both public and mission, pay too little attention to beginners. It is no uncommon thing to see, even in a First-Class School, pupils working in the most mechanical manner, counting on their fingers or by means of strokes on their slates. It is a cruel injustice to young children to let them thus go wrong at the start." Mr. Noaks enters into points of detail well worthy of attention. "The practice," he says, "of using the fingers, or systems of strokes and dots, in performing simple addition, is very widely prevalent. The only means of counteracting the evil is to accustom pupils to work sums mentally from the commencement." "In addition of fractions the almost invariable practice is to convert mixed numbers into fractional form." "Great weakness is shown in the treatment of decimal-fractions. The usual method is to convert them from the special decimal fraction notation into the ordinary notation of fractions: even simple exercises in division are sometimes treated in this way." Mr. Ely also refers to this last point; and, indeed, considering the extraordinary ignorance which I almost, if not quite, uniformly met with in regard to decimal fractions, I am surprised that these two Inspectors alone deemed the matter worthy of reference. To the majority of children whom I happened to come across, engaged with decimal fractions, such a thing as $\cdot 0048$ was a dot and four figures and nothing more. When, in my endeavours to get at their notions about it, I put an £ after it and asked them if they would consider themselves well off with that in their pockets, the answers varied, but affluence was in the main the idea in their minds. One teacher said that if I had asked the children to "reduce $\cdot 0048$ £ to money," many of them would have done it. This I do not doubt: but more's the pity. Surely nothing but mental harm comes of training children day by day to fill their slates with symbols which to them connote nothing.

Writing to Dictation.—Mr. Fraser says: "This is usually good. It is

surprising how well the dictation is done, sometimes under considerable difficulties." Mr. Bartmann agrees with this opinion, indeed, he says that "it is excellent, especially in the early stages." Any evidence that I have myself points in the same direction.

Grammar.—The position of grammar in the curriculum is peculiar. Some teachers begin the subject earlier than the official regulations would seem to necessitate, and some do not. This fact may tend to increase the diversity of views on the efficiency of the teaching. Diversity at any rate exists. All I can myself say is that, in the higher schools, I several times found analyses of sentences thoughtfully performed, but that, in the lower schools, the grammatical procedure known as *parsing* was often gone through without the faintest glimmer of intelligence. In very many cases, too, the practical purpose of the teaching of grammar, viz.: advancement towards correct speaking and writing, seemed to be entirely forgotten. In all schools exercises in the correction of grammatically faulty sentences should be much more frequently given than at present.

Composition.—Mr. Ely says: "Composition has very distinctly improved, though there is still plenty of room for improvement." Mr. Fraser says: "The composition done in Standards V and VI is far from good. Girls show greater ability than boys, but are apt to be wordy and diffuse. More attention should be given to this subject. The proper form of a business letter, the modes of address in correspondence, and the usual complimentary forms should be taught and practised."

Geography.—Mr. Nixon says: "Descriptive geography is, as a rule, taught satisfactorily but physical geography is almost invariably weak. The common practice is to learn off definitions and explanatory paragraphs by heart. A series of blackboard lessons with due revision would be found to answer much better, especially in elementary schools." Mr. Fraser practically says the same thing. His words are: "Geography, as mere topography, is studied to some purpose. In physical geography only the best schools make a creditable appearance. Even in these there is too much of mere book-work. The application of the lessons learnt from the book to the phenomena of daily life is scarcely thought of and seldom practised." Mr. Noaks inclines to the same opinion. "In physical geography," he says, "a tendency was too often shown to repeat the exact words of the text-book; though allowance must be made, in this respect, for pupils who are still so far unfamiliar with the English language as to find a difficulty in putting the substance of the text-book into their own words. It is noteworthy, however, that in history, this tendency was far less conspicuous."

As to map-drawing accounts vary. In Mr. Fraser's circuit, "considerable attention is given to map drawing. Map-drawing from memory is often performed with much neatness and correctness": in Mr. Noaks', "the drawing of maps is neglected. In two schools only had much attention been given to this point; and in these it was neatness of execution in making *fac-simile* copies rather than the faculty of drawing maps from memory that was being cultivated."

In no school that I visited did I find a wall-map of the district in which the school was situated; yet, as every skilled teacher knows, this is one of the first requisites towards the proper teaching of geography. The Census maps of the Surveyor-General's Department, although prepared for a quite different purpose, might be found useful in this respect. It is, at any rate, highly absurd to hang up a map of Africa in front of a class of children, whose intelligence has had as yet little chance of development, and begin to teach them the names of countries, capes and bays before they have formed any clear conception of what a map is.

History.—Mr. Fraser says: "History is said to be 'philosophy teaching by examples.' If this be so, history is not taught in my circuit. Lists of battles and kings, with dates of important events, are got up with some

degree of accuracy. There is little or no attempt to picture the life of the people at a particular period, the hopes that cheered them, the desires that influenced them. The period of English history professed is always the whole or part of the period fixed by the University for the Elementary Examination. For years past the period selected has not gone beyond the year 1688. Hundreds of children have left our schools ignorant of the military and naval glories of Marlborough, Wellington and Nelson. They have learnt nothing of the rise and growth of the British Colonies. The social, municipal and political reforms of the nineteenth century are unknown to them. To me it appears that if children are to be acquainted with only a portion of British history, then the part nearest our own time is of the greatest educational value. Cape history, I may add, is taught in the same manner as English history, and is not so well learnt."

The latter part of this grave indictment is supported by Mr. Nixon. He says: "Cape history is often weak. Now that an excellent school text-book has been published,—Theal's Primer of South African History,—better results may be expected."

Singing.—Shortly after my arrival in the Colony the higher than average natural ability of the people for music arrested my attention. On inquiry I was surprised to find that little was being done in the schools to develop the talent, and that consequently school life was made much less enjoyable than it might have been. As the matter seemed of some considerable importance, one of the inspectors, who has special qualifications for the duty, was asked to examine and report upon the teaching of singing in the Government-aided schools of Cape Town and its vicinity. His detailed statements in regard to the various schools visited need not be referred to. His covering letter, however, contains so fair a summary of the results, and is so helpful otherwise, that I give it here in full:—

22nd December, 1892.

SIR,—I forward herewith detailed reports of my inspection of the class singing as taught in the various Government-aided schools in Cape Town and its neighbourhood. The report notices (1) the system or method adopted in each case; (2) the qualifications of the teacher; (3) the time devoted to instruction, and (4) the standard and success of the work. Some general remarks are added where occasion seemed to call for them. The number of schools reported on is 78, in which number are included two institutions where students are passing through a course of training for the office of school teacher, viz., the Normal Training College, Cape Town, and the Huguenot Seminary, Wellington. Nos. 4 and 78 of the detailed report show what is being done at these institutions. At the Wellington school the work, up to the stage reached, is satisfactory; at the Normal College it is unsatisfactory. Some reasons for this regrettable result are given in the detailed report, another very probable reason is that, among competing subjects, the study of vocal music does not at present offer sufficient inducement to the ordinary student to lead to its been taken up in good earnest. Of the remaining 76 institutions inspected—Day Schools and Mission Schools—not more than seven are doing work of any educational value. These are:—The Wynberg Seminary, the Good Hope Seminary, the Normal College Girls' School, St. Aloysius Mission School, St. Mary's School Woodstock, Cape Town West End U.P.S., and Zonnebloem District Boarding School. St. Hilda's Church of England Mission School, Cape Town, might be added as a school of promise. In the remaining schools, with few exceptions, the state of vocal music is best described by the word deplorable. In many cases nothing is sung but hymns, and these are often of a kind unsuitable for young children. For example one hears, "Weeping cannot save me" bawled out by teacher and pupil together at the top of their voices, not a few of the pupils laughing, and evidently enjoying the fun. Yet Bateman's collection of suitable hymns, 200 in number, with the music, can be bought for two pence; and *Blackbirds*, &c., with a large number of suitable school songs set to good music in parts, can be had at the same cost: indeed these books could be supplied to schools at a penny each. I regret to add that widely extended observation has convinced me that much the same state of things obtains throughout the whole

of the Colony. The number of schools in which vocal music is efficiently taught is very small indeed; parrot-like imitation of the teacher's voice, or of some instrument, being the rule. Yet South Africa is a country that loves and practices music, and musical talent is far from being rare among us. What then can be the reason of the humiliating condition of things disclosed by this report? It would seem to be want of knowledge of what we are doing. Parents and managers of schools attend the annual concert, listen to and applaud the performers, but know nothing of the long-continued toil, and drudgery, and degradation by which success, such as it is, has been attained. We cry out against "cram" in the study of literature and of science, but we encourage it in vocal music. We are in fact just half a century behind our age, and are in precisely the same position as was England before the labours of Drs. Hullah, Mainzer, Miss Glover, and Mr. Curwen. Then again it is not known what has been done, and is now being done, in schools in the Mother Country, in the teaching and practice of vocal music. At the present moment there are over three millions of children in the English schools singing from notes without the help of an instrument. What may be done in Primary Schools may be seen from the following statement. In the town of Cork, where there is an association for the encouragement of music in Primary Schools, a competition was recently held, the subjects being as follow:—(1) two prepared pieces, (2) a unison sight-test, (3) a two-part sight-test, and (4) an ear-test of ten notes. Judges of high musical ability gave the award, and one school received 95 marks out of a possible 100 for the ear-test. All the competing choirs were Tonic Sol-fa Choirs, and SS. Peter and Paul's, which took the highest marks for the ear-test, had been at Tonic Sol-fa for one year only. (*Vide Musical Herald*, November, 1892.)

Again, teachers here do not know how easy a thing it now is to impart the power of singing from notes without an instrument. It should be known then, and I speak after a study and practice of music extending over fifty years, that, of all the branches of the school curriculum, vocal music, when properly taught, is by far the easiest, the pleasantest, and the one most quickly followed by lasting results. If the Tonic Sol-fa system be the one adopted, then two half-hours in the week, with three or four minutes' modulator practice every morning, will be sufficient to give the power of singing ordinary music at sight, within say twelve months, and in many cases within six. It seems desirable to refer to a widely prevalent error with regard to singing and especially to singing from notes. It used to be thought that the power to sing enjoyably was a talent committed to only a few, whereas the experience of the last fifty years shows that it is a beneficent gift bestowed on all. The late Dr. Hullah, who held this view, said: "I do not believe there lives a human being who could not be taught to sing if he wished to learn." And the founders of Winchester College had the same view, for their statute says that, "Every boy admitted shall be *inter alia in plano cantu competenter instructus*." But when to begin? The teaching of vocal music is best begun when the pupil is an infant—say four years of age, and this teaching of vocal music to infants, that is, giving them the power to sing sweetly from characters—coloured cards for example—is, for pupil and teacher, the most delightful exercise conceivable. And if it is true, as undoubtedly it is, that a child's life should be a pleasant one, and that "music is a form of pleasure least liable to misuse, and therefore the one thing next after the necessities of life which all mankind should have," it will, I think, be admitted that all our infant and kindergarten teachers should be taught to train up the little ones committed to their care in the right use of the most enjoyable of God's gifts. It is the business of a training school to show how this is to be done.

I close this report with the observation that my experience as an examiner in vocal music and as an Inspector of Schools has taught me that few students who have passed the examination for the Teacher's Certificate are competent to teach vocal music in schools, and that it would therefore seem necessary to devise means, say of indirect compulsion, or encouragement, or both, by which, after a sufficient interval of time, teachers might be brought to qualify themselves for this most important branch of school training. About twenty of the schools reported on above have teachers competent to teach vocal music.

HENRY NIXON.

Mr. Nixon's remark that "much the same state of things obtains throughout the Colony," is in great part justified by the general reports of
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the other Inspectors and by my own observation. Uitenhage and Port Elizabeth, however, deserve to be excepted. In these places a good beginning has been made. Mr. Noaks says: "Sight-singing on the Tonic Sol-fa system is taught at all in only 13 schools, and amongst these are not more than four or five in which the pupils can take intervals from the modulator with any degree of confidence." Mr. Fraser says: "Generally the singing is by ear. Even when a song is found carefully noted in Sol-fa symbols on the blackboard, it is generally the case that the children are singing by ear." Mr. Bartmann agrees, and adds that "many teachers have stated their regret that there were no facilities for them to study the Sol-fa system so as to introduce it in their schools."

Action Songs and Kindergarten Games.—Mr. Noaks says: "In a few schools the infants have been taught two or three action-songs. These, though in no case rendered with any attempt at style and finish, were evidently enjoyed. In no school are the infants being taught Kindergarten games. Yet any competent teacher of an infant department could easily qualify herself to teach some of these games in an effective manner, and would find them a valuable means of training the younger children in order, discipline and alertness, whilst they would, at the same time, serve to brighten the school hours. In the infant departments of Mission Schools, as well as in those of Public Schools, it is time that more were done 'to add sunlight to daylight by making the happy happier.' For young children the work of the 'three R's' requires relief."

Every word of this I endorse. Some parts of the Colony, however, are, I think, better off than Mr. Noaks' circuit in regard to these aids in the training of small children. In the Eastern Province and at Kimberley I found promising attempts at Kindergarten teaching in the better-class private schools—especially Roman Catholic schools,—and in the First-class public girls' schools. In one *Boys'* school, the First-class Public School at Uitenhage, excellent results were shown.

Object Lessons.—Mr. Fraser says: "As a rule, object lessons and their true design and place in the school curriculum are completely misunderstood. Candidates for the Teacher's Certificate, in giving these lessons before the Inspector, show a complete misapprehension of what is required. Their method is catechetical, not Socratic. They question indeed, but they do not so frame their questions that the child is led to form a correct judgment for himself. There is too much telling or lecturing, too little attempt at drawing out the pupil's own powers." Mr. Noaks says: "These lessons are very generally neglected. In very few schools have more than half-a-dozen objects been treated. In 13 schools no object lessons had been given up to the date of inspection. In some schools object lessons are given to the senior but not to the junior pupils. A graduated course of object lessons leading up to the elementary facts and principles of Natural Science is nowhere to be found." Mr. Bartmann says: "In a very fair proportion of the schools object lessons are given, but I regret to state that, in many instances, if I might judge from the specimen lessons given, no good results are to be expected;" his further remarks taking the same line as Mr. Fraser's.

Science.—In regard to science teaching, there is perfect unanimity. Mr. Noaks says: "No school yet possesses even the humblest set of scientific apparatus. Only in one is there the nucleus of a museum; and yet, in two schools, the senior pupils were studying the Elements of Natural Philosophy and the Chemistry of Common Things,—subjects which demand an experimental treatment." Mr. Fraser says: "Our schools are badly equipped for the teaching of science, which forms part of the course for Standard VI and Matriculation." Mr. Ely says: "Science teaching is very elementary. This can hardly be otherwise, as in most cases we have not the necessary apparatus to teach science experimentally. The subjects usually taken up are Chemistry and Physiology."

I saw little or no evidence of science teaching in any school which I visited. Physical and chemical laboratories seem not to exist. At Graham's Town Public School a beginning has been made with a demonstration-table and appliances for the teaching of Chemistry, and the school is fortunate in having a capable and enthusiastic teacher.

Dutch.—Mr. Nixon says: "The usual course includes reading, transcription, dictation and, in a few schools, translation and composition. In a smaller number grammar has been begun. One may expect some disappointment, however, as regards results; for it is useless to conceal the fact that there exists, even in the most unlikely places, no small amount of resistance to the systematic teaching and study of Dutch. In such districts as Hope Town, for example, one frequently meets with the remark from farmers, 'My child *should* know Dutch, I see now he *must* know English.' Very much, however, may be accomplished by careful and frequent exercises in reading, transcription and dictation in all classes. Grammar should be postponed until the pupil has passed the 4th Standard." Mr. Ely says that in his circuit "the number presented for examination in Dutch was 202, 156 Europeans and 46 coloured." In one of the schools of this circuit, Queen's Town First-class Public School, I found a small class of *advanced* pupils reading Dutch under a very capable lady teacher who had been trained at Stellenbosch. I regret to learn that this class has since been discontinued: it was the very kind of class which one would like to see prosper in the Colony. Mr. Fraser says: "Too often pupils read Dutch, and have no further training in its grammar; sometimes they are not even questioned on the meaning of the portion read. At times I find schools where the children are taught, on spelling English words orally, to give the meaning in Dutch. In the best schools pupils are taught to translate and re-translate, and the grammar of the language is carefully studied." Mr. Bartmann makes three suggestions towards improvement (1) that English and Dutch "should be studied systematically and taught side by side;" (2) that recitations in Dutch should receive due attention; (3) that the grammar should be taught in connection with the reading lesson. On this last point he says: "The grammar is usually taught from a text-book, rules are recited one day and forgotten the next, the result being that the teacher gets disheartened and the pupils remain in ignorance." The explanation is manifestly not sufficiently full; teachers in the circuit would therefore do well to consult the Inspector before taking action on the lines of the suggestion. Mr. Murray says: "Dictation in this language is generally weak partly owing to its not being taken sufficiently frequently and partly perhaps from a failure on the teachers' part to draw attention to the phonetic properties of the language."

Drawing.—Mr. Noaks says: "Freehand drawing is taught in about half-a-dozen schools, in two with marked efficiency and success; drawing from the model, geometrical drawing, and elements of design in none." Mr. Fraser says: "There is little systematic instruction in drawing. In Port Elizabeth and Graham's Town, where the services of the master of the Art School are available, the subject is taught on correct principles. In a few of the schools for girls considerable progress has been made. The work done in boys' schools is small in quantity and by no means of an advanced kind. It seems a pity that few boys in the Colony know how to use properly the straight-edge, compasses and protractor." Mr. Ely recommends "that as far as practicable, and especially in the elementary Standards the recommendations of the Education Commission should be carried into effect."

My own impression is that, next to singing, drawing is the most neglected elementary school subject in the Colony, and I consequently propose to have the matter specially inquired into.

Handiwork (Girls).—Canon Woodrooffe says: "The needlework would be improved if it were graduated according to some defined standards. At present it is taught upon no fixed method. Although the general result is

better than might be expected owing to the careful supervision of European ladies who have undertaken this office, yet there is no doubt that the introduction of a more orderly system would be beneficial." Mr. Fraser says: "There is a great desire manifested to leave plain work alone, and attempt fancy work. Sewing is not inspected on a systematic plan as it is in Britain. Perhaps in consequence it is not taught systematically except in a few schools." Mr. Noaks says: "Sewing is taught in less than a dozen schools. At the Moravian and Rhenish Mission Schools it is taught upon an excellent system and with very creditable results. Plain, and not ornamental, needle-work is what is wanted in these schools." Mr. Bartmann says: "Creditable specimens of sewing are often exhibited." Mr. Ely suggests that in certain parts of his circuit, "boys as well as girls should be encouraged to learn."

One weak point is certainly touched by Canon Woodroffe—viz., the absence of standardising or partition of the work according to stages of advancement. Another, almost equally important, is want of knowledge of the great improvements which have in recent years been effected in the methods of teaching the art.

Handiwork (Boys).—Exceedingly little is said by the Inspectors on this subject. The matter is of so great and pressing importance that I propose to have it dealt with in a special report, the new Inspector, Mr. Milne, being particularly capable of conducting the necessary inquiry. In two of the First-Class Public Schools which I visited, viz., at King William's Town and Blauwvallei near Wellington, a good beginning had been made in *carpentry*.

Drill and Physical Training.—Mr. Fraser says: "Various forms of musical drill, physical exercises and calisthenics are practised in many schools. The marching exercises are usually the least satisfactory. Mr. Noaks says: "There are two schools in which physical exercises are being taught effectively, and one in which a bare beginning has been made." Mr. Bartmann says that "In some of the First Class Girls' Schools—unfortunately not in all—calisthenics receive the necessary attention. In Boys' Schools, especially where there are no adequate open play-grounds, gymnastic exercises and a modified military drill should be introduced."

My own impression is that drill and concerted physical exercises are not nearly so common as they should be. In one or two places, however, I saw astonishingly good results. In this connection the town of Uitenhage deserves especial mention. It is the only town I can remember where both the First Class Boys' School and the First Class Girls' School went through their exercises with marked efficiency.

French.—Mr. Nixon says: "The teaching of this language, except in a very few town schools, has come to an end. It is taught in two schools in my district, in one of which some knowledge of the language has been acquired. Where an attempt is made to teach French there should be a daily lesson, however short." Mr. Ely says: "Only 17 pupils were presented in French."

These two reports seem to imply a greater neglect of the language and literature of France than really prevails in the Colony. In a number of the private schools I found French taught with considerable success, and in the First Class Girls' School at Graaff-Reinet I found it taught well.

German.—The only Inspector who makes reference to German is Mr. Ely, and he merely says: "German is taught in the public schools at King William's Town and East London, and in the schools in the different German villages in those divisions."

In one of the private Girls' Schools I found it taught, but evidently it is less studied even than French, except in districts where German-speaking Colonists live.

Latin.—It is to be regretted that only one of the Inspectors refers to the teaching of Latin, as Latin in my opinion occupies in the Cape schools quite a peculiar position among the other school subjects. In the more prominent

Boys' Schools of the First Class I found it reasonably well taught; in the corresponding Girls' Schools much better taught than one would have expected; but in the other schools, not few in number, very poorly taught indeed. It is no exaggeration to say that in some schools the teaching seemed an absolute farce. Mr. Fraser, the Inspector referred to, mildly proposes the "fear that Latin is taught in some schools only for the reason that the Education Manual gives it as part of the curriculum for schools of that particular class. How otherwise," he asks, "can one account for such barbarisms as *antiquus*, *Caesarem*, *parabit*, and *oceanus* which are met with again and again with perplexing frequency." Whatever the reason may be, the fact remains that Latin in quite a number of schools is attempted to be taught by men who don't know it themselves, and children are put to learn it who, in view of the meagre length of their school course, ought to devote their attention to other things—things more practical and in the circumstances equally effective as mental discipline.

Greek.—Mr. Fraser says: "Greek is taught only in the very best schools. So far as it goes, the subject is generally well taught, because undertaken only by competent teachers." Mr. Nixon says: "Two schools have made a beginning with this language; the elementary class in one of them did well." No other Inspector refers to the subject.

In my tour I chanced to light upon only one school where the Greek class was actually at work. This was the First Class Girls' School at Wellington. The little I saw of the teaching was most pleasing.

Mathematics.—The case of Mathematics is peculiar. Two Inspectors remark upon the subject. Their conclusions do not agree, and my own experience leads me to an opinion different from that of both. It will be better therefore to leave the matter alone for the present.

SCHOOL CURRICULA.

Elementary Schools. The Standards.—Several of the Inspectors make recommendations of changes in the Standards. As, however, these changes and others on the same lines have already attracted my own attention, and been now for a month or so resolved upon, it would be waste of time to recite them here. I had less hesitation in determining to introduce alterations when I found that my views in regard to the subject were on all essential points in agreement with those of the principal Inspectors and the leading teachers. The new Standards will come into force probably on 1st January, 1894, and certainly at latest on 1st July, 1894.

No changes, however, which human skill can devise will effect all the improvements requisite, so long as the "School Elementary" examination dominates the field. If it comes to be recognised that the be-all and end-all of an elementary school training is the passing of a certain written examination in Grammar, Arithmetic, History, and Geography, and if under the pressure of this recognition such subjects as Reading and Recitation, Drawing, Science, Singing, Sewing, Boys' Handiwork, Drill, and Physical Training go to the wall, there will be uncommonly little to hope for from the rising generation. The country has not reached this pass as yet, thanks to the conscientiousness of the better educated and trained teachers: but it has gone quite far enough.

Higher Schools.—There is no prescribed curriculum for the Higher Schools. Individual teachers have devised courses for their several schools; but the usual practice is simply to have a class preparing for the "School Higher" examination, and a class preparing for the "Matriculation" examination.

TEACHERS.

Qualifications.—The qualifications of the teachers may with tolerable accuracy be guessed from the manner in which the school subjects are taught. As, however, it is very desirable to have accurate statistics on such matters, a schedule (see Appendix XII) was prepared and issued towards the end of the year to every teacher with a request that the spaces left blank for insertion of facts regarding education, professional training, and experience be filled up. There has not yet been sufficient time to scrutinise the returned schedules and prepare a statistical report upon them. Judging from what has already passed through his hands, the officer in charge of this duty does not have hopeful anticipations of the final results. Large numbers of teachers, he says, have shown themselves absolutely incapable of filling up the schedule.

In the meantime the results of Mr. Noaks' inquiry for the Divisions of Piquetberg, Tulbagh, Malmesbury and Worcester may be noted. He says: "The total number of teachers at the various schools inspected is 138. Of these, 1 was a graduate of the Cape University, 2 had passed the Intermediate Examination for the B.A. degree, 14 possessed either the Matriculation or the Middle Class Teachers' Certificate, and 22 the Third Class Teachers' Certificate. About 20 per cent. had passed either the School Elementary or the School Higher Examination, whilst a very few held certificates from English or American educational institutions. The remainder, or rather more than one-half of the entire number, were uncertificated."

Mr. Noaks' estimate is a liberal one. The School Higher and the School Elementary are examinations not in any sense proper to teachers. Consequently it is impossible to say that even one-fourth of the 138 are in the professional sense certificated. The full explanation of this regrettable state of affairs need not be attempted. As a step towards improvement it is of the highest importance that the public and especially the members of school committees should be got to recognise the great value of *professional training*. The *born* teacher, no doubt, is to be found, and when found deserves to be held in high esteem; but it must never be forgotten that he is a rarity, and that even he would have been all the better for having had his natural capabilities developed under professional care. Let it be noted too that a University Degree tells nothing in regard to this desideratum. It is a sign of something totally different—viz., a certain amount of instruction, education, and culture, all of which things a man may have, and yet be nearly useless as a teacher.

The scrupulous care which a highly educated nation like Germany exercises in regard to the training of her teachers has long been familiar to me; but recently in King William's Town it struck me with all the vividness of a new impression. In two schools there, very unlike each other, the one a strictly elementary public school, the other a large private High School for Girls, the work done was in both cases excellent of its kind. So noteworthy it appeared that I made inquiry about the teachers, and found, almost if not quite without exception, that they had been trained for their profession in Germany.

It is painful to say, but said it must be, that not only is professional training wanting, but in quite a number of instances which have come before me the so-called teacher had not the elements of a common tradesman's education. Three times in the course of a fortnight I have been asked to sanction the appointment of men who could not write either in Dutch or English a letter of half-a-dozen lines without a blunder. This state of affairs must be well-known to certain ministers of the Dutch Reformed Church—men of a class that is unwearying in its efforts in the cause of education. The reason given in such cases when I demur is that no better applicants are to be found. If this is to continue, what hope is there of producing intelligent enterprising farmers out of boys whose school life extends to six or twelve months under the guidance of teachers like these? What hope is

there of a naturally gifted boy, under the inspiration of such men, ever ushering from his obscurity to take his proper place in advancing the well-being of the nation?

Not a few of the acting uncertificated teachers are anxious, I am told, to improve themselves, and to secure a better professional status. If good evidence of this were forthcoming the authorities of the Normal College might with the help of the Education Department arrange for vacation courses of lectures and training, which, supplemented by a year's private reading, might secure a teacher's diploma for every one among them of fair ability and diligence.

Supply of Teachers.—The supply of teachers is, as has been seen, not equal to the demand. The Training Institutions at Cape Town and Wellington do not suffice for the wants of the country: (1) because the Orange Free State and the Transvaal draw upon them, and (2) because their standard is not high enough for the requirements of the best type of schools. I have not had time to inquire carefully into the working of these two institutions, and the Inspectors have not had occasion to refer to them in their reports, so that for the present little can be said with absolute accuracy regarding them. What I have seen of their work leads me to believe that it is good of its kind. I fear, however, that the tentacles of the University Examination System have got a firm grip of them, that consequently ordinary school instruction, that is to say, instruction in the subjects for matriculation bulks too largely in their curriculum, and that very little time is left for preparatory professional practice and for the study of the science, art and history of education, school management and school hygiene.

Pupil Teachers.—Mr. Fraser says: "I am not very favourably impressed by the Pupil Teacher System as I have seen it in operation in my circuit. It is not, as it is worked, a system for training teachers. Rather, it seems to be a method of enabling boys and girls to get their education cheaply. So little are they regarded as members of the school staff that their existence is not mentioned till a casual question elicits the fact of their presence in the school. It would be well if pupil-teachers had to appear before the Inspector at his annual visit to teach a class for his approval." The other Inspectors do not refer to the subject, but there can be no doubt whatever about the applicability of Mr. Fraser's criticism to other circuits than his own. Teachers of better class public schools have repeatedly asked me for a pupil-teacher grant for one of their pupils, not because a young person had been discovered who wished to be apprenticed to the teaching profession, but on the ground that the said pupil was likely to do well in the "School Higher." In the mission schools the case is different but equally abnormal. "Pupil-teachers," in fact, in one class of schools are *subsidised pupils*; in another they are a cheap form of *teaching-drudge*; in very few indeed are they *pupil-teachers* properly so called. The state of affairs thus partially indicated I cannot reconcile myself to; it seems to me to amount to a poisoning of the teacher supply at its source. From the Education Manual it would appear that something different was at first intended by Sir Langham Dale; and the fact that he found the original scheme impracticable makes me hesitate to attempt re-organization. But something has got to be done; the want of teachers urges to action. A second failure can be no more fatal than the first, and with the cordial co-operation of managers and principals of schools I do not fear failure.

Native Teachers.—The supply of native teachers is utterly insufficient, if quality be taken into account. Mr. Fraser says, "While there are some good Native Teachers devoted to their duties and competent to discharge them, there are many regarding whom one wonders why they teach at all: in their schools little is done, and that little is not done well." Canon Woodroffe seems to think that the quality would be improved if less were attempted and the energies of the candidates were concentrated. He says: "Every year

a large number of natives go up for the Examination for the Teacher's Third-class Certificate, and every year a somewhat large number fail. It certainly cannot be averred with truth that the standard required is too high. Possibly a preliminary examination might be of use. This might serve as a test; and only those who had passed this examination might be permitted to try for the Certificate. To work for this would be of far more service than the trying for a certificate at the School Elementary or School Higher Examination." The faults to which Mr. Ely directs attention are a purely mechanical style of teaching and non-adherence to the time-table. In regard to the former he says: "There are some *very good* native teachers; but too many are mere machines, pumping into their pupils what has been pumped into themselves"; in regard to the latter, "very few native teachers have the least idea of the necessity of adhering strictly to the time-table, which is posted not for their guidance but for the Inspector to look at when he comes." His remarks on Infant Teachers deserve special attention. He says: "It is absolutely necessary to have a more efficient class of Infant Teachers. Those at present employed are, for the most part, girls who have passed the 3rd or 4th Standard, or at the highest the 5th. Their work is to prepare children for Standard I., and to teach those below standard the alphabet and multiplication table. For anything like real infant school work they have had no previous training. The ghastly monotony of infant work in Native Schools would render the very name of school hateful to any but the stolid native, who is content to sit or stand and grind out *ngu-a, ngu-ebbe, ngu-c* by the hour." I am afraid that in other schools besides Native Schools the poorest member of the teaching staff is considered good enough for the Infant Department.

Insufficiency of supply is doubtless the reason why teachers of unsatisfactory moral character are successful in getting re-appointments. It is to be feared, however, that some superintendents are not sufficiently careful in regard to this. Mr. Ely recommends that "a native teacher on leaving a school should obtain a certificate of character from the superintendent of the school stating plainly why he or she left; and that no teacher be eligible for re-appointment without such a certificate."

Teachers' Examinations.—Very full reports of the annual examinations for the Third-Class and Second-Class Certificates were published in the *Government Gazette* for 25th July and 25th November. These reports throw considerable light on the foregoing remarks and deserve to be read at the same time. The two most important defects which they make manifest are (1) want of proper training and experience in class-teaching; (2) want of *educative* instruction in the subjects examined upon. The lower of the two examinations will be put on a different footing from the year 1894.

Character of Teachers.—Speaking generally, I found the teachers zealous, earnest and conscientious in their work, anxious to improve, and more willing to take upon themselves extra trouble than teachers in Europe usually are. Several of the Inspectors to whom I have spoken of this agree with me, and Mr. Noaks pointedly states that he looks upon it as the most hopeful feature in connection with the present position of educational affairs in his circuit.

THE SCHOOL SYSTEM.

Mission Schools.—Here again the difficulty of making general statements is felt, the gamut of efficiency being so extended. In some Mission Schools, as, for example, St. Paul's, Port Elizabeth, I found the teaching and management far better than scores of the Public Schools could show; but then at the other end of the scale are schools that scarcely merit the name at all.

St. Paul's and a number of other *white* Mission Schools are very deserving institutions, and it is a matter for considerable regret that under the existing law they do not receive that amount of Government aid to which their

efficiency entitles them. In some cases, unfortunately not in all, they are no more denominational than many of the so-called Undenominational Public Schools; and, therefore, it is doubly to be deplored that a distinction without a difference should stand in the way of their further development.

The problem of the *coloured* Mission Schools is one involving the consideration of so many details, that it can scarcely be dealt with as it ought within the scope of a hurriedly written annual report. It is not of course difficult to see faults in them, but the patency of the faults is a little apt to make one oblivious of the great good which they have accomplished, and of the faithful disinterested service of those who have tried according to their lights to do a duty which the State itself ought to have done. First of all, it is not uncommonly the case that two or even three Mission Schools exist where there is but room for one, and where, indeed, one if well managed would do the work better. Mr. Fraser says quite justly: "Mission Schools for Natives often owe their origin more to ecclesiastical rivalry than to educational zeal. The teacher's usefulness outside the school is a very important factor in his appointment to, or retention in his office." So perverted has the educational vision of some ecclesiastics become, that one of the stock arguments used in applying for a school grant is that the P.Q.R. Church has got a grant, therefore it is only fair that the X.Y.Z. Church should have a grant also. I have resolved that, in future, grants to new Mission Schools shall be decided upon after exactly the same preliminaries as in the case of any other class of school; that is to say, the applicant will have to furnish all the details specified on the new Application Form (see Appendix XV) and then forward the form so filled up to the Inspector in whose circuit the school lies, in order that the latter may add his report on the application. In the second place, it is alleged that some of the missionaries are more zealous in starting a school and securing the Government grant than in superintending the work of the native teacher and attending to the wants of the school generally. I know this complaint to be well founded in the case of one or two Mission Schools visited by me: but the general impression which I formed was quite different. On this matter Mr. Fraser says: "I have found the Roman Catholic clergy to be the most energetic Superintendents. On the occasion of surprise visits I find them in their schools. They can give information as to the number and progress of the pupils, and they are always at the school on Inspection-day. Some Superintendents act as if all that is required of them is to conduct the correspondence and pay the teacher. One clergyman assured me that if Government expected more, Government would have to pay for it. In several instances, Superintendents having accompanied me at the Inspection, have become interested and have expressed a determination to exercise careful supervision of the school in future." In the third place, the Mission Schools are said to partake too much of the character of pauper schools supported by Government. Full and reliable statistics are wanted to settle a matter of this kind: but I am certain that in some districts the statement cannot be contradicted. Of course pauper schools must be supported for the coloured population as well as for the white; but, where parents are able to contribute, it is unjust to the rest of society and demoralizing to the parents themselves to provide education free. The mistaken zeal of rival churches is partly to blame for this state of affairs; several instances have been brought to my notice where the school of a militant church did its best to undersell what it was pleased to consider a rival institution. Canon Woodrooffe, whose opinion deserves every consideration, says: "The money payments of the parents in these native schools require to be placed on a less unsatisfactory footing. To say that the teacher receives as much or as little as the people choose to give him would not be far from the truth. I see no reason why a contribution equal in amount to half of the Government grant should not be insisted upon. It might be limited to £20 on one side and be not less than £10 on

the other. And it should be paid through an official channel, either the Magistrate or the Inspector of Locations, if these officers would be kind enough to undertake the duty and were permitted to do so by their superiors." Mr. Ely's opinion takes very nearly the same direction. His words are, "Fees are promised, but in the great majority of cases are not paid. Now this is a rotten state of things which cannot be allowed to continue. There is a growing desire among natives for education—a most laudable desire. But there is one point on which they need a deal of educating, if they could be made to see it, and that is the duty of honestly fulfilling obligations into which they have entered of their own free will. Unless this is pressed home, we shall be practically teaching them dishonesty, for the persistent breach of a contract, such as that between people and teacher, is nothing but dishonesty. I would therefore, recommend that a scale of fees, as low as possible, should be framed, payment of which should be compulsory, and for non-payment of which defaulters should be suable in the magistrate's court." In the fourth place, in many native schools in the east of the Colony I found pupils taken in to begin their education at much too advanced an age. Pupils of fifteen, sixteen and even seventeen years of age in Standard I ought to be impossibilities; as a rule they learn little, and their presence is often damaging to the discipline of the school. This evil may exist in several other parts of the Colony, for Inspector Murray refers to it at Graaff-Reinet, his remarks upon it being: "Although it may be admitted as a general truth that it is well for these children to come under school influence, yet when it is known that they must earn their bread as labourers it is mistaken charity to induce them to attend school at an age when they should be accustoming themselves to manual work." In the fifth place, the *attendance* at Mission Schools is generally not good, and in many cases is hopelessly irregular. From this and other subsidiary causes, the average standard reached by the pupils on leaving school is painfully low. Mr. Ely estimates it to be between the 2nd and 3rd. Mr. Fraser says: "The percentage of children below Standard is unreasonably large, and the time spent in reaching the First Standard is excessively long." Canon Woodrooffe says: "It is no exaggeration to say that about half the scholars rank below Standard: in other words, the number of scholars who know next to nothing comprises nearly half of the whole attendance." In the case of Mr. Nixon's circuit, which, it may be remembered, extends from Namaqualand, Calvinia, Clanwilliam, &c., to the borders of Bechuanaland, I find the following figures:—

	Actual No. of Pupils.	Percentage.
Below Standard ...	1,461	62.24
Standard I ...	406	17.29
Standard II ...	297	12.65
Standard III ...	129	5.49
Standard IV ...	53	2.25.

It is impossible to avoid the conclusion that there must be something radically wrong in the circumstances and management of a class of schools when it is beyond doubt that 62 per cent. of the pupils are below Standard. On this point Canon Woodrooffe says: "The large number of scholars who at inspection do not pass any Standard forms a just cause of complaint. Teachers might be enabled to give more time to their lower classes if they had no Standard IV class to instruct. And it appears to me to be a matter worth considering whether Standard III should not be the highest Standard allowed. At any rate I think that no Inspection for Standard IV should be allowed unless 75 per cent. of those whose names are on the roll are present, and unless 75 per cent. of these are presented for some Standard." A far more important subject however than the Leaving Standard is the *kind* of education which Mission Schools give. In a great majority of cases, I regret

to say, it is altogether too bookish and too unpractical. Without going beyond the school walls there is much beside book instruction that a teacher ought to give his attention to. The inculcation of good habits of life is at least as important as teaching the mere arts of reading, writing, and counting. Cleanliness, faithful discharge of duty, thoroughness in the performance of work, and prompt obedience to orders—these are virtues which far outweigh the passing of Standard II. Training of this kind is not at present neglected: in some of the Western Province Mission Schools, notably Church of England Schools, I have seen very fair results of it. But everywhere, and especially in the purely Native Schools of the East very much remains to be done. Military drill, for example, the practice of which is so conducive to certain of these good habits, is exceedingly rarely a part of the school curriculum. As for out-of-door manual instruction, it is scarcely ever thought of. Among all the Mission Schools, of the ordinary type, which I visited, only one or two showed evidence of the teaching of any kind of handiwork. Mr. Hahn's school at Stellenbosch is a promising example; and what he has done in the direction of basket-making, vine-grafting, &c., is surely capable of imitation elsewhere. Things, however, will never be on the way towards a perfectly satisfactory solution until in the purely rural districts a two-acre plot is attached to every school. It is also a serious question whether the time is not near at hand for associating one or two lay managers with the Missionary Superintendent.

On looking back over these critical remarks it will be observed that scarcely a single objectionable feature that may have been referred to is a feature necessarily *inherent* in Mission Schools. If, for example, two schools exist where one would suffice, it is not the militant missionary who is ultimately to blame: and if a Missionary obtains a school grant and then neglects his school, his conduct is no doubt reprehensible, but the School Inspector is behind him and the Education Office behind the School Inspector.

Of the large educational establishments founded by Church Missions, —Institutions so-called,—I have seen only three, Lovedale, Keiskama Hoek, Graham's Town. Much of their work seemed to me admirable, and one could not but have a feeling of deep respect for the men whose devotion, educational ability and administrative powers have created such valuable centres for the diffusion of civilization. When the manual training of native teachers comes to the front, I am sure we may confidently reckon on the co-operation of the managers of these institutions.

Farm Schools.—One weak point in connection with Farm Schools generally is irregularity of attendance: and it is notably so in the case of *Private* Farm Schools. Now that the permanent Government Inspectors have begun to visit the latter, it will be well that an improvement in this respect be aimed at; also that the usual school registers be carefully kept; and the required Government Returns be sent without fail to the Education Office when due. As for the quality of the instruction given in *Private* Farm Schools it is quite extraordinarily varied. Where the teachers are well educated and certificated,—and many farmers are beginning to insist upon a *certificated* governess,—the work is often excellent in quality: where the teachers are themselves illiterate, the work of course is miserably poor. In the case of the former there is often shown almost too great a haste to be educated. Mr. Murray says: "One feature in these schools distinctly impressed itself upon my mind, viz., the strong tendency to force children on too fast. Parents take a commendable interest in the progress made by their children, but many have not yet grasped the idea that education requires time. It lies with the teacher to gain the confidence of parents, and, in the strong assurance that he knows what is best for the child, to aim at thoroughness rather than quick returns in the shape of high standards. In this connection it should be noted that the final remarks in an Inspector's

Report are more of a guide to the impression which he has formed of the work done in a school than the number of children who pass in this or that Standard." Mr. Nixon, the only other Inspector who refers specially to Farm Schools, attributes to them a fault which has already been spoken of in connection with Circuit Schools, viz., want of permanency: but the whole of his remarks are worth quoting. He says: "In the case of Schools on Farms the condition of things in my circuit is not so satisfactory. Many farm schools, it is true, are good, some of them among the best I have visited, the efficiency being mainly due to the fact that the teachers had been trained at Wellington, Stellenbosch, Worcester, or some other such place. In many cases, however, the schools are short-lived. The teacher often leaves after a year's service, and the school nearly as often closes. The intolerable discomfort of the teacher's surroundings not uncommonly leads to this. Among these discomforts may be mentioned an unsuitable school-room and bed-room; often a mud floor without matting, and sometimes without a table; coarse and unpalatable food, and long intervals between meals. Undoubtedly there are many farms where the teacher's comfort is studiously cared for, but the above description is often only too accurate."

A purely Farm School education, even the best, leaves much to be desired. The disciplinary arrangements of a large school, the healthy emulation developed in class teaching, daily association with the children of other families, and daily contact with the minds of a variety of teachers,—all these are wanting; and all of them are valuable aids to education and the formation of character. The more intelligent farmers, I am glad to know, are aware of this, and remove child by child to a boarding-school when a certain Standard is reached. A far wider recognition of the importance of such aids is, however, urgently demanded.

Circuit Schools.—Mr. Nixon says: "In my circuit these schools cannot be regarded as a success. Moreover the privilege of setting up a school of this class is open to abuse. I have found them sometimes set up on farms where the proprietors could well afford to support schools of the third class, and where also the children's parents could pay a moderate school fee." Mr. Murray in part agrees with this, he says: "Usually no fee is charged in the schools; but, as some of the children attending belong to fairly well-to-do parents, it is worth consideration whether some plan may not be found of getting a school-fee from such children."

To Circuit Schools I have given more than ordinary attention, for the reason that they aim at reaching the neglected poor of European descent; and my firm conviction is that of all kinds of schools to be found in the Colony they are the least satisfactory. They may be defined as *specially favoured mission schools of an intermittent character*;—'mission schools,' because they are managed not by a publicly elected Committee but by the Dutch Reformed Church minister of the district, and sometimes, too, are little else than preparation classes for confirmation;—and 'specially favoured,' because the grant they receive is greatly in excess of what would be received by an ordinary mission school for the same number of white children in a town. The fatal peculiarity about them however is their *short life*. This I have already tried to alter, and the effort will be continued: but there is little hope of much result until the people are led to see how miserably provided children are for the battle of life when their course of school training is limited to a space of six months or a year. In this connection I welcome most cordially, as an instalment, the conclusion arrived at by the Stellenbosch Conference as stated in the open letter of 15th February:—"Elk kind moet ten minste twee of drie jaren school gaan." The change will necessitate in many cases the building of a school-house and in almost every case the building of a teacher's dwelling-house: but the requisite expenditure could hardly be grudged by the country, if only there were certainty that the facilities offered would be properly taken advantage of.

Private Town Schools.—The number of small private schools in some of the large towns is a matter for unmixed regret. In many cases their genesis is ridiculous: in many cases they are anything but efficient; and their existence almost uniformly prevents the establishment of a really well-equipped and well-staffed school in the neighbourhood.

Of the larger private schools for girls I have seen a considerable number, and I have found a majority of them doing good work. Some of them are private only in the sense of being unaided and uninspected by Government. When they are not strictly sectarian, there can be no reason for the refusal of Government support, unless on the ground of harmful competition.

Higher Class Schools.—Speaking generally, these schools do the ordinary work of an elementary school, and have superadded a class or two engaged in higher work. Apparently there is no recognised curriculum in connection with the higher work: pupils are simply being prepared for the "School Higher" Examination or for the "Matriculation" Examination—that is to say university examinations alone regulate the classification. In many cases the number of advanced pupils is very small, and upon these the energies of the principal teacher are concentrated, because, unfortunately, a school's reputation has come to be dependent upon the position which a pupil or two can take in the University Examination Lists. It was pleasing, however, for me to see during my tour that a number of teachers were aiming at something higher and better, were actually spending time upon recitation, singing, drawing, drill, &c.—subjects which they knew would not "pay" in an examination but which would tell upon the tone of the school and the culture of the pupils individually. Firm conviction, courage, and strength of will are necessary to do this, so long as a competitive examination system holds sway over the minds of the parents. The *Girls' Schools* here take the lead; and, indeed, I may note in passing that they take the lead generally, and that to me the most gratifying feature in connection with education in the Colony is the high character of the *Girls' Schools*, public and private. It is a rule without very many exceptions that, where in a town there are a *Higher Class Boys' School* and a *Higher Class Girls' School*, the latter is the better; and sometimes a town possesses two good schools for girls and only one for boys.

The absence of a carefully thought-out curriculum and the constant presence of a temptation to neglect education and attend to instruction make the appointment of the principal teacher of any of the *Higher Schools* a matter of the greatest moment. Every effort should be made by School Committees to secure the best men available, men of good education,—men, say, with a University Degree or the reality symbolised by it,—and, above all things, men of high professional training and of sufficient scholastic experience. Teachers of this stamp have been in many cases already obtained, and what has prevented some committees from being equally successful is not so much the want of means or want of interest in education as want of internal harmony and a tendency to overmanage. The peculiarity of the present tenure of office, too, is somewhat of a barrier. The teacher is the servant of two masters, both of whom appoint him and contribute to his salary: yet one of them can dismiss him without consulting the other. Hardship doubtless is the outcome of this at times, and there is no court of appeal.

In order to show the present state of affairs I have had the following facts abstracted from one hundred and forty-seven of the Teachers' Qualification Schedules before referred to.

TABULATION OF RETURNS from 47 Principals, and 100 Assistants of First Class Public Schools.

		A.1 Schools.	
		Principals.	Assistants.
i.	Age of oldest	69	61
ii.	,, ,, youngest	26	19
iii.	Average Age now	39	32
iv.	,, ,, at commencement of service with this Department ..	26	25
v.	,, duration of service	12	6
vi.	,, salary, including approximate cash value of allowances in £	325	130
vii.	,, grant in aid	130	62
viii.	Percentage of graduates	40	14
ix.	,, ,, with teachers' certificates	17	4
x.	,, those who have obtained some lesser academic certificate, at least equal to matriculation	17	—
xi.	,, ditto, with teachers' certificates	8	—
xii.	,, those who have obtained some lesser academic certificate, at least equal to "School Higher"	—	22
xiii.	,, ditto, with teachers' certificates	—	11
xiv.	,, those who have teachers' certificates	36	42
xv.	,, ,, ,, neither teachers' nor academic certs. ..	32	37
xvi.	,, ,, ,, drawing certificates	17	16
xvii.	,, ,, ,, music	2	11
xviii.	,, ,, ,, science from Science and Art Department	8	14

The 15th, 16th and 17th lines are the most noteworthy. They assert (1) that about one-third of the teachers in First Class Public Schools have neither even the lowest University certificate nor a diploma in proof of professional training; (2) that only about one-sixth of them possess certificates of ability to teach Drawing; (3) that only one in fifteen is certificated in Music. Now, as has been said, the general character of the book-work attempted is the same in all these schools; therefore, where the teacher has not had opportunities for properly qualifying himself, the list of school subjects is sure to appear pretentious. There it is where one comes across the boy who works algebra with thoughtless ease and is unable to do a simple practical exercise in arithmetic, and the boy who spends an hour daily on the grammar of a dead language and blunders in writing a simple sentence of either English or Dutch. How much better if the little bad Latin and mechanically worked algebra were quietly but firmly set aside, and a sound training in elementary school subjects given instead!

The high character of the unaided and aided Girls' Schools I have already noted: it only remains to be observed that in some of the largest towns the aided Boys' Schools are also worthy of much commendation. For a town of its size, the educational facilities of *Vitenhage* seem very satisfactory, there being a very good girls' school with kindergarten department, a very good boys' school with kindergarten department, and a very good "poor" school. Something quite similar may be said of *Graaff-Reinet*. This triple provision is not a bad ideal for the chief town of every moderately populous Fiscal Division to set before itself.

THE QUESTION OF EDUCATIONAL DESTITUTION.

On coming to the office I found no reliable statistics bearing on this question. The number of pupils attending the Government-aided schools was, of course, to be got from the educational statistics published quarterly in the *Government Gazette*; but the number of children who were receiving education otherwise could only be guessed at; and the number of children of school-going age, whose education was being neglected, was for all practical

purposes an unknown quantity. I say "for all practical purposes," for it must be remembered that even supposing an approximation to the total number of neglected children were known, remedial action could not be taken. It is not enough to be aware that destitution exists, we must also know exactly where, and to what extent in each locality. Again, it must be borne in mind that destitution is not determined by merely ascertaining the number of children of school-going age who are attending school, and the number who are not. Every child of school-going age in a country may at a given date be attending school, and yet the education of the country be at an exceedingly low ebb. The other factor which must be taken into account is the *average leaving standard*, that is to say, the standard which on the average pupils reach before leaving school.

As has already been indicated, the attention of the inspectors was directed to these matters at the beginning of August, and they were requested to embody in their annual reports a statement of all reliable information which they could gather on the subject. Unfortunately a year had to elapse before such information became available, as the inspectors, even when making a flying survey of their circuits, require a twelvemonth to do it in. In view of this, and in view of the fact that public interest had been awakened in regard to the matter, I turned my attention to non-official channels, and I am glad to say that in one way and another I have succeeded in accumulating a vast body of important facts. The correspondence and documents collected by the Rev. Andrew Murray were kindly placed at my disposal, as well as a tabulated abstract of their contents prepared by Professor Marais; individual ministers of the Dutch Reformed Church put themselves to considerable trouble to furnish statistics, and a number of teachers and others interested in education contributed their quota. Of course from the varied nature of the sources and the haphazard way in which correspondents were obtained, the information is not such as can be methodically tabulated, nor does it by any means concern every fiscal Division of the Colony. In all cases, however, it constitutes a basis for definite inquiry, and in several cases it is as precise and trustworthy as can be desired.

The most reliable of all sources of information has been the Census Office. There I found table after table of unpublished material of the highest educational importance. On making this discovery my first requisition naturally was for *the number of children of school-going age*, and in response there was handed to me a series of tables which it has been considered wise to print as appendices to the present report (see Append. V-X). From the first two tables it was easy to obtain for every Division of the Colony the number of children over 5 and under 15 years of age (*a*) of European descent, and (*b*) of other races. To complete the investigation there was next needed the *number of children, of these ages, actually attending school* at the same date. This did not at first seem to be forthcoming, and I had to fall back upon the quarterly statistics sent in to the Education Office by the teachers of the State-aided schools. For three different reasons something better was desirable; the first being that in April, 1891 (the date of the census), the quarterly statistics referred to were not arranged according to the fiscal Divisions, and that therefore the statistics for a quite recent quarter would need to be taken instead; the second being that the said quarterly statistics most unfortunately make no distinction between "white" and "coloured"; and the third being that by neglecting the private schools of the Colony, all that could be learned from the juxtaposition of the two sets of numbers referred to would be the relative extent to which the State-aided schools are taken advantage of in the different Divisions. Even with these drawbacks, however, the investigation seemed worth proceeding with, and the following table is the result:—

TABLE A.

Division.	Children over 5 and under 15, in April, 1891.			Children of all ages and all races attending Govt.-aided Schools. Dec., 1892.	Approximate Percentage attending Govt.-aided Schools.
	White.	Coloured.	Total.		
Aberdeen	860	890	1,750	2	15·37
Albany	2,494	3,595	6,089	1,874	30·77
Albert	2,366	1,615	3,981	628	15·75
Alexandria	735	2,162	2,897	133	4·59
Aliwal North	1,349	1,108	2,457	400	16·28
Barkly East	1,142	685	1,827	99	5·42
Barkly West	841	3,693	4,534	302	6·66
Bathurst	527	2,164	2,691	383	14·23
Beaufort West	1,034	1,492	2,526	326	12·90
Bedford	599	2,608	3,207	359	11·19
Bredasdorp	903	1,004	1,907	690	36·18
Caledon	1,593	1,826	3,419	1,655	48·40
Calvinia	1,414	1,875	3,289	248	7·54
Cape	10,388	11,561	21,949	11,838	53·93
Carnarvon	1,097	1,432	2,529	175	6·91
Cathcart	609	1,097	1,706	358	20·98
Ceres	686	1,069	1,755	461	26·26
Clanwilliam	1,314	1,966	3,280	652	19·87
Colesberg	930	1,064	1,994	237	11·88
Cradock	1,791	1,983	3,774	560	14·83
East London	1,884	3,596	5,480	1,328	24·23
Fort Beaufort	830	3,269	4,099	1,135	27·68
Fraserburg	987	911	1,898	74	3·89
George	1,541	1,644	3,185	986	30·95
Graaff-Reinet	1,572	2,664	4,236	987	23·30
Hanover	478	580	1,058	158	14·93
Hay	988	1,257	2,245	35	1·56
Herbert	646	1,895	2,541	25	1·00
Herschel	38	7,541	7,579	1,161	15·32
Hope Town	844	848	1,692	186	10·99
Humansdorp	1,198	2,292	3,490	711	20·37
Jansenville	1,197	1,513	2,710	189	6·97
Kimberley	4,280	3,482	7,762	2,013	25·93
King William's Town	2,427	21,421	23,848	5,375	22·54
Knysna	1,087	945	2,032	654	32·18
Komgha	377	1,517	1,894	96	5·07
Ladismith	1,075	964	2,039	579	28·39
Malmesbury	2,808	3,809	6,617	1,959	29·60
Middelburg	1,074	1,180	2,254	412	18·28
Mossel Bay	1,006	1,230	2,236	750	33·54
Murraysburg	378	751	1,129	244	21·61
Namaqualand	941	3,242	4,183	940	22·47
Oudtshoorn	3,431	3,578	7,009	1,161	16·56
Paarl	2,094	3,857	5,951	3,151	52·95
Peddie	440	4,479	4,919	1,058	21·50
Philip's Town	863	836	1,699	278	16·36
Piquetberg	1,812	1,483	3,295	627	19·03
Port Elizabeth	3,168	2,141	5,309	2,724	51·30
Prieska	538	614	1,152	123	10·68
Prince Albert	1,068	893	1,961	483	24·63
Queen's Town	1,783	10,630	12,413	1,631	13·14
Carried forward	75,525	139,951	215,476	52,880	

TABLE A.—(continued).

Division.	Children over 5 and under 15, in April, 1891.			Children of all ages and all races attending Govt.-aided Schools. Dec., 1892.	Approximate Percentage attending Govt.-aided Schools.
	White.	Coloured.	Total.		
Brought forward	75,525	139,951	215,476	52,880	
Richmond	703	1,056	1,759	320	18·19
Riversdale	1,917	1,567	3,484	648	18·59
Robertson	1,694	1,468	3,162	1,010	31·94
Somerset East	1,803	3,194	4,997	775	15·59
Stellenbosch	1,090	2,375	3,465	1,811	52·27
Steynsburg	725	519	1,244	154	12·38
Stockenström	475	1,603	2,078	450	21·65
Stutterheim	555	1,715	2,270	573	25·24
Sutherland	651	495	1,146	68	5·93
Swellendam	1,569	1,687	3,256	946	29·05
Tarka	904	938	1,842	244	13·24
Tulbagh	513	1,152	1,665	748	44·93
Uitenhage	1,958	3,726	5,684	1,249	21·97
Uniondale	1,199	1,387	2,586	541	20·92
Victoria East	320	2,086	2,406	1,668	69·32
Victoria West	891	945	1,836	222	12·09
Willowmore	1,197	1,324	2,521	477	18·92
Wodehouse	1,564	6,527	8,091	1,228	15·17
Worcester	1,303	1,863	3,171	1,392	43·89
	96,556	175,583	272,139	67,404	24·77
NATIVE TERRITORIES.					
<i>East Griqualand—</i>					
Maclear	315	773	1,088	201	18·47
Matatiela	166	5,402	5,568	962	17·27
Mount Ayliff	6	3,488	3,494	275	7·87
Mount Currie	303	1,695	1,998	313	15·66
Mount Fletcher	18	4,314	4,332	626	14·45
Mount Frere	49	7,189	7,238	1,023	14·13
Qumbu	25	6,765	6,790	932	13·72
Tsolo	10	6,943	6,953	788	11·33
Umzimkulu	90	8,812	8,902	634	7·12
<i>Tembuland—</i>					
Elliotdale	5	6,166	6,171	98	1·50
Engcobo	72	16,599	16,671	1,394	8·36
Mquanduli	10	8,366	8,376	199	2·37
Port St. John's	12	38	50	6	12·00
S. Mark's	66	6,735	6,801	631	9·28
Umtata	311	11,387	11,698	429	3·66
Xalanga	1,019	4,060	5,079	1,136	22·36
<i>Transkei—</i>					
Butterworth	51	4,277	4,328	1,084	25·05
Idutywa	45	7,164	7,209	543	7·53
Kentani	54	8,478	8,532	518	6·07
Nquamakwe	44	8,963	9,007	1,864	20·69
Tsomo	28	5,049	5,077	1,232	24·26
Willowvale	21	9,795	9,816	962	9·80
	2,720	142,458	145,178	15,850	10·92
Colony	96,556	175,583	272,139	67,404	24·77
Territories	2,720	142,458	145,178	15,850	10·92
Total	99,276	318,041	417,317	83,254	19·95

On account of the fourth column dealing with children of *all* ages and not merely with those over 5 and under 15, and on account of the date in that column being December, 1892, instead of April, 1891, the numbers there given are doubtless somewhat larger than they ought to be, and consequently the percentages in the fifth column are likewise in excess. In the case of Victoria East, for example, where there are quite a large number of young people over 15 attending Lovedale Training Institution, the number in the fourth column is much too great, because it includes these; and at the same time the number in the third column is too small, because the Census was taken during the Easter holidays when many of them would be absent. The percentage calculated, 69·32, is thus, we may be sure, much higher than would be supported by facts. Little discrepancies of this kind it is still more important to bear in mind when one Division is compared with another, or when, as is done in the accompanying table, the Divisions are arranged in descending order of their percentages.

TABLE B.—Showing Approximate* Percentage of Children attending State-aided Schools in the various Divisions.

DIVISION.	Percentage attending School.	DIVISION.	Percentage attending School.	DIVISION.	Percentage attending School.
Victoria East ..	69·32	King William's Tn.	22·54	Cradock ..	14·83
Cape ..	53·93	Namaqualand ..	22·47	Bathurst ..	14·23
Paarl ..	52·95	Uitenhage ..	21·97	Tarka ..	13·24
Stellenbosch ..	52·27	Stockenstrom ..	21·65	Queen's Town ..	13·14
Port Elizabeth ..	51·30	Murraysburg ..	21·61	Beaufort West ..	12·90
Caledon ..	48·40	Peddie ..	21·50	Steynsburg ..	12·38
Tulbagh ..	44·93	Cathcart ..	20·98	Victoria West ..	12·09
Worcester ..	43·89	Uniondale ..	20·92	Colesberg ..	11·88
Bredasdorp ..	36·18	Humansdorp ..	20·37	Bedford ..	11·19
Mossel Bay ..	33·54	Clanwilliam ..	19·87	Hope Town ..	10·99
Knysna ..	32·18	Piquetberg ..	19·03	Prieska ..	10·68
Robertson ..	31·94	Willowmore ..	18·92	Calvinia ..	7·54
George ..	30·95	Riversdale ..	18·59	Jansenville ..	6·97
Albany ..	30·77	Middelburg ..	18·28	Carnarvon ..	6·91
Malmesbury ..	29·60	Richmond ..	18·19	Barkly West ..	6·66
Swellendam ..	29·05	Oudtshoorn ..	16·56	Sutherland ..	5·93
Ladismith ..	28·39	Philip's Town ..	16·36	Barkly East ..	5·42
Fort Beaufort ..	27·68	Aliwal North ..	16·28	Komgha ..	5·07
Ceres ..	26·26	Albert ..	15·75	Alexandria ..	4·59
Kimberley ..	25·93	Somerset East ..	15·59	Fraserburg ..	3·89
Stutterheim ..	25·24	Aberdeen ..	15·37	Hay ..	1·56
Prince Albert ..	24·63	Herschel ..	15·32	Herbert ..	1·00
East London ..	24·23	Wodehouse ..	15·17		
Graaff-Reinet ..	23·30	Hanover ..	14·93		

Although, on account of the omission of children attending private schools, this descending series of numbers cannot be taken as a true indication of the comparative state of education in the various Divisions, it still raises very grave suspicions in regard to the ignorance prevalent in more than half of them. If in Herbert, for example, as is undeniably the case, only one child in a hundred attends a Government-aided school, the question as to the remaining ninety-and-nine is none the less awkward because of the general fact that private schools exist in the Colony. Again, when we look at the percentage for the Cape Division, where we know for certain that there are numbers of neglected children, and bear in mind that the existence of numerous private schools in the Division will necessitate a considerable increase in the percentage before it can be justly held to indicate the exact number of school-going children out of a hundred,—when we do this, I say, there is uncommonly little that is reassuring about the percentages

*The error being in excess.

of many other Divisions, in which private schools are rare. Lastly, as it is known from the Census Returns that the number of white* school children is 38·84 per cent. of the total number of school children, it follows from the total of the 4th column of Table A that there must be on the roll of State-aided schools about 32,336 white children of all ages; of these 19·59 per cent. are not of the ordinary school-going age, that is to say, are under 5 or over 15: consequently of the total 100,000† white children of school-going age only about 26,000, *i.e.*, 26 per cent., are on the rolls of State-aided schools, and the remaining 74,000 will have to be accounted for elsewhere. The experience of other sparsely populated Colonies warns us that we can scarcely hope to have more than two-thirds of these 74,000 in school, and the fact that 6,334 children of *other* ages are already on the books is so much to the good.

One of the results of the Census is to distribute the 100,000 children as follows (see p. 330 of the Annexures to the General Report):—

1. Attending State-aided Schools	22,090
2. Attending Private Schools	17,697
3. Receiving instruction at home or at a Sunday School only	20,223
4. Engaged in some other occupation	12,932
5. Not occupied	26,338

Total 99,280

The first of these numbers, it will be seen, is about 4,000 less than the number obtained by me. This is natural, because my number is the number *on the roll*, and is for *December*, 1892, instead of April, 1891.

The two comparatively trivial weaknesses pointed out in the 4th column of Table A and the far more serious matter of the absence of statistics regarding private schools were all at once rendered of little moment by the discovery of the existence of another set of tables in the Census Office, *viz.*, tables showing for each quinquennial age period, the number of children returned as receiving instruction in the various Divisions of the Colony. A valuable abstract from these tables, which was kindly made for me by the instructions of the Under Colonial Secretary, furnished me with the first of the following columns of figures; the third column had already been in my possession; and from these two the 2nd and 4th were calculated.

* According to the Education Office Returns 38 per cent. of the whole are white. There is thus substantial agreement on this point. The percentage is of course totally different in the case of private schools.

† In April, 1891, there were exactly 99,276.

TABLE C.

Statistics as to School Attendance of Children over 5 and under 15 years (April, 1891).

(a) WHITE.

DIVISION.	At School.	Not at School.	Total.	Percentage at School.
Aberdeen	208	652	860	24.18
Albany	1,647	847	2,494	66.03
Albert	543	1,823	2,366	22.95
Alexandria	245	490	735	33.33
Aliwal North	411	938	1,349	30.46
Barkly East	130	1,012	1,142	11.38
Barkly West	181	660	841	21.52
Bathurst	303	224	527	57.49
Beaufort West	303	731	1,034	29.30
Bedford	229	370	599	38.23
Bredasdorp	263	640	903	29.12
Caledon	653	940	1,593	40.99
Calvinia	246	1,168	1,414	17.39
Cape	7,210	3,178	10,388	69.40
Carnarvon	153	944	1,097	13.94
Cathcart	198	411	609	32.51
Ceres	228	458	686	33.23
Clanwilliam	287	1,027	1,314	21.84
Colesberg	284	646	930	30.53
Cradock	517	1,274	1,791	28.86
East London	1,164	720	1,884	61.78
Fort Beaufort	302	528	830	36.38
Fraserburg	124	863	987	12.56
George	657	884	1,541	42.63
Graaff-Reinet	684	888	1,572	43.51
Hanover	150	328	478	31.38
Hay	105	883	988	10.62
Herbert	102	544	646	15.78
Herschel	16	22	38	42.10
Hope Town	214	630	844	25.35
Humansdorp	328	870	1,198	27.38
Jansenville	154	1,043	1,197	12.86
Kimberley	2,330	1,950	4,280	54.43
King William's Town	1,522	905	2,427	62.71
Knysna	505	582	1,087	46.45
Komgha	154	223	377	40.84
Ladismith	218	857	1,075	20.27
Malmesbury	999	1,809	2,808	35.57
Middelburg	361	713	1,074	33.61
Mossel Bay	419	587	1,006	41.65
Murraysburg	126	252	378	33.33
Namaqualand	211	730	941	22.42
Oudtshoorn	910	2,521	3,431	26.52

TABLE C.—(a) WHITE—(continued).

DIVISION.	At School.	Not at School.	Total.	Percentage at School.
Paarl	1,438	656	2,094	68.67
Peddie	201	239	440	45.68
Philip's Town	253	610	863	29.31
Piquetberg	476	1,336	1,812	26.26
Port Elizabeth	2,166	1,002	3,168	68.37
Prieska	70	468	538	1.30
Prince Albert	277	791	1,068	25.93
Queen's Town	700	1,083	1,783	39.25
Richmond	239	464	703	33.99
Riversdale	406	1,511	1,917	21.17
Robertson	814	880	1,694	48.05
Somerset East	459	1,344	1,803	25.45
Stellenbosch	784	306	1,090	71.92
Steynsburg	145	580	725	20.00
Stockenstrom	211	264	475	44.42
Stutterheim	241	314	555	43.42
Sutherland	100	551	651	15.36
Swellendam	572	997	1,569	36.45
Tarka	220	684	904	24.33
Tulbagh	268	245	513	52.24
Uitenhage	940	1,018	1,958	48.00
Uniondale	280	919	1,199	23.35
Victoria East	130	190	320	40.62
Victoria West	220	671	891	24.69
Willowmore	275	922	1,197	22.97
Wodehouse	380	1,184	1,564	24.29
Worcester	709	594	1,303	54.41
	38,968	57,588	96,556	40.35
<i>Native Territories.</i>				
East Griqualand	252	730	982	25.66
Tembuland	446	1,049	1,495	29.83
Transkei	117	126	243	48.14
	815	1,905	2,720	29.96
	39,783	59,493	99,276	40.07

Arranging the Divisions as before according to descending order of percentages we have the following:—

TABLE D.—Showing the percentage of children over 5 and under 15 who are attending school.

(a) WHITE.

Stellenbosch	71.92	Hanover	31.38
Cape	69.40	Colesberg	30.53
Paarl	68.67	Aliwal North	30.46
Port Elizabeth.. .. .	68.37	Philip's Town	29.31
Albany	66.03	Beaufort West	29.30
King William's Town	62.71	Bredasdorp	29.12
East London	61.78	Craddock	28.86
Bathurst	57.49	Humansdorp	27.38
Kimberley	54.43	Oudtshoorn	26.52
Worcester	54.41	Piquetberg	26.26
Tulbagh	52.24	Prince Albert	25.93
Robertson	48.05	Somerset East	25.45
Uitenhage	48.00	Hope Town	25.35
Knysna	46.45	Victoria West	24.69
Peddie	45.68	Tarka	24.33
Stockenstrom	44.42	Wodehouse	24.29
Graaff-Reinet	43.51	Aberdeen	24.18
Stutterheim	43.42	Uniondale	23.35
George	42.63	Willowmore	22.97
Herschel	42.10	Albert	22.95
Mossel Bay	41.65	Namaqualand	22.42
Caledon	40.99	Clanwilliam	21.84
Komgha	40.84	Barkly West	21.52
Victoria East	40.62	Riversdale	21.17
Queen's Town	39.25	Ladismith	20.27
Bedford	38.23	Steynsburg	20.00
Swellendam	36.45	Calvinia	17.39
Fort Beaufort	36.38	Herbert	15.78
Malmesbury	35.57	Sutherland	15.36
Richmond	33.99	Carnarvon	13.94
Middelburg	33.61	Jansenville	12.86
Cathcart	33.51	Fraserburg	12.56
Murraysburg	33.33	Barkly East	11.38
Alexandria	33.33	Hay	10.62
Ceres	33.23	Prieska	1.30

It will be observed that Herbert here occupies a better position, and we are led to infer that although only about one child in a hundred attends a State-aided school, there are nevertheless somewhere about 14 of the 100 who are reported by their parents as receiving instruction elsewhere.

A table similar to this for the Counties of England or the Departments of France would be very interesting, but the requisite information is not at present accessible to me. It may be helpful, however, to state that the total number of children aged 5-14 years in England in 1891 was 6,056,859, and that the number of children on the rolls of Public Elementary Schools was 4,824,383, the number present at inspection 4,426,060, and the number in average attendance 3,749,956. The last three numbers form 80 per cent., 73 per cent., and 62 per cent. respectively of the first number. Of course it requires to be borne in mind that some children under 5 and over 14 are included in the said three numbers, and that, on the other hand, all the children aged 5 to 14 who are attending Private and Higher Class Schools are left out.

Turning now to the children who are not of European descent, we find the following analogous pair of tables:—

TABLE E.

Statistics as to School Attendance of Children over 5 and under 15 years (April, 1891).

(b) COLOURED.

DIVISION.	At School.	Not at School.	Total.	Percentage at School.
Aberdeen	37	853	890	4.15
Albany	401	3,194	3,595	11.15
Albert	99	1,516	1,615	6.13
Alexandria	43	2,119	2,162	2.98
Aliwal North	94	1,014	1,108	8.48
Barkly East	0	685	685	0.00
Barkly West	399	3,294	3,693	10.80
Bathurst	44	2,120	2,164	2.03
Beaufort West	59	1,433	1,492	3.95
Bedford	148	2,460	2,608	5.67
Bredasdorp	460	544	1,004	45.81
Caledon	900	926	1,826	49.28
Calvinia	77	1,798	1,875	4.10
Cape	6,317	5,244	11,561	54.64
Carnarvon	119	1,313	1,432	8.31
Cathcart	120	977	1,097	10.93
Ceres	278	791	1,069	26.00
Clanwilliam	399	1,567	1,966	20.29
Colesberg	149	915	1,064	14.00
Craddock	109	1,874	1,983	5.49
East London	164	3,432	3,596	4.56
Fort Beaufort	328	2,941	3,269	10.03
Fraserburg	64	847	911	7.02
George	388	1,256	1,644	23.60
Graaff-Reinet	362	2,302	2,664	13.58
Hanover	20	560	580	3.44
Hay	34	1,223	1,257	2.70
Herbert	16	1,879	1,895	0.84
Herschel	471	7,070	7,541	6.24
Hope Town	48	800	848	5.66
Humansdorp	381	1,911	2,292	16.62
Jansenville	39	1,474	1,513	2.57
Kimberley	990	2,492	3,482	28.43
King William's Town	2,797	18,624	21,421	13.05
Knysna	194	751	945	20.52
Komgha	13	1,504	1,517	0.85
Ladismith	317	647	964	32.88
Malmesbury	1,006	2,803	3,809	26.41
Middelburg	107	1,073	1,180	9.06
Mossel Bay	355	875	1,230	28.86
Murraysburg	63	688	751	8.38
Namaqualand	863	2,379	3,242	26.61
Oudtshoorn	285	3,293	3,578	7.96

TABLE E.—(b) COLOURED—(continued).

DIVISION.	At School.	Not at School.	Total.	Percentage at School.
Paarl	1,586	2,271	3,857	41·12
Peddie	583	3,896	4,479	13·01
Philip's Town.....	71	765	836	8·49
Piquetberg	342	1,141	1,483	23·06
Port Elizabeth	890	1,251	2,141	41·56
Prieska	1	613	614	0·16
Prince Albert	99	794	893	11·08
Queen's Town.....	984	9,646	10,630	9·25
Richmond	75	981	1,056	7·10
Riversdale	256	1,311	1,567	16·33
Robertson	321	1,147	1,468	21·86
Somerset East.....	313	2,881	3,194	9·79
Stellenbosch	1,013	1,362	2,375	42·65
Steynsburg	6	513	519	1·15
Stockenstrom	258	1,345	1,603	16·09
Stutterheim	314	1,401	1,715	18·30
Sutherland	0	495	495	0·00
Swellendam.....	575	1,112	1,687	34·08
Tarka	67	871	938	7·14
Tulbagh	594	558	1,152	51·56
Uitenhage	554	3,172	3,726	14·86
Uniondale	132	1,255	1,387	9·51
Victoria East	437	1,649	2,086	20·94
Victoria West.....	51	894	945	5·39
Willowmore	45	1,279	1,324	3·39
Wodehouse	254	6,273	6,527	3·89
Worcester	659	1,209	1,868	35·27
	30,037	145,546	175,583	17·10
<i>Native Territories.</i>				
East Griqualand.....	3,305	42,076	45,381	7·28
Tembuland	1,837	51,514	53,351	3·44
Transkei	3,371	40,355	43,726	7·70
	8,513	133,945	142,458	5·97
Total	38,550	279,491	318,041	12·12

TABLE F.—Showing percentage of Children over 5 and under 15 who are attending School.

(b) COLOURED.

Cape	54·64	Somerset East	9·79
Tulbagh	51·56	Uniondale	9·51
Caledon	49·28	Queenstown	9·25
Bredasdorp	45·81	Middelburg	9·06
Stellenbosch	42·65	Philipstown	8·49
Port Elizabeth	41·56	Aliwal North	8·48
Paarl	41·12	Murraysburg	8·38
Worcester	35·27	Carnarvon	8·31
Swellendam	34·08	Oudtshoorn	7·96
Ladismith	32·88	Tarka	7·14
Mossel Bay	28·86	Richmond	7·10
Kimberley	28·43	Fraserburg	7·02
Namaqualand	26·61	Herschel	6·24
Malmesbury	26·41	Albert	6·13
Ceres	26·00	Bedford	5·67
George	23·60	Hope Town	5·66
Piquetberg	23·06	Cradock	5·49
Robertson	21·86	Victoria West	5·39
Victoria East	20·94	East London	4·56
Knysna	20·52	Aberdeen	4·15
Clanwilliam	20·29	Calvinia	4·10
Stutterheim	18·30	Beaufort West	3·95
Humansdorp	16·62	Wodehouse	3·89
Riversdale	16·33	Hanover	3·44
Stockenstrom	16·09	Willowmore	3·39
Uitenhage	14·86	Alexandria	2·98
Colesberg	14·00	Hay	2·70
Graaff-Reinet	13·58	Jansenville	2·57
King William's Town	13·05	Bathurst	2·03
Peddie	13·01	Steynsburg	1·15
Albany	11·15	Komgha	0·85
Prince Albert	11·08	Herbert	0·84
Cathcart	10·93	Prieska	0·16
Barkly West	10·80	Sutherland	·00
Fort Beaufort	10·03	Barkly East	·00

On comparing the statistics for white and coloured children one cannot fail to be struck with the fact that almost invariably* the percentage in the one case greatly exceeds that in the other, and with the further fact that in the case of the coloured children the percentage viewed absolutely is in the majority of Divisions most painfully low, being indeed in seventeen Divisions lower than the lowest of the percentages in the table for whites. There may be differences of opinion as to the *kind* of education which coloured children ought to receive, there surely can be no difference of opinion as to the undesirability and even sinfulness of utterly neglecting them.†

Lastly, from combining the figures for the white and coloured children there results the following pair of tables:—

* There are only three Divisions in which the percentage for coloured children exceeds the percentage for whites, viz., Bredasdorp, Caledon and Namaqualand. This agrees with other returns in the Education Office, the existence of well-known large Mission establishments in these Divisions being almost sufficient explanation.

† Inspector Nixon says: "It seems to me a plain duty to remark that the education of coloured children in parts of my circuit is painfully neglected. It is often forgotten that these children are members of the human family, and as such entitled to an education efficient of its kind and suited to their social status. Yet this work is remitted to the various churches, not a few of which are unable, even when willing, to overtake it. In nine villages in my circuit there is no provision for the education of coloured children."

TABLE G.

Statistics as to School Attendance of Children over 5 and under 15 years (April, 1891).

(c) ALL RACES.

DIVISION.	At School.	Not at School.	Total.	Percentage at School.
Aberdeen.....	245	1,505	1,750	14·00
Albany.....	2,048	4,041	6,089	33·63
Albert.....	642	3,339	3,981	16·12
Alexandria.....	288	2,609	2,897	9·94
Aliwal North.....	505	1,952	2,457	20·55
Barkly East.....	130	1,697	1,827	7·11
Barkly West.....	580	3,954	4,534	12·79
Bathurst.....	347	2,344	2,691	12·89
Beaufort West.....	462	2,064	2,526	18·28
Bedford.....	377	2,830	3,207	11·75
Bredasdorp.....	723	1,184	1,907	37·91
Caledon.....	1,553	1,866	3,419	45·42
Calvinia.....	323	2,966	3,289	9·82
Cape.....	13,527	8,422	21,949	61·60
Carnarvon.....	272	2,257	2,529	10·75
Cathcart.....	318	1,388	1,706	18·64
Ceres.....	506	1,249	1,755	28·82
Clanwilliam.....	686	2,594	3,280	20·91
Colesberg.....	433	1,561	1,994	21·71
Cradock.....	626	3,148	3,774	16·58
East London.....	1,328	4,152	5,480	24·23
Fort Beaufort.....	630	3,469	4,099	15·36
Fraserburg.....	188	1,710	1,898	9·90
George.....	1,045	2,140	3,185	32·81
Graaff-Reinet.....	1,046	3,190	4,236	24·69
Hanover.....	170	888	1,058	16·06
Hay.....	139	2,106	2,245	6·19
Herbert.....	118	2,423	2,541	4·64
Herschel.....	487	7,092	7,579	6·42
Hope Town.....	262	1,430	1,692	15·48
Humansdorp.....	709	2,781	3,490	20·31
Jansenville.....	193	2,517	2,710	7·12
Kimberley.....	3,320	4,442	7,762	42·77
King William's Town.....	4,319	19,529	23,848	18·11
Knysna.....	699	1,333	2,032	34·39
Komgha.....	167	1,727	1,894	8·81
Ladismith.....	535	1,504	2,039	26·23
Malmesbury.....	2,005	4,612	6,617	30·30
Middelburg.....	468	1,786	2,254	20·76
Mossel Bay.....	774	1,462	2,236	34·61
Murraysburg.....	189	940	1,129	16·74
Namaqualand.....	1,074	3,109	4,183	25·67
Oudtshoorn.....	1,195	5,814	7,009	17·04

TABLE G.—(c) ALL RACES—(continued).

DIVISION.	At School.	Not at School.	Total.	Percentage at School.
Paarl.....	3,024	2,927	5,951	50·81
Peddie.....	784	4,135	4,919	15·94
Philip's Town.....	324	1,375	1,699	19·07
Piquetberg.....	818	2,477	3,295	24·82
Port Elizabeth.....	3,056	2,253	5,309	57·56
Prieska.....	71	1,081	1,152	6·16
Prince Albert.....	376	1,585	1,961	19·17
Queen's Town.....	1,684	10,729	12,413	13·56
Richmond.....	314	1,445	1,759	17·85
Riversdale.....	662	2,822	3,484	19·00
Robertson.....	1,135	2,027	3,162	35·89
Somerset East.....	772	4,225	4,997	15·44
Stellenbosch.....	1,797	1,668	3,465	51·86
Steynsburg.....	151	1,093	1,244	12·13
Stockenstrom.....	469	1,609	2,078	22·56
Stutterheim.....	555	1,715	2,270	24·44
Sutherland.....	100	1,046	1,146	8·72
Swellendam.....	1,147	2,109	3,256	35·22
Tarka.....	287	1,555	1,842	15·58
Tulbagh.....	862	803	1,665	51·77
Uitenhage.....	1,494	4,190	5,684	26·28
Uniondale.....	412	2,174	2,586	15·93
Victoria East.....	567	1,839	2,406	23·56
Victoria West.....	271	1,565	1,836	14·76
Willowmore.....	320	2,201	2,521	12·69
Wodehouse.....	634	7,457	8,091	7·82
Worcester.....	1,368	1,803	3,171	43·14
	69,105	203,034	272,139	25·39
<i>Native Territories.</i>				
East Griqualand.....	3,557	42,806	46,363	7·67
Tembuland.....	2,283	52,563	54,846	4·16
Transkei.....	3,488	40,481	43,969	7·93
	9,328	135,850	145,178	6·42
	78,433	338,884	417,317	18·79

TABLE H.—Showing percentage of Children over 5 and under 15 who are attending School.

(c) ALL RACES.

Cape	61.50	Beaufort West	18.28
Port Elizabeth	57.56	King William's Town	18.11
Stellenbosch	51.86	Richmond	17.85
Tulbagh	51.77	Oudtshoorn	17.04
Paarl	50.81	Murraysburg	16.74
Caledon	45.42	Cradock	16.58
Worcester	43.14	Albert	16.12
Kimberley	42.77	Hanover	16.06
Bredasdorp	37.91	Peddie	15.94
Robertson	35.89	Uniondale	15.93
Swellendam	35.22	Tarka	15.58
Mossel Bay	34.61	Hope Town	15.48
Knysna	34.39	Somerset East	15.44
Albany	33.63	Fort Beaufort	15.36
George	32.81	Victoria West	14.76
Malmesbury	30.30	Aberdeen	14.00
Ceres	28.82	Queen's Town	13.56
Uitenhage	26.28	Bathurst	12.89
Ladismith	26.23	Barkly West	12.79
Namaqualand	25.67	Willowmore	12.69
Piquetberg	24.82	Steynsburg	12.13
Graaff-Reinet	24.69	Bedford	11.75
Stutterheim	24.44	Carnarvon	10.75
East London	24.23	Alexandria	9.94
Victoria East	23.56	Fraserburg	9.90
Stockenstrom	22.56	Calvinia	9.82
Colesberg	21.71	Komgha	8.81
Clanwilliam	20.91	Sutherland	8.72
Middelburg	20.76	Wodehouse	7.82
Aliwal North	20.55	Jansenville	7.12
Humansdorp	20.31	Barkly East	7.11
Prince Albert	19.17	Herschel	6.42
Philipstown	19.07	Hay	6.19
Riversdale	19.00	Prieska	6.16
Cathcart	18.64	Herbert	4.64

The percentages here ought to be in excess of the corresponding percentages in Table B. The fact that they are not so in about twenty cases is what we might have anticipated, knowing that for reasons already stated the percentages in Table B are too high, and that the Census was taken during the Easter holidays, when the distribution of school children, and especially of boarding-school children, is different from that at other times.

The extraordinary range of variation in the percentages of all the tables is the one absolutely condemnatory feature in them. For if Tulbagh, say, where the percentage is 52.24, be educationally as it ought to be, what shall we say of the twenty-five Divisions on the list from Prince Albert downward, which in April, 1891, had less than half of this percentage?

Comparison with Other Countries.—Instead of all this detail it is usually considered sufficient by educationists to tell the proportion of the number of school-going children to the total population. This in our case can also be readily done, for according to the Census Returns the total number of white children of all ages attending day-schools of any kind in April, 1891, was 48,629, and the total white population, 376,987; consequently the required percentage in the case of whites was at that time 12.89. Similarly, since the corresponding numbers for the coloured races were 48,975 and 1,150,257, the like percentage for them is found to be 4.25; and for all races 6.39. For the sake of comparison

these percentages may be inserted in their proper places in a table of such percentages calculated for other countries, thus:—

Country.	School Attendance. Percentage of Population.	Year.	Kinds of Schools included.
Prussia	17.8	1886	Public and Private.
Saxony	16.7	1889	Public "
Scotland	16.5	1889	Public Elementary only.
Switzerland	16.2	1888	"
England	15	1888	"
France	14.4	1888	Public and Private.
Holland	14.3	1888	"
CAPE (Whites)	12.89	1891	"
Austria	12.5	1889	"
Spain	9.6	1885	"
Italy	7.5	1889	"
CAPE (all Races)	6.39	1891	"
CAPE (Coloured)	4.25	1891	"
Russia	3.04	1873	"

I must confess however that I do not attach much importance to these figures: the phrase *in attendance* being differently understood in different countries, the limits of school age being varied, and the facility for collecting accurate statistics being anything but uniform. For example, the 16.5 opposite Scotland must refer to number *on the roll*, and the 12.89 opposite the Cape includes pupils over 20 years of age.

The next point of comparison is in regard to the *average attendance*. On turning to the Quarterly Abstract for January-March, 1891, we find that the average number of children of all races and of all ages in attendance for that quarter was 60,691, and that of these 38 per cent, *i.e.*, 23,062, were of European descent. The corresponding total population being 376,987, it follows that the average percentage of the white population attending school is 6.12. Similarly it is calculated that the average percentage of the coloured population attending school is 3.27; and the like percentage for all races is 3.97. Taking only England and one of the Australian Colonies for comparison we have the following table:—

Country.	Year.	Total Population.	Average School Attendance.	Average percentage of Population at School.	Classes of Schools referred to.	Authority.
England	1891	29,001,018	3,749,956	12.93	Public Elementary	Official Annual Report
Victoria	1891	1,140,405	141,126	12.37	Public Elementary and Higher	Do. do. do.
Cape (whites)	1891	376,987	23,062	6.12	Do. do.	Government Gazette.
Cape (all)	1891	1,527,224	60,691	3.97	Do. do.	Do. do.
Cape (coloured)	1891	1,150,237	37,629	3.27	Do. do.	Do. do.

In this table it is scarcely possible that any error can exist. The comparison is in only one point unfair, *viz.*, in not including the higher schools in the first line. Were this remedied, the percentage for England would be considerably increased.

The last subject for comparison is the number of children *present at inspection*. According to the Quarterly Abstract above mentioned, this number for the year ending 31st March, 1891, was 54,970, children of all races and of all ages being included. Of these, 20,888 were whites, and 34,082 were coloured. Calculating as before what percentages these

numbers form of the corresponding total populations, and doing the same for England and Victoria, we arrive at the following table:—

Country.	Year.	Total Population.	Present at Inspection.	Percentage of Population present at Inspection.	Kinds of Schools referred to.	Authority.
England ..	1891	29,001,018	4,426,060	15.26	Public Elementary	Official Annual Report.
Victoria ..	1891	1,140,405	150,968	13.24	Public Elementary and Higher	Do. do. do.
Cape (white) ..	1891	376,987	20,888	5.54	Do. do.	Government Gazette.
Cape (all) ..	1891	1,527,224	54,970	3.59	Do. do.	Do. do.
Cape (coloured)	1891	1,150,237	34,082	2.96	Do. do.	Do. do.

On comparing the percentages here with the percentages in the preceding table, one curious fact comes to light, viz., that whereas in England and Victoria the percentage present at inspection is greater than the average percentage in attendance, in Cape Colony the reverse is the case. The cause of this does not lie far below the surface. For when we consult once more the Quarterly Abstract for January–March, 1891, we find that though there were 1,493 schools then in existence in the Colony, only 1,286 had been inspected during the year. In England and Victoria, on the other hand, not a single school escaped. Neglect to inspect is rendered practically impossible there, the absolutely inflexible rule being “No inspection, no grant.” Considering, however, the staff of Inspectors at the disposal of the Superintendent-General, one cannot wonder at the discrepancy between the total number of schools and the number of schools inspected: the wonder, indeed, is all the other way. Any educationist of moderate insight could tell at a glance that for years the Superintendent-General must have been fighting an uphill battle against great odds; and therefore all the more honour to him.

Facts from Unofficial Sources.—Although, as has above been said, a large body of facts from unofficial sources has been gathered together, I do not propose to make much use of them here. Suffice it to say that, so far as they happen to be complete for single Divisions of the Colony, they more or less closely corroborate the testimony of the Census Office. For one of the Divisions the information in my possession is wonderfully exhaustive, and I shall therefore take it as a typical case. This is the Division of *Stockenstrom*. A gentleman interested in education in *Stockenstrom* tried to procure for me at much trouble to himself the name of every child in the Division who ought to have been at school and was not. Although not entirely successful, he obtained the names of 217 children, and grouped them round seven centres where it was considered schools might most conveniently be placed. In other parts of the Division, whence he had been unable to obtain equally definite returns, he estimated that there were over 50 additional children; and for one locality in the adjoining Division of *Fort Beaufort* he furnished the names of 30 children. It will thus be seen that taking 25 as the average number of children attending a farm school—and 25 is considerably above the average—we are forced to the conclusion that there is room for 10 additional farm schools in the Division of *Stockenstrom* alone. This entirely agrees with the census returns, when allowance is made for the number of uneducated children above school-going age. Similar evidence goes to show that other Divisions are in a worse plight than *Stockenstrom*. Even the Division of *Albany* is not blameless, there being at least 10 farm centres with an average of 12 children each to be provided for.

Apathy in Stockenstrom and Fort Beaufort.—A recent piece of confirmatory official evidence in regard to two of the Divisions just mentioned is too interesting to be passed over, although it does not deal with all the

schools in the said Divisions, and therefore is not so complete as one would wish. This evidence comes from one of the latest monthly reports received from Inspector Ely. The report, on arrival at the office, was found to concern 17 schools in the Divisions of *Stockenstrom* and *Fort Beaufort*; and as my curiosity had been excited in regard to these Divisions, I took the trouble to analyse the statistics which the report furnished. Setting aside one of the schools as being exceptional in character, viz., the large Wesleyan Institution at *Heald Town*, I found that of the remaining 16 schools exactly eight were *Mission Schools* and eight were *Public Schools*. Here, therefore, was an excellent opportunity to compare the work done in the two kinds of schools, the amount of progress being made, and the cost per child to the Government. The result was the following pair of tables:—

WHITE SCHOOLS.

NAME OF SCHOOL.	On Roll 1892.	On Roll 1893.	Increase of Roll	Below Standard	Standard I.	Standard II.	Standard III.	Standard IV.	Above Standard IV.	Annual Government Grant.
Adelaide (U.P.S.)	95	95	0	12	7	20	7	21	26	£325
Klulku (U.P.S.)	11	10	-1	3	1	2	1	3		£30
Aasvogelkrantz (Circ.)	26	28	+2	9	5	3	5	6		£60
Seymour (U.P.S.)	52	36	-16	2	4	6	6	7	9	£100
Wilsonton (U.P.S.)	61	43	-18	17	6	6				£30
Readsdale (U.P.S.)	43	41	-2	7	4	9	8	5		£30
Lower Menzies (U.P.S.)	11	12	+1	2	3	1	5	1		£30
Menziesberg (U.P.S.)	20	18	-2	4	3	8	2		1	£45
Totals	319	283	-36	56	33	55	34	43	36	£650

COLOURED SCHOOLS.

NAME OF SCHOOL.	On Roll 1892.	On Roll 1893.	Increase of Roll	Below Standard	Standard I.	Standard II.	Standard III.	Standard IV.	Above Standard IV.	Annual Government Grant.
Tinis	73	56		21	9	9	5			£45
Ntoleni		42	25	28	4	3	2			£30
Hillside	51	56	5	17	8	11	7	6		£45
Boundary Hill	87	100	13	19	19	20	10	4		£45
Adelaide	44	48	4	8	19	10				£30
Uwezo	53	60	7	15	14	12	6	1		£40
Nobanda's	46	50	4	24	3	6	9	2		£40
Seymour	54	67	13	10	7	8	3			£30
Totals	408	479	71	142	83	79	42	13		£305

The manifest conclusions warranted by these two tables are (1) increased interest in education among the coloured people; the reverse among the whites; (2) Government expenditure per white child enrolled, £2 0s. 9d.; per coloured child, 12s. 9d.; (3) only one standard of difference on the average between the whites and coloured on leaving school.

Similar statistics for the whole Colony would be most valuable.

Average Leaving Standard.—The question of the average leaving standard, which has been referred to as the second of the two questions to be answered in bringing forward evidence in regard to educational destitution, can be very easily disposed of. So far as the coloured population is concerned, nothing

need be added to what has been said under Mission Schools. The corresponding statistics for the children of European descent are as follows:—

Below Standard	...	...	21.01 per cent.
Standard I.	...	...	17.77 „
Standard II.	...	...	19.17 „
Standard III.	...	...	18.91 „
Standard IV.	...	...	11.75 „
Standard V.	...	...	7.48 „
Standard VI (a)	...	...	2.19 „
Standard VI (b)	...	...	0.19 „
Above Standard	...	..	1.53 „

Grouping differently we have the three results:—

Below Standard	...	...	21.01 per cent.
Standards I-IV.	...	...	67.60 „
Above Standard IV.	...	...	11.39 „

In other words, of all the white children in school, about one-fifth are below the lowest standard, and about one-ninth are above Standard IV.

For the case of the whites who receive instruction in Circuit Schools, the figures are much less satisfactory, viz.:—

Below Standard	...	...	35.76 per cent.
Standard I.	...	...	30.70 „
Standard II.	...	...	23.89 „
Standard III.	...	...	7.91 „
Standard IV.	...	...	1.74 „

That is to say, more than a third are below the lowest Standard, and none are above Standard IV.*

As the Cape Standards differ from those of other countries it would be misleading to institute a comparison with the corresponding figures for England or Victoria.

Causes of Educational Destitution.—Sparseness of population, the purely voluntary character of the educational system, the apathy of parents, and poverty, seem to be the main causes of the state of affairs above indicated. The third of these, the apathy of parents, more especially in purely rural districts, I consider the most serious of all. Every inspector is conscious of it, and I have evidence of it in the Office every day. As the fact cannot fail to be well-known, I shall only quote one inspector's remarks on the subject. Inspector Woodrooffe says: "That the number of children of European parentage receiving instruction is far below what it ought to be, nobody will deny. Were poverty the only cause of this evil, the remedy would not be far to seek. But other causes, such as apathy and ignorance, contribute to it. Thus within my own limited experience there are cases in which Private Farm Schools have been established, where, if only the neighbours had united, a school under Order A Class III, might have been opened, giving instruction to three or four times as many children as are now being taught. Until there is more co-operation, and also a more general desire for education among the parents, we cannot expect to see much change for the better. Surely no very arduous effort would be required to double the number of A. III schools on farms."

SCHOOL INSPECTION.

The subject of school inspection has been incidentally dealt with above, and the facts there brought into notice need not be recapitulated. As will have been understood, the number of schools annually inspected has steadily

* One Circuit School recently existed with 24 children in attendance, whose average age was about 12 years, and every one of them was below the lowest standard. A more remarkable fact still was that the superintendent of it had arranged that the teacher should not remain more than six months, but should move to another place, very probably to tackle a gathering of like kind.

increased under my predecessor. For example, whereas the number for the year ending 31st March, 1891, was, as has been stated, 1,286, the number for the year following was 1,361. At present, with the help of a large number of casual examiners, (teachers, ministers, &c.), inspection is proceeding at the rate of 1,400 schools in a year, and by the beginning of April the rate will increase. So long, however, as the number of schools in existence far exceeds the number which can by any possibility be inspected in a year, the situation must be looked upon as eminently unsatisfactory. All educationists are agreed that efficient inspection is the corner-stone of any state-aided system of education, and as there would be grave public danger in forgetting this, I trust I may be pardoned for thus pointedly directing attention to the matter.

EDUCATION COMMISSION.

I have purposely avoided making any reference to the recent Education Commission's Report, not because I am unimpressed with the importance of it, but because it is desirable from more than one point of view that the two Reports be quite independent.

THE FUTURE.

The lesson for the future, which is to be learned from a perusal of this review of the educational system of the Colony, is that *organization ought to keep pace with growth*. On reading any one of these eight sections (1) Office Work; (2) School Buildings, &c.; (3) Subjects of Instruction; (4) School Curricula; (5) Teachers; (6) The School System; (7) Educational Destitution; (8) School Inspection; no man, I feel sure, who knows anything of the working of the various educational systems of the world but would say "Organize, organize." True it is that he would also probably advise the delimitation of the country into school areas and the appointment of a board of school managers for each area, and that when the educational apathy of parents was brought to his notice he would not hesitate to recommend compulsory education: but I am much mistaken if he would not give the first place of all to departmental organization. In a vigorous community with little aversion to change and with few other large problems to solve, all three reforms mentioned might be attempted at once: but I should question the wisdom of doing so in the present instance. To decree general compulsory education before one has in operation better machinery for producing school buildings, school teachers, &c., would be worse than confusing: to institute school boards throughout the country before the departmental machinery has been arranged for carefully supervising their labours would be less fatal but still objectionable. This amounts to saying that there are three predominant requirements, viz.:

- A. Departmental Organization,
- B. Compulsory Institution of School Boards,
- C. Compulsory Attendance of Pupils:

that all three might be attempted at one time; or that A might be attempted first, and B and C together at a later date; or that A, B and C might be taken in hand separately and in order. The last of these proposals, more especially if accompanied by certain possible improvements on the existing regulations, is in my opinion the wisest course to follow. A number of the improvements I can, on my own initiative, carry into effect, and will do so to the best of my ability. Others, such as those connected with building grants, boarding grants, "white" mission schools, poor schools, &c., I can only recommend for the consideration of the Government.

Building Grants.—This I do very earnestly in the case of the Building [G. 29—'93.]

Grants. The confinement of the advantages of the present system of building grants to communities of well-to-do people or people who are familiar with financial operations acts detrimentally on the cause of education. Not only is there the initial difficulty of raising the local half, especially in the rural districts and the poorer towns, but there is afterwards the uncertainty about the Government half, and between the two a powerful deterrent is produced. What I should recommend is that the £ for £ principle should be applied not to the capital sum wanted for building purposes but to the interest on the same. If, for example, a School Committee required £1,000 for building purposes, and if after due inquiry it was found by the Education Department that there was sufficient warrant for the expenditure and sufficient provision on the part of the School Committee for the payment of half the interest, the Government would under the proposed scheme lend the whole £1,000, and the Education Department would pay the remaining half of the interest, it being understood that the rate of interest charged would be such as to pay off the principal in the course of 30 or 40 years and defray any expenses connected with the loan. Even were the rate of interest referred to 7 per cent., thus entailing the annual payment of £35 by the said School Committee and £35 by the Education Department, it is an undeniable fact that in many communities it would be much easier to pay annually £35 than to raise all at once £500, and equally undeniable that to the Education Department the one proceeding ought to be as easy as the other. Further, the school buildings so financed would be Government property, and would be vested in trustees as recommended by the Education Commission: consequently all the present troubles as to the ownership of school buildings, and the twinges of conscience caused by spending Government grants on the improvement of private property would disappear.

Other lesser improvements I shall not at present refer to, this report having already run to about thrice its usual length, an excess, however, which the peculiar circumstances of the case will, I trust, sufficiently explain.

I have the honour to be,

Sir,

Your obedient Servant,

THOS. MUIR,
Superintendent-General of Education.

APPENDICES.

APPENDIX XV.

MR. CRAWSHAW'S REPORT ON TRANSKEIAN TERRITORIES.

The Superintendent-General of Education.

SIR,—I have the honour to submit my General Report for 1892. The district to which it refers is, roughly speaking, between the Kei River and Natal. From this, however, must be taken Fingoland, including the Idutywa Reserve, and also the Magistracy of St. Mark's, as only one small native school in that magistracy belongs to this district. It is not included in the tables. The town of Barkly East is also at present, for temporary reasons, joined to this district; it is not entered in the tables.

The three divisions of the district are Gealekaland, Tembuland, and Griqualand East. They include seventeen magistracies which, in the following table, are arranged in order of precedence, according to the predominance of the European population.

MAGISTRACY.		(Relative) per cent. of Population.		(Aggregate) Population.		Area in Square Miles.	Number of People to a Square Mile.	Number of Schools.	
		Eur. or White.	Nat. or Color'd.	Eur. or White.	Native or Colored.			Eur.	Nat.
1	St. John's.....	34·22	65·78	103	198	5	60·20	1	..
2	Maclear	27·99	72·01	1,092	2,809	916	4·26	1	3
3	Xalanga	20·26	79·74	3,364	13,244	1,156	14·37	8	18
4	Mount Currie	16·55	83·45	1,220	6,153	1,084	6·80	3	2
5	Matatiele	3·51	96·49	646	17,765	1,317	13·98	1	16
6	Umtata.....	2·89	97·11	1,010	33,989	620	56·45	1	8
7	Mount Ayliff	1·75	98·25	210	11,815	369	32·59	..	3
8	Umzimkulu	1·54	98·46	407	26,074	1,006	26·32	1	10
9	Mount Frere	1·28	98·72	296	22,793	684	33·76	..	15
10	Kentane	0·66	99·34	192	28,834	461	62·96	1	11
11	Mount Fletcher ..	0·62	99·38	86	13,776	1,005	13·79	..	12
12	Engcobo	0·59	99·41	330	55,163	1,063	52·20	1	25
13	Qumbu	0·55	99·45	128	23,240	564	41·43	..	18
14	Tsolo	0·27	99·73	65	24,043	649	37·15	..	14
15	Mqanduli	0·24	99·76	70	28,825	508	56·88	..	1
16	Willowvale	0·23	99·77	83	36,330	537	67·81	..	16
17	Elliotdale.....	0·16	99·84	35	21,984	299	73·52	..	2
Whole District.....		2·48	97·52	9,337	366,999	12,714	29·60	18	174
Whole Colony.....		24·68	75·32	376,987	1,150,237	221,311	6·90		

The figures in the above and two following tables, as well as in the body of this report, are taken from the returns of the Census for 1891, and from the reports published quarterly by the Education Department.

This is pre-eminently a native district, containing 31·91 per cent. (almost one-third) of the entire coloured population of the Colony, but only 2·47, or less than one-fortieth, of the European. The population is comparatively dense, there being more than 29½ people to the square mile, while the whole Colony has not quite 7. The coloured population consists almost entirely of Kaffirs of various tribes; there are also a few Basutos and Hottentots. Neglecting St. John's with its 5 square miles and population of 301, Maclear has the largest proportion of Europeans, 2 to 5 natives, and Elliotdale the smallest, 1 European to 628 natives. The average for the whole district is 1 to 40, and for the Colony 1 to 3. Matatiele is the largest magistracy, Elliotdale the smallest. Engcobo has the largest population, Maclear the smallest. Elliotdale has the largest number of people to the square mile, and Maclear the smallest.

The two following tables for the past three years (the time I have been inspecting in this district) give the number of schools receiving Government aid, the attendance and results of inspections in numbers and percentages. The European and native schools are given separately.

EUROPEAN SCHOOLS.

	Year.	Schools.	Teachers	Roll.	Present.	Below Standard.	I.	II.	III.	IV.	V.	VI.	Above Standard.	Total in Standards
Gcalekaland	1890	1	1	15	12	5	3	..	4	..	..	..	..	7
Do.	1891	1	1	9	9	2	1	..	5	1	..	..	..	7
Do.	1892	..	..	..	..	..	..	..	..	..	..	..	..	..
Tembuland	1890	6	10	151	133	47	31	31	18	6	..	..	..	86
Do.	1891	6	9	192	167	66	31	33	26	11	..	..	..	101
Do.	1892	10	15	308	292	104	55	67	38	22	6	..	..	188
Griqualand East.....	1890	4	4	53	49	30	7	8	3	1	..	..	..	19
Do.	1891	4	5	88	82	36	15	24	6	..	1	..	..	46
Do.	1892	8	12	135	123	41	30	26	24	2	..	..	..	82
Totals	1890	11	15	219	194	82	41	39	25	7	..	..	..	112
Do.	1891	11	15	289	258	104	47	57	37	12	1	..	..	154
Do.	1892	18	27	443	415	145	85	93	62	24	6	..	..	270
Percentages.....	1890	..	..	100	89	38	19	18	11	3	..	..	..	51
Do.	1891	..	..	100	89	36	16	20	13	4	..	..	..	53
Do.	1892	..	..	100	94	33	19	21	14	6	1	..	..	61

The European population is 9,337, and the number of children who should be attending school (taking the usual calculation of one-sixth of the population), 1,556 : 28½ per cent. of this number are on the rolls of these schools. This, however, by no means gives the total number of children under instruction. Many families living too far from any school centre have private tutors or governesses, and several, though not asking for Government aid, regularly avail themselves of the annual visit of the inspector to test the progress of their children. In a few instances elder children are sent to boarding schools in the Colony or Natal. The great difficulty and expense of travelling from and to school, for the holidays, prevents this from being at all general.

At a few of the towns or larger villages there are well conducted and prosperous schools. The least satisfactory are generally those started in the country, to meet the wants of the poorer class of farmers. These schools often apparently begin well, but generally make little progress, last about twelve months, and then are closed. Insufficient attendance and inability to meet the teacher's salary and other school expenses are the reasons assigned ; but indifference on the part of the parents and the incompetency of the teacher are more often the real reasons. To take two examples :—Near the foot of Barkly Pass, an enlightened farmer started a third-class public school on his farm, engaged a teacher, secured a Government grant, and paid the rest of the teacher's salary and all other school expenses out of his own pocket. He invited his poorer neighbours to send their children, without payment, but in less than two years the school had to be closed, because an attendance of even fifteen could not be kept up, though within easy walking distance were three times that number of children that could neither read nor write. Again, half-way between this farm and Ugie, there has, for several years, been another third-class school. There are thirty children on the roll—though there might well be three or four times that number. At the last inspection all the best work was done by some ten children, who alone attend regularly. The local contribution to the teacher's salary is not properly paid. A really able and energetic teacher would not long remain in such a situation. There seems but one remedy—the providing, in such places, of good free schools under capable teachers, and then compulsory attendance.

English is, in these schools, usually the medium of instruction, but a few of the scholars know no English, and do all their work and pass their standards in Dutch only.

NATIVE SCHOOLS.

	Year.	Schools.	Teachers	Roll.	Present.	Below Standard.	I.	II.	III.	IV.	V.	Above Standard.	Total in Standards.
Gcalekaland	1890	24	34	1,152	932	537	134	186	64	11	..	..	395
Do.	1891	23	31	1,063	866	474	158	143	78	13	..	..	392
Do.	1892	28	38	1,267	1,131	661	204	167	183	16	..	..	470
Tembuland.....	1890	48	81	2,646	2,164	1,251	344	317	163	57	26	6	913
Do.	1891	46	76	2,385	2,052	1,097	345	311	208	55	22	14	955
Do.	1892	54	94	2,948	2,486	1,277	447	406	147	89	28	5	1,209
Griqualand East	1890	69	102	3,728	3,228	2,002	584	410	191	34	7	..	1,226
Do.	1891	80	132	4,730	4,204	2,620	721	536	280	46	1	..	1,584
Do.	1892	92	152	5,452	4,803	2,821	870	700	355	52	4	..	1,987
Totals	1890	141	217	7,526	6,324	3,790	1,062	913	418	102	33	6	2,534
Do.	1891	149	239	8,178	7,122	4,191	1,224	990	566	114	23	14	2,931
Do.	1892	174	284	9,667	8,425	4,759	1,521	1,273	685	157	32	5	3,666
Percentages	1890	..	..	100	84	50	14	12	6	1 $\frac{1}{2}$	$\frac{1}{2}$	..	34
Do.	1891	..	..	100	87	51	15	12	7	1 $\frac{1}{2}$	$\frac{1}{2}$	..	36
Do.	1892	..	..	100	87	49	16	13	7	1 $\frac{1}{2}$	$\frac{1}{2}$	..	38

The native population is 366,999, and the number of children who might be attending school (taking the usual calculation for one-sixth of the population), 61,166; of this number 15½ per cent. are on the school rolls. This gives very nearly the total number under instruction, for the number attending unaided schools is very small, and only a boy or a girl, here and there, is sent to Lovedale or some other institution outside the district. Year by year there is a small increase in the number of schools, of scholars, and of passes in the different standards. The percentage of attendance and passes also slowly improves. There is a gradual and steady improvement in the school buildings, furniture, and equipment. School books are much better supplied than formerly. There are fewer really poor schools and fewer incompetent teachers than formerly. There is still, however, especially in the more remote districts, great difficulty in obtaining really good teachers. The salary offered, even to the best native teachers, is but small, and the local contribution in aid of the grant is not always paid; thus some of the ablest teachers are lost, as they accept other and better paid positions. Stringent means will have to be taken to meet this evil of the non-payment of the full salary promised.

Great credit is due to the Missionary Superintendents, without whom this work would fall to the ground. Many of them regularly visit, superintend and examine their schools. A few, unfortunately, though fully recognising the importance of this part of their work, are prevented by pressure of other duties from giving due attention to it; but there are still some (happily not many) who appear to think that, by acting as Treasurers they discharge all their duties as Superintendents.

Some misapprehensions about native education seem to be very common. It appears often to be taken for granted that all, or at least the greater part, of the native children are attending school. It is also said that this book education, even if good in itself, is carried much too far, and that it would be much better if, say, half the ordinary school hours were given to industrial training. Now in the whole district, covered by this report and containing one-third of the whole of the coloured population of the Colony, only 9,667 children (not one in six of the number of school age) even have their names on the school roll. The average attendance is 8,425, and of this number rather more than half (chiefly very young children) are below any standard; only one in every fifty has reached Standard IV, and this is not enough to supply the demand for teachers and the higher forms of native labour. It does not seem to be generally known that Standard VI cannot be taken in any native school whatever (not even, for example, at Lovedale). Standard V is allowed at Institutions only. The ordinary day schools may not go beyond Standard IV. Again, in all the smaller schools with a large proportion of young children and only one teacher, working for Standard IV is discouraged, if not exactly forbidden. In fact, the great bulk of the children attending school are simply taught the three R's—the necessary foundation of all further training, industrial or otherwise. Many indeed of those who know most about native education make quite an opposite complaint. They point out that of the total 3,667, who at the last inspection passed in standards, only 879 (not quite one in four), reached Standard III, and they say that a child leaving school with so much book knowledge only, as is represented by Standard II, soon forgets all, or nearly all, that has been learned, and that thus but little return is shown for the grant. All are of course agreed as to the value of industrial training, but to make it general in native schools would necessitate a very much larger and better staff of teachers, and would of course cost a proportionally large sum of money. Let anyone, who knows the conditions and surroundings of native life, consider the ordinary case of a day school with some fifty boys and girls and one teacher. Let him try to think out the details of a practical scheme for finding all these children (or even the elder half of them) some industrial training, however simple, under the guidance and direction of this one teacher. He will soon see how impossible is the task. At all head mission centres with a resident European missionary, some attempt, at least, is made at industrial training, and in many cases, with a fair share of success. Even at purely native schools, with native teachers and no resident or even visiting European Superintendent, attempts, on a small scale, at industrial training are not unknown.

I have the honour to be,
Sir,
Your obedient Servant,

C. J. CRAWSHAW,
Assistant Deputy Inspector.

Cape Town, 10th January, 1893.

APPENDIX I.

STATE EXPENDITURE for Public Education for the Financial Year ended 30th June, 1892.

<i>Establishment:—</i>			
Office Staff	...	...	£5,993 7 4
Contingencies	...	...	134 5 4
			£6,127 12 8
<i>Exclusive of Establishment.</i>			
University of the Cape of Good Hope	...	...	£2000 0 0
Do School and College Bursaries	...	...	300 0 0
Bursaries for 6th Standard and Laboratory Students	...	...	270 0 0
South African College	...	...	400 0 0
Art Schools at Cape Town, Port Elizabeth, and Graham's Town	...	...	600 0 0
Educational Museum	...	...	97 12 0
Higher Education Act	...	...	5,693 15 0
Undenominational Public Schools	...	...	42,818 9 2
District Boarding Schools	...	...	5,187 2 6
Private Farm Schools and Circuit Teachers	...	...	8,533 10 0
Mission Schools	...	...	22,760 4 2
Native Industrial Institutions	...	...	7,047 0 0
Pupil Teachers	...	...	5,914 8 4
Good Service Allowances to Teachers	...	...	4,590 10 0
Transport	...	...	2,202 11 8
Do. Sup.-General of Education (passage from Europe)	...	...	227 8 10
School Requisites	...	...	5,194 14 11
Examination for Certificates	...	...	238 7 9
School Buildings	...	...	725 0 0
			£114,740 14 4
<i>Transkei Territories.</i>			
Transkei	...	...	£4,425 10 0
Tembuland	...	...	3,032 11 8
Griqualand East	...	...	2,813 5 0
Good Service Allowances to Teachers	...	...	216 0 0
Pupil Teachers	...	...	202 10 0
Deputy Inspectors of Schools	...	...	750 0 0
Transport	...	...	582 0 0
School Requisites	...	...	622 19 10
			£12,644 16 6
<i>Pupil Teachers' Fund.</i>			
Interest on "Slave Compensation" and "Bible and School Funds"	...	...	417 0 0
Total			£133,930 3 6

APPENDIX II.

PUPIL TEACHERS' FUND.

1891.				£	s.	d.	1891.				£	s.	d.	
July.	To Balance	...	...	330	5	6	September	Quarter.	By Allowances to Pupil Teachers	...	107	5	0
December.	Received from the Master, Supreme Court	...	...	168	2	1	December	Quarter.	Do.	do.	104	5	0
							1892.	March	Quarter.	Do.	do.	100	10	0
							June	Quarter.	Do.	do.	105	0	0	
									Balance on the 30th June, 1892...	...	81	7	7	
				<u>£498</u>	<u>7</u>	<u>7</u>					<u>£498</u>	<u>7</u>	<u>7</u>	

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The Capital Sums of the "Slave Compensation" and "Bible and School Commission" Funds are held in Trust (Education Act No. 13 of 1865, Section II), the Interest on which is appropriated to the payment and training of Pupil Teachers in Mission Schools.

APPENDIX III.

PENSIONS GRANTED.

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

			AMOUNT.	DATE.
Andrew Smith, M.A.	...	...	£52 10 0	9 August, 1888.
Henry Nixon, B.A.	...	...	75 0 0	Do.
Francis McIntyre	...	...	87 10 0	1 April, 1889.
Elizabeth de Villiers	...	...	21 0 0	1 May, 1889.
John T. Eaton	...	...	52 10 0	1 July, 1889.
Petrus Beukman	...	...	21 0 0	1 January, 1890.
Theophilus Groenewald	...	...	24 0 0	1 July, 1891.
Jeanie Wilson	...	...	60 0 0	Do.
Annie M. Bradshaw	...	...	24 0 0	1 October, 1891.
Nanno Byrnes	...	...	21 0 0	Do.
Dr. F. D. Changuion	...	...	52 10 0	Do.
Constance E. Kidd	...	...	45 0 0	1 July, 1892.
Catherine Buchanan	...	...	52 10 0	1 October, 1892.

APPENDIX IV.
GOOD SERVICE LIST.

Description and Place of the School.	Name of Teacher.
<i>Albany.</i>	
Graham's Town, A. 1	J. Pemberton.
Sidbury, A. 2	Rev. J. Whiteside.
Kariega Valley, A. 3	Rev. A. G. Rainier.
Sevenfountains, A. 3	A. V. Harris.
Graham's Town, Wesleyan, B.	Mrs. Chapman.
Do Independent, B.	Miss S. Linney.
Do Kaffir Inst., C.	Rev. R. J. Mullins.
<i>Albert,</i>	
Burghersdorp, A. 1	Miss E. E. Kidwell
<i>Aliwal North.</i>	
Aliwal North, A. 1	Rev. A. L. Snell.
	Miss E. E. Orsmond.
James' Town, A. 3	E. J. v. d. Horst.
<i>Bathurst.</i>	
Southwell, A. 2	Rev. R. Bruce.
Clumber, A. 2	J. Quail.
Greathead's Party, P.F.S.	Miss E. Sparrow.
<i>Beaufort West.</i>	
Beaufort West A. 1	P. Reynolds.
Do D.R. Church, B.	Miss Gantz.
<i>Bedford.</i>	
Bedford, A. 1	E. J. Starkey, B.A.
	Miss T. Birkett.
Do R.C. Mission, B.	Miss F. Weisbecker.
<i>Bredasdorp.</i>	
Napier, Eng. Church, B.	Miss Herbert.
Elim, Moravian, B.	E. Pfeiffer.
	J. Haus.
<i>Caledon.</i>	
Caledon, Girls (Prep.), A. 1 ...	Miss Scheublé.
Do Boys, A. 2	J. C. Gericke.
Villiersdorp, A. 3	J. F. Zeeman.
Roodehoogte, A. 3	J. N. Coetzer.
Hermanus Pieter's Fontein, A. 3	D. v. Blommestein.
Greyton, A. 3	Miss U. Solms.
Caledon D.R. Church, B.	Miss M. Scheublé.
Do Eng. Church, B.	Miss Devine.
Twistwyk, Moravian, B.	P. S. Pfeiffer.
Genadendal Do	J. Jonker.

APPENDIX IV—(continued.)

Description and Place of the School.	Name of Teacher.
<i>Cape.</i>	
Cape Town, Boys, A. 1	W. T. Birch, M.A.
Green Point Do	G. T. Hosking, B.A.
Wynberg Do	H. J. Nixon.
Durbanville, A. 2	C. J. Häfele.
Woodstock, A. 2	N. Mackay.
Cape Town (S. Martin's), A. 2	T. S. Golightly.
Do Normal College	J. R. Whitton.
	J. Smith, M.A.
	G. A. Milne.
	J. Davidson.
	G. C. v. Binde.
	Miss Calderwood.
	" E. Thomas.
Salt River R.C. Miss., B.	" M. A. Martin.
	" A. Kilkelly.
Sea Point, B.	" Dryden.
Sarepta, Rhenish, B.	" A. M. Rath.
Maitland, Eng. Church, B.	" Musson.
Cape Town, D.R. Church, Bree-	
street, B	" M. B. Kirsten.
" D.R. Church, Han-	
over-street, B	" Olthoff.
" S. George's Orphan-	
age, B	Ann Daoma.
" Wes., Sydney-str., B	W. Thomas.
" Trinity, E.C., B	Miss E. Hanafey.
	" J. C. Forbes.
" S. Philip's, B	" Chaney.
" S. Aloysius, B	Brother Loman.
	" Willebrord.
" S. Bridget's, B	Sister M. Magdalen.
	" M. Xavier.
" Somerset Rd., R.C., B	" M. Aloysius.
" Sir Lowry Rd., do.	Miss Whyte.
	" Kennedy.
Rondebosch, S. Paul's, B	A. B. Wilkinson.
<i>Cathcart.</i>	
Goshen, Moravian, B	W. Mazwi.
<i>Ceres.</i>	
Ceres, A. 2	J. S. Fourie.
<i>Clanwilliam.</i>	
Wupperthal, Rhenish, B	Miss Leipoldt.

APPENDIX IV—(continued).

Description and Place of the School.	Name of Teacher.
<i>East London.</i>	
East London East, A. 1	Rev. H. Muller. R. Rein. Miss Mackay. ,, Roberts. Sister Michael. ,, Yolanda. Miss M. G. Bond.
,, R.C. Mission, B	
Newlands, E.C., S. Luke's, C	
<i>Fort Beaufort.</i>	
Fort Beaufort, A. 1	Dr. J. K. Dall.
Adelaide, A. 1	J. Lamont.
Tini's Location, Wesleyan, B	M. A. Radas.
Boundary Hill, Eng. Church, B	C. T. Martin.
<i>George.</i>	
George, Boys', A. 1	P. J. le Roux.
Do Girls', A. 1	Miss C. van Niekerk. ,, J. van Niekerk. ,, F. Searle.
Groot Brak River, A. 3	J. Hamer.
Voorbrug, A. 3	Rev. G. B. Anderson.
Pacaltsdorp Indep., B.	
<i>Glen Grey.</i>	
Lady Frere, A. 2	Rev. D. Dodd.
Mount Arthur, Wesleyan, C.	Simon Mabula.
<i>Graaff-Reinet.</i>	
Graaff-Reinet, Boys, A. 1	G. French.
Do Girls, A. 1	Miss H. Murray.
New Bethesda, A. 2	C. J. Immelman.
Graaff-Reinet, D.R.C., B.	C. P. Brink.
<i>Hanover.</i>	
Hanover, A. 2	A. C. Nelson.
<i>Humansdorp.</i>	
Quagga, A. 3	G. Varnfield.
Clarkson, Moravian, B.	R. Balie. E. Louis.
<i>Jansenville.</i>	
Jansenville, A. 3	Miss E. Kitchingman.
<i>Kimberley.</i>	
Kimberley, A. 1	A. Muller, B.A., LL.B.
Do Bean-st. Wesl, B.	H. J. Gordon.

APPENDIX IV—(continued).

Description and Place of the School.	Name of Teacher.
<i>King William's Town.</i>	
King William's Town, Boys', A. 1	G. H. Ball.
Do Girls', A. 1	Miss Martindale. Mrs. Adamson. Miss Cumming. ,, K. Hanrahan. ,, Cluver. Sister Augustine. ,, M. Raymond. ,, M. Alexia. ,, Alexandra. ,, Clara.
Middledrift, A. 3	W. Ntsikana.
Ferndale, P.F.S.	R. Fini.
King William's Town, Luth., B.	J. Ntsiko.
Do R.C. Miss., B.	H. Mbambisa. H. Kildasi. A. Mali. T. Tunyiswa. D. Dwishu. Rev. W. Rubusana.
<i>Knysna.</i>	
Knysna, A. 2	T. Leith.
Do Eng. Ch., B.	W. Breach.
<i>Komgha.</i>	
Komgha, A. 1	Rev. R. McCormick.
<i>Ladysmith.</i>	
Ladysmith, A. 2	J. R. Frylinck.
Hoeco, A. 3	M. P. Bloemkolk.
Ladysmith, Berlin, B.	Rev. C. Prozesky.
<i>Malmesbury.</i>	
Malmesbury, A. 1	A. P. Immelman.
Hopefield, A. 2	D. M. Bresler.
Riebeeck West, A. 2	W. Fouché.
Darling, A. 2	J. Cats.
Vredenburg, A. 3	J. H. de Smidt.
Lucasfontein, A. 3	A. W. Smit.
Biesjesfontein, P.F.S.	Miss M. D. Koch.
<i>Mossel Bay.</i>	
Mossel Bay, Girls, A. 1	Miss E. Mills.
Bland's Drift, P.F.S.	F. Muller.
Mossel Bay, Berlin, B.	Rev. C. Gerneke.

APPENDIX IV—(continued).

Description and Place of the School.	Name of Teacher.
<i>Murraysburg.</i>	
Murraysburg, Girls' ...	Miss A. Rittmann. ,, M. Lynn.
<i>Namaqualand.</i>	
Port Nolloth, A. 3 ...	Rev. C. E. Jones.
Springbokfontein, A. 3 ...	W. Hurst.
Concordia, Rhenish, B. ...	Miss Dönges.
<i>Oudtshoorn.</i>	
Oudtshoorn, Boys, A. 1 ...	J. Hoek.
Hasenjacht, A. 3 ...	A. P. de Vos.
Schoemansdorp, A. 3 ...	P. D. Jordaan.
Gamka, A. 3 ...	S. V. Woeke.
Welbedacht, A. 3 ...	J. Glynwright.
Vlakteplaats, A. 3 ...	J. R. Cellarius.
Oudtshoorn, Indept., B. ...	J. H. Wagner.
<i>Paarl.</i>	
Paarl, Boys', A. 1 ...	J. Rettie, M.A. J. Inglis, M.A.
Do. Girls', A. 1 ...	Miss Tobias.
Wellington, Girls', A. 1 ...	,, Bliss. ,, Palmer. ,, Malherbe. ,, Spijker.
Do Boys', A. 1 ...	R. MacCrone, M.A. E. Watermeyer.
Paarl, Gymnasium, A. 1 ...	Miss A. M. Harris.
Blauwvalley, A. 1 ...	M. J. Stucki. J. Wium. Miss E. H. Rossouw.
Simondium, A. 2 ...	G. P. Hutchinson.
Slot v. d. Paarl, A. 2 ...	G. v. Coppenhagen.
Groenberg, A. 2 ...	C. P. Hoogenhout.
North Paarl, A. 2 ...	A. J. Pepler.
Wagenmaker's Valley, A. 2 ...	S. J. de Villiers.
Klein Drakenstein, A. 2 ...	J. C. Dreyer.
Wellington, Huguenot Sem., D. ...	Miss Ferguson.
Lower Paarl, Eng. Ch., B. ...	,, Calder.
Klein Drakenstein, Eng. Ch., B. ...	E. Marsh.
Paarl, Zion Chapel, B. ...	A. J. Hendrickse.
Wellington, D.R.C., B. ...	A. Ruiter.
<i>Peddie.</i>	
Bell, A. 3 ...	Mrs. F. Bonaker.
Hamburg, A. 3 ...	T. W. Godden.

APPENDIX IV—(continued).

Description and Place of the School.	Name of Teacher.
<i>Piquetberg.</i>	
Porterville, A. 2 ...	G. F. Pienaar.
<i>Port Elizabeth.</i>	
Port Elizabeth (Grey Inst.), A. 1 ...	T. W. Wilson. W. le Cornu. G. F. Burbidge. G. W. Cassé, B.A. A. MacCuaig. Miss Herbert. ,, Walker.
Do R.C. Miss., Girls', B. ...	Sister M. Aloysias. Miss Kinna.
Do Do. Boys', B. ...	Brother Austin.
Do St. Peters, B. ...	Rev. G. Smith.
Do Strand-st., E.C., B. ...	R. W. Clarry.
Do St. Paul's, B. ...	Rev P. R. Mollett. Miss Morley.
<i>Prince Albert.</i>	
Prince Albert, Boys, A. 2 ...	W. G. Kleinschmidt.
<i>Queen's Town.</i>	
Queen's Town, A. 1 ...	F. Beswick.
Hackney, Independent, B. ...	T. Matumba.
Shiloh, Moravian, B. ...	J. Magungo.
<i>Riversdale.</i>	
Riversdale, Boys, A. 1 ...	C. F. Rosenow.
Do Berlin, B. ...	Miss F. Heese.
<i>Robertson.</i>	
Robertson, A. 1 ...	Miss Ebeling
Montague, A. 1 ...	J. G. Euvrard.
Lady Grey, A. 2 ...	S. B. Weich.
Klaas Vogt River, A. 3 ...	J. G. le Roux.
<i>Simon's Town.</i>	
Simon's Town, School of Industry, B. ...	Miss Gray. ,, Hartle.
<i>Somerset East.</i>	
Somerset East, Boys, A. 1 ...	A. Driver.
Do Girls, A. 1 ...	Miss E. Eksteen.
Dirskraal, P.F.S. ...	R. B. Roberson.
<i>Stellenbosch.</i>	
Stellenbosch, Boys, A. 1 ...	J. D. Krige.

APPENDIX IV—(continued).

Description and Place of the School.	Name of Teacher.
<i>Stellenbosch—(continued).</i>	
Stellenbosch, Rhenish, B. ...	J. S. Hahn.
Raithby, Wesleyan, B. ...	F. H. Wagner.
Eerste River, Eng. Ch., B. ...	M. P. Moyle.
<i>Stockenstrom.</i>	
Seymour, A. 2... ..	R. Dix.
<i>Stutterheim.</i>	
Stutterheim, A. 2	J. Walsh.
<i>Swellendam.</i>	
Klip River, D.R.C., B. ...	Mrs. Schuld.
Heidelberg, Indep., B. ...	Miss Helm.
<i>Tarka.</i>	
Tarkastad, Girls, A. 1 ...	Miss J. B. Mitchell. ,, A. Mitchell.
<i>Tulbagh.</i>	
Tulbagh, A. 2	P. D. Immelman.
<i>Uitenhage.</i>	
Uitenhage, Boys, A. 1 ...	J. Mitchell.
Do Girls, A. 1	Miss E. L. Brown.
Enon, Moravian, B.	A. Brauer.
<i>Uniondale.</i>	
Uniondale, A. 2	G. L. v. Heerde.
Haarlem, Berlin, B.	M. Groenewald.
<i>Victoria East.</i>	
Lovedale Institution, C. ...	Rev. W. J. B. Moir, M.A.
<i>Victoria West.</i>	
Victoria West, A. 2	M. Nicol.
<i>Worcester.</i>	
Worcester, Boys, A. 1	H. Hill, B.A. D. Bland.
Do. Girls, A. 1	Miss A. Smith. ,, Hatch. ,, Naudé
Rawsonville, A. 2	S. G. du Toit.
Goudienia, A. 2	M. J. v. d. Spuy.
Wagenboom River, A. 3 ...	C. J. C. Gie.

APPENDIX IV—(continued).

Description and Place of the School.	Name of Teacher.
TRANSKEI.	
<i>Fingoland.</i>	
Veldmans, C.	T. Ndwandwa.
Mbulukweza, C.	J. Mahali.
Cunningham, C.	S. Mpondo.
Blythwood, C.	Rev. J. McLaren, M.A.
Neisininde, C.	R. Ndungane.
Lutulis, C.	M. Mbeki.
Lotana, C.	H. Ntikinca.
Caba, C.	N. Daniel.
Ndakana (Mavusos), C. ...	P. S. Lusaseni.
Bulubes, C.	J. Xakekile.
Umgewe, C.	P. Xabanisa.
Hebehebe, C.	J. Makapela.
<i>Gcalekaland.</i>	
Mahasana, C.	E. Mda.
Ramra, C.	B. Dunga.
Ntsimbakazi, C.	J. Tshainca.
<i>Tembuland.</i>	
Clarkbury Institution, C. ...	Rev. H. W. Davis, B.A.
S. Mark's Do	N. Falati. Pauline Masiza.
Tshingeni, C.	W. Daniel.
Baziya, C.	P. Mgumi.
All Saints, C.	C. Mdudu.
Seplan, C.	E. S. Makalima.
<i>East Griqualand.</i>	
Mafube	M. Sehlabo.
Tsitsa (Pegong)	S. Malunga.

APPENDIX V.—(continued.)

CENSUS DISTRICT.	0 to 4 Years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
SECTION III.—(continued).								
TRANSKEI.								
87. Butterworth.....	16	27	19	12	10	10	5	8
88. Idutywa.....	22	17	16	15	9	5	17	1
89. Kentani.....	20	13	15	11	13	15	6	11
90. Nquamakwe.....	11	15	12	11	14	7	8	5
91. Tsomo.....	15	8	9	8	4	7	4	9
92. Willowvale.....	7	12	6	6	6	3	1	1
TRANSKEI. TOTAL	91	93	77	63	56	47	41	35
93. Walfish Bay.....	1	5	..	4	..	..	..	2
SECTION III. TOTAL	894	912	757	765	593	609	499	483

APPENDIX VI.

TABLE XVIII.—Showing for all Areas of every Census District or Fiscal Division, the number of Males and Females, other than European or White, at each Quinquennial Age Period, according to the Census of April, 1891.

CENSUS DISTRICT.	0 to 4 years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
THE COLONY.	89,643	94,191	79,462	78,855	81,584	76,251	60,682	60,893
SECTION I. <i>The Colony proper as constituted and bounded in 1875.</i>								
1. Aberdeen.....	296	345	268	229	212	181	170	161
2. Albany.....	1,062	1,121	915	910	970	800	719	807
3. Albert.....	545	549	390	391	467	367	583	291
4. Alexandria.....	721	687	620	559	522	421	349	357
5. Aliwal North.....	394	369	280	288	288	252	301	222
6. Barkly East.....	310	287	162	183	181	159	297	118
8. Bathurst.....	637	629	513	556	580	515	373	333
9. Beaufort West.....	420	406	401	366	359	326	235	234
10. Bedford.....	851	862	694	666	644	604	421	433
11. Bredasdorp.....	257	290	271	267	221	245	182	181
12. Caledon.....	524	473	457	495	461	413	350	322
13. Calvinia.....	558	546	506	459	459	451	347	399
14. Cape.....	3,501	3,634	3,028	3,169	2,644	2,720	2,256	2,774
15. Carnarvon.....	435	434	357	382	364	329	265	286
16. Cathcart.....	399	432	289	283	272	253	233	216
17. Ceres.....	255	282	304	262	253	250	184	179
18. Clanwilliam.....	539	534	542	510	464	450	320	378
19. Colesberg.....	325	353	265	266	277	256	205	190
20. Cradock.....	738	689	497	547	508	431	418	340
21. East London.....	1,113	1,085	909	919	940	828	862	873
22. Fort Beaufort.....	947	964	916	816	871	666	606	595
23. Fraserburg.....	258	269	268	238	188	217	152	176
24. George.....	431	440	419	460	397	368	272	306
25. Graaff-Reinet.....	856	864	699	703	681	581	496	465
26. Hanover.....	200	190	136	152	167	125	107	98
29. Herschel.....	2,043	2,248	1,720	1,782	2,118	1,921	1,386	1,448
30. Hope Town.....	281	274	233	212	214	189	177	134
31. Humansdorp.....	649	620	599	570	572	551	431	411
32. Jansenville.....	461	440	405	378	408	322	240	263
34. King William's Town	6,224	6,750	5,011	4,940	5,891	5,579	4,022	4,744
35. Knysna.....	269	282	259	241	245	200	159	171
36. Komgha.....	463	504	373	418	390	336	286	325
37. Ladismith.....	241	241	240	256	248	220	161	150
38. Malmesbury.....	1,042	1,086	1,015	1,039	934	821	766	599
39. Middelburg.....	385	421	335	288	290	267	268	201
40. Mossel Bay.....	365	325	319	341	278	292	183	219
41. Murraysburg.....	229	232	204	199	188	160	120	131
42. Namaqualand.....	991	970	859	847	814	722	594	627
43. Oudtshoorn.....	959	1,058	949	918	888	823	610	706
44. Paarl.....	1,098	1,084	1,061	980	887	929	624	601
45. Peddie.....	1,400	1,406	1,182	1,144	1,106	1,047	740	821
46. Philipstown.....	280	280	215	222	214	185	170	168
47. Piquetberg.....	398	418	362	408	369	344	240	265
48. Port Elizabeth.....	649	644	546	509	510	576	530	704
49. Prieska.....	155	173	170	153	166	125	105	118
50. Prince Albert.....	292	260	214	260	219	200	183	138
51. Queenstown.....	2,816	3,013	2,633	2,612	2,837	2,548	2,134	1,965
52. Richmond.....	342	370	260	294	271	231	177	193
53. Riversdale.....	466	445	417	431	379	340	287	299

APPENDIX VI—(continued).

CENSUS DISTRICT.	0 to 4 Years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
SECTION I.—(continued).								
54. Robertson	432	430	398	385	355	330	244	295
55. Somerset East	1,020	1,078	857	824	805	708	529	551
56. Stellenbosch	658	667	636	655	579	505	420	423
57. Steynsburg	189	205	143	143	114	119	265	88
58. Stockenstrom	469	467	432	401	407	363	294	331
59. Stutterheim	577	533	418	452	441	404	380	396
60. Sutherland	134	170	158	125	105	107	81	65
61. Swellendam	476	456	468	446	383	390	279	320
62. Tarka	359	373	259	229	252	198	226	189
63. Tulbagh	298	297	313	266	282	291	175	168
64. Uitenhage	1,062	1,159	1,052	968	869	837	672	669
65. Uniondale	384	370	353	367	352	315	227	259
66. Victoria East	598	632	529	481	588	488	499	575
67. Victoria West	256	292	230	256	237	222	146	192
68. Willowmore	400	396	375	344	334	271	222	245
69. Wodehouse	2,032	2,135	1,627	1,608	1,758	1,534	1,391	1,178
70. Worcester	581	602	515	459	444	450	351	342
SECTION I. TOTAL	48,995	50,540	42,450	41,927	42,131	38,708	31,697	32,421
SECTION II. <i>The late Province of Griqualand West, annexed in 1880.</i>								
7. Barkly West	959	1,108	936	952	979	826	690	702
27. Hay	432	372	340	334	320	263	256	224
28. Herbert	494	517	514	508	490	383	319	318
33. Kimberley	1,174	1,210	890	967	823	802	1,721	856
SECTION II. TOTAL	3,059	3,207	2,680	2,761	2,612	2,274	2,986	2,100
SECTION III. <i>The Native Territories, annexed since 1875.</i>								
EAST GRIQUALAND.								
71. Maclear	225	237	184	190	222	177	173	142
72. Matatielo	1,552	1,638	1,355	1,304	1,426	1,317	986	942
73. Mount Ayliff	1,015	1,079	903	841	947	797	612	587
74. Mount Currie	451	485	425	411	439	420	384	285
75. Mount Fletcher	1,320	1,316	1,071	1,024	1,128	1,091	638	748
76. Mount Frere	1,809	2,103	1,820	1,881	1,762	1,726	1,268	1,253
77. Qumbu	2,010	2,120	1,627	1,628	1,807	1,703	1,171	1,206
78. Tsolo	1,791	1,980	1,784	1,645	1,749	1,765	1,361	1,339
79. Umzimkulu	1,777	1,944	2,010	2,445	2,267	2,090	1,398	1,456
EAST GRIQUALAND. TOTAL	11,950	12,902	11,179	11,369	11,747	11,086	7,991	7,958
TEMBULAND.								
80. Elliotdale	1,363	1,512	1,391	1,398	1,758	1,619	1,409	1,378
81. Engcobo	4,376	4,651	3,867	3,758	4,621	4,353	2,643	2,924
82. Mquanduli	1,880	2,041	1,885	1,834	2,368	2,279	1,753	1,492
83. St. Mark's	1,382	1,631	1,648	1,622	1,824	1,641	1,369	1,091
84. Umtata	2,716	2,867	2,378	2,236	2,428	2,345	1,851	1,875
85. Xalanga	1,010	1,103	980	978	1,123	979	805	703
86. Port St. John's	10	16	8	13	5	12	19	12
TEMBULAND. TOTAL	12,737	13,821	12,157	11,839	14,127	13,228	9,849	9,475

APPENDIX VI—(continued).

CENSUS DISTRICT.	0 to 4 Years.		4 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
SECTION III.—(continued).								
TRANSKEI.								
87. Butterworth	1,297	1,352	1,048	1,093	1,057	1,079	857	881
88. Idutywa	1,941	2,211	1,849	1,840	1,756	1,719	1,375	1,574
89. Kentani	2,178	2,358	1,924	2,000	2,269	2,285	1,606	1,638
90. Ngamakwe	2,759	2,857	2,323	2,307	2,174	2,159	1,671	1,794
91. Tsomo	1,476	1,562	1,345	1,281	1,161	1,262	807	1,021
92. Willowvale	3,216	3,329	2,465	2,394	2,526	2,410	1,810	1,973
TRANSKEI. TOTAL	12,867	13,669	10,954	10,915	10,943	10,914	8,126	8,881
93. Walfish Bay	35	52	42	44	24	41	33	58
SECTION III. TOTAL	37,589	40,444	34,332	34,167	36,841	35,269	25,999	26,372

APPENDIX VII.—(continued.)

CENSUS DISTRICT.	0 to 4 Years.		4 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
SECTION III.—(continued).								
TRANSKEI.								
87. Butterworth	9	20	11	5	7	6	..	3
88. Idutywa. . . . .	..	..	..	..	..	..	..	..
89. Kentani . . . . .	..	..	..	..	..	..	..	..
90. Nqamakwe . . . . .	..	..	..	..	..	..	..	..
91. Tsomo . . . . .	..	..	..	..	..	..	..	..
92. Willowvale . . . . .	..	..	..	..	..	..	..	..
TRANSKEI. TOTAL	9	20	11	5	7	6	..	3
93. Walfish Bay . . . . .	..	..	..	..	..	..	..	..
SECTION III. TOTAL	123	138	112	115	85	87	44	66

APPENDIX VII.—(continued.)

TABLE XXI.—Showing for all Rural Areas of every Census District or Fiscal Division, the number of Males and Females, European or White, at each Quinquennial Age Period, according to the Census of April, 1891.

CENSUS DISTRICT.	0 to 4 Years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
THE COLONY.	19,644	18,965	17,365	16,880	14,759	13,869	11,347	11,279
SECTION I. <i>The Colony Proper, as constituted and bounded in 1875.</i>								
1. Aberdeen	213	197	160	180	147	140	124	102
2. Albany	225	225	216	186	201	164	146	125
3. Albert	639	618	553	565	427	424	313	380
4. Alexandria	185	186	180	164	154	144	101	106
5. Aliwal North	301	272	235	260	236	208	157	164
6. Barkly East	359	365	296	304	209	203	168	190
8. Bathurst	86	87	89	77	88	74	65	55
9. Beaufort West	256	228	224	197	169	144	135	137
10. Bedford	154	134	134	130	119	111	92	95
11. Bredasdorp	218	192	198	207	190	175	165	133
12. Caledon	380	343	357	371	321	258	272	242
13. Calvinia	461	452	398	381	302	276	235	266
14. Cape	329	310	318	286	291	228	196	190
15. Carnarvon	318	308	277	270	240	211	179	171
16. Cathcart	172	150	152	148	107	114	106	72
17. Ceres	150	153	128	154	117	105	90	94
18. Clanwilliam	372	339	326	336	298	304	213	229
19. Colesberg	243	239	193	196	159	177	137	118
20. Cradock	398	383	352	352	315	313	230	229
21. East London	183	152	175	170	126	143	102	101
22. Fort Beaufort	177	173	156	159	117	91	107	104
23. Fraserburg	293	312	255	250	190	208	161	154
24. George	323	319	299	267	248	238	170	203
25. Graaff-Reinet	259	225	228	191	179	190	150	140
26. Hanover	127	121	99	98	103	88	73	62
29. Herschel	11	15	12	8	8	10	7	9
30. Hope Town	266	226	211	187	182	168	123	145
31. Humansdorp	281	311	321	283	277	247	221	188
32. Jansenville	365	339	285	317	301	242	196	190
34. King Williams' Town	306	305	277	284	240	208	162	145
35. Knysna	253	243	243	236	199	208	183	156
36. Komgha	90	100	88	80	72	76	49	89
37. Ladismith	309	269	261	260	236	240	166	197
38. Malmesbury	714	691	625	618	545	513	401	411
39. Middelburg	272	269	226	222	254	195	169	155
40. Mossel Bay	226	195	204	203	164	191	139	139
41. Murraysburg	80	64	67	76	63	64	55	54
42. Namaqualand	280	258	228	203	202	196	146	139
43. Oudtshoorn	782	808	702	744	639	604	462	477
44. Paarl	237	250	236	242	252	220	206	182
45. Peddie	93	85	100	77	64	63	37	52
46. Philipstown	207	195	180	157	148	136	100	106
47. Piquetberg	502	494	467	422	403	399	313	315
48. Port Elizabeth	30	29	28	22	21	18	19	20
49. Prieska	173	164	125	152	101	89	92	88
50. Prince Albert	294	262	261	222	187	177	160	134
51. Queenstown	323	341	311	291	268	237	195	179
52. Richmond	154	168	114	156	114	105	95	81
53. Riversdale	474	456	461	431	390	422	287	333

APPENDIX VII.—(continued).

CENSUS DISTRICT.	0 to 4 Years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
SECTION I.—(continued).								
54. Robertson	317	322	294	279	250	225	163	186
55. Somerset East	492	467	429	394	339	323	290	294
56. Stellenbosch	127	123	129	129	122	137	126	96
57. Steynsburg	196	181	159	171	138	132	116	111
58. Stockenstrom	123	135	110	106	115	96	78	82
59. Stutterheim	136	176	141	127	104	87	84	73
60. Sutherland	183	181	186	170	130	117	76	80
61. Swellendam	362	334	331	289	281	240	198	198
62. Tarka	213	205	177	175	163	130	131	103
63. Tulbagh	89	104	103	88	81	80	75	44
64. Uitenhage	367	343	339	285	248	266	213	187
65. Uniondale	311	315	282	295	253	229	161	187
66. Victoria East	73	63	53	46	42	36	19	31
67. Victoria West	230	232	206	197	191	148	151	142
68. Willowmore	399	325	298	279	249	225	204	193
69. Wodehouse	434	436	387	393	306	265	277	247
70. Worcester	236	199	219	204	184	171	131	155
SECTION I. TOTAL	17,831	17,161	15,874	15,419	13,579	12,666	10,363	10,255
SECTION II. The late Province of Griqualand West, annexed in 1880.								
7. Barkly West	225	222	181	178	134	158	127	139
27. Hay	353	351	283	250	204	225	164	208
28. Herbert	222	202	163	172	149	136	123	133
33. Kimberley	242	255	219	211	185	162	115	127
SECTION II. TOTAL	1,042	1,030	846	811	672	681	529	607
SECTION III. The Native Territories, annexed since 1875.								
EAST GRIQUALAND.								
71. Maclear	94	88	68	93	62	63	40	44
72. Matatiele	62	58	41	47	36	42	33	30
73. Mount Ayliff	7	7	..	2	4	..	10	6
74. Mount Currie	64	71	54	49	48	36	37	27
75. Mount Fletcher	8	7	2	9	3	4	2	3
76. Mount Frere	24	25	15	15	8	11	15	11
77. Qumbu	4	5	4	3	..	1	1	1
78. Tsolo	3	6	3	6	1	..	4	1
79. Umzimkulu	26	26	38	28	13	11	20	11
EAST GRIQUALAND. TOTAL	292	293	225	252	175	168	162	134
TEMBULAND.								
80. Elliotdale	5	1	2	1	2	..	1	1
81. Engcobo	34	34	18	25	17	12	15	16
82. Mqanduli	8	4	7	..	2	1	3	..
83. St. Mark's	22	26	21	13	20	12	13	10

APPENDIX VII.—(continued).

CENSUS DISTRICT.	0 to 4 Years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
TEMBULAND.—(continued).								
84. Umtata	39	38	35	30	22	25	14	18
85. Xalanga	288	299	270	265	221	263	206	202
86. Port St. John's .....	..	1	1	2	..	..	..	2
TEMBULAND. TOTAL	396	403	354	336	284	313	252	249
TRANSKEI.								
87. Butterworth	7	7	8	7	3	4	5	5
88. Idutywa	22	17	16	15	9	5	17	1
89. Kentani	20	13	15	11	13	15	6	11
90. Nqamakwe	11	16	12	11	14	7	8	5
91. Tsomo	15	8	9	8	4	7	4	9
92. Willowvale	7	12	6	6	6	3	1	1
TRANSKEI. TOTAL	82	73	66	58	49	41	41	32
93. Walfish Bay	1	5	..	4	..	..	..	2
SECTION III. TOTAL	771	774	645	650	508	522	455	417

APPENDIX VIII.

TABLE XX.—Showing for all Urban Areas of every Census District or Fiscal Division, the number of Males and Females, other than European or White, at each Quinquennial Age Period, according to the Census of April 1891.

CENSUS DISTRICT.	0 to 4 Years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
THE COLONY.	10,475	10,730	8,976	9,351	8,152	9,175	8,415	9,644
SECTION I. <i>The Colony Proper, as constituted and bounded in 1875.</i>								
1. Aberdeen	35	37	30	30	21	28	17	33
2. Albany	258	292	218	237	244	259	222	337
3. Albert	94	109	60	91	73	79	99	77
4. Alexandria	1	9	4	5	7	14	7	12
5. Aliwal North	96	107	85	86	71	84	85	116
6. Barkly East	21	22	4	16	10	17	27	19
8. Bathurst	73	58	42	40	39	38	38	41
9. Beaufort West	107	118	108	93	82	100	62	81
10. Bedford	41	58	35	36	42	54	28	49
11. Bredasdorp	49	50	51	45	30	42	22	46
12. Caledon	76	72	66	72	71	71	52	74
13. Calvinia	30	32	33	32	18	32	15	27
14. Cape	2,879	2,968	2,464	2,547	2,040	2,240	1,843	2,446
15. Carnarvon	82	65	48	64	51	54	32	62
16. Cathcart	16	14	6	12	7	8	11	18
17. Ceres	97	100	123	95	99	114	64	84
18. Clanwilliam	38	49	46	36	39	48	25	48
19. Colesberg	75	71	61	67	68	83	32	64
20. Cradock	207	199	149	158	122	168	132	138
21. East London	94	131	68	77	84	82	174	121
22. Fort Beaufort	79	79	45	48	61	71	46	73
23. Fraserburg	34	31	33	29	26	30	18	36
24. George	168	156	141	183	160	148	123	134
25. Graaff-Reinet	259	249	197	239	225	215	156	189
26. Hanover	39	31	26	22	25	21	19	27
29. Herschel .....	..	..	..	..	..	..	..	..
30. Hope Town	20	27	22	16	21	21	14	18
31. Humansdorp	67	59	56	56	45	61	48	57
32. Jansenville	18	27	24	19	32	25	12	33
34. King William's Town	165	157	97	127	148	122	222	240
35. Knysna	37	33	29	34	30	35	32	41
36. Komgha	5	7	1	6	7	9	21	18
37. Ladismith	31	26	21	23	17	25	15	25
38. Malmesbury	198	187	171	208	145	179	117	126
39. Middelburg	56	53	68	59	41	62	35	64
40. Mossel Bay	99	89	84	99	81	78	51	77
41. Murraysburg	39	47	45	44	27	32	15	46
42. Namaqualand	163	170	136	121	114	101	89	105
43. Oudtshoorn	183	222	181	163	162	158	116	196
44. Paarl	493	500	502	464	412	522	315	349
45. Peddie	32	54	34	43	57	24	49	52
46. Philipstown	62	67	51	52	39	65	36	76
47. Piquetberg	47	51	46	54	34	52	32	42
48. Port Elizabeth	603	583	493	461	448	535	491	686
49. Prieska	17	20	8	11	18	11	8	22
50. Prince Albert	72	64	61	71	44	58	44	45
51. Queenstown	153	132	78	110	98	140	123	183
52. Richmond	77	75	50	76	49	51	42	61
53. Riversdale	75	70	80	86	64	81	61	82

APPENDIX VIII.—(continued).

CENSUS DISTRICT.	0 to 4 Years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
SECTION I.—(continued).								
54. Robertson	134	151	140	136	108	137	78	133
55. Somerset East	154	155	145	144	128	135	95	118
56. Stellenbosch	272	256	262	249	240	260	180	222
57. Steynsburg	23	27	19	21	8	15	17	10
58. Stockenström	16	15	19	16	17	11	14	25
59. Stutterheim	81	80	59	62	68	74	60	100
60. Sutherland	10	14	16	7	8	21	8	14
61. Swellendam	199	211	217	210	171	190	116	158
62. Tarka	19	20	16	25	21	26	13	36
63. Tulbagh	190	176	189	159	183	194	88	109
64. Uitenhage	178	177	193	184	166	190	112	175
65. Uniondale	87	74	70	88	65	82	48	69
66. Victoria East	35	42	23	37	91	64	189	160
67. Victoria West	29	39	33	32	29	50	30	56
68. Willowmore	48	48	40	43	43	39	32	38
69. Wodehouse	14	26	19	14	12	26	27	27
70. Worcester	232	235	218	201	202	244	169	204
SECTION I. TOTAL	9,381	9,573	8,159	8,391	7,408	8,305	6,613	8,650
SECTION II. <i>The late Province of Griqualand West, annexed in 1880.</i>								
7. Barkly West	115	139	95	104	100	114	83	93
27. Hay	22	16	17	24	11	9	14	14
28. Herbert	33	34	23	17	24	22	6	19
33. Kimberley	796	824	575	678	481	554	1,471	653
SECTION II. TOTAL	966	1,013	710	823	616	699	1,574	779
SECTION III. <i>The Native Territories, annexed since 1875.</i>								
EAST GRIQUALAND.								
71. Maclear	17	9	3	5	5	6	7	13
72. Matatiele .....	..	..	..	..	..	..	..	..
73. Mount Ayliff .....	..	..	..	..	..	..	..	..
74. Mount Currie	81	102	81	96	88	104	79	90
75. Mount Fletcher .....	..	..	..	..	..	..	..	..
76. Mount Frere .....	..	..	..	..	..	..	..	..
77. Qumbu	1	1	..	1	5	4	7	6
78. Tsolo .....	..	..	..	..	..	..	..	..
79. Umzimkulu .....	..	..	..	..	..	..	..	..
EAST GRIQUALAND. TOTAL	99	112	84	102	98	114	93	109
TEMBULAND.								
80. Elliotdale .....	..	..	..	..	..	..	..	..
81. Engcobo .....	..	..	..	..	..	..	..	..
82. Mqanduli .....	..	..	..	..	..	..	..	..
83. St. Mark's .....	..	..	..	..	..	..	..	..

APPENDIX VIII.—(continued).

CENSUS DISTRICT.	0 to 4 Years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
TEMBULAND.—(continued).								
84. Umtata	24	21	20	31	23	50	103	83
85. Xalanga .....	..	..	..	..	..	..	..	..
86. Port St. John's	4	10	3	1	2	6	16	10
TEMBULAND. TOTAL	28	31	23	32	30	56	119	93
TRANSKEI.								
87. Butterworth	1	1	..	3	..	1	16	13
88. Idutywa .....	..	..	..	..	..	..	..	..
89. Kentani .....	..	..	..	..	..	..	..	..
90. Nqamakwe .....	..	..	..	..	..	..	..	..
91. Tsomo .....	..	..	..	..	..	..	..	..
92. Willowvale .....	..	..	..	..	..	..	..	..
TRANSKEI. TOTAL	1	1	..	3	..	1	16	13
93. Walfish Bay .....	..	..	..	..	..	..	..	..
SECTION III. TOTAL	128	144	107	137	128	171	228	215

APPENDIX VIII.—(continued).

TABLE XXII.—Showing, for all Rural Areas of every Census District or Fiscal Division, the number of Males and Females, other than European or White, at each Quinquennial Age Period, according to the Census of April, 1891.

CENSUS DISTRICT.	0 to 4 Years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
THE COLONY.	79,168	83,461	70,486	69,504	73,432	67,076	52,267	51,249
SECTION I. <i>The Colony proper, as constituted and bounded in 1875.</i>								
1. Aberdeen	261	308	238	199	191	153	153	128
2. Albany	804	829	697	673	726	541	497	470
3. Albert	451	440	330	300	394	288	484	214
4. Alexandria	720	678	616	554	515	447	342	345
5. Aliwal North	298	262	195	202	217	168	216	106
6. Barkly East	289	265	158	167	171	142	270	99
8. Bathurst	564	571	471	516	541	477	335	292
9. Beaufort West	313	288	293	273	277	226	173	153
10. Bedford	810	804	659	630	602	550	393	384
11. Bredasdorp	208	240	220	222	191	203	160	135
12. Caledon	448	401	391	423	390	342	298	248
13. Calvinia	528	514	473	427	441	419	332	372
14. Cape	622	666	564	622	604	480	413	328
15. Carnarvon	353	369	309	318	313	275	233	224
16. Cathcart	383	418	283	271	265	245	222	198
17. Ceres	158	182	181	167	154	136	120	95
18. Clanwilliam	501	485	496	474	425	402	295	330
19. Colesberg	250	282	204	199	209	173	173	126
20. Cradock	531	490	348	389	386	263	286	202
21. East London	1,019	954	841	842	856	746	688	752
22. Fort Beaufort	868	885	871	768	810	595	560	522
23. Fraserburg	224	238	235	209	162	187	134	140
24. George	263	284	278	277	237	220	149	172
25. Graaff-Reinet	597	615	502	464	456	366	340	276
26. Hanover	161	159	110	130	142	104	88	71
29. Herschel	2,043	2,248	1,720	1,782	2,118	1,921	1,386	1,448
30. Hope Town	261	247	211	196	193	168	163	116
31. Humansdorp	582	561	543	514	527	490	383	354
32. Jansenville	443	413	381	359	376	297	228	230
34. King William's Town	6,059	6,593	4,914	4,813	5,743	5,457	3,800	4,504
35. Knysna	232	249	230	207	215	165	127	130
36. Komgha	458	497	372	412	383	327	265	307
37. Ladismith	210	215	219	233	231	195	146	125
38. Malmesbury	844	899	844	831	789	642	649	473
39. Middelburg	329	368	267	229	249	205	233	137
40. Mossel Bay	266	236	235	242	197	214	132	142
41. Murraysburg	190	185	159	155	161	128	105	85
42. Namaqualand	828	800	723	726	700	621	505	522
43. Oudtshoorn	776	836	768	755	726	665	494	510
44. Paarl	605	584	559	516	475	407	309	252
45. Peddie	1,368	1,352	1,148	1,101	1,049	1,023	691	769
46. Philipstown	218	213	164	170	175	120	134	92
47. Piquetberg	351	367	316	354	335	292	208	223
48. Port Elizabeth	46	61	53	48	62	41	39	18
49. Prieska	138	153	162	142	148	114	97	96
50. Prince Albert	220	196	153	189	175	142	139	93
51. Queenstown	2,663	2,881	2,555	2,502	2,739	2,408	2,011	1,782
52. Richmond	265	295	210	218	222	180	135	132
53. Riversdale	391	375	337	345	315	259	226	217

APPENDIX VIII.—(continued).

CENSUS DISTRICT.	0 to 4 Years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
SECTION I.—(continued).								
54. Robertson	298	279	258	249	247	193	166	162
55. Somerset East.....	866	923	712	680	677	573	434	433
56. Stellenbosch.....	386	411	374	406	339	245	240	201
57. Steynsburg.....	166	178	124	122	106	104	248	78
58. Stockenström.....	453	452	413	385	390	352	280	306
59. Stutterheim.....	496	453	359	390	373	330	320	296
60. Sutherland.....	124	156	142	118	97	86	73	51
61. Swellendam.....	277	245	251	236	212	200	163	162
62. Tarka.....	340	353	243	204	231	172	213	153
68. Tulbagh.....	108	121	124	107	99	97	87	59
64. Uitenhage.....	884	982	859	784	703	647	560	494
65. Uniondale.....	297	296	283	279	287	233	179	190
66. Victoria East.....	563	590	506	444	497	424	310	415
67. Victoria West.....	227	253	197	224	208	172	116	136
68. Willowmore.....	352	348	335	301	291	232	190	207
69. Wodehouse.....	2,018	2,109	1,608	1,594	1,746	1,508	1,364	1,151
70. Worcester.....	349	367	297	258	242	206	182	138
SECTION I. TOTAL	39,614	40,967	34,291	33,536	34,723	30,403	25,084	23,771
SECTION II. <i>The late Province of Griqualand West, annexed in 1880.</i>								
7. Barkly West.....	844	969	841	848	879	712	607	609
27. Hay.....	410	356	323	310	309	254	242	210
28. Herbert.....	461	483	491	491	466	361	313	299
33. Kimberley.....	378	386	315	289	342	248	250	203
SECTION II. TOTAL	2,093	2,194	1,970	1,938	1,996	1,575	1,412	1,321
SECTION III. <i>The Native Territories, annexed since 1875.</i>								
EAST GRIQUALAND.								
71. Maclear.....	208	228	181	185	217	171	166	129
72. Matatiele.....	1,552	1,638	1,355	1,304	1,426	1,317	986	942
73. Mount Ayliff.....	1,015	1,079	903	841	947	797	612	587
74. Mount Currie.....	370	383	344	315	351	316	305	195
75. Mount Fletcher.....	1,320	1,316	1,071	1,024	1,128	1,091	638	748
76. Mount Frere.....	1,809	2,103	1,820	1,881	1,762	1,726	1,268	1,253
77. Qumbu.....	2,009	2,119	1,627	1,627	1,802	1,699	1,164	1,200
78. Tsolo.....	1,791	1,980	1,784	1,645	1,749	1,765	1,361	1,339
79. Umzimkulu.....	1,777	1,944	2,010	2,445	2,267	2,090	1,398	1,456
EAST GRIQUALAND. TOTAL	11,851	12,790	11,095	11,267	11,649	10,972	7,898	7,849
TEMBULAND.								
80. Elliotdale.....	1,363	1,512	1,391	1,398	1,758	1,619	1,409	1,378
81. Engcobo.....	4,376	4,651	3,867	3,758	4,621	4,353	2,643	2,924
82. Mqanduli.....	1,880	2,041	1,885	1,834	2,368	2,279	1,753	1,492
83. St. Mark's.....	1,382	1,631	1,648	1,622	1,824	1,641	1,369	1,091
84. Umtata.....	2,692	2,846	2,358	2,205	2,400	2,295	1,748	1,792
85. Xalanga.....	1,010	1,103	980	978	1,123	979	805	703
86. Port St. John's.....	6	6	5	12	3	6	3	2
TEMBULAND. TOTAL	12,709	13,790	12,134	11,807	14,097	13,172	9,730	9,382

APPENDIX VIII.—(continued).

CENSUS DISTRICT.	0 to 4 Years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
TRANSKEI.								
87. Butterworth.....	1,296	1,351	1,048	1,090	1,057	1,078	841	868
88. Idutywa.....	1,941	2,211	1,849	1,840	1,756	1,719	1,375	1,574
89. Kentani.....	2,178	2,358	1,924	2,000	2,269	2,285	1,606	1,638
90. Nqamakwe.....	2,759	2,857	2,323	2,307	2,174	2,159	1,671	1,794
91. Tsomo.....	1,476	1,562	1,345	1,281	1,161	1,262	807	1,021
92. Willowvale.....	3,216	3,329	2,465	2,394	2,526	2,410	1,810	1,973
TRANSKEI. TOTAL	12,866	13,668	10,954	10,912	10,943	10,913	8,110	8,868
93. Walfish Bay.....	35	52	42	44	24	41	33	58
SECTION III. TOTAL	37,461	40,300	34,225	34,030	36,713	35,098	25,771	26,157

APPENDIX IX.

TABLE XXIII.—Showing, for certain Nineteen Chief Towns, the number of Males and Females, European or White, at each Quinquennial Age Period, according to the Census of April, 1891.

CITY OR TOWN.	0 to 4 Years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Cape Town.....	1,511	1,519	1,417	1,374	1,238	1,240	1,164	1,131
Kimberley.....	848	895	700	700	511	506	460	483
Port Elizabeth.....	852	787	789	776	698	751	632	695
Graham's Town.....	415	395	375	388	425	442	357	418
Beaconsfield.....	390	346	280	273	213	196	168	176
Paarl.....	201	211	204	211	165	193	144	165
King William's Town....	324	335	367	308	304	343	260	350
East London.....	357	334	301	328	259	243	238	245
Graaff-Reinet.....	196	172	181	166	147	164	165	207
Worcester.....	144	130	120	125	135	123	104	108
Uitenhage.....	236	212	233	218	195	174	160	174
Cradock.....	143	131	107	92	77	106	72	87
Oudtshoorn.....	181	171	159	157	123	135	115	139
Queenstown.....	146	161	161	133	134	126	118	119
Stellenbosch.....	60	66	76	55	68	100	88	80
Beaufort West.....	87	92	86	79	60	75	53	73
Malmesbury.....	81	83	83	71	60	83	61	62
Aliwal North.....	62	71	62	69	63	47	37	52
Swellendam.....	44	50	54	52	56	52	40	45
TOTAL	6,278	6,161	5,755	5,575	4,931	5,099	4,436	4,809

APPENDIX X.

TABLE XXIV.—Showing, for certain Nineteen Chief Towns, the number of Males and Females, other than European or White, at each Quinquennial Age Period, according to the Census of April, 1891.

CITY OR TOWN.	0 to 4 Years.		5 to 9 Years.		10 to 14 Years.		15 to 19 Years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Cape Town.....	1,805	1,904	1,505	1,557	1,212	1,325	1,094	1,506
Kimberley.....	531	549	373	455	350	381	1,191	480
Port Elizabeth.....	558	530	449	439	416	500	472	667
Graham's Town.....	220	258	178	203	208	243	201	316
Beaconsfield.....	252	260	190	215	119	156	263	156
Paarl.....	354	380	369	325	294	378	212	261
King William's Town....	99	97	53	80	80	84	150	201
East London.....	64	94	47	48	45	55	121	97
Graaff-Reinet.....	250	227	181	217	195	198	136	174
Worcester.....	223	228	212	194	199	238	165	198
Uitenhage.....	142	142	160	143	135	149	91	155
Cradock.....	196	194	146	153	119	159	123	132
Oudtshoorn.....	160	184	156	141	133	142	99	174
Queenstown.....	104	84	53	74	60	81	82	127
Stellenbosch.....	164	162	167	148	140	164	112	142
Beaufort West.....	107	118	108	93	82	100	62	81
Malmesbury.....	110	90	100	126	74	108	68	81
Aliwal North.....	65	81	56	57	45	60	58	74
Swellendam.....	68	77	73	94	75	70	46	61
TOTAL	5,472	5,659	4,576	4,762	3,981	4,591	4,746	5,083

APPENDIX No. XI.

DEPARTMENT OF PUBLIC EDUCATION. SCHOOL INSPECTION SUMMARY.*

Division.....; Place and Name.....; Order and Class.....; Date of Inspection.....; Date of last Inspection.....

STAFF.

Rank.	Name.	Degree or Academic Certificate.	Professional Certificate.	No. of yrs. under Edn. Dep.	Govt. Grant.	Work.
Principal Vice P. Assist.						

PUPILS.

	Boys.	Girls.	White.	Coloured.	Total.
Number on Books					
„ present at Inspection					
„ withdrawn since last Inspection ..					
„ admitted „ „ „					

EXTRA SUBJECTS.

Not including the higher subjects required in the particular grade of school, nor those for which an extra fee is charged.

	No. of Pupils.	By whom taught.	Hours a week devoted.
Singing			
Drawing			
Sewing			
Drill and Physical Training ..			

STANDARDS.

	Presented.	Succeeded.	Failed.	Final Classification.				
				Boys.	Girls.	White.	Coloured.	Total.
<i>Above Standard</i>								
Standard VI.								
„ V.								
„ IV.								
„ III.								
„ II.								
„ I								
Total for Standards ..								
<i>Below Standard</i> ..								

PROGRESS.

Number present who were present at last Inspection.....; Of these,reached higher Standard this time;reached the same Standard; and.....reached a lower Standard.

[Here add General Report.]

Inspector of Schools.

* Separate Forms to be used for each recognized Department. The details italicized to be filled in by Inspector: all else by the principal teacher.

APPENDIX No. XII.

DEPARTMENT OF PUBLIC EDUCATION. RETURN OF TEACHER'S QUALIFICATIONS AND SERVICES.

- Name in Full.....
- Date and Place of Birth
- Present Position.....
- Total Salary and Allowances.....
- Government Grant in Aid of Salary.....

Qualifications: (Full dates to be given)

- Details of Professional Training
- Teachers' Certificates.....
- Degrees or other Academic Certificates.....
- Science and Art Certificates.....
- Other Qualifications, not specified above.....

Record of Service in connection with this Department or otherwise.

Class and Grade.	SCHOOL. Name and Place.	Fiscal Division if in Cape Colony.	Rank or Position: Principal or Assistant.	Position held.		Remarks. (Cause of leaving; leave of absence; breaks in Service; &c.)
				From (Full dates.)	To	
1 2, 3, &c.						

I certify that the above is a correct statement of my Qualifications and Services as a Teacher.

APPENDIX XIII.

Voucher to be sent to the Superintendent-General of Education during last week in March in each year. [Date of Posting.....March, 189..]

School.....
Teacher's name in full.....
Position. [Here insert Head Teacher, Assistant Teacher or Sewing Teacher, as the case may be]

Period.....
Government Grant £.....
Local Contribution £.....
Total amount actually received £.....

I hereby declare that the whole of the Salary due to me for the year 189 as stated above has been actually paid to me.

.....Teacher.

I believe the above statement to be correct.

.....
Superintendent.

[G. 29-'93.]

M

APPENDIX XIV.

FORM OF RECEIPT to be furnished to the Superintendent-General of Education by the Teachers in the School, at _____, for the quarter ended 18 _____.

Teachers.		Period.	Government Grant.	Local Contribution.	Total.	We, the undersigned, do acknowledge to have received the sums opposite our respective names, being in full of our salaries for the period specified. [No stamps required.]
Position.	Name.					

I hereby certify that the above-mentioned Teachers and Pupil Teachers have been actually employed during the periods above stated.

.....Head Teacher.

For Appendix XV see page 46.

APPENDIX XVI.

FORM OF APPLICATION FOR GRANT TO A NEW SCHOOL.

SITUATION OF SCHOOL.

Division.	Place.	Name of nearest Aided School.	Distance of nearest Aided School.

SCHOOL BUILDINGS, &c.

Dimensions of School Rooms.	Kind of Floor.	Means of Ventilation.	Furniture.	Out-Offices.	Playground.

PUPILS.

Number of Children of school-going age (from 4 to 15 years) who live within a mile from school station.	Number who live within half distance to nearest School.	Number already in attendance.	Number not attending but desirous to attend.

TEACHER.

Name.	Age.	Number of years he has already taught.	Where last employed.	Professional Certificates.*

* If the teacher be not certificated a statement in his own writing, giving the details of his education and professional training, should be attached.

FINANCE.

School Fee per pupil per month.	Annual Income expected from fees.	Annual Grant asked from Government.	Full Salary guaranteed to teacher.	Is a free dwelling-house given?	Is board given?

Proposed full name of School.

Proposed Managers
.....

Proposed Correspondent

Address of Correspondent.....

[When the Correspondent has filled in the above details, he is to send the form to the Inspector in whose circuit the proposed school is situated, in order that the said Inspector may write his report on the other side and forward the form thus completed to the Authorising Branch of the Education Office.]

Date.....