

CAPE OF GOOD HOPE.

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Department of Public Education.

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REPORT

OF THE

SUPERINTENDENT-GENERAL

OF

E D U C A T I O N

FOR THE YEAR 1893.

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examinations. Similarly, the exceedingly important work of collecting and digesting the Inspectors' weekly reports and the school quarterly and annual returns has been made a separate duty, which it is hoped may be entrusted by and by to a specially qualified person, that is to say, a person thoroughly acquainted with the school system of the Colony, and at the same time familiar with the educational statistics of other countries.

The reorganisation of the Office work which has thus been effected may have at first entailed some inconvenience to old and valued correspondents: the good effects of it, however, are already beginning to be felt, and they will be more apparent when the new arrangements come to be more widely known and taken advantage of.

*Inspection Circuits.*—During the year the Colony and its Territories have been redivided into Circuits for the purposes of Inspection. These Inspection Circuits are now thirteen in number, the boundaries of each being coincident with the boundaries of Fiscal Divisions or Magistracies. They are as follows, the arrangement being made according to the alphabetical order of the Inspectors' names.

Inspector Bartmann's—	Stellenbosch, Caledon, Bredasdorp, Swellendam, Riversdale.
Inspector Brady's—	Cape.
Inspector Clarke's—	Queenstown, Cathcart, Stockenstrom, Fort Beaufort, Victoria East.
Inspector Crawshaw's—	Elliotdale, Mqanduli, Umtata, Engcobo, Xalanga, Maclear, Tsolo, Qumbu, Mt. Fletcher, Matatiele, Mt. Frere, Mt. Ayliff, Mt. Currie, Umzimkulu, St. John's.
Inspector Ely's—	Kingwilliamstown, Peddie, East London.
Inspector Fraser's—	Port Elizabeth, Uitenhage, Alexandria, Bathurst, Albany, Bedford.
Inspector Milne's—	Cradock, Tarka, Albert, Aliwal North, Herschel, Barkly East, Wodehouse, Glen Grey.
Inspector Mitchell's—	Mossel Bay, Ladismith, Prince Albert, Oudtshoorn, George, Knysna.
Inspector Murray's—	Graaff-Reinet, Somerset East, Jansenville, Aberdeen, Willowmore, Uniondale, Humans dorp.
Inspector Nixon's—	Kimberley, Barkly West, Hay, Herbert, Hopetown, Philipstown, Hanover, Mid delburg, Steynsburg, Colesberg.
Inspector Noaks'—	Malmesbury, Paarl, Worcester, Robertson.
Inspector Theron's—	Murraysburg, Beaufort West, Fraserburg, Kenhardt, Prieska, Carnarvon, Victoria West, Britstown, Richmond.
Inspector le Roux—	Tulbagh, Piquetberg, Clanwilliam, Vanrhynsdorp, Namaqualand, Calvinia, Sutherland, Ceres, Walfish Bay.
Inspector Woodrooffe's—	Stutterheim, Komgha, Kentani, Willowvale, Idutywa, Butterworth, Nqamakwe, Tsomo, St. Mark's.

Every opportunity has been made use of to impress upon the Inspectors the absolute necessity of taking a wider view of the duties of their office than the name of it would imply; for the Inspector who is content to play the parts of detective and critic will be but a poor producer in the educational field. The ideal official is he who inspects because he wishes to know how to help. He inspects his district because he wishes to have schools started where the need exists; he inspects schools because he wishes to help managers and

teachers towards the attainment of the best educational ends. He knows the people of his circuit who are interested in education and can work with all of them, let their opinions on debatable questions be what they may; he seeks to secure good teachers for his circuit, and he tries to further the interests of those who show exceptional skill and devotion. It has been very gratifying to me to find that the Circular Letter, in which this view was originally insisted upon, has been productive of some little enthusiasm, and that it has borne good fruit, so far, at least, as the establishment of new schools is concerned. Inspectors Murray, Nixon, Bartmann, deserve especial mention in this connection, as succeeding paragraphs will show.

*School Reports.*—The printed report forms, which were referred to last year as about to be introduced, have been in general use since the beginning of the second quarter of 1893, and have proved most helpful. Since that date each Inspector on his visit to a school sees that the requisite statistical details are inserted on the first two pages of the form, writes his report on the third and fourth pages, and then forwards the completed paper within a day or two to the Education Office. There the report is immediately type-written and sent to the managers, so that, unless in cases of accident, the most distant schools in the Colony have been receiving their reports within a fortnight of the date of inspection.

A full year's set of these report forms has now been accumulated, but it has not been possible to find time to discuss the mass of statistical information which composes half their bulk. An attempt will be made to do this with the material which is similarly being collected during the current year.

*Divisional Statistics.*—The recasting of the Quarterly Abstract of Statistics so as to exhibit the educational condition of each *Fiscal Division separately* has also been productive of considerable good. People who take an interest in any particular Division can thus see the exact state of affairs as to school supply, attendance, &c., in the Division with the greatest possible ease. During the year each Civil Commissioner, for example, (and each Magistrate in the Transkei), has been supplied quarterly with the statistics for his district, and during 1894 it is proposed to send copies also to Members of the Legislative Council, Members of Assembly and ministers of the various churches.

In these statistics, hitherto, no distinction has been made between white and coloured children. It has been impossible to tell, for instance, how many of the one class are attending school in the Cape Division, and how many of the other; the total only was known. This has been a great drawback in examining into the question of educational destitution among the whites, and has also entirely prevented a proper comparison being made between the statistics of the Education Office and those of the Census Office. Towards the end of the year the old quarterly return of enrolment and attendance was consequently remodelled, and from the beginning of 1894 the desired increase of detail on this and other points will be available.

The change made upon the quarterly statistics, so as to make them strictly Divisional, was promised last year to be extended to the annual statistics. This has now been done, as will be seen on examining the annexures to the present report.

*Inspectors' Annual Reports.*—The reports sent in by the Inspectors at the close of 1892, being the first specimens of *annual* reports, and being written only five months, instead of twelve, after they were asked for, were necessarily somewhat varied in form and unequal in importance. This year they are more valuable and interesting, and I have therefore carried out my original intention of printing them in full. Any one who has at heart the educational welfare of the country will find them all most instructive;



but each report should have double attention within the boundaries of the circuit to which it refers.\*

The reports of the two new Inspectors, le Roux and Milne, deserve to be singled out for special consideration. They are the work of fresh intellects brought to bear on the school system. The writers are both fairminded earnest men; both have had a lengthened experience; and the education, professional training and career of the one have been as unlike those of the other as they well could be. A careful reading of the two reports in succession is thus bound to be a valuable aid towards obtaining clear and unprejudiced ideas of the educational condition of the country.

Last year the Inspectors' Reports were supplemented by information which I had myself collected in the course of a nine weeks' tour through the Colony. It was my intention to add considerably to this information by making another tour during 1893 in the Circuits of Inspectors Bartmann and Mitchell and in the Southern Divisions of Inspector Murray's Circuit. Unfortunately I found it absolutely impossible for me to leave the office. This I regret all the more from the fact that the previous tour not only supplied me with facts, but enabled me to come into personal intercourse with those interested in education and to do a considerable amount of business which otherwise would either not have been done at all or have entailed a troublesome correspondence.

## II. SUPPLY OF SCHOOLS.

In the matter of school supply the year has been a busy one. New schools have been started at an average rate of more than one per day. Inspector after inspector refers to the increase within his circuit. Mr. Bartmann reports that 37 new schools have been added to his list during the year viz.: 1 Second-class Public School, 16 Third-class Public Schools, 14 Farm Schools, 4 Poor Schools, and 2 Mission Schools; and he appends the remark,—“The manifest awakening of public interest in the cause of education inspires me with the hope that in the near future education will reach even the most secluded corners of my district.” Inspector Nixon says “several Divisions in my circuit have suffered severely during the year from drought, as well as from the ravages of locusts and caterpillars. Much real poverty has thus resulted, and the work of establishing new schools has in consequence been attended with exceptional difficulty. Nevertheless, owing to the increased interest which has been recently created in the cause of elementary education, there has been a most gratifying increase in the number of schools, the net result being 33 additional.” Inspector Fraser says “It is gratifying to note that schools are increasing; in my circuit there are in operation 20 more than there were a year ago.” Inspector Murray does not specially refer to the increase; it is a fact nevertheless, that no Inspector has taken more interest in the work of establishing new schools, that the year's net increase in his circuit amounts to about 60 schools, and that in a single one of his divisions, Jansenville, the number of schools has been trebled within the year. Even in the Transkei the same influences have been at work. Inspector Crawshaw says “The most notable feature of the year is the great increase in the number of European schools. These have more than doubled during the last twelve months, and there is every prospect of a considerable further increase.”

In two of the annexures will be found all the details connected with this matter, viz.: the number of every kind of additional school established

\* It will be observed that there is no report on the Cape Division. Inspector Brady was absent on leave during a portion of the year, and was engaged in conducting the Departmental Examinations during another portion. He had not thus a full year's acquaintance with the schools in his Circuit, and I agreed with him that it would be better not to issue a partial report. His report for 1894 will be all the more searching and valuable.

in every Division of the Colony and in every Magistracy of the Territories. The totals only need here be given. They are

First-class Public School ... ..	1
Second-class Public Schools ... ..	3
Third-class Public Schools ... ..	70
District Boarding Schools ... ..	3
Farm Schools ... ..	204
Poor Schools ... ..	28
Mission Schools ... ..	31
Aborigines Schools ... ..	27

These make in all 361 additional schools, and it is very noteworthy that the Third-class Public Schools, the Farm Schools and the Poor Schools practically account for five-sixths of the total increase. This shows conclusively that a very notable movement is in progress among the farming population.

The services rendered by the Inspectors in this pioneering work have been referred to: but much the greater portion of the labour connected with it falls upon the local promoters, who are usually Dutch Church Ministers. Some of these latter, as was indicated in last year's report, give a very large amount of their time and energy to educational effort.

*Closing of Schools.*—The increase in the number of schools would have been about a half more, had all the schools already in existence been kept going: but there is scarcely a Division of the Colony which does not illustrate that most disappointing feature of the Cape rural schools, their *short life*. A glance at the Quarterly Returns published in the *Gazette*, or at the 13th Annexure to this Report suffices to show the extent of the evil. As the pages are turned over, one small school after another is seen to be closed: in many cases there is no time for inquiry or proffer of help, no period of lingering decay, the unfortunates seem simply to be snuffed out.

This is a matter deserving the most serious attention of those who have the ear of the people and who have thus the power to modify public opinion. It is not easy to get at all the causes. One was referred to last year viz.: the rooted belief among sections of the rural population that six months' or twelve months' schooling is all that is necessary. Others are now given by the Inspectors. Inspector Fraser says “Sometimes schools are started without counting the cost, and when managers are brought face to face with their responsibilities, they close the school as the shortest way out of the difficulty. At times the difficulty arises on the part of the teacher. A young lady will leave her home to take charge of a school at some little distance. She never intended to devote her life to the work of teaching, and she soon becomes tired of the work and resigns.” Inspector Murray attributes it to “want of business capacity, procrastination and apathy,” on the part of the managers. He says “The fees are often fixed at a rate which just covers the teacher's salary, so that there is nothing left for current expenses, and should any bad debts be made, there is a shortfall, the responsibility for which every individual shirks. Sometimes again when a teacher gives notice of leaving, advertising for another teacher is put off until it is too late to get one for the ensuing quarter, and the school closes.” To this the Inspector very justly adds “I cannot sufficiently emphasize the harm this does.”

## III. ENROLMENT AND ATTENDANCE.

As may be inferred from the fact of the marked increase in the number of schools, there has been a most satisfactory increase also in the number of



pupils. The number on the roll during the last quarter of 1892 was 83,386, while the corresponding number for 1893 was 93,395, the increase thus being 10,009. This corresponds to a rate of 12 per cent. If one could only feel tolerably certain that a rate like this, or even say 10 per cent., could be maintained for two or three years the need for some form of Compulsory Education Act would not be very urgent.

An examination of the Annexures, in which all the details regarding enrolment are given for each Division of the Colony and each Magistracy of the Territories, brings out the important fact that the greatest rates of increase have taken place in a goodly number of those very Divisions which in last year's report were singled out as being in a regrettably backward condition. Taking, for example, the ten Divisions which stood at the very bottom of the list a year ago, viz.: Jansenville, Carnarvon, Beaufort West, Sutherland, Barkly East, Komgha, Alexandria, Fraserburg, Hay, Herbert, we find that eight of these are among the most conspicuous for progress made during 1893. The two which have not advanced so rapidly are Carnarvon and Sutherland.

*Attendance.*—In regard to increased attendance the statistics are not so favourable. During the December quarter of 1892 the average number of pupils present in school was 62,023, while for the same quarter of 1893 the corresponding number was 67,796, the absolute increase thus being 5,773. This corresponds to a rate of only 9.3 per cent. An explanation of the difference between the two percentages may probably be found in the fact that the children placed on the school roll during the year are many of them very poor and consequently more than ordinarily irregular in attendance; but other explanations are possible.

#### IV. INDIGENT WHITE CHILDREN.

*"Poor" Schools.*—As has already been indicated, a considerable portion of the work of the year has been devoted towards providing the means of education for these children. "Poor" Schools have been opened wherever a small group of such children could be gathered together, and extra grants have been given to existing schools where the managers undertook to secure the attendance of a certain number and to give them instruction free of charge.

However satisfactory the record of this work may be, the experience gained during the course of it has only served to show the great need for further exertion, and the necessity of setting about it in a more businesslike and thorough manner. The mode of procedure at present is such that nothing but incomplete and casual success is possible. The workers are the Inspectors, who only visit a neighbourhood once in a year, and local persons interested in education, mainly ministers, who have their hands well filled with other work. Methodical and continuous effort on well defined lines is thus past hoping for.

*Inauguration of Educational Survey.*—With a view to inaugurate something better, the first requisite is what I should call an *educational survey* of each Division, the preference being given at the outset to such Divisions as are known to be educationally destitute. In order to show the character of such a survey, and to demonstrate its value, a specimen of it was caused to be undertaken towards the close of the year. A temporary substitute having been got for one of the Inspectors, the Inspector himself, Mr. Murray, was told to select one of the most backward Divisions of his Circuit,

proceed there, and make a house-to-house visitation throughout the Division, inquiring and noting:—

- I. (a) the number of children of school-going age ;  
(b) the number of children at school ;  
(c) the number of children not at school, but of school-going age ;  
(d) the amount and nature of school accommodation already provided.
- II. (a) particular localities in which schools are required ;  
(b) kind of school suitable for each locality ;  
(c) number of children who ought to attend each proposed school ;  
(d) number that would probably attend ;  
(e) local provision that could in each case be relied upon for school accommodation and for salary of teacher ;  
(f) Government Grant required in each case.
- III. Any special causes interfering with due provision for education, &c.

He was then to write a report embodying his results, and in order that both the actual state of affairs and the proposed remedies might be made clear to even the most hurried reader, the matter was as far as possible to be set forth in tabular form, and appropriately presented to the eye upon a map of the Division. This work Mr. Murray did his best to accomplish, the Division of Jansenville being chosen; and I now desire most earnestly to direct attention to his report, which is published in full as an Annexure. The portion of it which I consider most valuable from a practical point of view is his map and the tabulated information associated with it. It will be there seen that, in addition to the 15 new schools of various kinds established during the past year, 25 additional schools are recommended. The appropriate sites for them are given, the kind of school considered to be suitable is specified for each case, the accommodation available is mentioned, the number of children who would in all probability attend, the local contribution which should be insisted upon, and the Government Grant which should be made. Practically therefore the educational wants and possibilities of Jansenville are now known with the utmost minuteness.

After such a survey and report, what is the next step to be taken? Naturally to place the requisite money at the disposal of the people of Jansenville, and send a skilled and enthusiastic man among them to stir them up to their duty, and help them to set agoing the proposed schools in their midst. Of course the whole money, small as it is, would not be needed, for experience has shown that ignorance, apathy and unwillingness to pay for education would in some of the cases frustrate the best efforts of the organiser.

An educational survey of the kind here indicated could be completed for the whole Colony in the course of a year or two, and the expense connected with it would be but trifling.

#### V. INSPECTION OF SCHOOLS.

*Schools Inspected.*—Attention was seriously directed a year ago to the fact that there were considerable arrears in the inspection of schools, and it was pointed out that nothing could be more fatal than this to efficiency and the maintenance of due control. Eloquent testimony in support of this warning cropped up later when a few schools were discovered which had remained un-inspected for four years, and every one of them was found to be in a languishing condition. The effort made to overtake the arrears has only been so far successful; for, although there has been a very considerable increase in the number of schools inspected, the number of new schools started is almost



exactly equal to this increase. The figures for 1892 and 1893 are as follows:—

## SCHOOLS INSPECTED.

Year.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Total.
1892 ...	311	363	351	351	1,376
1893 ...	357	487	432	466	1,742
Increase ...	46	124	81	115	366

This shows that 366 more schools were inspected in 1893 than in 1892; but on looking back it will be found that 366 is only 5 more than the number of additional schools brought into existence.

*Casual Examiners.*—The examination of schools by persons other than the permanent official of the Circuit is being gradually discontinued. There is scarcely a good word to be said in favour of the practice; and I am glad to know that the majority of the managers of schools do not favour it. Even where it is still a necessity the person appointed to do the work is selected by the Inspector of the Circuit, and is requested to report directly to the said Inspector, who thus has his interest in the school kept up although he has been prevented from visiting it.

## VI. DISTRIBUTION OF PUPILS INTO STANDARDS.

*Leaving Standard.*—The importance of having statistics regarding the average *Leaving Standard* of the school population was insisted upon in last year's report. Such statistics it is most difficult to procure, and I am therefore not surprised to find that very little has been accomplished by the Inspectors in this direction. Only Inspectors Woodrooffe and Murray have seriously tackled the subject; and though the results obtained are deduced from a comparatively small body of data, they are not unworthy of serious attention. Mr. Murray's investigations concern all classes of schools. The details may be examined in his own report; I shall only mention one or two of the most striking results. He finds that in the First Class Schools half of the pupils leave when under Standard V; in the Second Class Schools 90 per cent. leave before having reached this Standard; in the Third Class Schools 87 per cent. leave before having reached Standard IV; in the Poor Schools 95 per cent. leave at the same stage; and in the Mission Schools 92 per cent. He says: "Some of the forms received show very clearly the short school life of the children. For instance, in a school which had been established less than a year at the date of inspection, the average leaving age of the children was 15½ years. Fourteen children left during the year, viz., 9 previous to inspection, 1 below Standard, 2 in Standard I, 2 in Standard II. In another school during the past year 34 children left; of these 17 were below Standard, 12 in Standard I, 4 in Standard II, and 1 in Standard III. The average leaving age was 13½ years. This school receives a Government Grant of £90, £60 for the principal and £30 for an assistant to teach English. The people give the full equivalent. Neither of the con-

tracting parties appears to me to get value for the money spent. There are two other schools in the same Division with efficient teachers drawing the full Third Class grant, and yet they find the utmost difficulty in keeping children long enough to prepare them for Standard III."

From a combination of all Mr. Murray's data I deduce the statement that if 100 school children be taken in his Circuit when they are on the point of closing their school career, 24 of them will be found below the lowest Standard, 19 in Standard I, 19 in Standard II, 18 in Standard III, 10 in Standard IV, 5 in Standard V, 2 in Standard VI, and 3 above Standard. This amounts to saying that eighty of the hundred will be found below Standard IV, and that only 5 will have completed an elementary school course. From his figures regarding the Mission Schools a still more interesting deduction can be drawn. He says that of 100 children in Mission Schools in his Circuit, only 8 get above Standard III, and not one above Standard IV. Now we know from the Census returns that in 1891 only 12 coloured children in 100 were attending schools throughout the Colony and its Territories. It is thus clear that if 100 coloured children of school-going age be taken, only 1 will ever reach Standard IV. This deduction, of course, rests on the supposition that the Circuit in question is fairly typical of the country as a whole, and I know for certain that there are some Circuits which are much worse.

Inspector Woodrooffe's data mainly concern Native Schools on the frontier and in the Transkei. He says "An investigation of the Leaving Standard in Aborigines' Schools is more curious than inspiring. My figures are based upon items gathered from 46 Schools. More might have been added to the number, but at the outset the circumstances startled me, and I carefully excluded every doubtful case. Children are removed for ploughing, weeding or harvesting, or because the teacher is said to have given offence; in such cases they come back after a time. My return does not include schools in which this happened, or those in which the teachers were not sure of the correctness of their statements.

*Children who have left School.*

Below Standard	...	...	...	378
In Standard I.	...	...	...	87
" " II.	...	...	...	92
" " III.	...	...	...	94
" " IV.	...	...	...	34
Total	...	...	...	685

These figures show that two-thirds of those who left school between the two inspections had learned really nothing; for those who have passed no Standard, or nothing beyond Standard I, cannot be said to have profited by their school life." I only add to Inspector Woodrooffe's statement the remark that as 34 in 685 is almost exactly 5 per cent., and that as we learn from the Census returns that only 6 per cent. of the children in the Territories attend school, it follows that if 1,000 children of school-going age beyond the Kei River be taken, only 3 will ever reach Standard IV.

*Pupils' Standards at Inspection.*—In the absence of a large body of explicit statistics on the subject of the Leaving Standard it is fortunate that we can fall back upon very accurate and complete figures regarding the Standards of the children still to be found in school. In one of the annexures [G. 7—'94.]



the details on this point for each Inspector's Circuit may be examined. The final result for the whole Colony and its Territories is as follows:—

Number present at Inspection...	67,640	Percentage	100
„ below Standard	... 28,733	„	42.48
„ in Standard I....	... 11,829	„	17.48
„ „ „ II.	... 10,878	„	16.08
„ „ „ III.	... 8,475	„	12.53
„ „ „ IV.	... 4,352	„	6.43
„ „ „ V.	... 2,036	„	3.01
„ „ „ VI.	... 397	„	.58
„ above Standard	... 798	„	1.17
„ unclassified	... 142	„	.21

We thus see that of 100 children examined by the Inspectors in 1893 as many as 60 were below Standard II, or, as Inspector Woodroffe puts it, had learned next to nothing; and that only two had passed Standard VI, that is to say, had finished their elementary school course.

These are facts of vital import, which should be graven on the mind of every man who is concerned for the future welfare of his country.

#### VII. ANNUAL PROGRESS OF PUPILS.

This is a subject on which no information has hitherto been available, and yet it is one to which the greatest importance is attached among well-educated nations. In Britain an exaggerated importance was for some time given to it, because the Government grants were dependent upon the number of scholars who had made a certain required amount of progress during the year; and teachers who were able to pass close upon a hundred per cent. of their pupils into a higher Standard at every succeeding examination were esteemed by themselves and by many of their brethren as the noteworthy men of their profession. However much folly there may have been in running to this extreme, there would be none the less shown in running to the opposite extreme, that is to say, in neglecting the matter altogether. Whether from the point of view of parents who naturally desire to see their children advancing, or from the point of view of a utilitarian Government wishing to have value for its money, the question of the amount of progress made in a given time by the pupils of a school is one which must receive attention.

In the case of Farm Schools in the Colony the Inspectors are compelled to inquire into the matter, because, strange to say, part of the grant to these schools (and to these schools alone) is made on the now discarded English principle of "payment by results." For a pass in Standard I a grant of 5s. is paid, for a pass in Standard II 10s., for a pass in Standard III 15s. and so on. In one point only is the principle violated. Supposing a pupil passes in Standard II this year, and the sum of ten shillings is consequently paid, one would naturally expect that the pupil would be prepared for examination in Standard III next year, and that no money would be forthcoming if he failed. Instead of this the practice has been to pay for such a pupil all the same, namely, to pay 10s. for his having passed Standard II a second time, or to pay 5s. if in adverse circumstances he fell back to Standard I. It is impossible to look upon this practice with any degree of satisfaction.

In all the other schools, although the question of money does not come up, the practice has been little less objectionable; because no inquiry has been made as to the Standards passed by the pupils at the previous examination, nor as to the amount of progress made in the interval between the two examinations. Abuses have consequently arisen. Cases have been brought to my notice, especially in connection with Mission Schools, where pupils

had passed the same Standard three years in succession. In the last year's Inspectors' Reports the matter was referred to, and this year Inspector Bartmann says very pointedly "the practice should be abolished of detaining children in school after they have passed the Third Standard, when they are kept at school not to proceed to a higher Standard, but merely to make up the required percentage for the teacher's Good Service Allowance."\*

Since the beginning of April, 1893, it has been a requirement that in the case of every school inspected the number of children who were present at the preceding inspection be given, and immediately below this, the number of these who succeeded in passing a higher Standard than they had done the year before. There has been no time to sift and tabulate the whole of the returns which have been in this way accumulated; the figures however for one Quarter I can give with every confidence as to their accuracy; and it may be taken as almost certain that the figures for the other Quarters would not indicate any very different result:

Number of schools examined†	... ..	333
Number of pupils present	... ..	16,600
Number of these present at previous inspection	... ..	9,041
Number of the latter attaining a higher Standard	... ..	4,769
Number remaining in same Standard	... ..	4,211
Number going back a Standard	... ..	61

The points worthy of notice here are (1) that only 54 per cent. of the children present had been present the year before, (2) that only 53 per cent. of those who had been present the year before attained a higher Standard, and consequently that almost the half of the children were condemned to remain at the same work as they had already for two years been engaged in.

#### VIII. SCHOOL CURRICULA.

*Elementary School Standards.*—As was promised in last report the important matter of the revision of the Standards has been most carefully gone into during the year. By the beginning of July three preliminary rough drafts of proposed new Standards were available, viz., (1) one drawn up by myself on general educational principles and with such knowledge as I then had of the requirements of the country, (2) one spontaneously undertaken by the teachers assembled in conference at East London, (3) one produced by the Inspectors at their conference in Cape Town. Fortunately these three drafts agreed fairly well with one another, unless in points of detail. From the three a fourth was produced; and this was carefully and repeatedly discussed with a committee of teachers and with individual Inspectors, three main principles being always kept in view in the discussions, viz., (1) that there should be a careful gradation of the work from year to year in accordance with the results of sound educational experience, (2) that the work of each Standard should as nearly as possible represent what could be undertaken in one year by a child of average ability, (3) that the subjects should be looked at from a South African as well as a cosmopolitan standpoint. In its final form it was then handed over to the teachers for publication, so that those at a distance might have the opportunity of thinking it over. Delay has thus occurred in bringing the new scheme into operation; but, everything considered, the time has not been lost. Thanks to the knowledge, experience and fair-mindedness of those who

\* A report, come to hand while this is passing through the press, states that in a certain school 5 children have passed Standard III thrice and 4 have passed it twice; 3 children have passed Standard II thrice and 3 have passed it twice; and 2 children have passed Standard I thrice and 3 have passed it twice. More noteworthy still, a girl who passed Standard III two years ago is reported to have fallen back to Standard II last year, and to have got no further this year.

† More schools were examined, but have been excluded because they had not been one full year in operation.



have helped me in the matter, the new Standards will, I think, compare favourably with those of any other country.

*Higher Schools' Curriculum.*—The attention of the Department and of the Association of Teachers should now be given to the subject of a curriculum for the higher schools, and to the question as to where such a curriculum ought to be grafted on to the curriculum of the elementary schools. The upper limit should clearly correspond with the requirements for the Matriculation Examination of the University; even then it will be far below what is to be found in a good English Secondary School, or in a German Gymnasium. At present the highest work done in some of the better class schools in the Colony is painfully elementary. A little Latin grammar, a little badly digested Geometry, and a moderate mechanical facility in performing elementary algebraical operations,—these and nothing more are reported on. For this regrettable state of affairs the College Councils are partly to blame. Inspector Nixon says: "The practice of sending pupils away prematurely to College before the time when College instruction can be beneficially received, has unhappily been very prevalent for some years past. The consequence has been that in the First and Second Class Schools the teacher has been unable to keep together an upper class whose pupils had made any considerable progress in the study either of mathematics or of language. In most cases the Inspector finds that only a beginning has been made, and accordingly there arises a difficulty in reporting. As, however, it is now recognised that only men and women of culture with proper professional training should be placed at the head of our superior schools, and that it is in the highest degree desirable, not to say necessary, that the course of instruction given in our colleges should be directed to and confined within legitimate channels, the evil referred to, which is by no means a small one, may be expected to disappear, and competent school teachers will be afforded the opportunity of giving that grounding in mathematics and language which is the best preventative of smattering, and which they are best qualified to give." In this connection it gives me much pleasure to say that the Council of Victoria College, Stellenbosch, has agreed with me to take a first step towards a diminution of this evil. At that College from 1st July, 1894, the lower of the two classes preparing for Matriculation will disappear and will form a real integral part of the First Class Public School. The time hitherto spent upon this class by the Professors can then be given to more advanced work and especially to the teaching of the B.A. Class in two separate divisions, a higher and a lower. While the students preparing for the B.A. examination will thus profit immensely, there will not, I feel sure, be anything but gain to the youths of the 2nd Matriculation Class, who will thenceforth get that school drill and discipline of which they stand in need.

#### IX. SCHOOL LIBRARIES.

Scarcely anything more valuable can be acquired at school than a taste for reading, and unfortunately the tendency to make all school work subservient to examination prevents in some degree the fostering of the taste. It is not too much to say that the unformulated definition of a *book* in many children's minds is *a something used in school for the purpose of preparing for an examination*. The manifest duty therefore of every one interested in real education is to do all that in him lies to counteract this evil tendency: and nothing is more likely to do so, especially in this country, than the establishment and proper use of good school libraries. In this belief I caused a pamphlet on school libraries, with a long list of carefully selected books, to be distributed during the year among a considerable number of the public

schools. The interest excited by this, I am glad to say, resulted in the formation of about 30 new libraries, the requisite local funds being secured in various ways through the zeal of the teachers. Three schools deserving of mention for their efforts in this direction are the Wynberg Girls' High School, the Boys' Public School at George, and the Boys' Public School at Cradock.

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

*Buildings.*—Most of the reports of the Inspectors in regard to school buildings are very encouraging. What has actually been accomplished is not much; but there has been activity, and it has clearly tended in the right direction. Even the Farm Schools in some districts have been affected by the movement; for Inspector Bartmann says, "I have likewise to report that on some farms new rooms, especially designed for school purposes, have been erected, and that on others the existing schoolrooms have been improved as regards lighting and ventilation." Perhaps the best designed and best finished specimens of new buildings are those erected in the Division of Robertson, viz., in the towns of Robertson and Montagu. It would be a great satisfaction to me to see every other Division of the Colony only half as well supplied as this Division now is.

The most noteworthy point about the buildings of the past is the absence of design for school purposes. Inspector Milne says: "In the matter of schoolrooms, where the health and comfort of the pupils and teachers are concerned, one would expect committees to show some enterprise in providing suitable buildings. This is not generally the case. I have found only one school which had been built for the purpose of a school from a carefully thought-out design. Many schools are an agglomeration of rooms added at various times—good singly perhaps—but rendering the management and organisation difficult."

The employment of a properly qualified architect having a knowledge of school requirements is too often neglected by building committees. To this, of course, there need be no objection in the case of schools on farms and in very small villages, where the attendance is low; when, however, three or more rooms have got to be provided, it is mistaken economy. The erection of a few Model Schools at important centres, after the American fashion, would be most beneficial, not only to the towns in which they might be situated, but as a means of instruction to the school committees of other places.

*Laboratories and Workshops.*—In regard to these the year has been somewhat more fruitful than 1892 was. In Graaff-Reinet, Port Elizabeth, and King William's Town most advance has been made, both as to science and handiwork; but special instructors on woodwork having been secured for Wellington and Stellenbosch, proper workshops will be required there also during 1894. Even one Girls' School, the Riebeeck College at Uitenhage, has made a beginning with a chemical laboratory.

The establishment of laboratories at a number of additional centres throughout the Colony would be most beneficial in connection with various examinations; for want of them at present the absurd spectacle is presented of candidates being examined in chemistry without being required to show any practical acquaintance with the subject.

*New Building Loan Scheme.*—The applications under this scheme have been more numerous than was expected, the year 1893 having been already provided for otherwise, viz., by special Parliamentary Votes on the old £ for £ principle. That the new scheme supplies a felt want is manifest from this, and from the fact that some committees have not taken up the money specially voted to them, but have expressed their wish to get their wants supplied by the new method.



*Transference of School Property to Trustees.*— Fortunately this has been going on at an accelerated pace. At first in certain communities the proposal was looked on with suspicion, but very soon the real object of it and the material advantages connected with it came to be generally appreciated, and by the end of the year this feeling had almost entirely disappeared. In some cases the very committees which hesitated were found to be the committees whose property was least secure, most or all of the original trustees being dead, and no provision having been made for appointing successors.

*Furniture.*— Almost every new school building, and many of the best built additions to old buildings have been supplied with good modern furniture. Indeed, the demand for such furniture is extending somewhat too rapidly; committees require to have pointed out to them the folly of ordering well-made and expensive desks to be placed on uneven mud floors.

A common complaint regarding Farm Schools is that suitable blackboards and maps are not provided. Farmers must be got to see that such things are absolute necessities. I note with satisfaction that Inspector Murray says "The schools that wanted blackboards were chiefly newly started Farm Schools, and I have, with hardly an exception, found that the boards are supplied as soon as the necessity for them is explained."

#### XI. SUBJECTS OF INSTRUCTION.

The efficiency with which the various school subjects seemed to be taught was dealt with at very considerable length in last year's report. As all that the Inspectors say this year is practically corroborative of what was then written, I do not think it necessary to do anything more than point to one or two things of special interest, and indicate shortly what steps have been taken towards securing improvements and supplying deficiencies.

There are three of the Inspectors whose reports merit particular attention so far as this matter is concerned, for the reason that they now speak of it for the first time; these are Inspectors Woodrooffe, Milne, and Le Roux. Teachers will, however, I think, find all the reports instructive and interesting, especially if they take one subject at a time and examine what the Inspectors in succession say regarding it. Some of the subjects are more fully dealt with than others; for example, Reading by Inspector Woodrooffe, Arithmetic by Acting-Inspector Brice, Geography by Inspector Le Roux, and Manual Work by Inspector Milne.

*Mathematics.*— One subject, viz., Mathematics was practically passed over without remark last year, because of the paucity and diversity of opinion regarding it. Mr. Milne now says: "In Mathematics very little was professed, and as a rule that little was poorly done. Geometrical definitions and propositions could be repeated, but a few simple questions regarding them generally remained unanswered. Teachers have so much to do with University Examinations hemming them in, from Standard V upwards, that they may be excused for leaving certain things alone; but to neglect Mathematics is to miss one of the best of educative influences. Algebra is taught with better results." Mr. Noaks' verdict is practically the same; he says: "In schools of the First Class the work in Algebra is generally thorough as far as it goes, and in Euclid the pupils learn to write out propositions with fair accuracy, though the ability to work even simple deductions is somewhat rare. But in schools of the Second Class the pupils in many cases do not go far enough in either subject to profit by the study. These subjects would indeed often not be taught at all in the latter schools if it were not believed that they are required by the Education Department. But it must be admitted that the teacher, whilst conforming with the letter of the regu-

lations so far as to introduce the subject into his curriculum, does his best to reduce the time so wasted to a minimum. If Algebra and Euclid *must* be taught, he is sometimes satisfied to teach the former subject as far as addition, and the latter subject as far as definitions." Mr. Bartmann may also be said to agree, his words being "In Algebra and Geometry the book-work on the whole is satisfactory, but very little intelligence is shown in solving simple problems and riders. The Dynamics book-work is readily acquired, but its application to elementary problems is not understood."

My own experience was not dissimilar. The work being done was everywhere most elementary, and in the great majority of cases quite uneducative. In the Normal College, Cape Town, I found elementary Geometry very well taught, and in King William's Town First Class Public School a class in Algebra made a very satisfactory appearance, but elsewhere there seemed to be little good obtainable from the study of a subject which is simply full of possibilities for mental training.

*Singing.*— This was one of three subjects pointed out last year as being almost entirely neglected. Very few of the ordinary teachers could teach it, and of those who could only a very few made any attempt. It was therefore necessary to get at both teachers and pupils. To do this two skilled instructors were appointed, their duties being (1) to visit a certain number of schools once a week and conduct classes in the presence of the teachers, the visits being continued to a school until the ordinary staff could carry the work on without further assistance; (2) to hold classes in the evening for the instruction of teachers only. There is every cause to be satisfied with what has already been accomplished. Mr. Lee reports that the work has been most successful with both teachers and pupils, and he corroborates from a wide experience the favourable opinion expressed in last year's report as to the musical capabilities of the school children. He says:—

"Fifty-four teachers are now engaged in giving systematic instruction in vocal music to five thousand children, in twenty-nine Cape Town and Suburban schools.

"In sixteen out of the twenty schools which I have visited for six months, the children can sing an ordinary melody at sight, and voluntaries from the modulator, including transition of one sharp or flat remove. No instrument of any kind except a tuning fork is used. The singing is soft, and the tone good.

"Two hundred children have passed in the sight, time, modulator, memory, and ear tests of the Junior Certificate of the Tonic Sol-Fa College, and thirty teachers in the requirements of the Elementary Practical Certificate. The latter are now preparing for the Intermediate.

"The work of many teachers is very praiseworthy, especially so when it is remembered that seven months ago, only eight of the above mentioned fifty-four had any knowledge whatever of teaching singing by note."

An early opportunity will be taken of showing publicly what has been accomplished. Mr. Rodger, the other instructor, has been only a very short time at work: his report will be dealt with next year. Both instructors will proceed as soon as possible to take up similar work in other Divisions.

In order that those teachers who succeed in qualifying themselves in musical practice and theory may become duly certificated, it was decided as a temporary measure to adopt the examination system of the Tonic Sol-fa College. Arrangements were therefore made accordingly, the details being published in the *Government Gazette*, and reprints of the notice sent out to every state-aided school.

*Sewing.*— The state of matters in regard to sewing was somewhat different. In a considerable number of schools the subject was taught, but in so unmethodical a way as to be nearly valueless. In order therefore that



these schools might as soon as possible be put on better lines a graded syllabus of work for the Standards was published, and along with the syllabus a list of suitable books on school needlework. The adoption, partial or complete, of the syllabus was left quite optional, the object being simply to help those who were willing to help themselves. At a later date an instructress in needlework, with duties similar to those of the instructors in singing, began work.

There has not been sufficient time to estimate the results of these measures. One thing alone is certain, viz., that the classes for teachers have had a marked success, and that considerable interest has been taken in the approved modern methods of teaching needlework as practised by Miss Fuechsel.

*Drawing.*—I regret to say that I have not yet been able to touch this subject.

*Handiwork.*—The teaching of woodwork has made very considerable progress during the year. In the Cape Division alone there are at least five schools where the subject receives more or less attention, the Normal College, the Harbour Works School, Claremont Public School, Wynberg Boys' High School, and the South African College School. Perhaps the best work however has been accomplished at Graaff-Reinet First Class Boys' School, the instructor in which has been most successful in inspiring other teachers with a love for the subject. Special instructors like those at the Normal College and Graaff-Reinet have also been engaged for the First Class Public Schools at Wellington and Stellenbosch.

## XII. TEACHERS.

*Qualifications.*—The experience of another year has only served to confirm the statements made in last year's report in regard to the extraordinary number of untrained, and even uneducated teachers at work in the Colony. Instead, however, of the approximate results then given, absolutely accurate statistics are now available. Since the first of July, 1893, every teacher whose classes have been examined has had to furnish a statement of certified qualifications, these being viewed under two heads, viz., (1) general education (2) professional training. The certificates of general education practically resolved themselves into five grades, viz.:

- B.A.
- University Intermediate.
- Matriculation.
- School Higher.
- School Elementary.

Any other certificate which seemed to be nearly equivalent to one of these five was considered as being perfectly equivalent, and reckoned accordingly. On the other hand, the certificates of professional training were found to be capable of classification in four grades, viz.:

- British Government (Privy Council).
- Other European Governments.
- Cape 2nd Class.
- Cape 3rd Class.

By arranging the five grades of general education horizontally, and the four grades of professional training vertically a table of double entry may be formed, which will indicate in the most concise manner the numbers of all the various kinds of certified qualifications. The following are the tables of this kind for the last two quarters of the year.

### QUALIFICATIONS OF TEACHERS WHOSE SCHOOLS WERE EXAMINED IN JULY-SEPTEMBER QUARTER, 1893.

	British Government (Privy Council.)	Other European Governments.	Cape 2nd Class Teachers'.	Cape 3rd Class Teachers'.	No Professional Certificate	Total.
B.A. ... ..	1	...	...	...	11	12
University Intermediate ...	...	...	3	...	2	5
Matriculation ... ..	2	...	6	6	11	25
School Higher ... ..	..	...	...	3	7	10
School Elementary ... ..	...	...	...	2	20	22
No Academic Certificate ...	13	5	...	115	416	549
Total...	16	5	9	126	467	623

### QUALIFICATIONS OF TEACHERS WHOSE SCHOOLS WERE EXAMINED IN OCTOBER-DECEMBER QUARTER, 1893.

	British Government (Privy Council.)	Other European Governments.	Cape 2nd Class Teachers'.	Cape 3rd Class Teachers'.	No Professional Certificate.	Total.
B.A. ... ..	2	...	1	1	11	15
University Intermediate ...	1	1	...	1	4	7
Matriculation ... ..	...	...	...	6	23	29
School Higher ... ..	...	...	...	6	10	16
School Elementary ... ..	...	...	...	3	10	13
No Academic Certificate ...	11	11	4	173	519	718
Total...	14	12	5	190	577	798

Counting the totals of the two tables we learn that out of 1421 teachers 1044, that is to say about  $73\frac{1}{2}$  per cent. had no professional training whatever. In some parts of the country the percentage is of course even higher than  $73\frac{1}{2}$ . In Inspector le Roux's Circuit it is 76, and in one of the Divisions of Inspector Bartmann's, viz., Bredasdorp, it is 90. The former Inspector adds "In several of my schools I found teachers who had no idea of the requirements of the Standards, and not infrequently I had to classify the



pupils and organize the school for the teacher." After making all reasonable allowances one cannot but feel that this indicates a most lamentable state of affairs, and that no effort or expenditure should be spared to bring about an improvement. A splendid example, worthy of being held up for imitation, is to be found in Ontario, where education has made a most noted advance during the last 25 years. There, in 1892, out of 8,480 teachers in State-aided Schools only 873 were uncertificated.

The causes of the evil are not at all difficult to discern. First of all, there is the low and perverted estimate of a teacher's qualifications, which is rooted in the minds of large sections of the community. Any man who can put pen to paper, and looks as if he had been unaccustomed to manual labour is in some parts considered fit to be a teacher; and, so great is the dearth of capable teachers, that a man of this stamp is sure of employment, if he can only be got to rate his services at a sufficiently low figure. In the next place, the arrangements made and the means employed for the training of young teachers are conspicuously inadequate. In a country with close upon 2,000 state-aided schools in operation there clearly ought to be produced annually a band of young men and women fully equipped for teaching, and thoroughly devoted to the profession which they have chosen. How far this is from being the case will presently appear. And if such a band be needful simply in order to supply vacancies in existing schools, it is *à fortiori* needful when new schools are being started at the rate of two or three hundred a year. But again, supposing that trained teachers were available in sufficient numbers for the lower-grade schools, is there any reasonable inducement offered them to continue in their profession? The answer, I am afraid, must be that the inducements are for the present all the other way. For one thing the remuneration is in many cases miserably small, and in not a few aggravatingly uncertain. It is to be regretted that no accurate statistics bearing on this point have hitherto been published; now, however, that a large body of trustworthy evidence regarding salaries reaches the office week by week from the Inspectors, I hope to have it digested by a capable assistant and published quarterly. Unfortunately there is one class of schools, Private Farm Schools, in which the teacher's salary is fixed without the consent of the Department, and consequently cases of hardship come to notice in which any intervention other than a remonstrance is impossible. It is not uncommon, for example, to find that the only payment made to the teacher is the Government Grant, and instances are not wanting in which the teacher has to be content with even a smaller sum. Inspector Bartmann, who has given attention to the matter in his own Circuit, is of opinion that a certain minimum local contribution in addition to the Government Grant will soon need to be insisted upon. Another drawback is to be found in the fact that the house-accommodation available for the teacher is in many cases anything but satisfactory. Both teachers and Inspectors constantly refer to this, and I believe it to be a fact so well established as to need no further comment. Lastly the peculiar character of the tenure of office militates against the entrance of properly qualified persons into the profession. This was referred to in last year's report. The state of matters there indicated in regard to the higher-class schools was unsatisfactory enough: but, when we come to consider the case of those schools which at the outset are not intended to be kept going for more than 6 or 12 months, we see that worse remained behind. A really capable teacher who has spent time and money in obtaining a sound professional training, is not the man to hire himself out in this fashion.

*Supply of Teachers.*—During the year I have continued to accept as teachers many inexperienced and poorly educated persons, believing that on the whole it was wiser to have schools started and kept going by such, than to face the alternative. By reason, however, of the large number of new

schools recently started, the supply of even this stamp of teacher is now running short. Inspector Murray says "to one whose main work lies in country schools, and who is interested in the opening of new schools, the matter of the inadequate supply of efficient teachers, and especially of efficient male teachers, gives much cause for anxious thought. Not a dozen young men have entered the ranks of the teaching profession in my Circuit during the past five years; of these, those who are certificated are assistants in four town schools. The large majority of bachelors teaching on farms are men who have taken to teaching as a last resort, and who are indifferently fitted for the work. The outlook for 1894 as regards the opening of new schools is far from hopeful, when we consider that there are not a dozen European males among the successful candidates for the Teacher's Certificate, and that only about double that number presented themselves." In the Piquetberg Division, again, six teachers were advertised for in November, the terms offered being board and lodging, and salaries ranging from £50 to £70 per annum, and up to date the vacancies have not been filled.

*Training Institutions.*—Very little was said in last year's report in regard to any institutions specially intended for producing trained teachers. It was felt in a vague sort of way that they were not effecting much, and that what they did effect was incommensurate with the grants bestowed on them; but the exact nature of their weakness could only be guessed at. More accurate information is now available, and the state of affairs thus revealed is not a pleasant one. Notably is it not pleasant when one bears in mind the trouble and worry connected with the finding of teachers for new schools.

Take first of all the Normal College, Cape Town, as being the most important. As its name implies, the original purpose of it was to be a nursery for teachers. Government Grants of various kinds were consequently given to it, and now they reach a very formidable total, viz., somewhat over £2,000 a year. What is the return for this expenditure? In other words, how many teachers are produced there yearly, and go to fill up vacancies in the schools of the Colony? In the month of August the Rector of the College most willingly gave me full details in order that this question might be answered. From these details it appears that in the years 1890, 1891, 1892, 1893 the number of students who had left the College after a two years' course of training was 54, and that of these only 13 were at work as teachers in the Colony. It was thus made clear that the return which the country got for its large expenditure was  $3\frac{1}{4}$  teachers per annum. This was sufficiently startling, but it led naturally to another question, viz., what had become of the remaining 41? And the answer was, that 28 of them had gone to be teachers in the Orange Free State and Transvaal, 9 of them were pursuing their studies at the South African College at Stellenbosch, 2 of them had taken up other professions, and 2 of them were not fully accounted for. The good fortune of the neighbouring States was found to lie not only in the number received but also in the quality, as the following report regarding the students of 1893 will show:—  
"In June, 1893, 16 students who had been drawing for two years the liberal grants allowed by this Department presented themselves for the examination for the Middle Class Teachers' Certificate; eight obtained it, the rest being awarded the Third Class Certificate. Of the eight who got the higher, one is now a teacher in this country, five are teachers in foreign States, and two are pursuing their studies at College; of the eight who got the lower, four are now teaching in the Colony, three in foreign States, and one is at College. So that this country for its large annual expenditure has got one Middle-Class and four Third-Class teachers, while the foreign States which have not provided a penny of the annual expenditure have got five Middle-Class and three Third-Class teachers."



Similar details for Wellington Boys' Normal Department were not much more encouraging. There the students are of a lower grade, and the number turned out annually is less; but of 10 who had left only 4 were engaged in teaching in the Colony.

Manifestly something had got to be done to prevent a continuance of this state of affairs. Fortunately the managers of both institutions were most reasonable, and a resolution was soon come to that all future students on entering must sign an agreement to teach for two or three years in the Colony immediately after completing their course. Besides this, the Rector and Curators of the Normal College have shown themselves most desirous to help in any way towards securing a better supply of teachers, and I hope yet to arrange with them for a widening of the field of their labour. While, too, there is cause to regret the expenditure of a large Normal School grant with the result indicated, it has to be remembered that there has been got from it a valuable return of a different kind to the people of Cape Town, viz., the existence in their midst of two excellently managed, and thoroughly taught schools, one for boys and one for girls.

*Teachers' Examinations.*—For both of the Teachers' Examinations conducted in 1893 there was a considerable increase of candidates.

As the majority of candidates for the Second-Class Certificate come from the Normal College, there is little to be added to what has already been said regarding them. Candidates from the Huguenot Seminary, Wellington, and other Girls' Schools are, however, becoming more common; and as a rule they take good places on the list. The report on the examination has already been published in full in the *Government Gazette*.

For the Third-Class Teachers' Examination as many as 509 candidates presented themselves. For the first time none of them were allowed to be exempted on the score of having passed certain other examinations; this change had become absolutely necessary if anything like thoroughness in the elementary school subjects were to be secured. According to the Registrar's report "the results compared very favourable with those of the previous year." Although the report was published in full at the time in the *Government Gazette*, there are three paragraphs of it which I think too important to be left un-noticed by the Government and others interested in education. The Registrar says:—

"It will be seen that there is a marked disproportion between the sexes, and that this disproportion is reversed in European and Native candidates; less than 5 per cent. of the European and nearly 86 per cent. of the Native candidates being males. These figures are of great significance; they show that, while to Native young men the profession of teaching is an attractive one for which they are willing to undergo some training or apprenticeship, to European young men, on the contrary, the calling has no attraction. The supply of moderately qualified male teachers for elementary schools is altogether inadequate; the majority of those who do join the ranks merely drift into them, it is to be feared, without any training or preparation for their work.

"Another circumstance brought prominently out is the superiority of the work of the female candidates over that of the males. Only 28 per cent. of the male candidates succeed, whereas 71 per cent. of the females obtain the certificate; or, omitting the Aboriginal candidates, 45 per cent. of the males and 73 per cent. of the females.

"The large and fairly constant proportion of failures among the Native candidates is a subject for serious consideration. The main cause lies in the fact that a large proportion of the Native boys and girls received into the eleven training institutions, from which candidates have been sent, must have been, at the time of their admission, quite unfit for the special training required. It is clear also that many candidates must have been known to

those entrusted with their preparation to be utterly unable to succeed in any possible teachers' examination."

The first of these paragraphs, when taken along with the fact of the rush of the Normal students to the Orange Free State and Transvaal, where salaries are higher, makes it evident that unless increased salaries are offered to male teachers of certain grades, the country, like some of the American States, will have to depend for the education of its children upon women.

As regards the Native candidates, the way towards improvement is clearer. Suitable young people ought to be selected; certain of the institutions must be pressed to take up in earnest the proper training of teachers, and certain others where proper teaching staffs do not exist ought to devote their attention to other things; and further, less book instruction should be exacted (say only the requirements of the Second Year's Pupil Teachers' examination) and more skill in manual work.

*Vacation Lectures for Teachers.*—It was hinted in last year's report that it might be possible to do something towards training the many uncertificated teachers actually at work. Towards the end of the year a plan was devised for this purpose and immediately put to the trial. By advertisement a Free Course of Training, to be conducted during the Christmas holidays, was offered to any acting teachers who might be willing to come to Cape Town. After considerable preliminary trouble a goodly list of willing students was selected from a large number of applicants; eight lecturers were then engaged to give instruction in the best modes of teaching Reading, Writing, Arithmetic, Geography, Singing, Woodwork, Sewing, and Physical Drill to elementary classes; and a time-table of 4½ hours was drawn up. The success of the experiment was all that could be desired. The total number of students enrolled was 92, of whom 30 were male and 62 female teachers, representing all parts of the Colony. The average attendance of the men was 89 per cent., of the women 75 per cent. All the lecturers without exception were impressed with the zeal and earnestness of the students and with their evident determination to get the greatest possible advantage from the Course. In the Examinations which brought the Course to a close, 52 who had attended with regularity made so good an appearance that teachers' certificates were awarded to them, viz., 8 Second Class, 23 Third Class 1st Grade, and 21 Third Class 2nd Grade. The eagerness of acting teachers to learn, and the willingness of lecturers to come forward with their services have been very gratifying, and are to me most encouraging facts when the future is thought of.

*Pupil-Teachers.*—The outlook in regard to pupil-teachers, which seemed so hopeless a year ago, has considerably changed, except in one respect, viz., that boy pupil-teachers continue to be practically unobtainable. The diversion of the pupil-teacher grants to other purposes has almost entirely ceased; the overwork of girl pupil-teachers has been reduced; and an attempt has been made to secure proper instruction for them in the duties of their profession. A thoroughly revised set of regulations, with a syllabus of studies, was drawn up and published in April in the *Government Gazette*. One radical change sought to be introduced was the institution of a yearly examination to test progress; to this I attached the greatest importance, and I am glad to say that it has secured the approval of teachers generally. It was feared at the time that the imposition of more stringent conditions, coupled with the fact that no increase of salary could then be offered, would act injuriously upon the supply. Fortunately this has not been the case; there has in fact been a fair increase in the number. If, however, the Colony within a period of five years is to produce a proper share of the requisite number of trained teachers, the number of pupil-teachers must be at least doubled at an early date, and this will only be effected by increasing the rates of payment.



In this connection there is a curious anomaly worth noting, viz., that in Scotland, where the cost of living is much lower than here, the payment of pupil-teachers, instead of being less, is considerably higher.

In order to effect an improvement in the training of pupil-teachers in towns where a considerable number of them can be brought together, a trial of the central-class system, which has been so successful elsewhere, has been made. All the pupil-teachers in Cape Town and the immediate neighbourhood assemble at two centres for instruction daily, pupil-teachers of the first year in one class for an hour and a half, then those of the second year for the same time, and at a still later hour those of the third year. The experiment promises well. It will be carefully watched, and reported on a year hence. Strange to say, the greatest difficulty connected with the carrying out of the plan has been to find a class-room and other proper accommodation. The same difficulty was experienced in connection with the Vacation Course; and had it not been for the courtesy of the Rector of the Normal College, a much less satisfactory result would have had to be chronicled. This is a matter that calls for immediate attention.

### XIII. THE SCHOOL SYSTEM.

The subject of the School System was gone into at considerable length last year, and on reading over what I then wrote I observe omissions, but I do not find a single statement of any importance which I should now wish to see changed. Much additional evidence has come into my possession; but almost all of it either merely corroborates the views then expressed or supplements them in points of detail.

*Public Schools.*—The most important omission concerns the Public Schools. These, it will be remembered, are divided into 1st Class, 2nd Class, and 3rd Class, the question of class being decided by the subjects taught and the Government Grants consequently payable in aid of the teachers' salaries. On a careful comparison of the schools in respect to the character of the work done the classification turns out to be almost entirely futile. Third-class schools exist which do better work than several 2nd Class schools, and both 3rd and 2nd Class schools are to be found which do as advanced work as one or two 1st Class schools. Why, then, are these over-efficient schools not raised in grade? Because the people cannot furnish sufficient guarantee for the higher salary which would then be necessary for the teacher. This is one kind of difficulty. In large towns another kind arises. The maximum salary to a head teacher of a 3rd Class school in a town is £144 (including house allowance). If the school is to be worth anything at all, the salary is utterly insufficient, less, indeed, than that of a junior clerk in a Government office. To obtain a higher salary, the teacher must try to get his school made a 2nd Class school. Supposing that he is fortunate in securing a guarantee for a sufficient sum, he then finds that he must teach "Algebra, Latin, and the elements of a natural science," none of which subjects is there any demand for among his pupils. The simple truth is that the fine gradation of salaries and classes which looks so neat on paper is unsuited to this work-a-day world, and consequently does not exist in practice. I am strongly of opinion that the teacher who can give a sound elementary education to his pupils should in this, as in other countries, be paid a living wage, even although the mysteries of Algebra and Latin be not included in the curriculum.

Another matter which falls to be referred to in connection with Public Schools is the unnecessary amount of friction between managers, parents and teachers. Doubtless in many cases there are faults on all sides. I cannot help feeling, however, that along with the fault of over-management referred to last year, there exists a fault of an opposite character, viz., that often a

good teacher does not in case of difficulty receive from the managers that support to which he is entitled. Acting-Inspector Brice speaks strongly and at some length on the subject, and Inspector Murray follows on similar lines. Inspector Nixon says:—"I regret to report that in not a few of the schools under my inspection the efficiency of the education given is seriously interfered with by improper interference, in this and other particulars, on the part of parents. Capricious removal of children is not infrequent, and in some cases the practice obtains of giving three months' or a month's notice, as the case may be, to enable the parent to withdraw a child at once, should there be a complaint of the child being, as it is termed, 'insulted' by punishment. I have met with cases where a pupil has been withdrawn from a boarding-school because he was not allowed to have a light in his bed-room at night after ten o'clock, another where a pupil was withdrawn because he was not presented for the third and fourth standard in the same year, another where the pupil was withdrawn because the teacher insisted upon the performance of a task for neglect of duty. More than one school in my circuit has been closed during the year through improper interference of this kind. It is not too much to say that this is a great evil, and were it to become widespread, good conscientious teaching and true education would become impossible. Where the teacher's moral character is what it should be, and his professional qualifications satisfactory, the managers or the promoters of a school should trust that teacher as he does his minister."

*Private Farm Schools.*—In some districts a marked improvement has taken place in these schools, and I cannot but think that increased vigilance on the part of the Inspectors will in time bring about the same improvement elsewhere. Regular attendance on the part of the pupils, and strict attention to school rules on the part of the teachers must be insisted upon. Inspector le Roux says:—"The results of these schools are unsatisfactory. Pupils seldom proceed beyond Standard III, and the training, such as there is, is not calculated to quicken intelligence or to develop character. The attendance is irregular. Indeed I have strong reasons for supposing that, in some districts, it is best at the time of the Inspector's visit, and that, before and after that visit, it falls short of the requisite number. To take such schools by surprise is no easy matter, for it takes an incredibly short time for every school to know that the Inspector has arrived in the district, and from the time of his arrival until he leaves the neighbourhood all his movements are watched very carefully. It has been suggested to close these schools in agricultural districts during the ploughing and harvesting months; but I cannot recommend this, for it is bound to give rise to great irregularity."

Inspector Murray raises a point of considerable importance. He says "the only question which arises in my mind in regard to them is whether they ought not to be compelled to open their doors to all comers (with the exceptions provided in the Public Schools Act) who live within walking distance. I have come across a couple of instances in which, through the mistaken idea that five children will make better progress with their teacher than if ten were under instruction, a neighbour's children are not encouraged to come, and the grant is paid for children whose parents can well afford to educate them. An explanation of the monetary and educational value gained by admitting more children sometimes leads to the desired result."

*Circuit Schools.*—These have practically disappeared, their place being taken by "Poor" Schools, which are meant to be permanent. Hitherto they have not been very satisfactory, but a change for the better is becoming manifest. Inspector Murray says:—"Circuit Schools, or, as it is now preferable to call them, Poor Schools, are deservedly in bad odour; yet



I find distinct progress is being made in some; and with the increased grant made for them they will draw a better class of teachers, so that the future is hopeful. It is in the matter of financing that many of them are, to my mind, unsatisfactory. In many cases board is provided by the most prosperous farmer in the neighbourhood, for the sake of the education of his own children; but, when these are educated, he not uncommonly loses all interest in the school, and it collapses. In other cases no board is provided, but a small sum ranging between £6 and £12 comes in in fees, and it is with the utmost difficulty that the school is kept going. From the very start it is necessary to impress upon people, and in school upon the children, the obligation of paying the small fee. In the case of people who put some value upon the education of their children, and where the school is less dependent upon the number supporting it, the payment of fees may be forced; in the case of poor schools the use of moral suasion is possible in many cases. In this connection I may note that the Church in some divisions is more fully realising the fact that aid in the education of the poor lies within her scope. In the Division of Willowmore £100 has been spent by her for education during the past year; and the state of education in the divisions of Willowmore, Knysna, and Oudtshoorn owes everything to the unwearied and persistent efforts of the clergy."

*Mission Schools.*—Considerable attention has been given during the year to the question of the local contributions made by schools of this class. Although it is impossible to say that much has been effected, still it is certain that a movement in the right direction has been begun. Often where the local contribution was clearly insufficient the correspondent's attention has been drawn to it, and a change has been insisted upon in cases where additional Government aid has been asked for. Inspector Murray says:—"In regard to Mission Schools in my circuit, I find that at most of them fees are collected varying from 4d. to 2s. a month, so that as a general rule the people contribute about a third of the teacher's salary, while in some cases it is a full half. There are some schools where the parents do nothing, though the Missionary Society gives a small grant. It has been my aim to put these on a better financial basis."

Inspector Woodrooffe says:—"The local contributions to Mission Schools seem to be pretty much as they were a year ago. This year will, I trust, see a change for the better."

On other matters connected with Mission Schools the latter Inspector gives some valuable remarks and suggestions.

The better class of Mission Schools, known as Institutions, have already been spoken of when the training of teachers was under discussion. I prefer for the present to add very little more. Not a few anomalies have made their appearance in connection with them; considerable differences in efficiency are reported; and the principle on which the amount of grant to any one of them has hitherto been determined is not clear. Time for further inquiry is necessary. Of the 10 which sent candidates to the Third Class Teacher's Examination, Lovedale heads the list with 19 passed candidates out of 41; then come Clarkebury with 6 out of 14, Healdtown with 4 out of 11, Blythwood with 3 out of 23, Peddie with 2 out of 2, Graham's Town with 1 out of 4, Umtata with 1 out of 9, Bensonvale with 1 out of 8, Butterworth, with 0 out of 3, and St. Matthew's with 0 out of 5.

As regards the cases of insubordination which have been reported to me, I cannot do better than refer to Inspector Ely's commentary upon them, and say that action taken by him or any other Inspector on the lines indicated will receive my support.

## XIV.—COLLEGES.

The most important advance to be noted in 1893 in connection with higher education is the appointment of a separate professor of applied mathematics and experimental physics at the South African College. This is a step which deserves every encouragement on the part of the public. Mathematics, physics, and chemistry are thus now separately provided for; other science subjects, however, have still to be kept in view, and probably geology and botany are those which the country stands most in need of.

The great improvement resolved upon at Stellenbosch I have already referred to. By providing elsewhere for the teaching of the lower matriculation class, an additional grant has practically been given to the College; and this will be seen to be well deserved when it is noted that the Stellenbosch students cost less per head to Government than any others.

The last returns received from the five Colleges show that in all 333 students are being taught, the details, together with the annual teaching grants being as follows:—

Name of College.	M.A.	B.A.	Inter-med.	1st Matric	2nd Matric	Survey	Total.	Govt. Grant.	Cost per Student.
								£	£
South African, Cape Town	2	17	15	28	34	5	101	1512½	15
Victoria, Stellenbosch ...	...	26	33	27	26	...	112	1225	11
Diocesan, Rondebosch ...	...	5	7	24	27	9	72	900	12½
St. Andrew's, Grahamst'n. ...	...	1	8	12	...	12	33	500	15
Gill, Somerset East ...	...	3	4	8	...	...	15	500	33½
Total ...	...	2	52	67	99	87	333	4637½	14

It will be observed that the total number of matriculated students attending the five Colleges is only 121.

From the return of the Diocesan College I have taken the liberty of striking out the third matriculation class (14) and the Civil Service Class (11), both of which I cannot help viewing as disfigurements; besides, the table shows that the College can hold its own sufficiently well without these tail-pieces.

The excessive cost of students taught at Gill College cannot fail to arrest attention. There, three lecturers, or say rather 2½, are employed to teach 15 youths, that is to say, *one lecturer for every six students*. Surely nothing can more clearly demonstrate the absurdity of multiplying Colleges.

## XV.—FINANCE.

*Cost to Government per Pupil.*—This is a matter which was scarcely touched upon in last report because of the absence of carefully checked data. Since the beginning of April, 1893, however, the cost to Government per pupil present at inspection has been noted in the case of every school visited by the Inspectors, and some very interesting facts have thus been elicited. For example, if the various classes of schools be arranged according to the measure of their expense to Government, the order is

1. First Class Schools,
2. Second Class Schools,
3. Farm Schools,
4. Third Class Schools,
5. Poor Schools.
6. Mission Schools,
7. Aborigines Schools.



he cost varies exceedingly among different schools of the same kind, the exact state of affairs will not be made evident, unless, in addition to the average cost per pupil, there are given the cost per pupil in the most expensive school and the cost per pupil in the cheapest school. Doing this for the schools examined in one quarter we have the following table:—

Kind of School.	COST TO GOVERNMENT PER PUPIL.					
	Highest.		Lowest.		Average.	
	£	s.	d.	£	s.	d.
First Class Public Schools ... ..	6	0	4 $\frac{1}{4}$	1	1	7 $\frac{1}{2}$
Second Class Public Schools ... ..	4	12	10 $\frac{1}{2}$	1	17	4
Farm Schools ... ..	4	16	0	1	2	11
Third Class Public Schools ... ..	5	0	0	1	1	5
Poor Schools ... ..	4	7	3 $\frac{1}{4}$	1	2	11 $\frac{1}{4}$
Mission Schools ... ..	2	2	10 $\frac{1}{4}$	0	6	3
Aborigines Schools ... ..	1	8	6 $\frac{3}{4}$	0	7	6 $\frac{1}{2}$
	£	s.	d.	£	s.	d.
	3	5	0	2	13	1
	2	8	9	2	1	5 $\frac{3}{4}$
	1	19	4 $\frac{1}{2}$	0	15	3 $\frac{3}{4}$
	0	13	0 $\frac{1}{2}$			

Among the number of curious facts contained in this, there may be noted (1) that in one Public School the grant is six times greater than it is in another such school; (2) that in one Mission School it is seven times greater than it is in another; (3) that one of the Mission Schools receives more per pupil than a particular First-Class Public School receives; (4) that in the Public Schools the grant is from three to five times what it is in Mission Schools. Some of these anomalies are being gradually removed, but there is a great deal still to be done.

Had the statistics been complete for a year, more startling anomalies would certainly have made their appearance. One Third Class School on a farm recently existed where the Government grant per pupil reached the extraordinary sum of £10. That is to say, the school received as much as would ordinarily have kept four such schools in operation. If each child of school-going age were paid for at this rate, the little Cape Division would swallow up the whole Education Vote.

*Local Contributions.*—In the case of the Public Schools and the Private Farm Schools the local contributions are, on the whole, slightly greater than the Government Grants; in the case of the Poor Schools no local contribution is asked except board and lodging for the teacher, and none is paid; in the case of Mission Schools the local cash contribution is somewhat less than the Government Grant, *e.g.*, for the schools examined in one quarter the Government Grant was £6,814 10s., and the local cash contribution £5,170 5s.; but then, in a considerable number of cases, board and lodging or free residence was added. The schools which really contribute least are the Aborigines Schools; for example, for the schools examined in one quarter the Government Grant was £1,954, while the local contribution only amounted to £777 $\frac{1}{2}$ ; but then, it must be remembered that free board and lodging or free house and land were added in most cases.

The local contributions to Aborigines Schools are in many places far from satisfactorily attended to. Some action on the part of the Government cannot be long delayed.

*Apportionment of Education Vote.*—To educationists it is an important matter to know how the money spent on education in a country is apportioned, *e.g.*, how much is spent on higher education, how much on elementary education, how much on the training of teachers, how much on inspec-

tion, and so forth. Such questions it is not easy to answer in the case of Cape Colony. Higher education figures under two different sub-votes, training of teachers under three at least, inspection under three, and so on. I hope before another year passes to have these things unravelled, so that it may be possible to form a clear idea of the ratios of the sums spent under the various well-known sub-heads of an Education Vote.

One thing, however, is even at present quite certain, *viz.*, that the total sum, about £9,000, spent on Higher Education is anything but extravagant. Unfortunately a very large slice of the modest grant is devoted to the conducting of examinations merely. There can also be little doubt that the Pupil-Teacher vote, £8,000, is not unreasonable in amount—unreasonable, that is to say, when compared with the whole Education Vote; but here again about a fourth of it goes to other objects, *viz.*, Normal Schools and Training of Teachers. As for this last object, the Training of Teachers, I have already referred to the inadequacy of the provision made for it.

#### XVI.—WORKING OF THE NEW REGULATIONS.

The subjects dealt with in the Regulations of 1893 were (1) Payment of Farm School Grants; (2) Poor Schools; (3) Boarding Grants; (4) Building Loans; (5) Payment of Rent of School Buildings; (6) Evening Schools; (7) Trade Schools; (8) White Mission Schools; (9) Handiwork Classes. The Regulations were proclaimed on 27th September, and before the end of the year every one of them had been taken advantage of, except that in regard to Trade Schools. At first considerable difficulty was experienced in dealing with the applications which flocked in, and some of the less important of them had to stand over for a time; but now things are going more smoothly. It is possible that two Trade Schools will soon be started, so that all the Regulations thus promise to be useful. There are two of them, however, which have been most markedly beneficial, *viz.*, those dealing with Poor Schools and with Building Loans. It is abundantly clear that these have supplied an urgent want.

#### CONCLUSION.

In concluding my report last year I directed attention to the results arrived at under the various heads into which it was divided, and thence drew the conclusion that, for the future, organisation must keep pace with growth. The need for the institution of School Boards after the European fashion, and the need for some form of Compulsory Attendance Act were both spoken of: but paramount importance was given to the urgent necessity for Departmental Organization. During the year, as most of the foregoing sections will show, this has been steadily kept in view, and every effort has been made to bring about a system of administration which would automatically expand along with the growing wants of the country. In some branches these efforts have been rewarded with almost complete success. For example, everything connected with the Inspectorate,—the examining of schools, the recommending of new schools, the collection of statistics at the time of inspection, the reporting of excellencies and deficiencies in the teaching and management of schools, the Office preparation of these reports for the use of School Committees,—all this now proceeds with a smoothness and efficiency that are most encouraging. Of course, with the multiplication of schools, inspection circuits require to be increased in number and changed in area, and about the time of change irregularities in the dates of inspection will necessarily occur; as time goes on, however, such irregularities will become less and less marked. All that is now wanted under this head is the



frank recognition of the principle that the number of schools under an Inspector should never exceed a certain maximum, and that so long as this maximum has not been overstepped the Inspector must be held responsible to a certain considerable extent for the state of education in his circuit. Other branches of departmental work, such as the digesting and tabulation of statistics, the preparation of the school curricula, the establishment of a proper pupil-teacher system, the training of ex-pupil-teachers and others for the teaching profession, the training of acting teachers during vacation time, the execution of an educational survey of neglected districts, have been proceeded with as far as the implements and other means at my disposal would allow.

Along with departmental organization, nothing in the way of radical reform of the school system was advocated, it being thought wiser merely to supplement and amend the existing regulations so far as to provide for immediate needs. This was afterwards done, the New Regulations being the result.

The time having come again to review the situation, it will be well to proceed in exactly the same way as last year. On looking back therefore over the preceding sixteen sections, neglecting everything that gives evidence of progress, and seeking only for serious defects, it is seen that the least satisfactory matters are five in number, viz. :—

- A. Short school life of children.
- B. Irregular attendance while on roll.
- C. Small progress from year to year.
- D. Low average Leaving Standard.
- E. Want of trained teachers.

The figures adduced in connection with these matters call for the most serious consideration. The fact that they are unpleasant is the very best reason for looking them straight in the face. Of the five there can be no question that the last is the most important. If teachers for new country schools cannot be got, the work of extending the school system must simply cease: and if ill-trained teachers continue day by day to be engaged, the quality of the education given will never improve. In the hope of remedying matters the work of training begun during the past year will be continued with all the vigour possible: it has to be borne in mind, however, that work of this character is not accomplished in a day. Of the remaining four defects the first two are, like that just spoken of, fundamental. If the three could be done away with, that is to say, if the children could be got to attend a well-taught school with reasonable regularity during the proper period of school-life, the two other defects would vanish. To proceed further and inquire as to the means by which they may be done away with is to be brought face to face with the problem of Compulsion.

I have the honour to be,  
Sir,

Your obedient Servant,

THOS. MUIR,

Superintendent-General of Education.

## ANNEXURES.

### ANNEXURE No. I TO REPORT OF SUPERINTENDENT-GENERAL OF EDUCATION FOR THE YEAR 1893.

#### 1. INSPECTOR BARTMANN'S REPORT.

(Circuit :—Stellenbosch, Caledon, Bredasdorp, Swellendam, Riversdale, Ladismith, Robertson.)

SIR,—I have the honour to submit to you a short report on the general condition of the schools situated within my Circuit.

The appended table exhibits the number of pupils on the books, the number actually present at inspection, and the number and kind of schools examined during the year.

Table showing Schools and Pupils examined during the year 1893.

Division.	PUPILS.		SCHOOLS.							
	On roll at Inspection.	Present at Inspection.		AI.	AII.	AIII.	P.F.S.	Miss.	Poor	Total.
		White.	Coloured.							
Stellenbosch. . . . .	1,745	616	801	2	1	5	2	11	..	21
Caledon. . . . .	1,744	597	767	1	1	21	1	13	..	37
Bredasdorp. . . . .	751	189	422	..	..	5	3	5	..	13
Swellendam. . . . .	1,029	455	446	1	2	5	8	10	1	27
Riversdale. . . . .	701	416	199	2	0	3	19	3	1	28
Ladismith. . . . .	601	158	373	..	1	4	1	3	..	9
Robertson. . . . .	1,043	646	198	2	1	11	7	4	1	26
Totals. . . . .	7,614	3,077	3,206	8	6	54	41	49	3	161

The number of children on the roll is of course not the number actually receiving regular instruction. The attendance in Mission Schools especially is so irregular that I am fairly justified in believing that the number of children present at inspection is a better approximation to the average number actually receiving instruction.

Taking from the last census the number of children over 5 and under 15 years, we have the following results :—

(a) Percentage of white children in aided schools—

Stellenbosch,	56.5	per cent.
Robertson,	88.2	„
Caledon,	37.4	„
Swellendam,	29	„
Riversdale,	21.2	„
Bredasdorp,	20.9	„
Ladismith,	14.7	„

(b) Percentage of coloured children in aided schools.

Caledon,	42	per cent.
Bredasdorp,	42	„
Ladismith,	38.7	„
Stellenbosch,	33.7	„
Swellendam,	26.4	„
Robertson,	13.5	„
Riversdale,	12.7	„



The manifest awakening of public interest in the cause of education inspires one with the hope that in the near future education will reach even the most secluded corners of my district.

I am glad that my circuit has been diminished in area so that now I am in a better position not merely to improve existing schools, but by a thorough investigation into the needs of my district, to influence careless and indifferent parents to take advantage of the opportunities offered. Even already it is clear to me that the three divisions of Riversdale, Swellendam, and Ladismith require many more country schools.

Subjoined is a list of the new schools opened during the year:—

Riversdale ..	3 AIII.'s; 8 P.F.Ss.; 1 Poor School ..	12
Caledon ..	4 AIII.'s; 1 Eng. B.; & 2 P.F. Schools ..	7
Bredasdorp ..	1 AII.; 2 AIII.'s; 1 P.F.S.; 1 Poor School ..	5
Robertson ..	3 AIII.'s; 1 P.F.S.; 1 Poor School ..	5
Swellendam ..	2 AIII.'s; 1 Eng. B.; 1 Poor School ..	4
Ladismith ..	2 AIII.'s; 1 P.F.S. ..	3
Stellenbosch ..	1 P.F. School ..	1

Total .. 37

The qualification of teachers in the different schools are shown in the accompanying Table:—

	Males.	Females.	B. A.	Intermediate.	Matriculation.	Middle Class Teachers.	Third Class Teachers.	Special Certificate Education Dept.	English or Scotch Privy Council Certi.	Edinburgh School of Art.	Kweek School, Haarlem.	School Higher.	School Elementary.	Certificated.	Uncertificated.	Total.
Stellenbosch ..	18	38	3	1	6	10	2	4	1	1	..	2	30	26	56	
Caledon ..	12	45	..	..	..	1	7	..	1	..	..	2	2	13	44	57
Bredasdorp ..	8	14	..	..	..	..	1	1	..	..	..	..	2	20	22	
Swellendam ..	5	36	..	..	3	7	1	1	..	..	..	1	2	15	26	41
Riversdale ..	12	26	..	1	3	1	5	..	..	..	..	1	3	14	24	38
Ladismith ..	8	12	..	..	..	1	5	1	..	..	..	..	1	8	12	29
Robertson ..	15	23	1	1	..	1	5	..	..	..	..	2	3	13	25	38
Total ..	78	194	4	3	12	4	40	5	6	1	1	6	13	95	177	272

Hence the percentage of teachers possessing no certificates of any kind is as follows:—

- (1) Stellenbosch, 46 per cent.
- (2) Ladismith, 60 "
- (3) Riversdale, 63 "
- (4) Swellendam, 63 "
- (5) Robertson, 65 "
- (6) Caledon, 77 "
- (7) Bredasdorp, 90 "

The pupil-teachers scheme formulated by the Department will supply a long-felt want. If education is to mean anything at all, those who disseminate it should love their work, and not merely regard it as a preparatory employment to some other occupation.

*School Accommodation.*—It is gratifying to report that at Robertson and Montagu excellent school buildings have been erected with large central halls for assembling the scholars and the necessary sanitary arrangements. It is to be hoped that other school committees will similarly feel the urgent need of having suitable school buildings, and that the sanitary arrangements will be properly attended to, as deficiency in these naturally interferes with the morality and health of the children. I have likewise to report that on some farms new rooms, specially designed for school purposes, have been erected, and that on others the existing school rooms have been improved as regards lighting and ventilation. Mission schools, as a rule, are overcrowded, and the furniture is inadequate. In 95 per cent. of the Private Farm Schools the furniture consists of a flat table and either a few forms or chairs.

*Elementary School Subjects.*—To touch on reading, writing, arithmetic, spelling, recitation, object lessons, sewing, physical training, the Dutch language, and especially drawing, would be to repeat, with perhaps greater emphasis, what was brought to your notice in my last general report.

*Higher School Subjects.*—In four of the First Class Schools Greek is taught. Two of these schools are now substituting German, and it is the opinion of teachers that the scholars take a greater interest in this language, and acquire the elements more readily, and with better results, than they do Greek.

Latin is taught in all the First and Second Class Schools, and in about ten AIII's and P.F. Schools. The translation, as a rule is good, but the composition is weak.

French is taught to a few pupils in three of the First Class Schools. Animal Physiology, Botany, Domestic Economy, and Bookkeeping are the subjects taken up in those schools preparing for the final VI Standard.

In Algebra and Geometry the book-work on the whole is satisfactory, but very little intelligence is shown in solving simple problems and riders.

Dynamics is taken up in only two schools where candidates are being prepared for Matriculation. The book-work is readily acquired; but its application to elementary problems is not understood.

*Examinations.*—My experience leads me to believe that there are serious evils connected with the multiplicity of examinations in our schools. The teaching staff, as a rule, is limited, and if, as is the case in most of the higher grade schools, the senior pupils working for examinations claim the greater part of the teacher's attention, the elementary work must necessarily suffer. Where the Education Department in the programme of its examinations aims at a fairly liberal culture of the mental faculties by prescribing a course of study of considerable practical value to a goodly proportion of its scholars, the Cape University holds out a programme which although more popular, is unsuitable and of no practical value to a good many pupils. With the passing of the School Higher and Elementary Examinations perishes in many cases the love of study and research. In many of the higher schools teachers attempt to prepare for the elementary examinations both of the Education Department and of the University. So long as they thus attempt to serve two masters they will seek in vain for satisfactory results.

*Concluding Remarks.*—Several of the Mission Schools in the villages are frequented by white children. In one of my districts the number of whites on the roll in one of the Mission Schools exceeds the number in the local Second Class Public School. The reason is that the fees are low, and the payment practically optional. It is very objectionable that the two classes of children should meet in the same room. In a great many instances it is demoralising to the poor white child to come in contact with a characterless native child. It is remarkable that none of the Missionaries ever send their own children to these schools.

When we consider among other things the scarcity of labourers it is desirable that in Mission Schools the practice should be abolished of detaining children in school after they have passed their Third Standard, when they are kept at school not to proceed to a higher standard, but merely to make up the required percentage for the teacher's Good Service Allowance.

I have the honour to be,

Sir,

Your obedient servant,

(Signed)

A. B. BARTMANN.

Stellenbosch, 19th January, 1894.

## 2. ACTING INSPECTOR BRICE'S REPORT.

(Circuit:—East London, King William's Town, and Fort Beaufort.)

SIR,—I have the honour to submit to you a supplementary general Report on matters which, in the course of my tour of inspection, have more particularly attracted my attention as being worthy of being brought under your notice. I do this with some diffidence, feeling certain that the same topics have probably been fully laid before you by inspectors of wider experience.

*Managers in White Schools (chiefly AIII).* In many cases the Managers are quite illiterate—excellent and industrious men in their own spheres of life, but incapable of comprehending the educational wants of the country, the necessity of obtaining good and well trained teachers, and of strongly supporting them when obtained. In several instances I find that the actual correspondent is the teacher himself, a state of affairs arising from the impossibility of finding among the Managers a solitary individual with education sufficient to carry on the necessary correspondence. I have grave reason for suspecting that frequently their duties are entirely neglected, or are performed in a most perfunctory manner, and I would venture to suggest that:—



- (a) The Minute Books in AIII Schools should be open for inspection, and that Inspectors should be required to ascertain if "Meetings are held periodically, and proper records kept of the proceedings," and also that the sub-guarantors are called together once in a year in accordance with instructions in the School Manual, p. 8.
- (b) That the managers should be urged to ensure regular attendance, and to support the teacher in maintaining discipline, so that his or her influence may be felt as well out of school as in.
- (c) That the Boards of Managers, who have not yet attended to the instruction, should at once be required to "frame regulations for maintaining discipline," the same to be submitted to you for approval.
- (d) That a book, in which a record of every case of corporal punishment should be entered, be always open for inspection.

I find that the arrangements for maintaining discipline in these schools are very varied, and generally most injudicious: indiscriminate corporal punishment is insisted on in one school, in another a refined lady teacher is prevented from detaining a boy after school for insubordination.

I am firmly convinced in the few AIII schools where I found good teachers the difficulties arise in the first place almost entirely from the utter incapacity of the Managers to fulfil the duties they had undertaken, and secondly from their lack of moral courage in supporting the teachers in those difficulties with parents, which so frequently arise especially in country districts and small communities. Again it frequently happens that their views on educational matters are so narrow, so confined, as to be equalled only by their parsimonious economy with regard to the payment of the schoolmaster, and hence it comes to pass that such ridiculously inadequate sums are offered as salaries that no trained teachers are attracted thereby, but only such men as have failed in every other calling. I must add that it seems to me more than probable that in a few instances the Pastor is appointed schoolmaster, not because he is a qualified teacher, or a successful one, but because his services are thus cheaply secured for the religious services of the community.

*Buildings.*—These, with few exceptions, e.g. Tayside, are sufficient for present requirements; in fact, in several instances I was very favourably impressed with the buildings and furniture, and only regretted that they were alone the subjects upon which my comments could be deemed complimentary.

*Teachers.*—My remarks on Managers will fairly reflect my opinions about teachers. In taking six names at random from my list I find two excellent, two very weak, and two utterly useless; this I am absolutely certain is a fair estimate of the existing state of affairs, and I often think that "the elements of a common tradesman's education" would be an advantage which several do not possess. The reason of this dearth lies in the fact referred to already, that the remuneration is too small to attract energetic and well educated men, and the house accommodation frequently utterly inadequate for people of any refinement or culture. Every walk in life here in South Africa is much better paid than that of the third-class schoolmaster, and every trained artisan is far better off. I fear the only remedy, as affairs now stand, is to induce more ladies to enter the profession; but even then many of the schools—allowing that the house accommodation is suitable—are situated in such isolated places that ladies' services would be scarcely available.

*Elementary School Subjects—Arithmetic.* As far as my experience goes this subject is unquestionably the worst taught of all.

If you will be good enough to look over some of the papers presented in this subject at the recent examination for the Third Class Teachers' Certificate, I am inclined to think that you will conclude with me that there is something radically wrong in the way in which the teachers are themselves trained. If I am not much mistaken the papers will be found to abound in Long Division where Short should be used, in reduction to pence, etc., when absolutely unnecessary, and in other similar absurdities; great ignorance will be found to exist in regard to contracted multiplication, and it will be seen that few decimal fractions have been committed to memory, scarcely any candidates knowing the decimal equivalents for  $\frac{1}{2}$  or  $\frac{1}{3}$  or  $\frac{1}{4}$ . With this premise I would like to point out that the utter lack of system in teaching this subject I have nearly everywhere found in my tour of inspection only tends to corroborate the views expressed above. To particularize:—

In Standard I. Addition by strokes, dots, etc., was the rule, the exceptions being lamentably few.

In Standard II. The foregoing extended. I have found, in not a few cases, division performed by a wonderful and elaborate arrangement of strokes that spoke volumes for the industry, the heartrending toil of the little struggler, but little indeed for the abilities or zeal of the teachers.

In Standard III. Such children as reach this standard are so handicapped by their previous lack of proper training that their method is entirely faulty, and their progress consequently small.

In Standard IV. Manipulation of fractions generally painfully weak. I have almost invariably set as a test such figures as  $7898\frac{1}{10}$ — $7891\frac{3}{4}$ —the whole numbers being purposely large, and the fractions easy—and yet in nine cases out of ten they have been reduced to improper fractions.

In Standard V. In no school have I found the decimal equivalents of the simpler vulgar fractions committed to memory, and this knowledge applied in practice: hence to express  $\frac{3}{10}$  or  $\frac{7}{10}$  as a decimal is invariably performed by long division, the short methods which are usually so simple, interesting, and expeditious that children take to them readily, are either not understood, or if understood, not put in practice, with the result that the pupil never gets a proper hold upon the subject, and becomes wearied and disgusted, and the teacher careless and apathetic.

*Reading, Writing, Grammar, Geography.*—In these subjects I am entirely at one with the views expressed in the "Report" for 1892.

*Singing.*—In the 35 schools I have personally inspected, many teachers profess to teach Singing by the tonic sol-fa method, but in only one (I quote from memory, but am almost certain the statement is no exaggeration) in only one did I find any children who could sing "soh" if "doh" were given. The symbols are written on the blackboard, and the teacher then points and sings, the children following his voice, not the notes. Generally the teacher is not aware that he is not teaching sight-singing, although he himself has usually learnt the music from the harmonium.

*Sewing.*—The work is generally done in a most unsystematic manner, and I have not met a single teacher who as yet has sufficiently studied the standards as to be able to teach accordingly.

Two points with regard to Sewing I must especially note:

1st. In White Schools the parents object to their children going through a course of plain sewing at school, "they can learn that at home, and must do only fancy work at school."

2nd. The Missionary Superintendents in Coloured Schools should give out the work, and receive it again when finished; their wives are much more competent to report on the work done than the Inspectors are, and moreover some check upon the native teachers is necessary to prevent the same work being shown up at two inspections.

*Drilling.*—This subject is practically neglected; still I am sure that musical drill, such as is to be seen at the Branch Schools, King William's Town would be easily acquired by children, and, besides being most useful, would be very popular. I think that coloured children would especially take to this subject.

*Registers.*—Roll should be called at some fixed hour—say 9 o'clock in schools that open at that hour—and pupils arriving after that time should be marked late, and, on repetition of the offence, punished accordingly. At present there is much irregularity, and in some schools the teachers trust too much to memory.

*Superintendents of Coloured Schools.*—I find that as a rule the teachers are left too much to themselves, the Superintendents in some cases being somewhat careless about fulfilling the duties they have undertaken, in others living too far from the scene of action. To succeed the coloured teacher should be under strict surveillance.

*Teachers of Coloured Schools.*—(a.) The supply is not equal to the demand, yet only very exceptional circumstances should justify the appointment of a young teacher with no better qualification than that of having passed the Fourth Standard or even the Fifth.

(b.) Since honesty and truthfulness are not natural characteristics of the coloured races here, these virtues should be forcibly impressed by precept and practice whenever opportunity occurs. Now it is well known that there are many coloured teachers in charge of schools to-day who have only partly paid their school fees to the Training Institutions, and some indeed who owe to several Institutions—having been repeatedly dismissed for non-payment. Often these men are lost sight of altogether by the Heads of Mission Training Institutions, but in those cases where they are known it is next to impossible to get the money from them. The principal cause of these disorders undoubtedly lies in the kindness—mistaken perhaps—of the Missionary Superintendents, who have the matter to a great extent in their own hands, by simply continuing to refuse to admit a student without a receipt in full from his last training school, and a good character too. The other remedy is, as in various examinations in England, to demand a certificate of good character from candidates previous to their admission to the teachers' examinations the same certificate to be accompanied with receipts from the various institutions a



which the candidates have respectively received their education. The same principle might well be enforced before a master be entrusted with a school.

*General Remarks.*—Education must be compulsory. In widely scattered (white) communities very large boarding establishments will be found the cheapest way in the long run, the number of teachers would be far less, and the state of education infinitely superior to that existing at the present moment.

I have the honour to be,

Sir,

Your obedient Servant,

(Signed)

A. E. BRICE,

Acting Inspector of Schools.

King William's Town,  
15th December, 1893.

### 3. ACTING INSPECTOR CRAWSHAW'S REPORT.

(Circuit.—Griqualand East, Gealekaland, and Tumbuland.)

Sir,—I have the honour to submit my general report for 1893. The district to which it refers includes the whole of Griqualand East and Gealekaland, and in Tumbuland the Magistracies of Elliotdale, Mqanduli and Umtata, and also ten schools in Xalanga, and three in Engcobo.

*Increase of Schools.*—The most notable feature of the year is the great increase in the number of European schools. These have more than doubled during the last twelve months, and there is every prospect of a considerable further increase. Some of the longer established of these schools are doing well, and many of the more recently started are full of promise. At Umtata, Kokstad and Cala there are now really good public schools.

*Poor Schools.*—In one part of the district there are several schools started for "poor whites." A few of these, where there is an energetic committee and a good teacher, are doing well. In other cases but little progress is being made and never will be made till competent trained teachers are appointed, and regular attendance is secured by some system of compulsion.

*Native Schools.*—There has been also a slight increase in the number of schools for natives, and everywhere, even among the heathen, there is a growing desire that their children should learn to read and write.

*Progress.*—Progress has been made all round during the year. The gradual improvement in school buildings, furniture and equipment still goes on, though much is still to be desired. Books, slates and school materials are almost always well supplied. Special mention must be made of the new school buildings just opened at Umtata—the only really good public school-premises beyond the Kei.

*Teachers.*—The one great difficulty in connection with both European and Native Schools is to find suitable teachers; fair attainments, good training and good moral character, to say nothing of enthusiasm and love for the work, are indispensable if a school is to prosper. The comparatively small salaries given, the isolation, the great expense and loss of time in going home for the holidays are drawbacks which discourage good teachers from coming into the district. Moreover other pursuits are so much more attractive to Colonial young men, that but few care to be teachers, and many of the lady teachers capable of excellent work get married after a few years and thus also are lost to the profession.

*Native Teachers.*—With native teachers, on the other hand, it is quite different. The number of openings for work other than manual is comparatively small, and the possession of a teacher's certificate is the best passport even to these. The number of male native teachers is therefore very large in proportion to the number of female. Not only is the salary generally given small, but unfortunately the local share promised by the people is often neither promptly nor fully paid. Thus many of the very best of the Native teachers leave the service attracted by the higher and regularly paid salaries offered to interpreters and lower clerks in the office of a magistrate or law agent. Further, the standard of morals expected by the Missionary superintendent is higher than among the heathen, and thus many otherwise promising teachers are lost.

*School Superintendents.*—Many of the Missionary Superintendents regularly and frequently visit and examine their schools, and thus very greatly add to the efficiency of

them. But often other and pressing demands of their work prevent them giving that regular oversight to their schools which is so essential.

*Comparative Efficiency and Cost.*—It is both interesting and instructive to have some, even though not a perfectly accurate, way of showing the comparative efficiency and comparative cost of the various schools. This is attempted in the tables below. In the first column is given the actual amount of the teaching grant to each school. In the second column the grant that would have been earned if passes in standards were paid for on the Private Farm School scale, viz:

	For a pass in the first (lowest) standard	5s.
"	second	10s.
"	third	15s.
"	fourth	20s.
"	fifth (highest)	25s.

In the third column is the calculated percentage of the actual grant that would have thus been earned. It is this percentage which may be taken as an approximate measure of the efficiency.

In the fourth column is given the number of the scholars on the roll in each school. This number divided into the actual grant gives in the fifth or last column the actual cost per scholar to the Department, thus showing at a glance the comparative cost per scholar in the various schools. Of course no account is taken in these tables of the amount raised locally from fees or otherwise towards the support of the schools.

Table No. 1.

Class of School.	Actual Grant.	Grant earned on Farm School Scale.	Percentage earned.	No. of Scholars.	Grant per Scholar
	£	£			£ s. d.
Rev. W. GIRDWOOD.—					
<i>United Presbyterian.</i>					
Tutura .. ..	C 28	11½	41	60	0 9 4
Isigangala .. ..	C 20	5½	28	34	0 11 9
Teko .. ..	C 24	3	13	27	0 17 9
Anta's .. ..	C 20	6¾	34	36	0 11 1
Kabakazi .. ..	C 20	3¾	19	25	0 16 0
	112	30½	27	182	0 12 5
Rev. J. M. AULD.					
<i>United Presbyterian.</i>					
Neezele .. ..	C 20	4½	21	41	0 9 9
Manubi Forest .. ..	AIII 30	1¼	4	9	3 6 8
Rev. J. W. HACKER.					
<i>Wesleyan.</i>					
Lusizi .. ..	C 30	6¼	22	73	0 8 3
Cebe .. ..	C 24	13¼	55	79	0 6 1
Neingane .. ..	C 24	2¾	11	32	0 15 0
Maki's .. ..	C 24	7¼	30	56	0 8 7
Iqina .. ..	C 24	7¼	30	67	0 7 2
Nqabara .. ..	C 52	39	75	130	0 8 0
Shixini .. ..	C 20	6¼	33	73	0 5 6
Mevana .. ..	C 20	9½	48	64	0 6 3
Mendu .. ..	C 24	11¾	49	48	0 10 0
B neolo .. ..	C 24	25½	105	83	0 5 9
Ntsimbakazi .. ..	C 30	16½	55	60	0 10 0
Gwadu .. ..	C 20	8	40	75	0 5 4
Fort Malau .. ..	C 32	26	81	110	0 5 10
Mfula .. ..	C 30	11	37	55	0 10 11
	378	190½	52	1005	0 7 6



REV. J. LUNDIE, M.A. <i>United Presbyterian.</i>	Class of Schools.	Actual Grant. £	Grant earned on Farm School Scale.		Percentage earned.	No. of Scholars.	Grant per Scholar.		
			£	£			£	s.	d.
Malan .. ..	C	24	5	21	37	0	13	0	
Mpumi .. ..	C	20	1 $\frac{1}{2}$	9	44	0	9	1	
Ramra .. ..	C	20	6 $\frac{1}{4}$	34	37	0	10	10	
Bikana .. ..	C	20	0 $\frac{1}{2}$	3	25	0	16	0	
Ciko .. ..	C	24	6	25	67	0	7	2	
		108	20	19	210	0	10	3	
REV. W. Y. STEAD. <i>English Church.</i>									
Ngxutyana ..	C	24	6 $\frac{3}{4}$	27	40	0	12	0	
REV. DR SOGA. <i>United Presbyterian.</i>									
Bomvana .. ..	..	20	3	15	35	0	11	5	
REV. R. R. MILLER. <i>Wesleyan.</i>									
Neehana .. ..	C	24	8	33	52	0	9	3	
Mqanduli .. ..	C	24	0 $\frac{3}{4}$	3	64	0	7	6	
Qokolweni ..	C	55	29 $\frac{1}{2}$	54	153	0	7	2	
Qweqwe .. ..	C	20	1 $\frac{1}{2}$	9	50	0	8	0	
Kambe .. ..	C	20	8 $\frac{1}{4}$	41	66	0	6	1	
Ncambele .. ..	C	45	12 $\frac{1}{4}$	27	90	0	10	0	
		188	61 $\frac{3}{4}$	33	475	0	7	11	
REV. S. BAUDERT. <i>Moravian.</i>									
Tabase .. ..	C	24	34	142	59	0	8	2	
Baziya .. ..	C	24	23	96	68	0	7	1	
		48	57	119	127	0	7	7	
BISHOP KEY. <i>English Church.</i>									
Nqadu .. ..	C	24	4 $\frac{3}{4}$	20	34	0	14	1	
Umjika .. ..	C	20	10 $\frac{3}{4}$	54	65	0	6	2	
		44	15 $\frac{1}{2}$	35	99	0	8	11	
REV. W. A. GOODWIN, M.A. <i>English Church.</i>									
Umtata Nat. Inst. ..	C	140	56 $\frac{1}{2}$	40	51	2	14	11	
PROVOST GODWIN, M.A. <i>English Church.</i>									
Umtata, Hottentot ..	C	15	3 $\frac{1}{4}$	22	37	0	8	1	
Tiger Flat .. ..	PFS	30	2 $\frac{1}{2}$	8	14	2	2	10	
Umtata, Boys .. ..	AII	170	49 $\frac{1}{4}$	29	76	2	4	9	
REV. D. L. ERSKINE. <i>Free Church.</i>									
Qelana .. ..	C	20	2 $\frac{1}{2}$	13	28	0	14	5	
Esidwadweni ..	C	20	5 $\frac{1}{4}$	26	50	0	8	0	
Egoqwana .. ..	C	20	3 $\frac{1}{4}$	16	24	0	16	8	
Esinxaku, Lower ..	C	24	1	4	40	0	12	0	
Mqokolweni .. ..	C	24	2 $\frac{1}{2}$	10	49	0	9	9	
Ngcele .. ..	C	20	5 $\frac{1}{4}$	26	27	0	14	10	
Somerville .. ..	C	39	18 $\frac{1}{4}$	47	70	0	11	2	
Mapassa's Hoek ..	C	24	16 $\frac{3}{4}$	70	61	0	7	10	
		191	54 $\frac{3}{4}$	29	349	0	10	11	

REV. G. CALLAWAY, B.A. <i>English Church.</i>	Class of School.	Actual Grant. £	Grant earned on Farm School Scale.		Percentage earned.	No. of Scholars.	Grant per Scholar.		
			£	£			£	s.	d.
Ncolosi, Boys ..	C	20	10 $\frac{1}{4}$	51	53	0	7	7	
" Girls .. ..	C	16	5	31	29	0	11	0	
Siqungqwini ..	C	24	5 $\frac{1}{4}$	22	37	0	13	0	
St. Augustines ..	C	24	8 $\frac{3}{4}$	36	60	0	8	0	
Mbokotwana ..	C	32	14 $\frac{1}{4}$	45	55	0	11	8	
Roza .. ..	C	15	7 $\frac{3}{4}$	52	40	0	7	6	
Tsitsana, Upper ..	C	10	6 $\frac{1}{2}$	65	42	0	4	9	
Qanqu .. ..	C	32	6 $\frac{1}{2}$	20	85	0	7	6	
Mount Frere .. ..	C	15	5 $\frac{1}{4}$	35	43	0	7	0	
		188	69 $\frac{1}{2}$	37	444	0	8	6	
REV. S. LUCAS. <i>Wesleyan.</i>									
Etyeni .. ..	C	24	15	63	104	0	4	7	
Caba .. ..	C	20	6 $\frac{1}{2}$	33	34	0	11	9	
Esinxaku, Upper ..	C	24	7 $\frac{1}{2}$	31	51	0	9	5	
Lotana .. ..	C	24	20 $\frac{1}{2}$	85	48	0	10	0	
Shawbury, Girls ..	C	60	22	37	56	1	1	5	
" Boys .. ..	C	30	18 $\frac{1}{4}$	61	70	0	8	7	
Tyira .. ..	C	20	4 $\frac{1}{4}$	23	73	0	5	6	
Culunca, Lower ..	C	24	10 $\frac{1}{2}$	44	61	0	7	11	
Mahlungulu .. ..	C	34	10	29	62	0	10	11	
Gura .. ..	C	20	1 $\frac{1}{4}$	6	31	0	12	11	
Encoti .. ..	C	24	8 $\frac{3}{4}$	36	70	0	6	10	
Gqweta .. ..	C	20	2 $\frac{1}{4}$	13	45	0	8	11	
		324	127 $\frac{1}{4}$	39	705	0	9	2	
REV. J. W. STIRLING. <i>United Presbyterian.</i>									
Sulenkama .. ..	C	24	5	21	62	0	7	9	
Botsabelo .. ..	C	28	22 $\frac{1}{4}$	80	64	0	8	9	
Nxaxa, Upper .. ..	C	15	3	20	20	0	15	0	
" Lower .. ..	C	20	9 $\frac{1}{4}$	46	64	0	6	3	
Culunca, Upper ..	C	20	8 $\frac{1}{2}$	43	59	0	6	9	
Balasi .. ..	C	40	17 $\frac{3}{4}$	44	80	0	10	0	
Etoleni .. ..	C	20	9 $\frac{1}{2}$	48	52	0	7	8	
Mkemane, Lower ..	C	20	4 $\frac{3}{4}$	24	42	0	9	6	
Mount Fletcher ..	C	24	5 $\frac{1}{4}$	27	29	0	16	6	
Ncome .. ..	C	20	7 $\frac{1}{2}$	38	70	0	5	9	
		231	93 $\frac{1}{4}$	40	542	0	8	6	
REV. R. MATTERSON. <i>Wesleyan.</i>									
Maketa's .. ..	C	16	3 $\frac{1}{4}$	20	29	0	11	3	
Mvuzi .. ..	C	20	10	50	61	0	6	7	
Cancele .. ..	C	22	12 $\frac{1}{2}$	57	66	0	8	8	
Qwidlana .. ..	C	16	2 $\frac{1}{4}$	14	35	0	9	2	
Ntenetyana .. ..	C	20	9 $\frac{1}{4}$	46	64	0	6	3	
Mpemba .. ..	C	28	10	36	93	0	6	0	
Osborn .. ..	C	86	49	57	190	0	9	1	
Umtshazi .. ..	C	20	4	20	45	0	8	11	
		228	100 $\frac{1}{4}$	44	583	0	7	10	
REV. M. SIGENU. <i>Wesleyan.</i>									
Mandileni .. ..	C	24	3 $\frac{3}{4}$	16	40	0	12	0	
Lutateni .. ..	C	20	5 $\frac{3}{4}$	29	44	0	9	1	
Ntlabeni .. ..	C	32	16 $\frac{3}{4}$	52	84	0	7	7	
Emgungundlovu ..	C	20	11 $\frac{1}{4}$	56	37	0	10	10	
		96	37 $\frac{1}{2}$	40	205	0	9	4	



		Class of School.	Actual Grant.	Grant earned on Farm School Scale.	Percentage earned.	No of Scholars.	Grant per Scholar.		
			£	£			£	s.	d.
REV. P. HARGREAVES.									
<i>Wesleyan.</i>									
Umkwekazana ..		C	20	6 $\frac{1}{4}$	31	48	0	8	4
Endakeni ..		C	36	4 $\frac{1}{2}$	13	76	0	9	6
Rode ..		C	46	30	65	120	0	7	8
Gcebeni ..		C	20	7 $\frac{1}{4}$	36	63	0	6	4
			122	48	40	307	0	7	11
REV. W. MURRAY.									
<i>Independent.</i>									
Kokstad (Griquas) ..		C	74	36 $\frac{1}{4}$	49	180	0	8	3
Spion Kop ..		C	20	3	15	47	0	8	6
Rustfontein ..		C	20	7 $\frac{3}{4}$	39	44	0	9	1
			114	47 $\frac{1}{4}$	41	271	0	8	5
Tiger Hook ..		AIII	30	5 $\frac{3}{4}$	19	14	2	2	10
Kokstad, Boys ..		AII	100	17 $\frac{1}{4}$	17	30	3	6	8
„ Girls ..		AII	74	16	22	77	1	11	6
Highlands ..		PFS	30	6 $\frac{1}{2}$	22	10	3	0	0
Woodlands ..		PFS	10	1 $\frac{1}{4}$	12	5	2	0	0
REV. F. J. ADKINS.									
<i>English Church.</i>									
Melk Spruit ..		C	20	3 $\frac{1}{4}$	16	26	0	15	5
REV. O. OXLAND.									
<i>English Church.</i>									
Clydesdale ..		C	30	14	47	104	0	5	9
REV. C. PAMLA.									
<i>Wesleyan.</i>									
Boschfontein ..		C	24	9 $\frac{1}{4}$	39	44	0	11	0
Etembeni ..		C	46	30 $\frac{1}{2}$	66	103	0	8	11
Krom Hoek ..		C	24	27 $\frac{1}{2}$	115	96	0	5	0
Diep Kloof ..		C	24	7 $\frac{1}{2}$	31	43	0	11	2
Cabane ..		C	24	12 $\frac{1}{2}$	52	67	0	7	2
Msingapantsi's ..		C	24	8 $\frac{1}{2}$	35	42	0	11	5
Engwanqa ..		C	20	4 $\frac{3}{4}$	24	40	0	10	0
Engunjini ..		C	20	7	35	44	0	9	1
Etswilika ..		C	20	7 $\frac{1}{4}$	36	39	0	10	3
Ibisi ..		C	20	2 $\frac{1}{2}$	13	48	0	8	4
			250	117 $\frac{1}{4}$	47	566	0	8	10
Wexford ..		PFS	23 $\frac{3}{4}$	3 $\frac{3}{4}$	16	10	2	7	6
Umzimkulu ..		AIII	60	6 $\frac{1}{4}$	10	13	4	12	4
Expectation ..		PFS	14 $\frac{1}{4}$	2 $\frac{1}{4}$	16	6	2	7	6
Waterfall ..		AIII	30	6 $\frac{3}{4}$	22	14	2	2	10
Ben Lomond ..		PFS	23 $\frac{3}{4}$	3 $\frac{3}{4}$	16	10	2	7	6
Kromdraai ..		PFS	20 $\frac{1}{2}$	1 $\frac{1}{2}$	2	10	2	1	0
Noitgedacht ..		PFS	30	4 $\frac{1}{4}$	14	12	2	10	9
Mount Currie ..		PFS	27 $\frac{1}{4}$	3 $\frac{1}{4}$	12	12	2	5	5
Fair View ..		PFS	14	2	14	6	2	6	8
Cedarville ..		AIII	60	12	20	39	1	10	9
Matatiele ..		AIII	30	3 $\frac{1}{4}$	11	13	2	6	2

		Class of School.	Actual Grant.	Grant earned on Farm School Scale.	Percentage earned.	No. of Scholars.	Grant per Scholar.		
			£	£			£	s.	d.
REV. J. W. GREEN.									
<i>English Church.</i>									
Ramohlakoana's ..		C	20	6 $\frac{3}{4}$	34	44	0	9	1
Queen's Mercy ..		C	20	7	35	49	0	8	2
Kuebung ..		C	24	5 $\frac{1}{2}$	23	24	1	0	0
Mnyamana's ..		C	20	5	25	43	0	9	4
			84	24 $\frac{1}{4}$	29	160	0	10	6
REV. L. J. I. COCHET.									
<i>French Evangelical.</i>									
Matatiele ..		C	24	12 $\frac{3}{4}$	53	51	0	9	5
Polokong ..		C	15	8	53	33	0	9	1
Mapfontein ..		C	20	5 $\frac{3}{4}$	29	37	0	10	10
Pekong ..		C	31	14	45	58	0	10	8
Hebron ..		C	28	8 $\frac{1}{4}$	29	62	0	9	0
Tikatikong ..		C	24	2 $\frac{3}{4}$	11	29	0	16	7
Mafube ..		C	45	29 $\frac{1}{2}$	66	87	0	10	4
Nkupelweni ..		C	20	7 $\frac{3}{4}$	39	41	0	9	9
Tsikarong ..		C	28	10 $\frac{1}{2}$	37	71	0	7	11
			235	99 $\frac{1}{4}$	42	469	0	10	0
REV. J. H. BERTSCHY.									
<i>French Evangelical.</i>									
Sekhobong ..		C	38	17	45	45	0	16	11
Thaba Chieha ..		C	20	3 $\frac{3}{4}$	19	36	0	11	1
Paballong ..		C	32	16	50	52	0	12	4
Mangolong ..		C	24	3 $\frac{1}{4}$	14	19	1	5	3
			114	40	35	152	0	15	0
REV. L. MARX.									
<i>Moravian.</i>									
Bethesda ..		C	30	28	93	77	0	7	9
Magadla's ..		C	20	4 $\frac{1}{4}$	21	44	0	9	1
Elukolweni ..		C	20	9 $\frac{1}{4}$	46	42	0	9	6
			70	41 $\frac{1}{2}$	59	163	0	8	7
REV. P. SEPAMLA.									
<i>Wesleyan.</i>									
Sigoga ..		C	20	5	25	44	0	9	1
REV. H. HASTING.									
<i>Moravian.</i>									
Ezincuka ..		C	24	38 $\frac{3}{4}$	161	106	0	4	6
Tinana ..		C	30	19 $\frac{3}{4}$	66	48	0	12	6
Nxotshane ..		C	20	3 $\frac{1}{2}$	18	33	0	12	1
			74	62	84	187	0	7	11
REV. S. MAKHOBOTLOANE.									
<i>Wesleyan.</i>									
Matlake ..		C	15	1 $\frac{3}{4}$	12	46	0	6	6
Bethania ..		C	20	1 $\frac{3}{4}$	9	36	0	11	1
Fletcherville ..		C	32	12	38	48	0	13	4
Ketekete ..		C	20	5 $\frac{1}{4}$	26	41	0	9	6
			87	20 $\frac{3}{4}$	24	171	0	10	2
REV. C. MAHLUTSHANA.									
<i>Wesleyan.</i>									
Tsitsana, Lower ..		C	30	12 $\frac{1}{4}$	41	48	0	12	6
Kenelm ..		AIII	30	3	3	15	2	0	0
Woodstock ..		PFS	11 $\frac{3}{4}$	1 $\frac{3}{4}$	15	5	2	7	0
Glen Colley ..		AIII	30	1	3	11	2	14	7



	Class of Schools.	Actual Grant.	Grant earned on Farm School Scale.	Percentage earned.	No. of Schools.	Grant per Scholar.
		£	£			£ s. d.
Gubenxa, Lower ..	AIII	45	7	16	33	1 7 3
Ronan ..	AIII	30	4½	14	13	2 6 2
Ulva ..	AIII	45	2½	5	8	5 12 6
REV. H. B. WARNER.						
<i>Wesleyan.</i>						
Maxongo's Hoek ..	C	20	2	10	40	0 10 0
Slang River ..	AIII	60	9¾	16	21	2 17 2
Glen Alvon ..	AIII	40	¼	1	23	1 14 9
Kilchamaig ..	AIII	30	4½	14	14	2 2 10
Fingall ..	PFS	22	2	9	11	2 0 0
REV. CANON WATERS.						
<i>English Church.</i>						
Cengou ..	C	20	13½	66	44	0 9 1
REV. W. S. DAVIS.						
<i>Wesleyan.</i>						
Clarkebury Nat. Inst.	C	150	128½	86	127	1 3 7
Clarkebury, Girls ..	C	34	18¾	55	124	0 6 3

Making a summary of the preceding table, so as to afford a comparison between the different classes of schools, we have:—

Table No. II.

No. of Schools.	KIND OF SCHOOL.	Actual Grant.	Grant earned on Farm School Scale.	Percentage earned.	No. of Scholars.	Grant per Scholar.
17	Public Schools—European..	894	147¼	16	407	£2 3 11
12	Private Farm Schools ..	257	33½	13	79	2 13 0
29	Total European Schools ..	1151	181	15	504	2 5 8
143	„ Native Schools ..	3829	1628½	43	8133	0 9 5

Again, arranging the totals for the Native Schools under the different Missionary Superintendents according to the percentage of grant earned, (the grant per scholar being also shown), we have:—

Table No. III.

MISSIONARY SUPERINTENDENT.	No. of Schools.	Percentage of Grant earned.	Grant per Scholar.
			£ s. d.
Rev. S. Baudert (Mor.) ..	2	119	0 7 7
Rev. H. Hastings (Mor.)..	3	84	0 7 11
Rev. Canon Waters (Eng.)	1	66	0 9 1
Rev. L. Marx (Mor.) ..	3	59	0 8 7
Rev. W. S. Davis (Wes.)..	1	55	0 6 3
Rev. J. W. Hacker (Wes.)	14	52	0 7 6
Rev. C. Pamla (Wes.) ..	10	47	0 8 10
Rev. O. Oxland (Eng.) ..	1	47	0 6 9
Rev. R. Matterson (Wes.)	8	44	0 7 10
Rev. L. J. I. Cochet (Fr. Ev.)	9	42	0 10 0

Missionary Superintendent.	No. of Schools.	Percentage of grant earned.	Grant per Scholar.
			£ s. d.
Rev. C. Mahlutshana (Wes.)	1	41	0 12 6
Rev. W. Murray (Indep.)	3	41	0 8 5
Rev. W. Sigenu (Wes.) ..	4	40	0 9 4
Rev. P. Hargreaves (Wes.)	4	40	0 7 11
Rev. J. W. Stirling (U.P.)	10	40	0 8 6
Rev. S. Lucas (Wes.) ..	12	39	0 9 2
Rev. G. Callaway (Eng.)	9	37	0 8 6
Rev. J. H. Bertschy (Fr. Ev)	4	35	0 15 0
Bishop Key (Eng.) ..	2	35	0 8 11
Rev. R. R. Miller (Wes.)	6	33	0 7 11
Rev. T. W. Green (Eng.)	4	29	0 10 6
Rev. D. L. Erskine (Free)	8	29	0 10 11
Rev. W. Girdwood (U.P.)	5	27	0 12 5
Rev. W. Y. Stead (Eng.)	1	27	0 12 0
Rev. P. Sepamla (Wes.) ..	1	25	0 9 1
Rev. S. Makhobotloane (Wes.)	4	24	0 10 2
Provost Godwin (Eng.) ..	1	22	0 8 1
Rev. J. M. Auld (U.P.) ..	1	21	0 9 9
Rev. J. Lundie (U.P.) ..	5	19	0 10 3
Rev. F. J. Adkins (Eng.)	1	16	0 15 5
Rev. Dr. Soga (U.P.) ..	1	15	0 11 5
Rev. H. B. Warner (Wes.)	1	10	0 10 0
<i>Institutions.</i>			
Rev. W. S. Davis (Wes.) Clarkebury	..	86	1 3 7
Rev. W. A. Goodwin (Eng.) Umtata	..	40	2 4 11

This comparison, though true in the main, must not be pushed too far. Some of these schools belong to old established missions, and the parents of many of the children attending them went to school themselves. Others are newly established among a heathen people. Some tribes, such for example as the Fingoes, are far in advance of the others, such as the Xesibes or Quatties. Some Superintendents have very few schools and only at their chief stations, others have a larger number of smaller, and of course less efficient schools.

The one ground for congratulation is that speaking generally there is year by year a slow but steady improvement nearly all round.

I have the honour to be

Sir,

Your obedient Servant,

C. J. CRAWSHAW.

4. INSPECTOR ELY'S REPORT.

(Circuit:—Stockenstrom, Fort Beaufort, Victoria East, Peddie, King William's Town, and East London.)

Sir,—I have the honour to submit to you my report on the state of Education in the Divisions of Stockenstrom, Fort Beaufort, Victoria East, Peddie, King William's Town, and East London.

For the purpose of comparison I give the numbers of the Schools inspected in 1892 and 1893 with the results of inspection.

No. Regd. Pres. B. S. I, II, III, IV, V, VIP., VIF., Above and unclassified.

1892. 135, 8603, 7125, 2848, 1157, 1295, 1111, 483, 156, 41 .. 34

1893. 189, 10483, 8317, 3128, 1377, 1467, 1196, 646, 313, 42 .. 148

During the last nine months—since the adoption of the New Summary of Inspection in April—I find that of 3947 children present at inspection in 1892, 1623 have gone up a Standard, 2246 have remained in the same Standard, and 78 have gone down; but it must be remembered that the schools in the Division of Fort Beaufort



and Stockenstrom were inspected during the quarter, and Peddie and Victoria East during the half-year following the previous inspection. Much better results may be expected this year.

According to the latest returns that I have—those for the quarter ended 30th September—there has been an increase in the number on the books of 1110 between the 31st March and the 30th September:—the numbers being, 31st March, 11002 and 30th September, 12112. Of the latter number 3406 were Europeans. If we add about 900 more in private schools we have out of a total of 6376 European children, 4306, approximately, receiving some kind of education.

It is to be regretted that local jealousies should prevent the spread of education, when united effort would do so much to promote it. Thus I am informed that the English Church clergyman at Fort Beaufort has opened two schools in that small town, one for boys and another for girls, with an average attendance of 18 in the former, and 5 in the latter. Besides these and the Public School, there are two small schools with an attendance between them of 33. Starvation of all the schools can be the only result of such divided action. From another part of the same district, a correspondent writes:—"From enquiries I find there are more getting no education at all than there are receiving it. More especially is this the case in the Winterberg and Waterkloof districts. With a little combination schools could be established at two centres in each of these districts, having an average attendance from 20 to 30 children. The Waterkloof people are poor and unable to pay much, but the people are well-to-do farmers in the Winterberg. I have pointed out to them the assistance the Education Department will give them, and even selected a site for their school, but when they come together to discuss the matter they disagree about the site, those who are living at the extreme ends want the school in their midst, and those who are most central will not have it at all. The children have to suffer through the jealousy of the parents."

*School Buildings.*—When I was at Balfour in February last the new schoolroom was nearly completed, and a house for the teacher had been built. At Adelaide the school buildings were in a wretched state. At Peddie a grant has been made for a new schoolroom and master's house, which ought to be nearing completion. At King William's Town the managers of the Dale College have purchased the old Wesleyan Chapel, which previously had been rented, for the use of the English Branch School. A three-roomed schoolhouse is being erected for the German Branch School, which will probably move into its new quarters about the beginning of April. Considerable additions and alterations are spoken of in connection with Dale College itself during the course of the year. The dwelling-house of the Girls' Collegiate School was undergoing repairs during my visit. At East London the school buildings on both banks of the river need alteration. On the east bank the managers were going to set about the repairs to the Girls' School immediately, while repairs and additions to the Boys' School were to be taken in hand shortly. At Fort Beaufort the calico ceiling in the boys' room had given away to a wooden one, and the whole room had been painted. A new wooden ceiling had also been put up in the preparatory school, and sundry repairs effected.

*Poor Whites.*—I merely touch on this point to draw attention to the fact that in towns efforts have always been made to provide as far as possible for the education of the poorer class of children. Foremost in the good work have been the Roman Catholics, but the directors of such agencies as the English Church and Wesleyan Mission Schools, the Free Mission School at Queenstown and King William's Town, the homes at Grahamstown and King William's Town have done their best with the means at their disposal to discharge a duty which all alike have felt to be of paramount importance.

*Special Subjects of Instruction; Languages—Ancient.*—When the number of pupils in a school is such that a proper amount of time can be given to the teaching of Latin and Greek we have fair results; but where only one or two pupils learn, or where the subjects are taught merely to satisfy the Government requirements, the results, as might be expected, are poor.

*Languages—Modern.*—The difficulty in the case of modern languages is to get the pupils to speak the language they are studying. The fear of making mistakes, and the consciousness that their accent in most cases is faulty, render them shy and nervous, and so they never acquire that facility of expression which is only gained by constant practice.

*Algebra and Euclid.*—What has been said about Latin and Greek applies equally to these subjects.

*Singing.*—Since so much stress has been laid on this subject, I have paid special attention to it in Native Schools, and my experience is—the same as Mr. Nixon's—that very few, if any, of the native teachers can teach singing. They all sing, but of the theory of music they may be said to have no knowledge at all. Many have never

seen a Modulator, and of those who have, not one—I do not think I am exaggerating—has the least idea why the spaces between m and f, and t and d' are less than those between any other two consecutive notes.

*Drawing.*—Free-hand is taught in a good many of the Public Schools, though, with few exceptions, no great proficiency has been attained. In Native Schools map drawing has been here and there attempted; but the results on the whole have not been encouraging. Still a beginning has been made. At Lovedale a special feature was the instruction in Geometrical drawing given by Mr. Fleming. Some of the work done by the native boys was remarkably good.

*Sewing.*—At the Lovedale Institution the sewing as a rule is excellent; but Lady Superintendents of sewing classes in connection with mission schools complain of the carelessness of both teachers and pupils. I myself have occasionally to rip up with finger and thumb a bit of bad work.

*Drill.*—Generally very elementary. The exercises performed by the Dale College boys under the instruction of Sergeant-Major Venimore Wright were excellent.

*Industrial Education.*—Excepting sewing, the only industries taught in the Public Schools in my district are carpentry at Dale College, and dressmaking at the Girls' Collegiate School, King William's Town. The former is to be placed on a much better footing this year; the latter I was unfortunately unable to see.

*Insubordination.*—In conclusion, I would draw attention to a growing evil in the Native Institutions, which, if not checked, will have very serious results. I refer to insubordination, on which the *Christian Express* writes as follows:—"One of these (two serious evils) is a perceptible increase of wilfulness and self assertion, showing itself in impatience of restraint and sometimes even, as all Institutions can testify, in curious fits of rebellion in numbers. In the African the social instinct is very powerful. The hope of the future, as well as the danger, may depend on this feature, and much wisdom is needed to deal successfully with it. Harshness and weakness will alike aggravate the evil."—*Chr. Exp.*, Jan., 1894.

It seems to me that the cure lies entirely in the hands of the Institution authorities. Once let it be known that insubordinate pupils who have left their Institution without, or against, the consent of the authorities, will not only not be taken back, but will have their names sent to other Institutions so that they may be excluded from them also, and we shall soon put an end to "curious fits of rebellion in numbers." The Institution authorities have constantly to refuse applications for admission, and can therefore very well afford to let the insubordinate go. As long as the demand was inferior to the supply, it might have been policy to humour stupid boys and girls, on the charitable supposition that they knew no better. Now that the demand exceeds the supply, those who *won't* must give way to those who *will* conform to the rules and regulations laid down for their conduct. I have publicly stated, and I wish it to be known as widely as possible, that I will not recommend for the responsible position of teacher any man or woman who has been dismissed for insubordination from any School or Institution, and that for the simple reason that he who has not learned to obey is wholly unfit to command.

I have the honour to be, Sir,

Your obedient servant,

F. HOWE ELY,

Dep. Inspector of Schools.

Queenstown, 8th January, 1894.

#### No. 5.—INSPECTOR FRASER'S REPORT.

(CIRCUIT:—Port Elizabeth, Uitenhage, Alexandria, Bathurst, Albany, Bedford, Somerset East).

Sir,—I have much pleasure in submitting my Report for the year 1893.

During the year I have inspected 129 day schools, and 1 evening school. The number of children actually present at my inspections was 6482, exclusive of the pupils in the Art Schools of Graham's Town and Port Elizabeth.

*Short Life of Schools.*—The mushroom growth and ephemeral existence of many of our Colonial schools are much to be deplored. Sometimes, schools are started without counting the cost, and when managers are brought face to face with their responsibilities, they close the school as the shortest way out of their difficulty. For the smaller and poorer class of schools it is difficult to get teachers. At times, the



difficulty arises on the part of the teacher. A young lady will leave her home to take charge of a school at some little distance. She never intended to devote her life to the work of teaching, and she soon becomes tired of the work and resigns.

*Supply of Teachers.*—What we require in the Colony is a supply of teachers who will devote themselves to teaching as their life-work. We have too many teaching, simply as a makeshift, till something better turns up. How many of the hundreds who every year sit as candidates for the Third Class Teachers' Certificate, have any desire to qualify themselves for the practical work of a teacher? With the greater number the intention is to obtain evidence of having acquired a certain educational status. Thus it is possible to have a short supply of teachers, while candidates for the certificate come forward at the rate of 400 or 500 a year.

*Increase of Schools.*—It is gratifying to note, however, that schools are increasing. In my circuit, 31 schools have been opened or re-opened during the year, while the number closed has been 11.

*Private Schools.*—In most towns, villages, and populous places there are schools unconnected with the Education Department. These may be mere private ventures, may be managed by a committee of proprietors or shareholders, or may be under the control of one or other of the great religious bodies. Graham's Town surpasses all other towns of my circuit in the number of pupils attending private schools. I found 983, viz., 373 boys, and 616 girls. Of these there were as boarders in five Institutions, 258, viz., 119 boys, and 139 girls. Many of those appearing on the books as day scholars were boarders in the houses of friends or private families, but their number I could not ascertain. In Port Elizabeth the supply of these schools is intended more largely to meet local necessities than it is in Graham's Town. Here I found 970 pupils in such schools, viz., 374 boys, and 596 girls. For the instruction of these children there were 65 teachers, viz., 59 female, and 6 male, exclusive of some 5 gentlemen who act as visiting masters in girls' schools. These schools, then, in Port Elizabeth, are managed and conducted more largely by females than the schools in Graham's Town, where there are 20 male, and 46 female teachers. In Uitenhage there are 7 private schools, 1 for boys, and 6 for young children. Altogether these provide instruction for 239 pupils, of whom about 40 are boarders.

These are the most prominent centres of private schools in my circuit. I have not thought it necessary to go into further detail about the smaller villages; but schools of this class are found wherever there is a sufficiency of population to offer scope for them.

*Supply of Schools.*—While the work of the Education Department is supplemented by voluntary effort in populous places, we find, in thirty peopled and indigent localities, a total absence of schools. My attention has been directed to a portion of the Uitenhage Division, between the great Winterhoek and Coeksecomb mountain, where a school or schools should be provided. In the Olifants Hoek portion of Alexandria, there is a lack of schools. In Bedford something has been done during the year to provide for outlying localities. The schools at Colliesfontein and Glen Cameron will require to be supplemented by a few others before the school supply can be considered as satisfactory.

It is when we come to consider the condition of the rural population that we notice the great want of schools. Thus in Graham's Town, with a population of 6297, there were found in the schools of all classes, 1735. In Uitenhage with a population of 3146, the pupils were 881, but quite 100 of these were boarders. What a difference we find when we deal with a large area. In the Division of Alexandria, out of a population of 2417, there are 170 at school: in the Division of Bathurst, there are 217 at school, out of a population of 1833: and in the division of Bedford the number of scholars is 278 out of a population of 2301. These numbers in every case refer to Europeans only.

For a suggestive contrast take the two parts of the Division of Bedford, viz. town and country, as under:—

Town of Bedford	..	Population, 460	Scholars 96
Remainder of Bedford	..	Population, 1841	Scholars 182

Here, with four times the population, the number of scholars is not quite double. Certainly, a few farmers send their children to Graham's Town or Uitenhage, but well-to-do people in the town also do so. There may be a few governesses in the country working outside the Education Department, but these are few.

*Home Lessons.*—There has been great agitation on this subject. No doubt home lessons are in very many instances excessive in amount. Of course a youth, preparing for his Matriculation Examination, may require to work several hours a day out of school: but there cannot be the same necessity for burdening with home-work a child in Standard I. With young children also, sufficient care is not always taken to see that they understand thoroughly what they have to do. Writing and transcription exercises are

given to pupils whose fingers have great difficulty in forming the letters. In large schools where the various subjects are taught by different persons, mischief is done by one teacher being ignorant of the amount of home-work set by another. In this way the pupil may be burdened with home-work on one day, and come off easily another. It might be an advantage to all concerned, if the amount of home-work required daily of each class, were stated at the foot of the Time-Table. This would prevent irregularities, and be a check on over-pressure. Again, it must be mentioned that there sometimes exists on the part of the teacher, total mis-apprehension of the nature and purpose of home-lessons. The school was looked upon as a place in which to hear lessons that had been already learnt. The true function of the teacher was never realised. A mere parrot-like repetition of phrases and sentences took the place of intelligence and understanding in the pupil. If this method were to become general, teaching would soon be numbered amongst the lost arts.

*Science Teaching.*—There has always been a serviceable laboratory at Gill College, Somerset East, and a good one for school purposes at the Public School, Graham's Town. Lately, extensive alterations and additions have been made at Riebeeck College, Uitenhage, and at the Grey Institute, Port Elizabeth. I have had no opportunity, however, as yet of seeing the scientific equipment provided, or of judging how far the pupils of those schools avail themselves of the facilities they now possess.

*Object Lessons.*—The science referred to in the foregoing paragraph, is Chemistry. But the elements of physical and natural sciences are often taught to young children through the medium of Object Lessons. These are too often given in a loose, unsystematic and irregular fashion. I have never had submitted to me a course of Object Lessons intended to communicate instruction in the first principles of science. I must say, too, that elementary science, either natural or physical, is not a strong point with the average teacher. The book is too important a factor in the Object Lesson. Where the book is not explicit there comes a catastrophe. Thus, in my presence lately a class was assured that potatoes were the roots of the potato plant; and on another occasion that the potato "apples" were the potatoes. Still, much good work is being done, and with due encouragement it will increase. The Object Lesson, useful in many other respects, may be made instrumental in giving our children an acquaintance with the teachings of science, which, though it may not be extensive, may be sound and useful.

*Museums.*—As a help towards instruction, especially in the natural sciences, a museum is of the greatest value. The majority of our small towns have no museums; but in the greater number, there is usually at least one student of botany, conchology, or geology. These are always willing to show their specimens, and to render assistance. School museums can be started with little difficulty. One or two have been started lately. Dr. Schonland of the Albany Museum, Graham's Town, has kindly agreed, where schools send to him specimens of local fauna and flora, to send in return specimens of educational value, e.g., the transformations of the Death's-head Moth, or a dozen Colonial specimens of the order Leguminosae, properly named, &c., &c.

*Libraries.*—Libraries are more common in our schools than museums. An excellent reference library is to be found in the Gill College, Somerset East. There are good school libraries in the various branches of the Grey Institute, Port Elizabeth. Much interest has been excited by the pamphlet on School Libraries circulated by the Department.

*Continuation Schools.*—What becomes of our boys after they go to work? Many of them are but slenderly provided with school education. They have few opportunities of improving themselves. In the Port Elizabeth Art School there are a few boys improving their time by studying Mechanical Drawing. In July I inspected a Night School at the Railway Institute, Uitenhage. This was set on foot by Dr. Vanes for the benefit of the apprentices in the Railway works. What I have there seen has shown me the necessity of some such effort, and I should like to see such classes multiplied.

I am, Sir,

Your obedient servant,

(Sd.) D. D. FRASER,

Deputy Inspector.

Port Elizabeth, 30th December, 1893.



6. INSPECTOR MILNE'S REPORT.

(Circuit:—Cradock, Steynsburg, Albert, Wodehouse, Aliwal North, Barkly East, and Herschel.)

Sir,—The following report which I have the honour to submit refers to the District embracing Cradock, Steynsburg, Albert, Wodehouse, Aliwal North, Barkly East, and Herschel. I have been inspecting throughout the whole district, but have only seen about half the schools, and chiefly during the latter half of the year 1893.

*School Buildings.*—In the matter of *schoolrooms*, where the health and comfort of the pupils and teachers are concerned, one would expect committees to show some enterprise in providing suitable buildings. This is not generally the case. I have found only one school which had been built for the purpose of a school from a carefully thought-out design. Many schools are an agglomeration of rooms added at various times—good singly perhaps—but rendering the management and organization difficult. Some are suitable for teaching purposes, while others owing to deficient ventilation must be very uncomfortable, if not unhealthy, for teachers and scholars.

In nearly all the Native Schools there is overcrowding.

One thing to be deplored is the temporary character of many of the schools, chiefly of the Third Class Public and the Farm Class. Those which exist for a year or so are usually held in the most unsatisfactory buildings.

It would be a good thing if plans of Model Schools, designed for different numbers, were kept at the Education Office and committees about to build encouraged to consult them.\*

*Furniture.*—In a few of the schools there is a good supply of the best modern desks, but as a rule the desks are—even in some of the best schools—uncomfortable for the pupils and so unwieldy as to prevent so essential a matter as class drill. There ought to be sufficient floor space always available for class-teaching purposes.

There is frequently an insufficient supply of blackboards and too little use is made of those which actually exist.

In the Infant Departments there ought to be plenty of pictures for enlivening the rooms, and kindergarten material to interest the pupils. A few of the schools have excellently furnished Infant Departments, but in many the children have a dull time of it.

*Teachers.*—In the public schools there are many capable and earnest teachers. The staff generally is sufficient in number, but here and there the quality might be improved. It seems as if some Committees were careless in the appointment of junior teachers, forgetting that if teaching is done badly at any stage the next master above has to spend time in undoing the evil.

In looking over the qualifications of the teachers I find in schools for whites, that out of 55 teachers 4 had degrees, 9 had matriculated or had Second Class Certificates, and 16 had Third Class Certificates, while 26 had no certificate.

In First Class Public Schools of 18 teachers 7 were uncertificated. In Second Class Public Schools of 20 teachers 7 were uncertificated. In Third Class Public Schools of 7 teachers 4 were uncertificated; while of the 10 teachers in Farm Schools 8 were uncertificated. A small proportion especially in Farm Schools had no conception how to teach.

In the schools for the coloured population, of 25 teachers 20 were uncertificated.

In two schools only did I see pupil teachers really acting as such.

*Committees and Teachers.*—In a few cases, schools have suffered through friction between committees and teachers. This would be less likely to happen if committees were appointed to look after education in certain areas, instead of single schools.

*Attendance.*—The numbers attending state-aided schools give the following percentages of the total number of children between the ages of 5 and 15 years (1891):—

For Albert . . . . .	27.5
„ Tarka . . . . .	26.5
„ Cradock . . . . .	25.4
„ Barkly East . . . . .	18
„ Wodehouse . . . . .	17
„ Aliwal North . . . . .	15.3
„ Steynsburg . . . . .	12.8

For Herschel the percentage (coloured) is 19.

\* To a certain extent this is actually done.—S. G. E.

It was found impossible to get the numbers attending unaided schools in the country districts. In towns it could be got approximately, but still the difference between the total in towns in aided and unaided schools, and the number as given in the Census returns between 5 and 15 years, would not give the number of children not at school, as there are boarders in the towns, and also pupils attending school who are over fifteen years of age.

Take the town of Cradock:—

Number between 5 and 15 years (1891) . . . . .	382
„ at aided schools . . . . .	251
„ at unaided schools . . . . .	128

leaving a balance of apparently 3 not at school. But there are the boarders and those over 15 years at school included in the school returns and not in the Census, and these would probably amount to about 50. This would mean that there are 53 not at school in Cradock. I suspect there are more. Probably the Census numbers are too low now.

As to the coloured children in Cradock:—

Number between 5 and 15 years (1891) . . . . .	577
„ at school . . . . .	273

thus more than half the coloured children are not at school.

*Age for Standards.*—The average age for the Standards is much too high. This is largely attributable to the fact that many are sent to school at an advanced age, knowing little, to stay for a year or two. In this way big pupils of from 12 to 15 years find their way into Standards I. and II. I give the average for two large schools, the first subject to the above disadvantage, the second not so.

Standard.	Average age.	
	1st School.	2nd School.
I.	10	8
II.	11	9
III.	12½	10
IV.	13	11½
V.	14.7	

Even in the case of the second school the average is too high.

*Average Leaving Standard.*—Taking all the schools which supplied me with statistics I find that for every 4 pupils who left in Standard IV. or upwards, 7 left below Standard IV. In the best schools the numbers above Standard III. and the numbers below Standard IV. come out nearly equal. Looked at even in the best light this is not as it should be. It practically means that half who leave school do so with so little learning that it can benefit them but slightly afterwards. The average *leaving Standard* would be III.

Of those present at the inspections about one-fourth passed Standard IV. or upwards. Taking all the schools attended by whites, I find that of 955 present 234 passed Standard IV. or upwards.

In the coloured schools some progress is being made, as where 33 passed Standards III. and IV. in 1891, 43 passed in 1893. Out of 802 inspected by me, 78 passed Standard III and 10 passed Standard IV.

*Subjects of Instruction.*—In some of the infant departments the teaching of all the work was well done, but in a large number the work, though done earnestly, was done in a dull and lifeless way.

*Arithmetic.*—Figuring is done or the whole with accuracy but not with speed. To increase the speed extensive and daily use of purely Mental Arithmetic should be made. I find that Mental Arithmetic is practically neglected, except in a very few schools, and even in these far too little time is given to it.

At the inspections when exercises were given involving some thought, a clever pupil might make a fair attempt at a solution, but as a rule the great majority were hopelessly at sea. This can only be improved by daily *class drill* on varied examples and by accustoming the pupils to face difficulties for themselves.

Standard V. work was poorly done, the notions of what a decimal fraction is being varied and interesting among those who failed to pass.

*Reading.*—Questions on the meaning of passages read were well answered as a rule, yet the reading was generally monotonous and with little expression. This is evidently from want of care on the part of teachers, as I found that candidates for the



Teachers' Certificate could read well. More attention must be given to expression in reading, and the teacher must be made to feel that it won't pay to neglect it. In the schools in which reading is good it is taught intelligently from the Infant room upwards.

The reading in the Native Schools is very deficient. Sentences are glibly rattled off without the pupil knowing the meaning of one word. Some other method of teaching English is necessary. The teacher besides insisting on more answers being given in English should spend, say half the time for the English lesson, in talking with the children, asking easy questions on things they are perfectly familiar with, over and over again, and getting the answers in English, part of the inspection might be conducted in the same way, one-fourth, or at most one-half the amount of reading required in the Standards might be accepted.

*Writing.*—This is generally well done by the Juniors, and especially on slates, but in the highest Standard slovenliness often creeps in. This is attributable to want of attention on the part of the teachers at this stage, through stress of other work; and still more to the excessive amount of writing which has to be done in the home-work, and want of insistence of this being neatly done. The blackboard is not sufficiently utilized in the teaching of writing.

*Geography and History.*—In Geography and History the memory work was usually fairly well done. It is a pity, however, that some teachers don't seem to be aware that Geography and History can have any educative utility except as memory exercises.

*Latin.*—In the First Class Public Schools the Latin professed was generally good. More oral drill might, however, be given in turning English into Latin. In a few schools so little was professed that one could not comment on the teaching.

*Mathematics.*—In Mathematics very little was professed, and as a rule that little was poorly done. Geometrical definitions and propositions could be repeated, but a few simple questions on these generally remained unanswered. Teachers have so much to do with University Examinations hemming them in, from Standard V. upwards, that they may be excused for leaving certain things alone; but to neglect Mathematics is to miss one of the best of educative influences. Algebra is taught with better results.

*Science.*—In no school did I find a set of apparatus for the teaching of any Science subject. Physical Geography required for Standard V. is miserably taught with very few exceptions.

*Drawing.*—In two or three schools I found Drawing taught systematically, and with fair results. In a few schools pupils showed copies of castles, leaves, etc., done to no scale, but just as they happened to come out. This is useless. In most schools no attempt of any kind was made.

*Singing.*—In most schools what the children could sing had been learned by ear. In a few the Modulator was in use, but only in one did I find lessons on the theory of music given.

*Sewing.*—Where any graded system in teaching sewing was adopted, the results were good; but often—chiefly in Farm Schools—the aim was fancy or show work, to the almost utter neglect of plain sewing.

*Manual Work.*—There is a confusion of ideas in some minds as to manual work and Industrial Schools. Manual work properly used is an educative instrument as Arithmetic or Latin with this in addition, that the pupils are trained to become handy with tools. Such work is exceptionally necessary in a country like South Africa. Interest is increasing in it among committees and teachers. The general idea is, however, that any old building will do with a carpenter's bench or two thrown in, and the local carpenter to take charge. This is a mistaken idea of the training desirable from Manual Work. Even as a make shift it will not do, unless the work is superintended by the teacher. The pupils must not get the idea that it is a sort of play, or the whole thing is worse than useless. The hours must be entered on the Time-table, and insistence made that this is as serious part of the school work as anything else. The pupils must be kept always busy over a well thought-out syllabus of work. Regular attendance must be rigidly enforced. Committees that want Manual Work introduced will find it most satisfactory to engage on their first vacancy a teacher who also knows how to teach wood-work. The next best thing would be to get one of the teachers to attend the Vacation Classes for wood-work which are to be held regularly in vacation times.

*Industrial Schools.*—Industrial Schools are quite different in intention from the above, and while a part of the day is devoted to the usual school work, a considerable part is given to teaching a trade or trades. No school of this kind should be started until, after a study of the needs of the district, a careful plan has been made by one of experience, and a properly qualified person found to superintend.

A modification of the above might be tried on farms where there are boarding-schools. A part of the day, marked on the Time-table, and strictly adhered to, might be given to farming operations under the guidance of a capable person. The different operations should be explained, so that the pupils could undergo an oral examination by the Inspector on the work professed, e.g., care of cattle and sheep, their diseases and treatment, ploughing and sowing the different crops, planting, grafting, and diseases of the vine, &c.

I have the honour to be, Sir,

Your obedient Servant,

(Sgd.) WM. MILNE.

Cradoek, January 24th, 1894.

## 7. INSPECTOR MURRAY'S REPORT.

(Circuit:—Mossel Bay, Oudtshoorn, George, Knysna, Uniondale, Humansdorp, Willowmore, Jansenville, Aberdeen, Graaff-Reinet, Murraysburg.)

Sir,—In presenting you with my Annual Report for the year 1893, I must draw your attention to the fact that from January to June I was breaking new ground, that from October to December I was engaged in special work in the Jansenville Division for the Department, so that only during the quarter from July to September was I inspecting schools visited during 1892, namely in the Divisions of Humansdorp, Willowmore, and Jansenville. To these must be added five large public schools in Aberdeen, Graaff-Reinet, and Murraysburg. This has limited my opportunities for comparison of the work at some schools during different years.

*School Buildings, Furniture, &c.*—These vary much in accordance with the class of school. Taking the seventeen First and Second Class Public Schools in my circuit together, I find that nine out of these are in a thoroughly satisfactory state both as regards buildings and furniture, while in the case of the remaining eight, there are improvements needed either in size, flooring or desk accommodation. Among the remaining 166 schools inspected by me every variety of school building is found, from the model school house of the Roman Catholic Mission Gowna, Knysna, to the half bedroom, half schoolroom of several P.F. Schools whose proprietors have promised to make the necessary changes during the coming year. I need hardly say that of Mission, Third Class, and P.F. Schools not 10 per cent. have boarded floors, a state of things hardly to be wondered at when we consider that the same holds true for the large majority of country houses.

Of the 183 schools inspected, 29 have thoroughly good furniture, while in 23 it is either sufficient of its kind or insufficient; in the remainder it may be considered satisfactory. In P.F. Schools the furniture often consists of a substantial table and benches, and this is preferable to home-made desks which are often unstable.

In 26 schools I found the blackboards were in a state of bad repair, or entirely lacking. The schools that wanted them chiefly were P.F. Schools newly started, and I have, with hardly an exception, found that they are supplied as soon as the necessity for them is explained.

I may here note that in a number of localities in my circuit advantage has been taken of the offer of the Department to pay half the cost of buildings for school purposes, and notably in the thickly-populated division of Oudtshoorn. Under the new loan scheme, I anticipate an increase in the construction of suitable school buildings, especially in the villages. On some farms the system of undivided farms or shares in the same farm is a hindrance in getting ground transferred, and in other cases the fact of their being a bond on the property prevents the erection of a suitable public building.

*Subjects of Instruction—Reading.*—In the better class of schools I have found the reading distinct and intelligent, but only in one or two cases have I been able to notice that expression is cultivated. In other schools it is far too low and indistinct, the cause of which in some cases is no doubt the proximity of the class to the teacher, owing to the limited floor space. I have made it a point to get children to reproduce the matter read, in the language most familiar to them, and on this head I think that distinct advance is being made. The frequency of recitation is increasing, and if more attention be paid to distinct enunciation and expression this will react upon the reading as well as give Dutch-speaking children command of a larger English vocabulary.



*Handwriting.*—On this subject I find it less easy to generalise, both the style of the handwriting and neatness of written work generally varying from school to school. In the large schools there is some class teaching. In country schools the writing is often too small. Headlines are coming into general use. In the junior classes of two schools I found that Jackson's "Upright Handwriting" had been introduced shortly before my arrival with considerable success.

*Arithmetic.*—The chief remark to be made on the teaching of this subject as judged from results—I have seldom had the time to probe a class orally—is the extremely mechanical style of work. This comes out especially in Standard IV., an exercise in reduction requiring the least thought being incorrectly worked by the large majority of pupils. The following simple problem for the pupils in that Standard was not correctly worked by 25 per cent. of them:—*I hire 5 men for 6 days at 3s. 9d. each per day; how much must I pay them altogether?* If a pupil had by chance got as far as simple proportion it was stated as such. In a large number of my reports I have remarked "Mental Arithmetic needed." Where I have covered ground the second time I generally have found that more attention was being paid to it, and that the bad habit of using strokes in addition—and even up to short division—was decreasing. In mental arithmetic the Kindergarten children are far smarter than the pupils in corresponding standards in other schools.

*Grammar.*—I have been impressed with the general weakness of pupils in every class of school in Analysis. There is much room for improvement here, especially with a view to logical training. Far too often some rule of thumb is given for finding the different parts of a sentence, or for deciding what kind of a clause the one under discussion is.

*Geography.*—In two schools only did I notice a map of the Division, and one of these was a Poor School, which the teacher with praiseworthy efforts has furnished as fully as he could. The blackboard seems but little used in teaching Physical Geography, though in a few cases I listened to some interesting class teaching.

*Singing.*—It is chiefly in the First and Second Class Public Schools that this is taught from notes with any success. In Mission Schools, though professedly taught by Tonic Sol-fa—very often without a modulator—it is really singing by ear. A fair number of Mission School teachers profess to be able to teach singing by Tonic Sol-fa; these have been encouraged to get modulators, and better results may be looked for next year. Kindergarten Departments all in excellent working order—though one teacher was much handicapped for want of space—I found in connection with three First Class Girls' Public Schools; a fourth school is preparing to follow in the same steps.

*Object Lessons.*—I find capability in making use of these lessons both to educate and interest almost wholly lacking, except on the part of trained teachers. Too often questions are asked from a book, and very seldom is an object shown. In country and Mission Schools I have often thought it advisable to give an object lesson rather than to listen to one. In one school, the teacher, who is interested in Entomology was very successful in interesting his pupils in the same subject. In schools in which children are beginning to learn English, I think that the object lesson might at the same time be made a language lesson.

*Drawing.*—This subject is confined with one or two exceptions, to AI and AII schools, and as in these schools the subject has been generally taught by teachers with special training the results have been very satisfactory. The subject has been commenced in a few of the smaller schools.

*Dutch.*—At Graaff-Reinet, Murraysburg, Aberdeen, and the Boys' Public School, George, Dutch is being thoroughly taught, but in other centres it receives little attention, chiefly owing to the little demand there is for it. In the Oudtshoorn country schools I found it more universally taught than in other Divisions, and there are of course schools in which it is the only language taught.

*Science and Mathematics.*—These two subjects are entirely confined to the higher class of schools. I have had little opportunity of examining classes in the former subject. The written work in mathematics at a couple of Boys' Schools was very good. The Graaff-Reinet College is being thoroughly equipped for the teaching of chemistry.

The teaching of Latin is almost confined to those schools working for School Higher and Matriculation. Latin composition is generally weak, and only in one case did I find much attention paid to reading at sight. I must note here, however, that in some cases it is the custom to finish the prescribed work before beginning test reading, and my arrival before the author had been mastered explains the absence of unseen work.

*Handicraft.*—There is a Carpentry class in connection with the Mossel Bay Boys' School, and a Technical Department at Graaff-Reinet—the only two schools at

which boys learn any handiwork. In two AI Girls' Schools and there dressmaking classes, the sewing of other schools varying from excellent to indifferent. In some cases all the children learning sewing are not supplied with work throughout the quarter, so that they really get less time than the time-table indicates. This is chiefly the case in Mission Schools in which children provide their own sewing.

*Physical Training.*—In addition to Musical Drill in three Kindergartens in my circuit I found extension and physical drill successfully taught in two AI Girls' Schools. Military drill has been commenced in two Mission Schools I visited. At "The College," Graaff-Reinet, and Calitzdorp, it forms part of the regular curriculum, and since my last visit it has been introduced into the Boys' Schools at Mossel Bay and George.

*Teachers.*—To one whose main work lies in country schools, and who is interested in the opening of new schools, the matter of the inadequate supply of efficient teachers, and especially of efficient male teachers, gives much cause for anxious thought. One has often the choice of two evils: to appoint an inefficient teacher to a school, or not to open it at all, and it is difficult to decide which is the lesser evil. Not a dozen young men have entered the ranks of the teaching profession in my circuit during the past five years; of these, those who are certificated are assistants in four town schools. The large majority of bachelors teaching on farms are men who have taken to teaching as a last resort, and who are indifferently fitted for the work. The outlook for 1894 as regards the opening of new schools is far from hopeful, when we consider that there are not a dozen European males among the successful candidates for the Teachers' Certificate, and that only about double that number presented themselves. It has often been said, and may be repeated once again, that we have been training teachers at our Government's expense for the Free State and Transvaal where higher salaries are obtainable—in the case of farm schools with about 15 children, the salaries being often just double of those offered in the Colony. The increased payment to teachers of poor schools is a step in the right direction, and will no doubt aid in drawing more young people into the profession. I consider that increased pupil teachers at the various schools will help to solve this difficulty. For the poorer class of schools where Teachers have to put up with coarse fare and much discomfort, they should, if possible, be drawn from the same class; and I have met with half a dozen pupils at poor and country schools with absolutely no means, willing to be trained as teachers, but their teachers are not capable of training them, and they would have to be removed to a village, and this requires money.

*The School System—(a) Mission Schools.*—In regard to Mission Schools in my circuit, I find that at most of them are fees collected varying from 4d. to 2s. a month, so that as a general rule the people contribute about a third of the teacher's salary, while in some cases it is a full half. There are some schools where the parents do nothing, though the Mission Society gives a small grant. It has been my aim to put these on a better financial basis.

(b) *Private Farm Schools.*—I consider this a very necessary class of schools, the only question which arises with regard to them in my mind being whether they ought not to be compelled to open their doors to all comers (with the exceptions provided in the Public Schools Act) who live within walking distance. I have come across a couple of instances in which, through the mistaken idea that five children will make better progress with their teacher than if ten were under instruction, a neighbour's children are not encouraged to come, and the grant is paid for children whose parents can well afford to educate them. An explanation of the monetary and educational value gained by admitting more children sometimes leads to the desired result.

*Circuit Schools,* or as it is now preferable to call them Poor Schools, are in a deservedly bad odour, yet I find distinct progress being made in some, and with the increased grant made for them they will draw a better class of teachers, so that the future is hopeful. It is in the matter of financing that many of them are to my mind unsatisfactory. In many cases board is provided by the most prosperous farmer in the neighbourhood for the sake of the education of his own children, but when these are educated he not uncommonly loses all interest in the school, and it collapses. In other cases from £6 to £12 comes in in fees, and it is with the utmost difficulty that the school is kept going. From the very start it is necessary to impress upon people, and in school upon the children, the obligation of paying the small fee. Whereas in the case of people who put some value upon the education of their children, and where the school is less dependent upon the number supporting it, the payment of fees may be forced; in the case of poor schools the use of moral suasion is possible in many cases. In this connection I may note that the Church in some divisions is more fully realising the fact that aid in the education of the poor lies within her scope. In the division of Willowmore £100 has been spent by her for education during the past year, and the state of education in the divisions of Willowmore, Knysna, and Oudtshoorn owes



everything to the unwearied and persistent efforts of the clergy. The difficulties that arise in keeping a school going among people who have often no idea of conducting business, and who yet often take a lively interest in a teacher's methods, which they are wholly unfit to judge, sometimes gives rise to positions which, if amusing to the outsider, are extremely harassing to the teacher. Thus I have found that in one case a mother removed her children from school after they had attended two days, because they had not mastered the alphabet in that time. As this would have brought the numbers below what was required for the Government grant, and further, might have a bad influence on others, the correspondent had to spend ten hours in travelling to settle the matter. In other cases the parents insist on all the children learning aloud at the same time in school, so that hearing their voices they may be sure work is being done.

*Short Lived Schools.*—The two most unsatisfactory features in connection with country schools is their periodic opening and closing, and the shortness of school-life—more especially in certain divisions.

Private Farm Schools often cannot be expected to have a very long life, as on an isolated farm the number of children with the lapse of time drops below the necessary limit, but in the case of public schools, the causes, want of business capacity, procrastination and apathy may gradually be removed. The fees are often fixed at a rate which only just covers the teacher's salary, so that there is nothing left for current expenses, and should any bad debts be made there is a shortfall, the responsibility for which every individual shelves. I have found one school where the fees vary from 1s. 9d. per month to 2s. 11d., the next in accordance with the number of children in school.

Sometimes when a teacher gives notice of leaving, advertising for another teacher it is put off until it is too late to get one for the ensuing quarter, and the school closes. I cannot sufficiently emphasise the harm this does. When the school re-opens teachers often do not make allowance for what has been forgotten during absence from school, and more advanced work is built upon no foundation at all. That "Repetition is the Mother of Learning" should be constantly in the mind of all country school teachers.

*Leaving Standard.*—I have been at some pains to try to form some idea of the leaving Standard at the various classes of schools. To attain this purpose I sent out circulars to teachers, asking them to fill in names, ages, and Standard at last inspection of children who have left school during 1893. A sufficient number of these forms have been returned to enable me to tabulate the following results. I should note that where a child leaves below ten years of age I have struck the name out, as the chances are it will receive further schooling. Those who leave between 10 and 12, and they are chiefly in country schools, may return again, but my experience is that they will not reach any higher standard in the future, even if they enter again before they leave school for good. I have further omitted those who were not present on the day of inspection.

Taking first of all eight AI schools, and one AII school which does first-class work, I find:—

1. Children who have left school during 1893.

B.	I.	II.	III.	IV.	V.	VI.	Above.	Total.
—	—	24	33	28	28	17	30	160
or 53.1 per cent. left below Standard V.								
46.9 " " in " or above.								

2. Five AII Schools (mixed).—[NOTE.—Unfortunately Aberdeen returns, which would have brought up the percentage of higher standards, have been mislaid, and Willowmore is incomplete].

B.	I.	II.	III.	IV.	V.	VI.	Above.	Total.
17	5	13	11	6	6	1	0	59
or 89.8 per cent. left below Standard V.								
10.2 " " in " or above.								

3. Fifty-nine AIII Schools, White Mission Schools in villages, and P. F. Schools. —[NOTE.—Standard IV. is the dividing line].

B.	I.	II.	III.	IV.	V.	VI.	Above.	Total.
85	90	79	82	32	14	4	0	387
or 86.9 per cent. left below Standard IV.								
13.1 " " in " or above.								

4. Eleven Poor Schools.

B.	I.	II.	III.	IV.	V.	VI.	Above.	Total.
41	22	25	13	5	0	0	0	106
or 95.3 per cent. left below Standard IV.								
4.7 " " in " and above.								

5. Eighteen coloured Mission Schools.

B.	I.	II.	III.	IV.	V.	VI.	Above.	Total.
69	51	32	21	15	0	0	0	188
or 92.1 per cent. below Standard IV.								
7.9 " " in "								

Some of the forms received show very clearly the short school life of the children. For instance, in a school which had been established less than a year at the date of inspection, the average leaving age of the children was 15½ years. Fourteen children left during the year, of whom nine previous to inspection; of the other five, one below Standard, two in Standard I, two in Standard II.

One of the most unsatisfactory schools in this respect is in the Oudtshoorn division. During the past year 34 children have left school. Of these 17 are below Standard, 12 in Standard I, four in Standard II, and one in Standard III. The average leaving age is 13½ years. This school receives a Government grant of £90—£60 for the principal, and £30 for an assistant to teach English. The people give the full equivalent. Neither of the contracting parties appear to me to get value for their money. There are two other schools in the same division with efficient teachers drawing the full Third Class grant, and yet they find the utmost difficulty in keeping children long enough to prepare them for Standard III.

The results of Mission Schools, it will be noticed, compare favourably with those obtained from Poor Schools, but it should be borne in mind that the better class Mission Schools have been much longer in existence than the Poor Schools.

Statistics as to School Attendance of Children (White):—

Division.	At Govt. Aided Schools. All ages. Sept. '93.	Not at Govt. Aided Schools.	Total. Ap. '91. 5 to 15 years.	App. Percentage at Govt. Aided Schls. Sept., 1893.
Knysna	545	542	1087	50.1
Graaff-Reinet	703	869	1572	44.7
George	663	878	1541	43.09
Mossel Bay	374	632	1006	37.1
Murraysburg	147	231	378	36.2
Willowmore	414	783	1197	34.5
Oudtshoorn	1133	2298	2431	33.02
Humansdorp	309	889	1198	25.9
Uniondale	300	899	1199	24.9
Aberdeen	211	649	860	24.4
Jansenville	228	969	1197	19.04

Statistics as to School Attendance of Children (Coloured):—

Division.	At Govt. Aided Schools. All ages. Sept. '93.	Not at Govt. Aided Schools.	Total. Ap. '91. 5 to 15 years.	App. Percentage at Govt. Aided Schls. Sept., 1893.
Mossel Bay	474	756	1230	38.5
George	483	1181	1664	29.3
Knysna	270	675	945	28.5
Humansdorp	494	1798	2292	21.5
Graaff-Reinet	519	2145	2664	19.4
Uniondale	242	1145	1387	17.3
Oudtshoorn	428	3150	3578	11.9
Willowmore	137	1187	1324	10.3
Murraysburg	62	689	751	8.2
Aberdeen	56	890	946	6.7
Jansenville	63	1450	1513	4.1

[G. 7—'94.]



The foregoing pages will have shown in which directions our special work for the future lies. In addition to the inspection of schools much remains to be done in trying to remove, by intercourse with the people, the mistaken idea of education which exists in so many minds, as the work of from six months to two years; in pointing out the loss that arises from the constant opening and closing of schools, and in combating the apathy which is often the cause of it. There is a further opportunity of encouraging promising children to become teachers, which to my mind, together with compulsory education, but calling for more immediate attention, is the most pressing question before us.

I have the honour to be,

Sir,

Your obedient Servant,

(Sd.) A. H. MURRAY.

Wellington, January 29th, 1894.

### 8. ACTING-INSPECTOR NIXON'S REPORT.

(Circuit:—Barkly West, Kimberley, Herbert, Hay, Hope Town, Prieska, Carnarvon, Victoria West, Richmond, Hanover, Middelburg, Colesberg, Philipstown, and Britstown.)

Sir,—I have the honour to present a general report on the state of education in my circuit for the year ending December 31st, 1893.

All the schools in the circuit—with the exception of those in Carnarvon, Britstown, and in the greater part of Victoria West—have been inspected during the year, four of them, however, being farm schools situated at a distance, could not be inspected by myself in time, and they were accordingly inspected by the headmasters of public schools.

The work of inspection and of correspondence, etc., connected therewith has been accomplished at the cost of an expenditure of mental and physical energy which it would be found impossible to continue, requiring as it did an average of fourteen hours' work during six days of the week, and often necessitating the beginning of a journey at three o'clock in the morning. Indeed the work has been of so pressing a nature that no time could be found except on Sundays for private correspondence or for reading. This pressure has been due to increase in the number of schools, as well as to the insufficient number of inspectors; and it will disappear with the application of the two remedies created to remove it, namely the lessening of the several areas of inspection, and the appointment of additional inspectors of schools.

*Increase of Schools.*—Several divisions in my circuit have suffered severely during the year from drought, as well as from the ravages of locusts and of caterpillars. Among these divisions may be mentioned those of Herbert, Hay, Prieska, and Hope Town. Much real poverty has resulted, and the work of establishing new schools has in consequence been attended with exceptional difficulty. Nevertheless, owing to the increased interest which has been recently created in the cause of elementary education, as well as the liberal assistance given by the Department, there has been a most gratifying increase in the number of schools during the year. The number of new schools is 43, and of closed schools 10, leaving a net increase of 33. The distribution is as follows:—

Schools opened.		Schools closed.	
AII.	.. 2	AIII.	.. 3
AIII.	.. 13	P.F.	.. 5
P.F.	.. 22	D.	.. 1
B.	.. 3	Circuit	.. 1
Poor	.. 3		

Notwithstanding this increase—undoubtedly greater than could have been expected—there remain a considerable number of children, especially in outlying places, whose educational needs have as yet not been overtaken. The distance between farms, as well as the poverty of the occupiers, together with the fact that the tenant often only holds the farm for a few years, are among the causes why schools are not found where they are needed. A feeling hostile to anything like interference on the part of the

Government, as well as the idea, fostered and propagated mainly by a public print circulating in the back parts of the Colony, that aided schools are "Godless schools," hitherto had much to do with the unwillingness of farmers to accept such assistance from the Government as would enable them to set up schools on their own holdings. Happily, however, this erroneous view is rapidly passing away, owing largely to the wholesome influence of such newspapers as *Ons Land* and the *Volkstede*, which are gradually finding a way into the outlying districts. The increase in the Inspectorate, too, has had very much to do with this gratifying change. The Inspector's stay over night on a farm, or his chat with the farmer and his wife during an outspan, have been most helpful in this respect.

*Compulsory Education* has been suggested as a remedy for the lack of education found in many of the country districts. I am of opinion, however, that the carrying out of a law of compulsory education—assuming that our Legislature could be brought to make such a law—would be attended by so many difficulties (some of them, indeed, insuperable) that, in effect, the law would be inoperative. To mention only two of these difficulties: Such a law would necessitate the removal of children from their parents, in not a few cases by force,\* and the clothing and feeding of them while away, as well as a considerable addition to the burden of taxation. Compulsory education is doubtless desirable and possible in towns, but in the rural districts it would be found to be impracticable, except, perhaps where clusters of farms are found, and where the people, acting through the Divisional Council or other authoritative body, should be found willing to tax themselves to the amount of half the total cost, and to bring themselves under the operation of a kind of Local Option Act.

*School Buildings.*—As regards school buildings, I am able to report a gratifying improvement as to their state and general suitability. In some towns new buildings well adapted to their purpose, and ornamental in their structure, have been erected in the course of the year. In other places new wings or classrooms have been added, and in not a few cases necessary improvements will be carried out in the course of the year. The increase in the Inspectorate, as well as some increased responsibilities now attaching to the office of Inspector, may be expected to be followed by excellent results in this connection. Owing to the difficulties referred to above, I have found in outlying districts a few schoolrooms unsuitable for their purpose. Such schools were duly reported at the time.

*Discipline,* firm in its character and judiciously applied, is a necessary element in school management. In schools where, either through the want of professional training on the part of the teacher, or the opposition to its exercise on the part of parents, this element is absent, the educational results are disappointing and unsatisfactory. I regret to report that in not a few of the schools under my inspection the efficiency of the education given is seriously interfered with by improper interference, in this and other particulars, on the part of parents. Capricious removal of children is not infrequent, and in some cases the practice obtains of giving three months' or a month's notice, as the case may be, to enable the parent to withdraw a child at once, should there be a complaint of a child being, as it is termed, "insulted" by punishment. I have met with cases where a pupil has been withdrawn from a boarding school because he was not allowed to have a light in his bedroom at night after ten o'clock, another where a pupil was withdrawn because he was not presented for the third and fourth standard in the same year, another where the pupil was withdrawn because the teacher insisted upon the performance of a task for neglect of duty. More than one school in my circuit has been closed during the year through improper interference of this kind. It is not too much to say that this is a great evil, and were it to become widespread, good conscientious teaching and true education would become impossible. Where the teacher's moral character is what it should be, and his professional qualifications satisfactory, the managers or the promoters of a school should trust that teacher as he does his minister.

*Teachers.*—In respect of the qualifications of the teachers in my circuit, it may be said, that in the towns it is exceedingly rare to find a teacher lacking the necessary qualifications for his work, and in the case of the upper grade schools the teacher's attainments and teaching capacity, especially in the case of Head Teachers, leave little or nothing to be desired. Kimberley, Beaconsfield, Colesberg, Richmond, and Victoria West, may be mentioned as affording confirmation of this statement. In the outlying districts, however, and in the case of some mission schools this cannot be said, while in the case of a very few schools I have found the teacher quite incompetent. The supply of certificated, or even quite competent teachers to these places is likely to be a long continued difficulty, as the circumstances of the school and its environment are such as to hold out no sufficient inducement to certificated teachers, and in cases where com-

\* Perhaps not: everything would depend on the terms of the Act.—S.G.E.



petent persons do take charge of such schools they are found declining to stay. The efficiency of elementary teachers, and with them that of the schools, will undoubtedly be largely increased by the facility recently afforded by the Department for passing through a course, however limited, of pedagogic training; but even when this training has been repeated and made available at several centres in the Colony, the ultimate object, namely the efficiency of the schools will not have been reached until there shall have been a betterment in the teacher's circumstances and outlook, and such ameliorative measures have been devised and carried out as shall induce competent persons to enter and remain in the teaching service in this Colony.

*Subjects of Instruction.*—The course of instruction in our aided schools may be regarded as, on the whole satisfactory, though of course capable of improvement from time to time. Undoubtedly, owing to recent developments and the impetus given to education, new departures will have to be made, but care will have to be taken that they be only made where a need exists, and where the localities are suitable. In the great majority of our elementary schools it will be found that when reading, writing, arithmetic, and elementary composition have been thoroughly taught, and there has been a careful development of the mental faculties through object lessons and other means, and that the moral faculties have been quickened and educated by suitable instruction and the consistent life of the teacher, that then as much has been accomplished as the circumstances will admit of, or indeed as is required.

*Colleges v. Schools.*—The practice of sending pupils away prematurely to College before the time when College instruction can be beneficially received, has unhappily been very prevalent for some years past. The consequence has been that in the First and Second Class Schools the teacher has been unable to keep together an upper class whose pupils had made any considerable progress in the study either of mathematics or of language. In most cases the Inspector finds that only a beginning has been made, and accordingly there arises a difficulty in reporting. As, however, it is now recognised that only men and women of culture with proper professional training should be placed at the head of our superior schools, and that it is in the highest degree desirable, not to say necessary, that the course of instruction given in our colleges should be directed to and confined within legitimate channels, the evil referred to, which is by no means a small one, may be expected to disappear, and competent school teachers will be afforded the opportunity of giving that grounding in mathematics and language which is the best preventative of smattering, and which they are best qualified to give.

*Languages.*—The present condition of things with regard to languages is, that in only two schools in my circuit, namely, those at Richmond and at Colesberg, has sufficient progress been made in Latin and Greek to enable me to report favourably thereon. But as very competent teachers have recently been appointed to the Boys' Schools at Kimberley and at Victoria West, good results may be expected from all of these at the end of the year 1894. The German language is well taught in the Girls' School at Kimberley, but French has now altogether disappeared from the schools in my circuit.

*Mathematics.*—*Mutatis mutandis* much of what has been said above of languages will apply to mathematics. In the lower class of schools Arithmetic is very commonly a weak subject; the usual faults being excessive slowness, inaccuracy, and more especially the absence of cultivated intelligence. The remedy for this and other defects will be the substitution of trained for untrained teachers.

*Composition.*—Increased attention has been given to composition during the year, and considerable improvement has resulted, especially in English. Dutch composition is not often attempted, but translation from Dutch into English, and *vice versa*, is becoming more general.

I have the honour to be,

Sir,

Your obedient Servant,

(Sgd.) HENRY NIXON.

Green Point, January, 1894.

## 9. INSPECTOR NOAKS'S REPORT.

(Circuit:—Malmesbury, Piquetberg, Tulbagh, Ceres, Worcester, and Paarl.)

SIR,—I have the honour to submit my general report for the year 1893. During this period I have inspected 110 schools in the following Divisions, viz.:—Worcester (4), Paarl (37), Cape (7), Piquetberg (15), Malmesbury (41), and Tulbagh (6).

*Educational Efficiency.*—As the Divisions of Malmesbury and Piquetberg are the only Divisions which I have been able to visit a second time in their entirety, there are but these two instances in which it is possible to compare the degree of efficiency attained last year with that attained this year. In the case of schools for European children, I would suggest, as a convenient though rough measure of the educational efficiency of a district, the ratio of children above Standard III to the total number of children present at inspection, and in the case of Mission Schools (which in these districts are attended almost exclusively by children of colour), the ratio of children above Standard II to the same total. The former ratio was for Piquetberg last year 11 per cent., this year 12 per cent.; for Malmesbury last year and also this year 26 per cent. The latter ratio for Piquetberg last year and this year was 10 per cent.; for Malmesbury, last year 11 per cent. and this year 8 per cent. It appears from these figures that the educational efficiency of both districts, so far as it can be measured by a reference to the classification of the scholars according to the prescribed standards, has remained remarkably uniform.

*Supply of Schools.*—During the year nine new schools have been opened, whilst three Mission Schools have been re-opened; the 12 schools having an average aggregate attendance of 243 pupils. Of the nine new schools, two are Poor Schools, two are Third Class Schools on Farms, and the remainder are Private Farm Schools. During the same period 5 schools have been closed, with an average aggregate attendance at the time of closing of 52 pupils, viz.:—2 Third Class Schools, 2 Private Farm Schools, and 1 Circuit School.

*Enrolment and Attendance.*—A comparison of the Returns for the fourth quarter of 1892 with the last published Returns for the present year (those for the third quarter) shows that—

- (1) The total enrolment in Public Schools, Farm Schools, and Circuit Schools has increased by 329, and the average attendance by 286.
- (2) The total enrolment in Mission Schools has increased by 121, and the average attendance by 277.

A reference to Tables A and B will show the share contributed to these aggregates by each of the six Divisions comprising my circuit.

Table A. (1892).

	Enrolment.			Attendance.		
	Mission Schools.	Other Schools.	Total.	Mission Schools.	Other Schools.	Total.
Piquetberg . . .	334	293	627	199	226	425
Malmesbury . .	1188	771	1959	783	614	1397
Tulbagh . . . .	485	263	748	236	229	465
Ceres . . . . .	302	159	461	253	135	388
Worcester . . .	601	791	1392	427	676	1103
Paarl . . . . .	1617	1534	3151	1008	1374	2382
Totals . . . . .	4527	3811	8338	2906	3254	6160

Table B. (1893).

Piquetberg . . .	344	358	702	263	300	563
Malmesbury . .	1345	939	2284	1001	798	1799
Tulbagh . . . .	482	277	759	309	223	532
Ceres . . . . .	297	141	438	243	117	360
Worcester . . .	589	796	1385	409	673	1082
Paarl . . . . .	1591	1629	3220	958	1529	2387
Totals . . . . .	4648	4140	8788	3183	3540	6723
Increase . . . .	121	329	450	277	286	563

From Table A it further appears that the average attendance at the close of last year was (1) in the case of Mission Schools 64 per cent. of the enrolment, and (2) in the case of other than Mission Schools, 85 per cent. Table B shows that for the third quarter of 1893 these percentages are respectively 68 and 85.

Table C gives (1) the number of European children, and (2) the number of non-European children of school age (i.e., above 5 years and under 15 years) in each of the six Divisions at the time of the last Census (April 1891): whilst columns (3) and (4) give approximately the corresponding percentages of children now enrolled.



Table C.

	(1)	(2)	(3)	(4)
Piquetberg .....	1812	1483	19	23
Malmesbury .....	2808	3809	33	35
Tulbagh .....	513	1152	54	42
Ceres .....	686	1069	20	28
Worcester .....	1303	1868	61	32
Paarl .....	2094	3857	78	41
Totals .....	9216	13238	—	—

For the whole District the ratio of the number registered to the total number of school age is for Europeans 45 per cent., for non-Europeans 35 per cent. Consequently, as regards Europeans, three Divisions, viz., Paarl, Worcester, Tulbagh, are above the average, while three, viz., Malmesbury, Ceres, Piquetberg are below; and as regards non-Europeans, Tulbagh, Paarl, Malmesbury are a little, if anything, above the average, while Worcester, Ceres, and Piquetberg are below. In regard to the education of both classes of the population, Piquetberg occupies the lowest position.

*Elementary Subjects of Instruction.*—As regards improvement in method, I regret to report that the indications of progress in the Divisions of Malmesbury and Piquetberg—to which special reference has already been made—are less striking than I had hoped would be the case. More time has been given in several schools to mental arithmetic, but this subject is still very inadequately taught. The maxim that in the teaching of this subject mental work should precede written work appears to be pretty generally disregarded, more especially in the teaching of fractions. It is, however, gratifying to note that the practice of using figures, strokes, dots, etc., in slate addition is less rife than it was last year. In the teaching of writing to classes of young children the advantage offered by the use of parallel straight lines is frequently ignored, and there is hardly ever any attempt made to classify the letters of the alphabet according to their points of resemblance. In the reading lessons more time has been bestowed upon the explanation of the subject matter. Though cases still exist of Dutch-speaking children being taught to read English without receiving any explanation whatever of the meaning of what they are reading, in several instances the pupils have been thoroughly practised in rendering the vocabulary of their English reading lessons into Dutch, and *vice versa*. But the study of Dutch Grammar, and the systematic practice of translation and re-translation are for the most part strictly confined to the case of candidates who are taking up Dutch instead of French or German for the University School Examinations.

In Standard V the subjects in which the greatest weakness continues to be shewn are physical geography and composition. Both these subjects present great difficulties, but these difficulties are not insurmountable. Physical geography should never be divorced, as it now almost invariably is, from the concrete; for so long as its treatment is exclusively bookish, its chief value as one of the constituents in an elementary course is lost. In composition what is most conspicuously wanting is the systematic training of pupils in the orderly arrangement of their ideas. At present, setting aside inaccuracies in grammar and spelling, for which the difficulty of the dual language is mainly responsible, it is not an uncommon occurrence for pupils to shew, by their mismanagement of the full stop, and their total ignorance of the use of the paragraph, that they have still to learn the rudiments of the art. But in this subject it is vain to look for really satisfactory results till the student has been led to acquire a taste for reading on his own account; and this taste I am told is rarely formed amongst the young people in this portion of the Colony. This fact, if it be a fact, is one of serious import.

*The Higher Curriculum.*—In the higher curriculum, throughout my circuit, French and German have been almost entirely superseded by Dutch. Latin, Algebra, Euclid, and Natural Science are confined, with very rare exceptions, to public schools of the first and second class. Greek is hardly met with except in schools of the first class. A commencement is usually made in one or more of these subjects in the class preparing for Standard V, and the pupil's course is shaped with a view to his passing the School Higher or Matriculation Examination; these examinations exercising precisely the same influence over the higher work of the school as the Government Standards exercise over the lower work. In schools of the First Class the work in Algebra is generally thorough as far as it goes, and in Euclid the pupils learn to write out propositions with fair accuracy, though the ability to work even simple deductions is somewhat rare. But in schools of the Second Class the pupils in many cases do not go far enough in either of these subjects to profit by the study. These subjects would indeed often not

be taught at all in the latter schools if it were not believed that they are required by the Education Department. But it must be admitted that the teacher, whilst conforming with the letter of the regulations so far as to introduce the subject into his curriculum, does his best to reduce the time so wasted to minimum. If Algebra and Euclid *must* be taught, he is sometimes satisfied to teach the former subject as far as addition, and the latter subject as far as definitions.

In Latin, the still recent decision of the University Authorities to attach greater weight to "unseen" passages is already bearing fruit in directing the efforts of both teachers and pupils to a more educative study of the language than obtained formerly. The position of Natural Science, on the other hand, continues to be deplorable. Cases occur of candidates for the Public Schools Certificate presenting themselves for examination in Natural Philosophy, the Chemistry of Common Things, or Animal Physiology, without having performed or seen a single experiment or dissection. There is only one school in my circuit which at the date of inspection possessed a set of apparatus equal to the illustration of an elementary course in Chemistry. A properly equipped chemical laboratory was possessed by none.

*Handiwork.*—The dressmaking classes for girls promise well. But of the Carpentry classes for boys, with which I am acquainted, only two (viz., those at the Normal College and the Harbour Work School in Cape Town) have been fortunate enough to secure instructors who are acquainted with the best methods of teaching this attractive subject.

*General Equipment.*—In Public Schools and Mission Schools the desk accommodation for infants is in general fairly adequate. In Infants' Schools the benches or seats should be provided with books, and should not be so high that the children's feet dangle in mid air; that the walls should be brightened with pictures; and something should be done to equip the department with the apparatus required for some of the simpler Kindergarten occupations. In some Private Farm Schools the accommodation is excellent; in others very defective. In one case, egg-boxes tilted on end did duty for chairs; in another case, the teacher's bed occupied more than one-third of the scanty floor space of the schoolroom; and not seldom, the floor is of clay, and the roof of corrugated iron unprotected by a ceiling, whilst light is admitted—if walls and roof are weather-tight—only by the half-opened door. Most schools are fairly well supplied with slates, reading-books, and wall-maps. But the map of the Division does not seem to be readily procurable; the free gift of it by the Education Department would, I feel convinced, be very generally appreciated.

I have the honour to be,

Sir,

Your obedient Servant,

(Sd.) EDWARD NOAKS.

Stellenbosch, 12th January, 1894.

## 10. INSPECTOR LE ROUX'S REPORT.

(Circuit:—Namaqualand, Van Ryn's Dorp, Clanwilliam, Calvinia, Kenhardt, Fraserburg, Sutherland, Beaufort West, Prince Albert.)

Sir,—I have the honour herewith to submit my report on the state of education in my circuit for the nine months ending December, 1893. Your desire that I should endeavour to overtake my work during the nine months was continually before my mind, but to do this with my extensive and difficult circuit meant to devote all my time to inspection work, and therefore I had fewer opportunities of making myself thoroughly familiar with the educational needs of my district, and of procuring statistical information than, I presume, most Inspectors had.

*Inspection.*—I broke ground at Beaufort West on the 28th of April, and finished up with the district of Clanwilliam on the 11th of December, during which time I went through the whole of my circuit (with the exception of Kenhardt—one school), and inspected every school personally excepting four, two of which had sprung up after my departure from the particular district. The total number of schools inspected by me is 103, representing an aggregate of 2838 pupils registered, and 2291 pupils present. If the pupils be separated according to colour, the figures are as follows:—



White.		Coloured.		White and Coloured.		Percentage of Pupils Present to Pupils Registered.		
Pupils Registered.	Pupils Present.	Pupils Registered.	Pupils Present.	Total Registered.	Total Present.	White.	Coloured.	Total Wh. & Cd.
1375	1228	1463	1063	2838	2291	89.3	72.6	80.7

If they be separated according to the Standards passed by them, the results expressed in percentages are:—

Below.	I.	II.	III.	IV.	V.	VI.
43.69	18.76	15.10	10.69	5.22	2.22	.26
and 4.05 unclassified.						

It is thus seen how excessive the proportion is of those who are below the lowest standard.

The use made of the educational facilities offered is brought out by calculating, for each Division, the percentage of enrolment (all ages) to total population of school age. These percentages are:—

	White.	Coloured.
Beaufort West . . . . .	26.69	11.86
Fraserburg . . . . .	8.91	3.50
Prince Albert . . . . .	22.00	17.35
Sutherland . . . . .	12.73	0.00
Clanwilliam . . . . .	14.07	17.24
Namaqualand . . . . .	22.74	19.40

In Fraserburg and Sutherland, which occupy anything but favourable positions in the list, I met with a fairly intelligent class of farmers who manifested a true desire to have their children educated. This augurs well for the future.

The same cannot be said for Namaqualand. The nature of the country and the circumstances of the people are unfavourable to the spread of education among the farming population. The farmers are poor. They live in tents or in "Matjes" houses (houses made of twigs and reeds), or in their wagons. Their circumstances compel them to lead a wandering life. Owing to the scarcity of native labour their own children herd their flocks. The teachers they employ are of a very low grade.

*School Accommodation.*—In towns or villages school accommodation is poor, and in Third Class Public Schools on farms, and more especially in P.F. Schools, it is, speaking generally, unsatisfactory. In the latter the rooms are small and badly lighted, ventilated and furnished. The floors are of mud without any covering of either skins or matting, though there are many of the former near at hand in the dwelling-house. In winter I found these rooms almost insufferably cold. I constantly drew attention to the importance of providing suitable school accommodation, and I have reason to expect improvement in this respect. I shall certainly look for it.

*Teachers.*—I am sorry to say that I have a very large proportion of inferior teachers in my circuit. It is very desirable to replace these, but there are two difficulties in the way: (1.) Better ones are not easy to find, and (2.) if found they do not care to go to places which are difficult of access, and which demand much self-sacrifice. In several of my schools I found teachers who had no idea of the requirements of the Standards, and not infrequently I had to classify the pupils and organise the school for the teacher. Out of 122 teachers 29 only are certificated, while 93 or 76 per cent. are uncertificated. It is no wonder that the level of instruction is extremely low.

*English Reading.*—This demands much more attention than it receives. It seems to be the subject that is neglected most by both teachers and pupils. One meets with a certain amount of mechanical accuracy and even fluency, but little attention is paid to distinctness and naturalness, to expression and modulation, to correct delivery; and as for intelligent reading, many teachers think that their pupils understand what they read when they can give the correct Dutch equivalent for an English word and *vice versa*. I frequently found, however, that the Dutch word was to them as meaningless as the English. Teachers should not take for granted that children understand what they read, but should constantly test their intelligence by making them give back, in simple sentences of their own construction, the subject-matter of the reading lesson.

*Geography.*—The teaching of this subject is most deficient. Teachers do not seem

to realise its importance, and take small pains to make the subject interesting and fascinating. To most the teaching of Geography means defining the commonly used geographical terms often in formal language not understood by the pupil. This is the initiatory stage. Then follows the burdening of the memory with names of places, rivers, mountains, &c., which are not made to have some living connection in the minds of the pupils with something interesting. Reference to parts of the country with which the children are familiar is seldom made, and such a thing as the making of a rough model out of clay, sand, water, etc., whereby to illustrate geographical terms, is never attempted. In the more advanced classes increased attention should be given to map-drawing. I recommend the following practice: The teacher should select a country or a portion of a country, to be studied in a series of lessons, and should let his pupil draw an outline-map of it. Each lesson which is given out and studied at home he should make as interesting as possible by linking to the names of places notable events, or anything calculated to rouse interest; by drawing attention to the physical features of the country under consideration, noticing its productions, commerce, the habits of the people, and then after the lesson has been heard and supplemented in the manner suggested, he should make the pupils mark on their outline map the exact position of those places, mountains, rivers, &c., that occurred in the lesson. This should be continued until the series of lessons is finished, when of course the outline map will also be finished.

*Handwriting.*—This is nowhere taught with any approach to method. The usual way is to distribute books with set copies for imitation, and to let pupils get on as best they can. All who cannot imitate well make slow and unsatisfactory progress. I would urge on teachers the desirability of studying Mulhauser's system of teaching writing—a system both rational and simple.

*Arithmetic.*—The teaching of the very elements of this subject is in very many schools extremely mechanical. Pupils, e.g., can "reduce" but cannot express pounds, shillings, and pence in pence, because they have only been taught to "reduce." In another school the children could not divide a certain sum of money equally among a certain number of persons, but the difficulty vanished when the example was put on the board thus: sum of money ÷ by number of persons. In yet another school the following example was given to a Standard III class: If 75 sheep cost £60 18s. 9d., what is the price of one sheep? This was objected to by the teacher because "Rule of Three" is not required for that Standard! It was a matter of frequent occurrence that pupils presented for Standard IV had forgotten to do Standard III Arithmetic. This is undoubtedly a sign of bad teaching. I may also mention the parrot-like way in which the tables of Weights and Measures are repeated. Many children have come to grief over this.

As for Mental Arithmetic, many had never heard of such a thing. They knew that 4 crowns or 8 half-crowns made £1 (this they had committed to memory for the Inspector), but they could not work out mentally the price of 4 turkeys at 5s. each, or that of 8 ducks at 2s. 6d. each.

*History and Grammar* are difficult subjects to teach, and from the class of teachers I have mostly to deal with, one can hardly expect more than one gets.

*Dutch.*—This is taught in most schools, but the quality is poor. Children speak the patois and this interferes materially with their progress in grammatical Dutch. In their compositions, in translation, in everything they write, the influence of the spoken language is apparent.

*Singing, Drawing, and Sewing.*—Very little has been done to these subjects as yet, but the attention of teachers has been drawn to the requirements of the new code, and I shall look for results in the near future.

*Classes of Schools.*—The poorest type of school that I have to deal with is that known by the name of "Circuit" School, and next to that ranks the P.F. School, both of which produce in the main unsatisfactory results. In these schools pupils seldom proceed beyond Standard III, and the training, such as there is, is not calculated to quicken intelligence or to develop character. The attendance is irregular. Indeed I have strong reasons for supposing that, in some districts, it is best at the time of the Inspector's visit, and that, before and after that visit, it falls short of the requisite number. To take such schools by surprise is no easy matter, for it takes an incredibly short time for every school to know that the Inspector has arrived in the district, and from the time of his arrival until he leaves the neighbourhood all his movements are watched very carefully. It has been suggested to close these schools in agricultural districts during the ploughing and harvesting months, but I cannot recommend this, for it is bound to give rise to great irregularity.

My remarks about "Circuit" and P.F. Schools apply also to the poorer class of Mission School, and my criticism of these schools should be read in connection with what I have said of the low grade of teachers to be found in my district. In the



hands of a good teacher there is no reason why a P.F. School should not become thoroughly efficient, and a valuable auxiliary to the public school, but good teachers are difficult to find.

*Vacation Course of Training.*—I have watched with much interest the work that was done in Cape Town during the Teachers' Vacation Course, and to me personally it was most gratifying to see such a goodly number of teachers availing themselves of the opportunity provided for them to become better fitted for their work. I looked eagerly for familiar faces among the number, but I am sorry to say that I saw very few. I am convinced that this work will bear good fruit in the near future, and I therefore trust that when the classes meet again the uncertificated teachers from my schools will make a better show.

*Progress.*—Of this I shall be able to judge better when I pass through my circuit a second time.

The number of new schools opened is almost equal to the number of schools closed.

In one centre (Beaufort West) considerable school property has been acquired. In two others (Sutherland and Calvinia) new school buildings have been completed. In three others (Fraserburg, Clanwilliam and Garies) the managers have decided to erect suitable school premises.

*Needs.*—To ensure satisfactory results in my district three things are of primary importance :—

- (1.) Permanent Third Class Public Schools should be established among the rural population. To secure for these schools permanency they should be planted in the right locality and made to minister to the needs of the people.
- (2.) Each district should have a good First or Second Class School with proper boarding accommodation.
- (3.) Competent teachers should be secured.

With this three-fold object in view I shall resume work, and I trust I may be able to record better results at the end of another year.

I have the honour to be,

Sir,

Your obedient Servant,

(Signed) B. P. J. LE ROUX,

Deputy Inspector of Schools.

Kalk Bay, January 15th, 1894.

## 11. INSPECTOR WOODROOFFE'S REPORT.

(Circuit:—Fingoland, Idutywa, Komgha, Stutterheim, Cathcart, Queen's Town, Glen Grey).

SIR,—I have the honour to send you the following report upon my year's work.

As to the general progress of education in my circuit, I cannot speak so definitely as I could wish. A large and important portion of it has now been inspected by me for the first time, and I am therefore in partial ignorance of the state of education as it was before the change took place.

*Attendance.*—In Queen's Town, Cathcart, and Stutterheim the percentage of children of school-going age who attend Government aided schools is respectively as follows:—35·8, 36·2, and 38·2. In Komgha the percentage sinks to 18·3. These figures refer to children of European origin. In the case of Komgha it must be remembered that there is in that Division a large location of "poor whites," as they are called. These people are not lovers of education; my experience of them in Upper Tembuland goes to show that it takes five families to supply two children to attend school. Owing to the anomalous circumstances of Glen Grey, no statistics have reached me giving the number of European children of school-going age. The district appears to me, however, in no worse position as regards education than its neighbour Queen's Town. It contains a very numerous native population of which 11·5 per cent. of the children of school-going age are to be found in the Government schools. In the Transkei portion of my circuit the inspection shows that the names of 76·7 per cent. of European children between five and fifteen years of age are entered upon the books of the

aided schools. Among the coloured population of Fingoland, the percentage of enrolment is 26·4. In the Idutywa Reserve it is 8·8. The difference may be accounted for by the fact that in this Division a full half of the inhabitants are Kafirs, who are not so ready to send their children to school as Fingoes are.

*Progress.*—As regards the progress made in these schools I subjoin a short table showing the results of two years' inspections of 75 schools exclusive of training Institutions:—

Year.	On the Books.	Present.	Standards.				
			Below.	I.	II.	III.	IV.
1892.....	4106	3315	1672	591	546	449	57
1893.....	4275	3297	1599	651	566	396	85
Increase...	+169	-18	-73	+60	+20	-53	+28

With the exception of a slight increase in the enrolment, and a decrease in the number below Standard, no progress is to be noted. The falling off in Standard III without sufficient compensation in Standard IV indicates retrogression.

If again another test be taken by tabulating the results of the inspections of 60 schools in 1888 and of the same 60 schools in 1893, the following is obtained:—

Year.	On the Books.	Present.	Below.	I.	II.	III.	IV.
1888.....	3429	2521	1356	477	350	281	57
1893.....	3588	2752	1298	549	473	350	82

In five years the passes in the two higher standards have increased by 1·89 per cent., and the number below Standard has diminished by 6·62 per cent. This is a slight advance, so slight as to be disappointing, especially when one observes that the yearly increase of scholars is less than one per cent. In all probability these schools are stationary, and will continue to be so, as long as the conditions of their existence remain unaltered. The desiderata are: (1) Better qualified teachers. (2) Improved schoolrooms and furniture. (3) More thorough and more regular supervision on the part of the Superintendents. (4) An imperative system of local contributions; what is not properly paid for is not properly valued.

*Duration of School Life.*—With regard to the average duration of school life, I find that in nearly every school the registers are not kept with sufficient fulness, and therefore it is impossible to furnish satisfactory information on this point. Unless a Register of Admission and Withdrawal be available one flounders about hopelessly in the search after accurate statistics.

*Leaving Standard.*—I have been able to collect sufficient information on this subject to show some result. In schools in Order A, the scholars who left between the inspections of 1892 and 1893 are tabulated as under:—

Below Standard .. .. .	10·9 per cent.
Passed in Standard I .. .. .	8·5 "
" " II .. .. .	19·3 "
" " III .. .. .	30·3 "
" " IV .. .. .	19·3 "
" " V .. .. .	7·3 "
" " VI .. .. .	3·7 "
Above Standard .. .. .	0·7 "

On enquiry, I ascertained that from three schools scholars had gone to P.F. schools; others I endeavoured to trace but without success. An investigation of the leaving Standard in schools ranked under Order C is more curious than inspiring. My figures are based upon items gathered from 46 schools. More might have been added to the number, but at the outset the circumstances startled me, and I carefully excluded every doubtful case. Children are removed for ploughing, weeding, or harvesting, or because the teacher is said to have given offence; in such cases they come back after a time. My return does not include schools in which this happened, or those in which the teachers were not sure of the correctness of their statements.

No. of Schools.	On the Books, 1892.	Left.					Total.
		Below.	I.	II.	III.	IV.	
46	2559	373	87	92	94	34	685

These figures show that two-thirds of those who left these schools between the two inspections had learned really nothing; for those who have passed no Standard, or nothing beyond Standard I, cannot be said to have profited by their school life. I must



add that the statistics gathered from Schools in Order B show no more hopeful result. They were scanty, and I have not thought them worth tabulating.

On my next inspection this matter of the leaving Standard will receive careful attention, and I hope that something less unfavourable will be brought to light.

*School Buildings.*—These taken as a whole show some improvement, but there is room for very much more. The few schools in Order A, Class I and II, which my circuit contains possess buildings in which I find no special reason for praise or blame. In Order AIII, B, and C, and in P.F. Schools, a different state of things prevails. Open iron roofs occur far too frequently, and the heat is at times so oppressive as to become an obstacle to work, if not injurious to health. Some rooms are far too small; the scholars are perforce crowded together, and for lack of space both teaching and learning are made unnecessarily difficult. I have specially noted 15 cases of this kind. The flooring also of the majority of schoolrooms certainly requires amendment. In Order A, Class III, out of 13 schools inspected by me six have mud floors; and in Orders B and C the same common and objectionable material is used in 86 out of 115 schoolrooms and classrooms. The unevenness of these floors is detrimental to the furniture; and the inevitable haze of dust which arises from the tramping of many feet is penetrating and uncleanly. But this is not all. In a few schools stout uprights of wood have been inserted in the earthen floor; on the tops of these rough boards are nailed; these constitute the school benches, supplemented by two, three, or four movable forms. In 85 schools in Order C, I notice 16 instances of this. This inside tree planting reminds me of a fact which I may as well mention: in the whole of my circuit I can only recall three cases in which trees have been planted outside a schoolroom. Either this indicates a strange apathy, or I am hyper-censorious.

*Furniture.*—With such a prevalence of mud floors excellence of furniture cannot be expected. A few of the schools for coloured children are well supplied. All the furniture in the Girls' Training Institutions is suitable and extremely clean. But a large number of schools can boast of nothing beyond what is barely necessary. A few contain only one desk and that is rickety. A few others have no easel for the black-board. In others, also a small minority, the forms are broken so as to be insufficient in number. The remedy lies in first obtaining proper flooring; until that has been laid the furniture will always be a source of trouble to teachers and children, and a subject of adverse criticism from the Inspector. Meanwhile I can recommend no grant for furniture to a school not provided with boarded floors.

*Registers.*—In 30 schools I have found the Registers in an unsatisfactory condition. In schools of Order C seven cases of gross neglect or dishonesty have been detected. In the other 23 instances, carelessness in writing up the Register fully, untidy writing, or general slovenliness have attracted my attention. Teachers should remember that the Registers are the Archives of the school—an epitome of its history, which ought to be kept with most scrupulous neatness as well as accuracy.

*Local Contributions.*—The Local Contributions to Schools in Orders B and C seem to be pretty much as they were a year ago. This year will, I trust, see a change for the better.

*Subjects of Instruction—Reading.*—In schools in which English is the medium, or the chief medium, of instruction, those who read well in that language are in a tiny minority, one here and one there. I do not now refer to the fault of lack of expression. Before that is reached other blemishes confront one. The first of these is bad pronunciation. For example, words ending in *-y* are often made to end in *-ee*, "gentl-ee" "myster-ee"; indeed I sometimes hear such utterances as "mystree," "libr-ree" (library). "Monday" becomes "Mon-day," its last syllable being emphasized. Or again, *the* before a word beginning with a vowel presents a difficulty; "the earth" is pronounced "tha (hiatus) earth," the silent *y*, as some grammar men call it, is omitted. And the final *r* is awkward; it is not carried on. "There it is" becomes "The it is," the *e* being sounded like *a* in late. And such words as "bear," "chair" have their sound curtailed, being pronounced with a very short instead of a sustained effort of the vocal chords. The other fault which I will now notice is the frequent disregard of the proper pauses. Nouns and their attributes, verbs and their auxiliaries are separated, and the reading (like the speaking) is jerky and spasmodic. The reading books themselves are in some degree to blame. Generally they are over-punctuated; their lavish use of commas saves or precludes thought, and the reading becomes mechanical, drawn out by the yard and snapped off into inch and half inch lengths by needless commas and pauses. It appears to me that we are developing a colonial pronunciation, as well as a colonial dialect. In the former case recitation may be of some service, provided a correct pronunciation is insisted upon; but if this be not enforced, the evil becomes stereotyped.

*Handwriting.*—This is not good. There is too much writing on slates and too little on paper. The copybooks used are various almost to discordance. Apparent ex-

perts send forth copy books of different styles, and seem not to agree as to what good writing is. And the schools in Orders B and C have no fixed system. In one school Vere Foster and Marcus Ward share the patronage, in other Bemrose's and Darnell's books are used on the same desk. And the books used are as often as not unsuited to the scholars' requirements. We need properly graded copy books for Standard II and upwards.

*Dictation.*—This is satisfactory with scarcely an exception.

*Arithmetic.*—In a few schools this is thoroughly well taught. In many schools what is required is more attention to method. In the same class I have found practice exercises worked neatly, clearly, and correctly, while the simplifying of a complex fraction appeared as a confused muddle of figures. Mental Arithmetic is slowly improving, though in the majority of schools it is yet defective. Now that this subject has been so plainly urged upon every teacher a general advance may be expected, and this will in course contribute to a more intelligent knowledge of arithmetic generally.

*Geography.*—This subject, so far as descriptive geography is concerned, is one in which I could report favourably of every school except one in Order A were it not for the map drawing. In four or five schools this is fairly good, in the rest it is inferior. In schools under Order B and C the geography is nearly always learned by rote. Thus not long ago I heard an isthmus defined as a narrow piece of land that joins two sentences together. Map teaching is too much neglected.

*Physical Geography.*—Answers showing intelligence are rare. This subject and *History* are too often crammed rather than learned. I have, however, been much pleased at receiving from some of the older girls excellent answers in both these subjects, neatly written and well expressed.

*Grammar.*—In Grammar the parsing is fairly correct, and is sometimes excellent.

*Drawing.*—In only one school has drawing made any noteworthy progress. With this one exception copies from the fiat are all that I have seen, and these were of varying merit. A special subject, as this is, appears to me to require a special teacher.

*Singing.*—This as a rule is not taught in European schools. In the native schools there is generally plenty of noise without a corresponding amount of music. Except in rare instances singing is taught by ear only, the eye meanwhile being supposed to look at the sol-fa notation on the black-board. The alto and tenor parts are almost always jumbled together into one. The simplest questions in the theory of music are met by a vacant wondering aspect.

*Latin, Greek, and Mathematics.*—These are taught conscientiously with one exception, by the aid of the usual text-books. The accurate knowledge of the Latin Grammar and the translation are worthy of praise. But in each of these the pupils learn the book rather than the subject. This evil is common throughout the whole school world. And considering the many and pressing duties of head teachers, I cannot blame them. Besides their ordinary school work they have to prepare candidates for the School Elementary, for the School Higher, and in a few cases for the Matriculation Examination. To the two latter I raise no objection, but I contend that the craze for the School Elementary Examination is doing mischief. In my opinion it interferes with school work and necessary education, and I should gladly see it abolished. But of this I have small hope. It is dominant fashion. We must perforce swim with the tide. *Populus vult decipi et decipitur.*

*Teachers.*—In schools in Order A the teachers are doing their work with fidelity, and not without a clear measure of success. Their position is always arduous, sometimes difficult and onerous, and they have my warm sympathy.

In schools in Orders B and C I cannot consider the teachers to be entirely free from blame, when I find so large a proportion of their scholars below Standard, or when I revert to the fact that two thirds of their scholars leave school without having derived any appreciable benefit from their attendance. In some of these schools, unfortunately a minority, the teaching is thorough and the results are satisfactory.

*Mission Schools.*—With reference to these two classes of schools, viz., schools for coloured children in Order B and C, I conceive it to be my duty to make the following recommendations:—

- (1) That every teacher must have a good conduct certificate before receiving charge of a school. This certificate is to be endorsed yearly by the Superintendent, and submitted to the Inspector.
- (2) That Standard IV should not be allowed in these schools except by permission of the Inspector. If the inspection is sufficiently satisfactory, the Inspector might note in the Register that pupils may in the following year be presented for the Fourth Standard.
- (3) That no pupil be permitted to remain in the school, or to attend any other Government school, after passing Standard III twice, or Standard IV once.



*Treatment of Teachers.*—There are two matters especially connected with European teachers which I desire to bring before you. In some schools (Order A and P.F.) I have found that, when a female teacher has been engaged, it has been stipulated that she should teach the pianoforte to a certain number of pupils without extra payment, but outside the regular school hours. In future I intend to make special enquiry upon this head. For if a teacher be overworked, as may and I believe sometimes does happen, her full energies cannot be bestowed upon the special work for which she receives a special grant from the Department. Also in Order AIII schools I fear that there may be instances in which the parents are so poor or so mean that the teacher, besides her board and lodging receives the bare Government grant of £30, paying perhaps her own travelling expenses.

I think that the Education Department has a right to ask the amount of each teacher's net income exclusive of board and lodging, and also the number of hours per week she is required to work, and further, to express an opinion if necessary thereon.

I have the honour to be,

Sir,

Your obedient Servant,

(Sgd.) HENRY R. WOODROOFFE, M.A.,  
Deputy Inspector of Schools.

Graham's Town, 6th January, 1894.

SPECIAL REPORT ON THE EDUCATIONAL CONDITION OF  
JANSENVILLE BY INSPECTOR MURRAY.

Sir,—By your letter of the 3rd October, 1893, I was directed to make a detailed and searching inquiry into the educational condition of one of the Divisions in my circuit, selecting for the purpose a Division such as *Jansenville* or *Aberdeen*, where it was known that considerable educational destitution prevailed. I was also informed that you desired an exhaustive report on the results of my inquiry, so that you might be able to furnish Parliament with such a specimen of minute educational survey, as in your opinion was necessary in the case of every district, before the consideration of plans for amelioration and reform could profitably be entered upon. Among other things I was to ascertain:—

- I. (a) the number of children of school-going age ;  
(b) the number of children at school ;  
(c) the number of children not at school, but of school-going age ;  
(d) the amount and nature of school accommodation already provided.
- II. (a) particular localities in which schools are required ;  
(b) kind of school suitable for each locality ;  
(c) number of children who ought to attend each proposed school ;  
(d) number that would probably attend ;  
(e) local provision that could in each case be relied upon for school accommodation and for salary of teacher ;  
(f) Government Grant required in each case.
- III. Any special causes interfering with due provision for education, &c., &c.

Also in order that both the actual state of affairs and the proposed remedies might be made clear to even the most hurried reader, the matter was as far as possible to be set forth in tabular form and appropriately presented to the eye upon a Map of the Division.

In compliance with these instructions, and having selected Jansenville as the Division most in want of thorough educational exploration, I set out at once upon a course of house-to-house visitation in that Division. For weeks I travelled up and down it, examining into every corner, making direct inquiries from people of all grades, and consulting on every possible occasion with those who showed themselves interested in education and disposed to lend a helping hand in increasing the school supply.

*School Attendance.*—The following are the ascertained facts under the headings I (a), (b), (c):—







Number of children of school-going age .. ..	1320
" these attending public schools .. ..	276
" " " private schools } .. ..	140
" " " or being taught at home } .. ..	416
" " " being taught in any way .. ..	904
" " " not under instruction .. ..	

It thus appears that of the children of school-going age 68·5 per cent. are not receiving instruction, and only 20·8 per cent. are attending the public schools.

*Poverty.*—As regards the ability to pay school fees the children may be separated as follows:—

Number of children of school-going age .. ..	1320
" these able to pay full fees .. ..	764
" the latter attending school .. ..	293
" children unable to pay full fees .. ..	556
" the latter attending school .. ..	123

These figures show that while 59·9 per cent. of the children are able to pay for their education, only 22·1 per cent. are actually attending school.

It is worthy of note that the 764 pupils able to pay full fees are representative of 255 families, while the 556 unable to pay full fees are representative of 268 families. The smaller number of poor children from the larger number of families is an indication to me of the fact that the pauperising process is still going on, many of the poor being young men with growing families not yet of school-going age. It also must be mentioned that very few of the children being taught at home are really being educated, as reading and writing alone are taught in most cases.

*Existing Schools.*—The next matter for consideration is the character of the existing schools, and the amount of support given to them locally and by the Government. The facts are given in the following table, where under the heading "Accommodation" the letter B denotes that the floor is boarded, and the letter C that it is of clay; and under the heading "Local Provision" B & L denotes Board and Lodging.

EXISTING SCHOOLS.

CENTRE.	Class.	Accommodation.	No. at School.	Add. within reach.	Local Provision.	Govt. Grant.
1. Jansenville .. ..	AIII	C; 60 x 40 x 18 ft.	57	10	.. ..	£ 91 0
2. Waterford .. ..	"	B; 30 x 20 x 20 "	28	5	£60 & rooms	60 0
3. Jansenville .. ..	Poor	C; 25 x 12 x 12 "	25	6	£12	60 0
4. Blauwkrans .. ..	"	C; 20 x 12 x 10 "	24	5	Board	60 0
5. Welgelegen .. ..	"	C; 20 x 12 x 10 "	27	5	£12	60 0
6. Biezies Vlei .. ..	P.F.	C; 12 x 10 x 10 "	5	5	£13 10/B. & L.	10 10
7. Buffelsfontein .. ..	"	C; 15 x 10 x 10 "	9	5	£23	13 0
8. Draaihoek North .. ..	"	C; 13 x 11 x 9 "	10	0	£30 & house	30 0
9. Draaihoek South .. ..	"	C; 12 x 10 x 8 "	9	0	£9 10/B. & L.	13 0
10. Jericho .. ..	"	C; 20 x 15 x 15 "	12	8	£4	20 0
11. Karreepoort .. ..	"	C; 12 x 10 x 14 "	5	0	£22 5/B. & L.	7 10
12. Klein Wolvefontein .. ..	"	C; 10 x 10 x 10 "	10	3	.. ..	.. ..
13. Klipkop .. ..	"	C; 12 x 9 x 8 "	7	0	£17 B. & L.	19 0
14. Kranspoort .. ..	"	C; 12 x 12 x 10 "	5	6	£26 B. & L.	14 0
15. Lovedale .. ..	"	C; 13 x 10 x 10 "	7	0	£18 B. & L.	22 0
16. Mimosadale .. ..	"	B; 18 x 10 x 12 "	5	3	£17 10/B. & L.	12 10
17. Moederzoonkraal .. ..	"	C; 18 x 8 x 10 "	10	0	.. ..	.. ..
18. Moddergat .. ..	"	C; 13 x 10 x 8 "	5	0	.. ..	.. ..
19. Paardefontein .. ..	"	C; 10 x 10 x 8 "	5	0	£26 5/B. & L.	13 10
20. Uitkomst .. ..	"	C; 10 x 10 x 8 "	5	3	£35 B. & L.	15 0
21. Witpoort .. ..	"	B; 15 x 15 x 12 "	6	0	£25 5/B. & L.	14 10
Total .. ..	.. ..	.. ..	276	64	£351 5 0	535 10

The fact that a year ago only six of these twenty-one schools were in existence is evidence of the greatly increased educational interest which has been awakened, and of the rapidity with which places hitherto educationally destitute are having their wants supplied. Unfortunately, it has to be chronicled that two schools which were open a



year ago are now closed. This item on the opposite side of the account, though small, is much to be regretted. The sudden closing of schools with the consequent break in the school-life of the children is one of the most unpleasant features in the working of our educational system.

*Proposed Schools.*—Notwithstanding the marked increase just referred to there can be no doubt whatever that the number of schools in existence is not half of what it ought to be. After careful inquiry, I fixed upon 25 additional centres at which schools ought to be established; and in order that those interested in education within the Division might have all possible help in setting the schools agoing, I took note of the class of school likely to suit the circumstances of the people in the neighbourhood of each centre, the accommodation available, the number of children who ought to attend, the number who probably would attend, the Government grant necessary, and the local contribution which it seemed possible to raise. Where "poor" schools are recommended it should be borne in mind that I do not necessarily mean that no fees can be paid, but the fees being only 2s. 6d. per month per child or less, the equivalent to a Government grant cannot be given, and Government has to pay the whole grant for the teacher's salary, while the parents only provide board. In this connection it ought to be mentioned that, in coming to a decision as to the ability of the people to pay for education, I have been guided by the style of houses they inhabit, the number of stock they possess, or the kind of labour they perform.

PROPOSED SCHOOLS.

CENTRE.	Class.	Accommodation.	No. in Vicinity.	Approx. Attend.	Local Provision.	Govt. Grant.
1. Brakfontein ..	AIII	None at present	31	24	£56	40 0
2. Doornfontein ..	"	"	11	10	£42	30 0
3. Kaalsfontein ..	"	C; 20 x 12 x 10 ft.	17	15	£52 10	37 10
4. Driekops Vlei E. ..	"	C; 15 x 12 x 10 "	10	10	£42	30 0
5. Blauwkrans S. ..	Ex. aid	C; 15 x 10 x 8 "	16	16	£36	48 0
6. Wilgefontein ..	"	None at present	24	20	Board and £12	48 0
7. Zwart River ..	"	C; 24 x 12 x 10 ft.	21	20	£33	48 0
8. Brak River, W.D. ..	Poor	None at present	17	12	Board	48 0
9. Brak River ..	"	"	20	15	"	48 0
10. Commandokraal ..	"	"	20	18	"	60 0
11. Dassieskrans ..	"	"	16	12	"	48 0
12. Doorn River ..	"	C; 20 x 10 x 12 ft.	15	15	"	60 0
13. Matjesfontein ..	"	C; 20 x 10 x 10 "	14	14	"	48 0
14. Paardepoort ..	"	None at present	13	12	"	48 0
15. Uitkomst ..	"	"	14	12	"	48 0
16. Dwaas ..	"	"	30	20	"	60 0
17. Beesjesfontein ..	P.F.	C; 10 x 8 x 10 ft.	8	8	Board and £24	16 0
18. Blauwboschkuil ..	"	None at present	12	10	"	£15 30 0
19. Buffelsfontein N. ..	"	"	10	10	"	£15 30 0
20. Doornfontein ..	"	C; 10 x 6 x 8 ft.	5	5	"	£26 10 0
21. Driekuil ..	"	C; 10 x 10 x 10 "	13	10	"	£12 30 0
22. Fairview ..	"	C; 12 x 10 x 10 "	6	6	"	£12 12 0
23. E. of Gouws Kraal. ..	"	None at present	15	10	"	£15 30 0
24. Noorsdoornplaats ..	"	C; 12 x 10 x 10 ft.	6	6	"	£12 12 0
25. Vogelstruislaagte ..	"	B; 16 x 10 x 10 "	6	6	"	£24 12 0
Total ..	..	..	370	306	..	£931 10

It will be noted that at 13 of the centres no suitable accommodation at present exists. But leaving out of view the initial cost of supplying such accommodation, we see that the total annual Government expenditure necessary to keep these 25 additional schools in operation would be about £1000. At certain of the centres, however, it will, in my opinion, be a work of considerable difficulty to get schools started.

*Distribution of Existing and Proposed Schools.*—With the object of making perfectly clear the present supply of schools and the supply which is deemed necessary in order that Jansenville may be put on a reasonably sound educational footing, the accompanying map of the Division has been prepared. On it the situation of existing

schools is indicated by a *triangular* symbol, inside which a number is placed to show the attendance, while a similar *circular* symbol is used for the schools herewith proposed.

*Causes of Educational Destitution.*—I now pass on to consider the causes of the unsatisfactory educational condition of the Division. These may be classified as follows:—

- I. Causes affecting all classes.
  - (a) Insufficient sense of the need of education.
  - (b) Apathy.
  - (c) Scarcity of teachers.
  - (d) Tenant-farmers.
  - (e) Scattered families.

- II. Causes affecting the lower classes.
  - (a) Poverty.
  - (b) Lack of accommodation for teacher.
  - (c) "Trekking" of herds and prickly pear exterminators.

(a) Of these, insufficient sense of the need of education, is the most important. With few exceptions there is no conception of the value of a commercial or liberal education; it has never come to be looked upon as an investment from which a return may be expected; ability to read and write with a slight knowledge of figures being the end of all educational striving. There is little idea of the need of schooling during a consecutive number of years.

(b) The next cause is apathy, and want of knowledge on the part of parents in arranging for a school.

Even when the need of education is felt it is not sufficiently pressing to awaken the effort necessary to find a teacher at once, and to take the trouble to provide an adequately furnished schoolroom and a separate bedroom for the teacher.

(c) The scarcity of teachers is a very serious difficulty, and one which will continue to be felt for some time. The number of males who become teachers in the Colony is very small, and of these the surrounding States draft off a large percentage. Advertising for teachers has not become general, and much time is lost in "hearing" about a teacher; and even when teachers are advertised for the applications are few and unsatisfactory.

(d) When the farms are worked by tenants there is great aversion to spending any money in providing rooms for teacher and children, as there is no prospect of getting any compensation for the additions when the lessee leaves. A good deal of Government ground has been bought outright instead of being leased at quitrent during the past year, and latterly Government has introduced a system of compensation for improvements which will obviate this difficulty on farms held from Government; but there are a number held at short leases from private persons to which it will still apply.

(e) Families live so far apart where the pursuits are chiefly pastoral, that it is often impossible for two families to combine to form a school, and so share the burden of a teacher's salary. Even the white herd's hut is often too distant for the children to walk from it to the homestead, unless there is an overflow of educational zeal.

I may note here that the donkey, which thrives on the veld in these parts, might be pressed into service with good results. Where the distance is just too much for walking a donkey and cart for carrying children backward and forward might often be successfully employed with little additional expense after the initial outlay.

Coming now to the causes affecting the lower classes we have

(a) Poverty, often where the population is thickest. This accounts for the lack of schools in such places, and for the unsatisfactory attendance when there is a school. Even where poor schools are in existence the fee of 1s. or 1s. 6d., necessary to defray the teacher's board, is often not paid on the score of poverty; accordingly, if some charitable person does not board the teacher for next to nothing the school collapses. Boys, more especially, are kept from school to aid their parents in herding stock or other work.

(b) The lack of accommodation for teachers—a cause which is present even among the fairly well-to-do—becomes very apparent where the population is poor. There is too frequently insufficient house-room for the members of the family, and although a room might be found, there are centres at which it seems impossible to get sufficient cleanliness and palatable fare to induce a man or woman accustomed to the smallest degree of comfort to remain there.

(c) In attempting to establish schools for poor children, especially in the pastoral parts of the Division of Jansenville, the nomadic life which many of the herds and



white labourers lead makes it very difficult to decide whether there will be sufficient number of children to keep a school going for any length of time.

*Remedies.*—The means whereby a better state of affairs may be brought about will probably be found to be

- (a) Personal intercourse with the people.
- (b) Increased pay for teachers.
- (c) Organisation.
- (d) Compulsory education.
- (e) Industrial education.

(a) I mention first the two remedies which can be applied almost immediately though they may not appear as important as those that follow. Intercourse with the people, where possible in company with the parish minister, will do much to stimulate education. Difficulties may thus be removed and what Government is prepared to do made plain. As the parish minister so often acts as correspondent and adviser in school matters a clear understanding as to what is needful to be done in each particular case may readily be arrived at with his help. Every good school started is an advertisement, and the incentive to the opening of others.

(b) The discussion of teachers' salaries hardly falls within the scope of this report, but I desire to make one suggestion, viz.:—That in the case of a poor school a Boarding Grant of £30 per annum may be reckoned on from the commencement if a married couple take charge, and a sufficient number of children can be secured to warrant the extra outlay. Lack of boarding accommodation is a constant difficulty. But apart from and beyond this I consider that the influence of a married couple with a standard of comfort and life a little above their surroundings is of extreme educational value. While a single person may unconsciously adopt himself to his surroundings or leave in despair, a married teacher may as imperceptibly raise those around him, and in many cases he would have everything to gain by remaining.

(c) With compulsory education as our ultimate goal we must first inquire whether we have the latent power for carrying it out. Are there sufficient men of intelligence and public spirit in the Division to act upon the School Boards which will be necessary? This I think is the case. I doubt whether in an extensive Division one Board would be sufficient; and the appointment of a Board for each Field-cornetcy in which the members would be acquainted with the circumstances of every family, would work better.

(d) I have had much opportunity of privately discussing the question of compulsory education with the very people who would feel the influence of a Compulsory Act, and I have also had several opportunities of explaining the matter at public meetings. A good deal of misapprehension exists as to what compulsory education would mean, many objecting that it would be a manifest injustice to compel children to attend a school six or more miles away, or to take children away from their parents and compel them to attend a boarding-school. But upon its being explained that the form of Act favoured by the Superintendent General would only apply where there was a school within walking distance, assent to the proposal was readily given. Another difficulty raised was that there are certain poor parents who could not possibly send all their children to school at the same time, as they needed one or more to herd stock or aid in other labour. To this it was answered that a School Board knowing the circumstances of every parent would be able to decide whether any particular parent should have one or more children exempted from attendance, and the reply was usually considered satisfactory.

(e) Industrial education. In a country which in the long run must depend on the soil for its prosperity, it behoves the economist to be careful in attempting to draw the population from the rural districts to the towns where the handicrafts are most easily acquired. We are told that the crisis in Australia has been largely due to the town population largely overbalancing the country population. But in this country the problem is at present of the opposite kind. We are producing few white artisans. It is true coloured artisans are increasing daily, and by coming up to towns are accentuating the labour problem of the farmers. It is not that the development of the coloured labourer into the skilled artisan is objectionable—every effort in that direction is praiseworthy—but it is sad to see a class who were once land-owners, endowed by nature with greater possibilities than the natives, allowing their heritage to slip from their hands, and sinking into the class of unskilled labourers, when the country needs their skilled labour, and when a large number would find their salvation in it. In one Division where poor whites abound, a leading cart-builder told me that he could not get a sufficient number of white apprentices, and had to take coloured. In a village 400 miles from Cape Town carpenters had to be sent for from the capital to do the woodwork of a store, as there was no one in the neighbourhood who could do it satisfactorily. The establishment of Industrial Schools at Cape Town and Uitenhage

is a step in the right direction, and yet I foresee great difficulty in filling them from the poor agriculturalists' children. These people are wedded to the soil, to their cattle, to their hovel, to their hand-to-mouth existence. "My child will die if he goes so far away" has more than once been said to me, and by people with a large family living in the most abject poverty. It is a case of "Where you know nothing place terror." And yet, considering the narrow circle in which they move, it is not to be wondered at. I expect, nevertheless, to be successful in securing a few pupils for one of the Industrial Schools referred to, and probably when once prosperous elementary schools have been established in the Division it may be possible to graft industrial classes upon them, and so obviate the necessity of removing youths to a great distance from home.

*Coloured Children.*—It was impossible and would have been of little use to have taken a house-to-house census of the number of coloured children of school-going age in the Division. The coloured population is so scattered that only at a few centres would there be any possibility of opening schools.

In addition to the Wesleyan Mission School at Jansenville with 63 scholars, I found another school supported privately in an outlying district with an attendance of eight children at the time of my visit, though there were over 30 on the books. At a second place a Kafir had been paying a teacher £12 a year to teach his children, though the teacher had just left when I arrived. Where I saw that there was a distinct possibility of starting a school, I have communicated with the Missionary in charge.

The number of children actually cared for educationally is but a trifling fraction of the total. The figures are:—

Number of children of school-going age	..	1474
" these attending school	..	81

this shows that 94.6 per cent. are absolutely neglected.

Five additional schools might probably be started, the details being as follows:—

PROPOSED COLOURED SCHOOLS.

CENTRE.	Class.	Accommodation.	No. in Vicinity	Local Provision.	Govt. Grant.
Blauwkrans .. .. .	B.	C; 20 x 10 x 10 ft.	35	Board and £12	£ 15
Ebenezer .. .. .	B.	None at present.	20		15
Klipplaat .. .. .	B.	" " "	15		15
Klein Wolfefontein.. .. .	B.	" " "	20		15
Waterford .. .. .	B.	" " "	25		15
Total	..		115		£75

In a postscript I have added some remarks, not strictly educational, but yet intimately connected with the question of the education of the poor.

I have the honour to be,

Sir,

Your obedient Servant,

(Signed) A. H. MURRAY.

*Postscript.*

It may not be out of place to try to trace some of the causes which have been and are at work producing a large class of poor whites in the rural districts of the Colony. Of course there is always and in all countries a percentage of poor due to the struggle for existence; and for the present there seems to be no cure for the unequal distribution of wealth thus brought about. When, however, the proportion of the poor becomes abnormal, or when the proportion tends to increase, the matter specially presses upon the attention. Besides in our case it is not poverty alone with which we have to deal; it is poverty accompanied by increasing degredation, deterioration of race, and crime.

My observations refer not only to Jansenville, but have been made throughout the eleven Divisions which I traversed during the past year; and I may note in passing that the class I refer to is not confined to one nationality, but comprises persons of both Dutch and English extraction.



*Undivided Farms.*—I am persuaded that the habit of leaving a farm *en bloc* to a number of heirs—and this habit is largely due to antipathy to take trouble—is one of the chief causes of retrogression of the farming population. A farm is left to half a dozen sons and daughters. As long as they all work in harmony it may be able to support them, but lasting harmony is not to be expected. Brothers may differ in character, and with the marriage of the sisters men of a different, and it may be antagonistic, type come to be introduced. If, again, one man on the farm takes the trouble to make an expensive furrow for irrigation purposes, all the other proprietors have a right to use it even if they have not borne a penny of the expense. This confers a premium on laziness and discourages the industrious. Further, as outsiders do not often care to buy shares in such farms, an owner wishing to get rid of his share finds difficulty in obtaining full value for it and stays on. In certain cases, too, if the farm be at all large, it develops into a village with a closely intermarried population and the concomitant evils. I am aware that there is a law providing that, on application to the court, any shareholder can get his share definitely divided off, but in practice this is not found to work easily, expense and distrust of arbitrators being deterrents; and matters are allowed to drift on, so that succeeding generations inherit smaller and smaller shares from their parents. Colonial law seems to be averse to interfering with the way in which any individual chooses to dispose of his property, and yet surely if the evil results of this system come to be distinctly apprehended, some legislator will see his way clear to affect a change. In any case if the law cannot step in, every attempt to form a healthy public opinion against the evil custom should be welcomed.

*Employment as Shepherds.*—As the soil available for cultivation and pasturage becomes less and less for each individual, ignorance and poverty react upon one another, and matters of course become worse. Without any education they feel themselves bound to the soil and to the work, or absence of work, in which they have grown up. They have absolutely no idea of any other kind of work to turn to, and when labour becomes an actual necessity they are not merely unskilled labourers who naturally have to be content with the lowest wages, but where any steady, consecutive labour is involved they are often unwilling workers through lack of working habits. In the pastoral districts of Jansenville this effect is painfully visible. Sheep and goat farming on a small scale require neither hard or steady manual labour, consequently, the sheep farmer who, from whatever cause, becomes dispossessed of land and stock, has but one resource left, viz., shepherding, and this he must undertake at the same wage as he used to pay his own Kafir herd, viz., rations for self and family, and ten to fifteen shillings a month. There is, it is true, one other opening in Jansenville—prickly pear eradication, but this as involving harder and unpleasanter work is less sought after, and if accepted, is often taken by the peace, so that it may be done when and in whatever way the worker pleases.

*Bijwoners.*—A class a little above the shepherd is that of the “bijwoners” cultivating corn and mealies on the banks of the Sunday River. As far as I could, gather their incomes in kind must vary from £60 to £75 per annum. The income however, is not so certain as that of the herds, as rust and locusts have to be reckoned with in some seasons. There is little doubt that this system of working for a share of the produce does not lead to the most careful cultivation of the soil, but the use is so deep-rooted that it will continue for many years to come.

*Early Marriages.*—Marriage takes place at an early age among these people, and seldom is any foresight shown in taking the step. I have only met two or three men of moderate means who not only see the evil ahead, but are straining every nerve to give their children an education with the view of preventing them from sinking into the slough in which so many around them are.

*Drink.*—Drink may be traced as a cause of poverty in some cases, and I think Jansenville Division unfortunate in having *six* licensed houses in the country. The whole question of the drinking habits of a community requires a fuller knowledge than I can lay claim to, before it can be profitably discussed. It may be worth the while, however, to note that in the Division of Aberdeen an experiment is in progress from which something may be learned. There all country licences except one have been taken away; and should the number of licensed houses remain as now for the next ten years it may then be possible to make a comparison of some value.

*Adult Poor.*—Whether anything can be done to permanently improve the condition of adult poor whites is a question more readily put than answered. There certainly do appear to be places on the Sunday River in Jansenville, Groot River in Willowmore, and Kariega in Aberdeen, where at a comparatively small cost, say £5,000 each, sufficient water could be obtained to irrigate soil which would support some 20 to 30 families, or largely increase the productiveness of the soil for those there. One gain from the adoption of such a scheme would be that centres would be formed

with a sufficient number of children for a school to be established. But of such matters I speak as a theorist.

The hope lies with the children; a thorough elementary education will enlarge their mental horizon and help to create that divine discontent so absolutely necessary for the progress for any individual or class, while industrial training, referred to in the body of my report will enable them to find new openings for their at present dormant energies.

(Sd.)

A. H. M.



ANNEXURE 13.

STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.

Description and Place of the School.			On Roll.					Attendance.				
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
ABERDEEN (Inspector Murray).												
1.	Aberdeen	A. 2	94	94	101	102	97 $\frac{3}{4}$	72	80	82	83	79 $\frac{1}{4}$
2.	Vlak Laagte	A. 3	13	13	13	9	12	9	7	5	2	5 $\frac{1}{4}$
3.	Oudeplaats	A. 3	14	15	14	15	14 $\frac{1}{2}$	13	10	13	13	12 $\frac{1}{4}$
4.	Oatlands	A. 3	16	12	10	..	9 $\frac{1}{2}$	12	9	7	..	7
5.	Spitskop	P.F.	..	..	5	5	2 $\frac{1}{2}$	..	..	5	5	2 $\frac{1}{2}$
6.	Oorlogspoort	P.F.	..	..	7	7	3 $\frac{1}{2}$	..	..	7	7	3 $\frac{1}{2}$
7.	Groot Vlakte	P.F.	..	..	12	12	6	..	..	10	10	5
8.	Swanepoel's Poort	D.	22	25	25	25	24 $\frac{1}{4}$	17	20	21	21	19 $\frac{3}{4}$
9.	Aberdeen (Dutch Ch.)	B.	17	19	24	22	20 $\frac{1}{2}$	8	11	13	22	13 $\frac{1}{2}$
10.	" "	B.	31	26	18	22	24 $\frac{1}{4}$	16	18	15	20	17 $\frac{1}{4}$
11.	" (Indep. Ch.)	B.	..	32	38	40	27 $\frac{1}{2}$	..	33	33	21	21 $\frac{1}{4}$
Total			207	236	267	259	242 $\frac{1}{4}$	147	188	211	204	187 $\frac{1}{2}$
ALBANY (Inspector Fraser).												
1.	Graham's Town, Boys'	A. 1	112	112	110	111	111 $\frac{1}{4}$	103	94	100	96	98 $\frac{1}{4}$
2.	Salem (Boarders)	A. 2	51	49	48	46	48 $\frac{1}{2}$	42	47	41	37	41 $\frac{3}{4}$
3.	Sidbury (Boarders)	A. 2	47	43	42	44	44	42	40	42	42	41 $\frac{1}{2}$
4.	Riebeeck East (Boarders)	A. 2	36	41	45	37	39 $\frac{3}{4}$	32	34	37	34	34 $\frac{1}{4}$
5.	Alicedale	A. 3	55	56	59	54	56	49	32	42	29	33
6.	Kariega Valley	A. 3	18	19	21	19	19 $\frac{1}{4}$	13	18	16	12	14 $\frac{3}{4}$
7.	Seven Fountains	A. 3	24	23	24	24	23 $\frac{3}{4}$	21	20	20	23	18 $\frac{1}{2}$
Carried forward			343	343	349	335	..	302	285	298	273	..

ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward			343	343	349	335	..	302	285	298	273	..
8.	Kansas Drift	A. 3	11	10	..	..	5 $\frac{1}{4}$	10	10	..	..	5
9.	Brandleege	A. 3	..	..	..	17	4 $\frac{1}{4}$	..	..	..	17	4 $\frac{1}{4}$
10.	Welcome Home	P.F.	..	..	6	6	3	..	..	6	6	3
11.	Lowestoft	P.F.	7	7	7	7	7	7	7	7	7	7
12.	Welcome Wood	P.F.	8	8	8	6	7 $\frac{1}{2}$	8	8	8	6	7 $\frac{1}{2}$
13.	Elende..	P.F.	5	5	5	5	5	5	5	5	5	5
14.	Blauwkrantz	P.F.	9	9	8	8	8 $\frac{1}{2}$	8	8	8	8	8
15.	Peninsula	P.F.	15	15	14	14	14 $\frac{1}{2}$	13	13	12	14	13
16.	Willowkloof	P.F.	5	5	5	5	5	5	5	5	5	5
17.	Scheldsdrift	P.F.	..	8	7	7	5 $\frac{1}{2}$	..	8	7	7	5 $\frac{1}{2}$
18.	Sydney's Hope	P.F.	..	10	10	11	7 $\frac{3}{4}$	..	9	9	8	6 $\frac{1}{4}$
19.	Highlands	P.F.	5	5	5	5	5	5	5	5	5	5
20.	Beggar's Bush..	P.F.	5	5	5	5	5	5	5	5	5	5
21.	Mount Pleasant	P.F.	5	5	5	5	5	..	..	5	4	2 $\frac{1}{4}$
22.	Boekenhout Fontein	P.F.	..	..	5	5	2 $\frac{1}{2}$	5	5	5	5	5
23.	Ballinafad	P.F.	5	5	..	13	5 $\frac{3}{4}$	..	..	10	13	5 $\frac{3}{4}$
24.	Sidbury	P.F.	..	..	..	..	2 $\frac{1}{2}$	5	5	..	..	2 $\frac{1}{2}$
25.	Signal Kop	P.F.	5	5	..	5	2 $\frac{1}{4}$	..	..	6	5	2 $\frac{1}{4}$
26.	Broekhuizens Poort	P.F.	..	..	6	5	..	..	..	..	..	..
27.	Graham's Town, St. Philip's Mission	Kafir B.	147	133	139	129	137	96	90	96	71	88 $\frac{1}{4}$
28.	Graham's Town, Wesleyan Location	Fingo B.	108	102	101	118	107 $\frac{1}{4}$	76	83	73	80	78
29.	Graham's Town, Wesleyan (Shaw Hall)	B.	244	228	268	252	248	142	176	201	163	170 $\frac{1}{2}$
Carried forward			927	908	968	963	..	697	732	776	712	..



ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	..	927	908	968	963	..	697	732	776	712	..
30. Graham's Town, St. Bartholomew's Girls' and Infant School ..	B.	57	59	47	42	51 $\frac{1}{4}$	44	43	33	35	38 $\frac{3}{4}$
31. Graham's Town Congregational ..	B.	187	195	186	153	180 $\frac{1}{4}$	102	119	96	103	105
32. Graham's Town, St. Joseph's R.C. Girls' ..	B.	163	143	124	116	136 $\frac{1}{2}$	102	97	92	84	93 $\frac{3}{4}$
33. Graham's Town, St. Patrick's R.C. Boys' ..	B.	78	73	71	67	72 $\frac{1}{4}$	60	56	60	44	55
34. Graham's Town, Eng. Ch. Good Shepherd ..	B.	155	149	141	142	146 $\frac{3}{4}$	111	95	95	102	100 $\frac{3}{4}$
35. Farmerfield, Wesleyan ..	B.	58	55	58	54	56 $\frac{1}{4}$	37	30	36	28	32 $\frac{3}{4}$
36. Coyi ..	B.	52	41	44	51	47	40	34	35	32	35 $\frac{1}{4}$
37. Salem ..	B.	63	62	60	55	60	54	51	47	45	49 $\frac{1}{4}$
38. Graham's Town, R.C. Native ..	B.	57	57	61	58	58 $\frac{1}{4}$	38	41	43	37	39 $\frac{3}{4}$
39. Graham's Town, Art School ..	..	147	80	81	85	98 $\frac{1}{4}$	147	70	72	78	91 $\frac{3}{4}$
40. Graham's Town, Eng. Ch. Kafir Inst. ..	C.	55	56	59	55	56 $\frac{1}{4}$	45	41	45	39	42 $\frac{1}{2}$
<b>Total</b> ..	..	1999	1878	1900	1841	1904 $\frac{1}{2}$	1477	1409	1430	1339	1413 $\frac{3}{4}$
<b>ALBERT (Inspector Milne).</b>	..										
1. Burghersdorp ..	A. 1	140	140	120	128	134 $\frac{1}{2}$	123	117	104	112	114
2. Molteno ..	A. 2	71	66	73	42	63	62	54	64	36	56
3. Venterstad ..	A. 2	59	97	114	116	96 $\frac{1}{2}$	52	84	94	102	83
4. Burghersdorp (Station) ..	A. 3	..	12	21	20	13 $\frac{1}{4}$	..	10	10	15	9 $\frac{3}{4}$
5. Haasjesfontein ..	A. 3	..	..	12	15	6 $\frac{3}{4}$	..	..	12	14	6 $\frac{3}{4}$
6. Cyphergat ..	A. 3	41	33	34	36	36	33	28	25	27	28 $\frac{1}{4}$
7. Waaikraal ..	A. 3	24	24	24	22	23 $\frac{1}{2}$	23	23	21	19	21 $\frac{1}{2}$
<b>Carried forward</b> ..	..	335	372	398	379	..	293	316	330	325	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	..	335	372	398	379	..	293	316	330	325	..
8. Sleutelfontein ..	A. 3	..	12	12	..	6	..	12	11	..	5 $\frac{3}{4}$
9. Goede Hoop ..	A. 3	17	17	17	16	16 $\frac{3}{4}$	14	15	15	15	14 $\frac{3}{4}$
10. Modderbult ..	A. 3	..	14	17	18	12 $\frac{1}{4}$	..	14	13	17	11
11. Roodepoort ..	A. 3	24	19	19	15	19 $\frac{1}{4}$	19	17	17	12	16 $\frac{1}{4}$
12. Roodeberg ..	A. 3	20	19	16	16	17 $\frac{3}{4}$	16	15	12	8	12 $\frac{3}{4}$
13. Bethulie Bridge ..	A. 3	18	17	18	16	17 $\frac{1}{4}$	16	10	16	11	13 $\frac{1}{4}$
14. Klipplaat ..	A. 3	10	..	..	..	2 $\frac{1}{2}$	8	..	..	..	2
15. Modderfontein ..	A. 3	10	10	10	10	10	10	10	9	10	9 $\frac{3}{4}$
16. Haaspoort ..	A. 3	23	26	26	24	24 $\frac{3}{4}$	23	25	23	21	23
17. Burghersdorp Dist. Boarding School ..	D.	67	74	101	107	87 $\frac{1}{4}$	60	62	84	81	71 $\frac{3}{4}$
18. Yzerfontein ..	P.F.	..	..	..	9	2 $\frac{1}{4}$	..	..	..	9	2 $\frac{1}{4}$
19. Mooiplaats ..	P.F.	6	6	6	6	6	4	6	6	4	5
20. Oudeklip ..	P.F.	7	..	..	..	1 $\frac{3}{4}$	7	..	..	..	1 $\frac{3}{4}$
21. Welteverde ..	P.F.	..	..	10	10	5	..	..	10	9	4 $\frac{3}{4}$
22. Burghersdorp, Wesleyan ..	B.	94	102	79	77	88	78	74	63	64	69 $\frac{3}{4}$
23. Venterstad ..	B.	61	64	48	47	55	55	62	46	25	47
24. Molteno ..	B.	29	30	35	43	34 $\frac{1}{4}$	25	21	31	39	29
25. Cyphergat ..	B.	15	..	..	..	3 $\frac{3}{4}$	5	..	..	..	1 $\frac{1}{4}$
26. Venterstad, D. Ch. ..	B.	..	37	..	..	9 $\frac{1}{4}$	..	30	..	..	7 $\frac{1}{2}$
<b>Total</b> ..	..	736	819	812	793	790	633	689	686	650	664 $\frac{1}{2}$
<b>ALEXANDRIA (Inspector Fraser).</b>	..										
1. Alexandria, Boys' ..	A. 2	..	20	26	27	18 $\frac{1}{4}$	..	19	25	23	16 $\frac{3}{4}$
2. Alexandria, Girls ..	A. 2	25	24	26	24	24 $\frac{3}{4}$	23	21	24	22	22 $\frac{1}{2}$
3. Graffwater ..	A. 3	25	19	23	18	21 $\frac{1}{4}$	23	14	22	16	18 $\frac{3}{4}$
<b>Carried forward</b> ..	..	50	63	75	69	..	46	54	71	61	..

[G. 7.—'94.]

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of School.					On Roll.					Attendance.					
				ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward					..	50	63	75	69	..	46	54	71	61	..
4.	Sandflats	..	..	A. 3	28	27	29	31	28 $\frac{3}{4}$	18	13	24	18	18 $\frac{1}{4}$	
5.	Stroebels	..	..	A. 3	11	11	11	11	11	10	11	11	11	10 $\frac{3}{4}$	
6.	Doornkloof	..	..	A. 3	16	..	..	..	4	12	..	..	..	3	
7.	Vaal Krantz	..	..	P.F.	5	6	6	6	5 $\frac{3}{4}$	5	6	6	6	5 $\frac{3}{4}$	
8.	Allandale	..	..	P.F.	..	7	8	8	5 $\frac{3}{4}$	..	7	6	6	4 $\frac{3}{4}$	
9.	Quaggasflats	..	..	P.F.	6	6	6	5	5 $\frac{3}{4}$	6	6	6	5	5 $\frac{3}{4}$	
10.	Waaibeuvél	..	..	P.F.	6	6	6	6	6	6	6	6	6	6	
11.	De Hoop	..	..	P.F.	13	13	13	14	13 $\frac{1}{4}$	12	13	13	14	13	
12.	The Post	..	..	P.F.	..	..	..	8	2	..	..	..	8	2	
13.	Totabi	..	..	Poor.	18	14	16	16	16	11	12	11	11	11 $\frac{1}{4}$	
14.	Alexandria Native Church	..	..	B.	..	..	40	41	20 $\frac{1}{4}$	..	..	33	34	16 $\frac{3}{4}$	
Total					..	153	153	210	215	182 $\frac{3}{4}$	126	128	187	180	155 $\frac{1}{4}$
ALI WAL NORTH (Inspector Milne).															
1.	Aliwal North	..	..	A. 1	73	80	73	78	76	68	70	64	74	69	
2.	Lady Grey	..	..	A. 2	68	65	66	72	67 $\frac{3}{4}$	60	61	61	67	62 $\frac{1}{4}$	
3.	Jamestown	..	..	A. 3	18	24	25	31	24 $\frac{1}{2}$	17	20	24	28	22 $\frac{1}{4}$	
4.	Mazels Kraal	..	..	A. 3	13	..	..	17	7 $\frac{1}{2}$	13	..	..	16	7 $\frac{1}{4}$	
5.	Bultfontein	..	..	A. 3	22	22	20	..	16	21	20	18	..	14 $\frac{3}{4}$	
6.	Elandshoek	..	..	A. 3	12	..	..	..	3	12	..	..	..	3	
7.	Patryfontein	..	..	P.F.	..	10	12	..	5 $\frac{1}{2}$	..	10	12	..	5 $\frac{1}{2}$	
8.	Ruigtefontein	..	..	P.F.	6	6	6	6	6	6	6	6	6	6	
9.	Oorlogfontein	..	..	P.F.	..	5	5	5	3 $\frac{3}{4}$	..	5	5	5	3 $\frac{3}{4}$	
10.	Nek	..	..	P.F.	..	..	..	8	2	..	..	..	8	2	
11.	Vaalbank	..	..	P.F.	..	..	..	4	1	..	..	..	4	1	
Carried forward					..	212	212	207	221	..	197	192	190	208	..

ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of School.					On Roll.					Attendance.					
				ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward					..	212	212	207	221	..	197	192	190	208	..
12.	Jamestown Prim. Meth.	..	..	B.	..	..	..	17	4 $\frac{1}{4}$	..	..	..	15	3 $\frac{3}{4}$	
13.	Aliwal North, Dutch Church	..	..	B.	48	50	60	51	52 $\frac{1}{4}$	29	36	37	31	33 $\frac{1}{4}$	
14.	English Church Miss.	..	..	B.	50	47	41	43	45 $\frac{1}{4}$	46	15	30	25	29	
15.	Training Inst., Ind. Sc.	..	..	B.	..	..	13	18	7 $\frac{3}{4}$	..	..	12	16	7	
16.	Lady Grey, Dutch Church	..	..	B.	18	..	..	..	4 $\frac{1}{2}$	10	..	..	..	2 $\frac{1}{2}$	
17.	Aliwal North, Prim. Meth. Ind. Sc.	..	..	C.	100	114	115	128	114 $\frac{1}{4}$	71	86	99	85	85 $\frac{1}{4}$	
Total					..	428	423	436	478	441 $\frac{1}{4}$	353	329	368	380	357 $\frac{1}{2}$
BARKLY EAST (Inspector Milne).															
1.	Barkly East	..	..	A. 2	106	110	106	95	104 $\frac{1}{4}$	83	84	82	80	82 $\frac{1}{4}$	
2.	Rifle Spruit	..	..	A. 3	..	..	10	13	5 $\frac{3}{4}$	..	..	10	11	5 $\frac{1}{4}$	
3.	Leymour Lodge	..	..	A. 3	21	21	19	20	20 $\frac{1}{4}$	21	21	19	16	19 $\frac{1}{4}$	
4.	Moss Dell	..	..	A. 3	..	..	11	11	5 $\frac{1}{2}$	..	..	11	10	5 $\frac{1}{2}$	
5.	Bell River (Dunley)	..	..	A. 3	18	16	16	16	16 $\frac{1}{2}$	18	15	15	15	15 $\frac{1}{2}$	
6.	Vaal Hoek	..	..	A. 3	..	..	..	25	6 $\frac{1}{4}$	..	..	..	25	6 $\frac{1}{4}$	
7.	Glen Almond	..	..	P.F.	7	7	7	5	6 $\frac{1}{2}$	7	7	7	5	6 $\frac{1}{2}$	
8.	Donnybrook	..	..	P.F.	..	7	7	7	5 $\frac{1}{4}$	..	7	7	7	5 $\frac{1}{4}$	
9.	New England	..	..	P.F.	..	5	..	..	1 $\frac{1}{4}$	..	5	..	..	1 $\frac{1}{4}$	
10.	Wartrail	..	..	P.F.	..	..	8	8	4	..	..	5	6	2 $\frac{3}{4}$	
11.	Kenmure	..	..	P.F.	..	5	..	..	1 $\frac{1}{4}$	..	5	..	..	1 $\frac{1}{4}$	
12.	Lyndale	..	..	P.F.	..	9	9	9	6 $\frac{3}{4}$	..	9	9	8	6 $\frac{3}{4}$	
13.	Funnystone	..	..	P.F.	..	11	..	..	2 $\frac{3}{4}$	..	11	..	..	2 $\frac{3}{4}$	
14.	Lammermoor	..	..	P.F.	..	..	..	5	1 $\frac{1}{4}$	..	..	..	5	1 $\frac{1}{4}$	
15.	Sandham	..	..	Poor	..	13	14	15	10 $\frac{1}{2}$	..	13	12	14	9 $\frac{3}{4}$	
16.	Barkly East, Wesleyan	..	..	B.	..	..	..	16	4	..	..	..	16	4	
Total					..	152	204	207	245	202	129	177	177	218	175 $\frac{1}{4}$



ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
<b>BARKLY WEST (Inspector Nixon).</b>											
1. Barkly West .. .. .	A. 2	..	..	..	30	7½	..	..	..	30	7½
2. Waldeck's Plant .. .. .	A. 3	25	25	24	25	24¾	25	22	23	18	22
3. Longlands .. .. .	A. 3	24	36	38	19	29¼	20	21	21	19	20½
4. Windsorton .. .. .	A. 3	..	..	32	27	14¾	..	..	26	15	10½
5. Klipdam .. .. .	A. 3	40	44	50	61	48¾	23	36	34	29	30½
6. Klein Boetsap .. .. .	A. 3	23	23	26	20	23	22	19	22	18	20½
7. Hebron .. .. .	A. 3	29	33	..	..	15½	25	27	..	..	13
8. Fourteen Streams .. .. .	A. 3	11	..	..	..	2¾	7	..	..	..	1¾
9. Groet Boetsap .. .. .	B.	25	32	28	25	27½	14	16	19	15	16
10. Pniel, Berlin Mission .. .. .	B.	133	140	140	135	137	87	81	89	83	85
11. Klipdam, English Church .. .. .	B.	..	..	..	56	14	..	..	..	45	11½
<b>Total ..</b>		<b>310</b>	<b>333</b>	<b>338</b>	<b>398</b>	<b>34¼</b>	<b>223</b>	<b>222</b>	<b>234</b>	<b>272</b>	<b>237¾</b>
<b>BATHURST (Inspector Fraser).</b>											
1. Southwell .. .. .	A. 2	25	23	23	23	23½	20	18	8	19	16½
2. Clumber .. .. .	A. 2	31	33	34	36	33½	27	28	25	31	27¾
3. Port Alfred .. .. .	A. 2	71	67	73	69	70	60	57	61	46	56
4. Bathurst .. .. .	A. 3	32	44	46	49	42¾	26	40	40	45	37¾
5. Kleinmond .. .. .	A. 3	11	12	11	10	11	5	8	8	7	7
6. Shaw Park .. .. .	A. 3	16	18	18	15	16¾	15	16	17	13	15½
7. Barville Park .. .. .	P.F.	14	12	12	13	12¾	14	10	7	8	9¾
8. Greathead's Party .. .. .	P.F.	7	7	..	..	3	6	4	..	..	2½
9. Thornden .. .. .	P.F.	..	..	..	9	2¼	..	..	..	7	1¾
10. Bathurst, Wesleyan .. .. .	B.	49	43	45	43	45	31	28	27	25	27¾
11. Port Alfred West, English Church .. .. .	B.	56	63	58	53	57½	40	39	39	38	39
12. Southwell, English Church .. .. .	B.	57	52	46	34	47¼	48	35	38	24	36½
<b>Total ..</b>		<b>369</b>	<b>372</b>	<b>366</b>	<b>354</b>	<b>365¼</b>	<b>292</b>	<b>283</b>	<b>270</b>	<b>263</b>	<b>277</b>

ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
<b>BEAUFORT WEST (Inspector Theron).</b>											
1. Beaufort West, Boys .. .. .	A. 1	60	67	78	78	70¾	53	51	67	64	58¾
2. Beaufort West, Girls .. .. .	A. 1	53	55	71	78	64¼	47	44	60	61	53
3. Bultfontein .. .. .	A. 3	9	11	10	9	9¾	8	11	10	9	9½
4. Nieuwjaars Fontein .. .. .	A. 3	16	12	10	10	12	10	8	8	6	8
5. Slangfontein .. .. .	A. 3	14	14	14	14	14	14	13	13	12	13
6. Van der Byl's Kraal .. .. .	A. 3	..	12	12	10	8½	..	11	10	10	7¾
7. Lombard's Kraal .. .. .	P.F.	7	7	9	9	8	7	7	8	8	7½
8. Little England .. .. .	P.F.	6	6	6	6	6	6	6	6	6	6
9. Tamboersfontein .. .. .	P.F.	8	7	7	..	5½	8	6	7	..	5¼
10. Palmietfontein .. .. .	P.F.	12	10	10	9	10¼	8	10	9	7	8½
11. Booy's Kraal .. .. .	P.F.	6	7	7	8	7	5	6	5	6	5½
12. Klipgat .. .. .	P.F.	5	5	5	5	5	5	4	4	4	4½
13. Vaal Kuil .. .. .	P.F.	8	6	6	7	6¾	6	5	5	5	5½
14. Juriesfontein .. .. .	P.F.	7	8	8	8	7¾	7	8	8	8	7¾
15. Elandsfontein .. .. .	P.F.	..	..	11	11	5½	..	..	11	10	5¼
16. Doorn Hoek .. .. .	P.F.	4	..	..	..	1	4	..	..	..	1
17. Wiegnaar's Poort .. .. .	P.F.	8	8	10	11	9¼	8	8	10	11	9¼
18. Stolshoek .. .. .	P.F.	5	5	6	6	5½	5	5	6	6	5½
19. Kookfontein .. .. .	P.F.	..	..	9	8	4¼	..	..	9	8	4¼
20. Steenrotsfontein .. .. .	P.F.	5	8	7	7	6¾	5	7	6	4	5½
21. Post Plaats .. .. .	P.F.	6	..	..	..	1½	6	..	..	..	1½
22. Kuils Poort .. .. .	P.F.	6	6	..	..	3	6	6	..	..	3
23. Spitskop .. .. .	P.F.	..	..	5	5	2½	..	..	5	5	2½
24. Paalhuis .. .. .	P.F.	6	6	9	8	7¼	6	6	8	8	7
25. Content .. .. .	P.F.	..	..	..	8	2	..	..	..	8	2
<b>Carried forward ..</b>		<b>251</b>	<b>260</b>	<b>310</b>	<b>315</b>	<b>..</b>	<b>224</b>	<b>222</b>	<b>275</b>	<b>266</b>	<b>..</b>



ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of School.				On Roll.					Attendance.				
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward				251	260	310	315	..	224	222	275	266	..
26.	Ongeluksfontein	..	..	..	..	..	11	2 $\frac{3}{4}$	..	..	..	7	1 $\frac{3}{4}$
27.	Meyer's Poort	..	..	..	..	..	8	2	..	..	..	8	2
28.	Beaufort West	..	..	..	..	39	41	20	..	..	34	31	16 $\frac{1}{4}$
29.	„ Dutch Church	..	..	..	..	84	92	96 $\frac{3}{4}$	61	49	47	49	51 $\frac{1}{2}$
Total ..				363	359	433	467	405 $\frac{1}{2}$	285	271	356	361	318 $\frac{1}{4}$
BEDFORD (Inspector Fraser).													
1.	Bedford	..	..	..	..	63	62	61	48	50	52	52	50 $\frac{1}{2}$
2.	Glen Cameron	..	..	..	..	12	12	9	..	12	12	12	9
3.	Lichtenstein	..	..	..	..	22	15	22 $\frac{1}{4}$	26	18	15	12	17 $\frac{3}{4}$
4.	Oliphant's Bosch	..	..	..	..	..	..	4 $\frac{1}{4}$	16	..	..	..	4
5.	Colliesfontein	..	..	..	..	12	12	8 $\frac{3}{4}$	..	10	11	12	8 $\frac{1}{4}$
6.	Daggaboers Hoek	..	..	..	..	8	8	8 $\frac{1}{4}$	8	9	8	8	8 $\frac{1}{4}$
7.	Glen Gregor	..	..	..	..	7	7	7	7	7	7	6	6 $\frac{3}{4}$
8.	Lower Haining	..	..	..	..	8	8	6 $\frac{1}{2}$	5	5	8	8	6 $\frac{1}{2}$
9.	Blauwkrantz	..	..	..	..	6	6	6	6	6	6	6	6
10.	Chestnut Grove	..	..	..	..	5	5	5	5	5	5	5	5
11.	Lower Austrey	..	..	..	..	7	7	7 $\frac{1}{2}$	6	8	7	7	7
12.	Vlei Plaats	..	..	..	..	7	8	7 $\frac{1}{4}$	7	7	7	8	7 $\frac{1}{4}$
13.	Upper Clifton	..	..	..	..	5	5	5	5	4	4	5	4 $\frac{1}{2}$
14.	Milness	..	..	..	..	6	7	6 $\frac{3}{4}$	7	7	6	7	6 $\frac{3}{4}$
15.	Marshall Vale	..	..	..	..	6	6	6	6	6	6	6	6
16.	Stanley Grange	..	..	..	..	6	8	7	7	7	6	8	7
17.	Lower Linton	..	..	..	..	6	6	6	6	6	5	5	5 $\frac{1}{2}$
18.	Knoffel Fontein	..	..	..	..	9	9	4 $\frac{1}{2}$	..	..	9	9	4 $\frac{1}{2}$
Carried forward ..				178	188	195	191	..	165	167	174	176	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of School.				On Roll.					Attendance.				
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward				178	188	195	191	..	165	167	174	176	..
19.	Cheviot Fells	..	..	..	..	6	6	5 $\frac{1}{2}$	5	5	6	6	5 $\frac{1}{2}$
20.	Fontein	..	..	..	..	12	11	11 $\frac{1}{2}$	11	12	12	11	11 $\frac{1}{2}$
21.	Klipfontein	..	..	..	..	6	6	6	6	6	6	6	6
22.	Kagas River Mouth	..	..	..	..	8	8	6 $\frac{3}{4}$	5	6	8	8	6 $\frac{3}{4}$
23.	Van Wyk's Kraal	..	..	..	..	11	12	8 $\frac{1}{4}$	..	11	10	11	8
24.	Glenthorn	..	..	..	..	7	7	3 $\frac{1}{2}$	..	..	6	6	3
25.	Olivewoods	..	..	..	..	..	5	1 $\frac{1}{4}$	..	..	..	5	1 $\frac{1}{4}$
26.	Bedford, Roman Catholic	..	..	..	..	33	34	32	27	21	28	27	25 $\frac{1}{4}$
27.	„ Independent	..	..	..	..	78	73	67 $\frac{1}{4}$	39	33	57	41	42 $\frac{1}{2}$
28.	Cowie Bush	..	..	..	..	49	37	42 $\frac{1}{4}$	30	37	43	25	33 $\frac{3}{4}$
29.	Glenthorn, United Presbyterian	..	..	..	..	43	19	45 $\frac{1}{2}$	32	22	20	4	19 $\frac{1}{2}$
30.	Oliphant's Bosch, United Presbyterian	..	..	..	..	21	19	14 $\frac{1}{2}$	..	15	19	17	12 $\frac{3}{4}$
Total ..				394	439	469	428	432 $\frac{1}{2}$	320	335	389	343	346 $\frac{3}{4}$
BREDASDORP (Inspector Bartmann).													
1.	Napier	..	..	..	..	69	..	17 $\frac{1}{4}$	..	..	..	58	14 $\frac{1}{2}$
2.	Bredasdorp	..	..	..	..	21	21	23 $\frac{3}{4}$	20	17	16	17	17 $\frac{1}{2}$
3.	Zout River	..	..	..	..	27	28	27	23	22	24	24	23 $\frac{1}{4}$
4.	Klein Zout River	..	..	..	..	32	30	30 $\frac{1}{4}$	24	27	27	26	26
5.	Elands Drift	..	..	..	..	21	20	21 $\frac{1}{2}$	21	19	19	17	19
6.	Wolfgat	..	..	..	..	18	18	19 $\frac{1}{2}$	17	14	15	15	15 $\frac{1}{2}$
7.	Zoutpansvlakte	..	..	..	..	23	19	21	18	18	20	15	17 $\frac{3}{4}$
8.	Uilenkraal	..	..	..	..	22	23	21 $\frac{1}{4}$	15	13	12	11	12 $\frac{3}{4}$
9.	Melkbosch	..	..	..	..	25	26	17 $\frac{3}{4}$	..	18	22	10	12 $\frac{3}{4}$
10.	Rooi Draai	..	..	..	..	10	10	10 $\frac{1}{4}$	11	9	8	7	8 $\frac{3}{4}$
Carried forward ..				178	197	199	264	..	149	157	163	200	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1892.—Continued.

Description and Place of School.				On Roll.					Attendance.				
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward ..				178	197	199	264	..	149	157	163	200	..
11. Klein Zand Drift .. ..	P.F.	9	9	8	8	8½	13	5	6	4	7		
12. The Hope .. ..	P.F.	..	8	8	8	6	..	8	8	8	6		
13. Driefontein .. ..	P.F.	..	..	..	6	1½	..	..	..	6	1½		
14. Lange Vlei .. ..	Poor.	..	..	..	14	3½	..	..	..	10	2½		
15. Bredasdorp, English Church ..	B.	86	89	87	83	86½	54	55	52	45	51½		
16. Napier, .. ..	B.	110	97	93	63	90½	70	67	59	41	59½		
17. Wagenhuis Krantz, ..	B.	41	44	43	45	43½	26	33	31	26	29		
18. Struis Bay, .. ..	B.	49	47	45	45	46½	31	29	32	27	29½		
19. Elim, Moravian .. ..	B.	320	330	326	292	317	255	208	184	112	189½		
Total ..				793	821	809	828	812½	598	562	535	479	543½
BRITSTOWN (Inspector Theron).													
1. Britstown .. ..	A. 2	74	85	83	81	80½	67	73	73	69	70½		
2. Becha. .. ..	P.F.	..	..	..	6	1½	..	..	..	6	1½		
3. Keurfontein .. ..	P.F.	6	7	8	..	5½	6	7	8	..	5½		
4. Schilderspan .. ..	P.F.	6	4	5	5	5	6	4	5	5	5		
5. Lemoen Kloof .. ..	P.F.	5	5	5	5	5	5	5	5	5	5		
6. Brakfontein .. ..	P.F.	82	15	16	15	32	33	10	14	13	17		
7. Bloemfontein .. ..	P.F.	..	..	16	19	8½	..	..	16	14	7½		
8. Doorn Kuil .. ..	P.F.	..	12	..	12	6	..	12	..	12	6		
9. De Knep .. ..	P.F.	..	7	..	..	1½	..	7	..	..	1½		
10. Plat Kuil .. ..	P.F.	..	..	..	7	1½	..	..	..	7	1½		
Total ..				173	135	133	150	147½	117	117	121	131	121½

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
CALEDON (Inspector Bartmann).													
1. { Caledon, Girls' .. ..	A. 1 {	40	40	51	48	44½	34	37	45	42	34½		
Preparatory Department ..		52	50	47	41	47½	38	40	36	35	37½		
2. Caledon Boys' .. ..	A. 2	41	45	42	42	42½	37	39	40	40	39		
3. Hermanus Pietersfontein ..	A. 3	34	37	32	25	32	19	20	19	17	18½		
4. Greyton .. ..	A. 3	30	35	31	31	31¾	29	24	29	26	27		
5. Villiersdorp .. ..	A. 3	71	61	63	64	64½	59	49	57	57	55½		
6. Stanford .. ..	A. 3	37	38	38	37	37½	25	14	24	20	20½		
7. Bot River .. ..	A. 3	20	21	24	23	22	15	15	14	13	14½		
8. Verdwaalhoek .. ..	A. 3	16	16	18	15	16¼	14	10	9	9	10½		
9. Zandfontein .. ..	A. 3	22	20	20	18	20	17	14	15	15	15½		
10. Lang Kuil .. ..	A. 3	..	..	15	15	7½	..	..	11	7	4½		
11. Nethercourt .. ..	A. 3	13	14	15	14	14	13	8	9	12	10½		
12. Drayton .. ..	A. 3	..	15	15	15	11¼	..	12	12	11	8½		
13. Wolf Kraal .. ..	A. 3	18	16	15	15	16	18	16	12	15	15½		
14. Upper Hartebeest River ..	A. 3	15	16	12	12	13½	11	10	9	8	9½		
15. Lower Hartebeest River ..	A. 3	21	21	18	9	17¼	18	17	13	8	14		
16. Papias Vlei .. ..	A. 3	31	38	43	25	34½	23	25	35	17	25		
17. Haarwegs River .. ..	A. 3	..	..	20	20	10	..	..	18	15	8½		
18. Bok River .. ..	A. 3	14	..	..	..	3½	9	..	..	..	2¼		
19. Karnmelks River .. ..	A. 3	..	..	10	11	5¼	..	..	10	9	4¾		
20. Upper Bot River .. ..	A. 3	11	..	..	..	2½	11	..	..	..	2¼		
21. Lower Bot River .. ..	A. 3	16	17	15	14	15½	15	14	10	9	12		
22. Witklipjes Kloof .. ..	A. 3	21	19	19	19	19½	21	16	19	19	18½		
23. Geelboschfontein .. ..	A. 3	13	13	14	..	10	10	10	12	..	8		
24. Klipdrift .. ..	A. 3	9	19	17	..	11¼	13	15	8	..	9		
Carried forward ..				545	551	594	513	..	449	405	466	404	..

[G. 7—'94.]

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	..	545	551	594	513	..	449	405	466	404	..
25. Palmiet River .. .. .	A. 3	31	30	31	15	26 $\frac{3}{4}$	23	16	21	11	17 $\frac{3}{4}$
26. Zwart River .. .. .	A. 3	12	14	12	12	12 $\frac{1}{2}$	4	2	6	7	4 $\frac{3}{4}$
27. Diep River .. .. .	A. 3	12	13	10	11	11 $\frac{1}{2}$	9	10	9	9	9 $\frac{1}{4}$
28. Alexander's Kloof .. .. .	A. 3	18	15	15	15	15 $\frac{3}{4}$	14	13	14	7	12
29. Cochra .. .. .	A. 3	..	..	10	10	5	..	..	10	10	5
30. Droogas River .. .. .	P.F.	5	5	5	5	5	5	3	5	5	4 $\frac{1}{2}$
31. Weltevrede .. .. .	P.F.	12	11	9	9	10 $\frac{1}{4}$	10	6	9	8	8 $\frac{1}{4}$
32. Aries Kraal .. .. .	P.F.	..	..	..	11	2 $\frac{3}{4}$	..	..	..	8	2
33. Wagenbooms Kloof .. .. .	P.F.	..	..	..	8	2	..	..	..	8	2
34. Caledon, Dutch Church .. .. .	B.	79	77	81	84	80 $\frac{1}{4}$	46	47	54	47	48 $\frac{1}{2}$
35. Villiersdorp .. .. .	B.	50	51	45	43	47 $\frac{1}{4}$	39	39	33	38	37 $\frac{1}{4}$
36. Caledon, English Church .. .. .	B.	105	109	99	100	103 $\frac{1}{4}$	82	71	66	77	74
37. Hermanus Pietersfontein, Eng. Church	B.	52	55	50	52	52 $\frac{1}{4}$	36	36	37	32	35 $\frac{1}{4}$
38. Hawston, English Church .. .. .	B.	42	39	39	36	39	21	19	21	14	18 $\frac{3}{4}$
39. Stanford, .. .. .	B.	50	53	52	49	51	36	43	39	34	38
40. Greyton, .. .. .	B.	92	95	85	90	90 $\frac{1}{2}$	83	87	78	76	81
41. Houwhoek, .. .. .	B.	28	30	33	..	22 $\frac{3}{4}$	24	23	23	..	17 $\frac{1}{2}$
42. Glebe, .. .. .	B.	37	33	34	33	34 $\frac{1}{4}$	22	16	15	7	15
43. Genadendal, Moravian .. .. .	B.	461	466	518	476	480 $\frac{1}{4}$	346	222	357	344	317 $\frac{1}{4}$
44. Twistwyk, .. .. .	B.	49	50	51	43	48 $\frac{1}{4}$	37	30	31	27	31 $\frac{1}{4}$
45. Berea, .. .. .	B.	38	36	39	32	36 $\frac{1}{4}$	31	23	21	22	24 $\frac{1}{4}$
46. Tygerhoek .. .. .	B.	20	21	18	17	19	18	13	11	9	12 $\frac{3}{4}$
47. Hartebeest River, Eng. Church .. .. .	B.	..	..	..	29	7 $\frac{1}{4}$	..	..	..	24	6
Total .. .. .	..	1738	1754	1830	1693	1753 $\frac{3}{4}$	1335	1124	1326	1228	1253 $\frac{1}{4}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
CALVINIA (Inspector le Roux).											
1. Calvinia .. .. .	A. 2	40	31	57	55	45 $\frac{3}{4}$	10	22	44	34	27 $\frac{1}{2}$
2. Brandvley .. .. .	A. 3	34	29	38	32	33 $\frac{1}{4}$	21	20	23	23	21 $\frac{1}{4}$
3. Rietvlei .. .. .	A. 3	25	22	21	16	21	21	18	20	13	18
4. Rietfontein .. .. .	A. 3	26	26	32	36	30	18	19	25	16	19 $\frac{1}{2}$
5. Groen River .. .. .	A. 3	29	29	9	13	20	25	16	8	11	15
6. Miers Kloof .. .. .	A. 3	17	13	18	14	16 $\frac{1}{2}$	14	13	18	12	14 $\frac{1}{4}$
7. Tontelbosch Kolk .. .. .	A. 3	11	..	..	..	2 $\frac{3}{4}$	6	..	..	..	1 $\frac{1}{2}$
8. Tiger Vlei .. .. .	P.F.	..	..	14	..	3 $\frac{1}{2}$	..	..	14	..	3 $\frac{1}{2}$
9. Houwhoek .. .. .	P.F.	9	7	6	6	7	7	7	6	6	6 $\frac{3}{4}$
10. Matjesfontein .. .. .	P.F.	13	14	19	18	16	12	12	18	16	14 $\frac{1}{2}$
11. Naresie .. .. .	P.F.	7	7	7	7	7	7	7	7	7	7
12. Oorlogs Kloof .. .. .	P.F.	7	9	9	9	8 $\frac{1}{2}$	7	8	9	8	8
13. Calvinia, Dutch Church .. .. .	B.	57	45	51	57	52 $\frac{1}{2}$	13	22	18	39	23
14. Bushmanland .. .. .	Poor.	21	39	32	6	24 $\frac{1}{2}$	19	18	21	4	15 $\frac{1}{2}$
Total .. .. .	..	296	271	313	269	287 $\frac{1}{4}$	180	182	231	189	195 $\frac{1}{2}$
CAPE (Inspector Brady).											
1. Cape Town S.A. College School .. .. .	A. 1	103	108	118	113	110 $\frac{1}{2}$	99	99	103	101	100 $\frac{1}{2}$
2. „ Good Hope Seminary .. .. .	A. 1	171	183	189	196	184 $\frac{3}{4}$	158	165	155	179	164 $\frac{1}{4}$
3. „ Normal School, Boys' .. .. .	..	328	328	336	341	333 $\frac{1}{4}$	308	288	285	308	297 $\frac{1}{4}$
4. „ Normal School, Girls' .. .. .	..	224	238	263	254	244 $\frac{1}{4}$	199	209	208	231	211 $\frac{3}{4}$
5. „ Normal Junior School .. .. .	..	70	76	55	65	66 $\frac{1}{2}$	64	63	46	59	58
6. Green Point, Boys' .. .. .	A. 1	73	77	79	26	63 $\frac{3}{4}$	65	63	58	67	63 $\frac{1}{4}$
„ Preparatory .. .. .	..	37	39	31	34	35 $\frac{1}{4}$	34	31	24	28	29 $\frac{1}{4}$
7. Wynberg, Girls' .. .. .	A. 1	186	206	226	221	209 $\frac{3}{4}$	171	150	180	199	175
Carried forward .. .. .	..	1192	1255	1297	1250	..	1098	1068	1059	1172	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and place of the School.			On Roll.					Attendance.				
	ORDER.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward ..			1192	1255	1297	1250	..	1098	1068	1059	1172	..
8.	A. 1	Wynberg, Boys' ..	124	132	156	162	143 $\frac{1}{2}$	119	110	122	147	122 $\frac{1}{4}$
9.	A. 2	Cape Town, St. Martin's ..	269	263	254	261	261 $\frac{3}{4}$	222	212	187	122	210 $\frac{3}{4}$
10.	A. 2	Durbanville ..	74	72	83	83	78	63	58	66	72	64 $\frac{3}{4}$
11.	A. 2	Woodstock ..	79	83	98	107	91 $\frac{3}{4}$	67	67	77	90	75 $\frac{1}{4}$
12.	A. 2	Philadelphia ..	29	32	32	32	31 $\frac{1}{4}$	25	28	27	26	26 $\frac{1}{4}$
13.	A. 2	Cape Town, West End ..	220	243	231	225	229 $\frac{3}{4}$	201	193	187	185	191 $\frac{1}{2}$
14.	A. 2	Boom Street ..	..	26	33	34	23 $\frac{1}{4}$	..	20	25	32	19 $\frac{1}{4}$
		Evening School ..	..	..	30	32	15 $\frac{1}{2}$	..	..	25	25	12 $\frac{1}{2}$
15.	A. 2	Claremont, Boys' ..	28	35	39	37	34 $\frac{3}{4}$	24	30	24	32	27 $\frac{1}{2}$
16.	A. 3	Cape Town, Harbour Works ..	200	169	177	167	178 $\frac{1}{4}$	30	119	122	133	26
17.	A. 3	Pepper Street ..	64	72	79	72	71 $\frac{3}{4}$	154	62	65	67	162
18.	A. 3	Wynberg Flats ..	78	76	73	63	72 $\frac{1}{2}$	78	61	48	38	56 $\frac{1}{4}$
19.	A. 3	Brakfontein ..	..	..	16	16	8	..	..	11	11	5 $\frac{1}{2}$
20.	A. 3	Klipheuvcl ..	36	35	32	30	33 $\frac{1}{4}$	31	24	29	27	27 $\frac{1}{2}$
21.	A. 3	Robben Island ..	71	73	78	75	74 $\frac{1}{4}$	59	52	60	59	57 $\frac{1}{2}$
22.	A. 3	Kalk Bay ..	71	58	64	61	63 $\frac{1}{4}$	48	42	45	42	44 $\frac{1}{4}$
23.	A. 3	Tokai ..	..	..	15	15	7 $\frac{1}{2}$	..	..	11	6	4 $\frac{1}{4}$
24.	D.	Zonnebloem Boarding School ..	115	105	109	119	112	90	85	93	92	90
25.	P.F.	Welgegund ..	9	9	9	9	9	7	7	7	7	7
26.	B.	Cape Town, St. Patrick's R.C., Somerset Road ..	196	182	197	167	185 $\frac{1}{2}$	135	122	124	118	125
27.	B.	Cape Town, St. Andrew's Scotch Church, St. Andrew's Square ..	234	253	239	200	231 $\frac{1}{2}$	188	189	176	160	178 $\frac{1}{4}$
Carried forward ..			3089	3173	3341	3217	..	2630	2549	2590	2663	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and place of the School.			On Roll.					Attendance.				
	ORDER.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward ..			3089	3173	3341	3217	..	2630	2549	2590	2663	..
28.	B.	Cape Town, Ebenezer Dutch Reformed Church, Rose Street ..	60	72	92	90	78 $\frac{1}{2}$	40	47	50	40	44 $\frac{1}{4}$
29.	B.	Cape Town, St. Stephen's Dutch Ref. Church, Riebeeck Square ..	220	203	207	212	210 $\frac{1}{2}$	154	125	123	162	141
30.	B.	Cape Town, Dutch Reformed Church, Bree Street ..	217	182	219	225	210 $\frac{3}{4}$	138	106	157	156	139 $\frac{1}{4}$
31.	B.	Cape Town, Dutch Reformed Church (Kinderzending), Long Street ..	29	26	24	28	26 $\frac{3}{4}$	26	24	24	28	25 $\frac{1}{2}$
32.	B.	Cape Town, St. Paul's Eng. Church, Buitengracht Street ..	263	276	305	296	285	216	149	180	186	182 $\frac{3}{4}$
33.	B.	Cape Town, Dutch Reformed Church, Rogge Bay ..	185	198	208	209	200	96	118	128	140	120 $\frac{1}{2}$
34.	B.	Cape Town, Barrack St. Independent Mission Evening School ..	..	..	73	93	41 $\frac{1}{2}$	..	..	35	42	19 $\frac{1}{4}$
35.	B.	Cape Town, St. John's Eng. Church, Long Street ..	173	184	191	242	197 $\frac{1}{2}$	118	124	122	152	129
36.	B.	Cape Town, S.A. Mission ..	267	230	217	225	234 $\frac{3}{4}$	171	133	53	149	126 $\frac{1}{2}$
37.	B.	St. Michael's English Ch., Keerom Street ..	180	171	175	175	175 $\frac{1}{4}$	145	123	134	132	133 $\frac{1}{2}$
38.	B.	Cape Town, St. Hilda's Eng. Church, De Lorentz Street ..	46	46	47	48	46 $\frac{3}{4}$	41	39	41	43	41
39.	B.	Cape Town, School of Industry, New Street ..	261	254	254	240	252 $\frac{1}{4}$	195	165	166	173	174 $\frac{3}{4}$
40.	B.	Cape Town, Congregational Mission, Barrack Street ..	239	251	245	281	254	165	127	146	182	155
Carried forward ..			5229	5266	5598	5581	..	4135	3829	3949	4248	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	..	5229	5266	5598	5581	..	4135	3829	3949	4248	..
41. Cape Town, St. Bridget's R.C. Girls', Tuin Plein	B.	261	251	244	243	249 $\frac{3}{4}$	183	185	167	185	180
42. Cape Town, St. Aloysius' R.C. Boys', St. John's Street	B.	380	358	357	356	362 $\frac{3}{4}$	305	280	275	308	292
43. Cape Town, Trinity Eng. Ch. Boys', Harrington Street	B.	46	50	58	58	53	39	38	38	48	40 $\frac{3}{4}$
44. " " Girls' Inf. Dep.	B.	158	161	{ 71 99 }	{ 69 102 }	165	128	122	{ 54 71 }	{ 59 78 }	128
45. Cape Town, St. George's Orphanage Mission	B.	301	321	295	246	290 $\frac{1}{2}$	211	147	126	192	169
46. Cape Town, Hanover St. D.R. Church	B.	293	274	273	241	270 $\frac{1}{4}$	158	145	174	138	153 $\frac{3}{4}$
47. " St. Mark's Eng. Ch., Tennant St. (Upper Dep.)	B.	93	97	99	93	95 $\frac{1}{2}$	54	61	54	69	59 $\frac{1}{2}$
48. " " (Lower Dep.)	B.	289	274	264	267	273 $\frac{1}{2}$	173	154	138	138	150 $\frac{1}{4}$
49. Cape Town, Wesleyan Mission, Sydney Street	B.	75	70	76	71	73	59	53	43	53	52
50. Cape Town, Sir Lowry Road, Roman Catholic	B.	145	130	119	123	129 $\frac{1}{4}$	90	66	73	83	78
51. Cape Town, St. Philip's Eng. Church, Chapel Street	B.	685	636	621	589	632 $\frac{3}{4}$	394	388	353	403	384 $\frac{1}{2}$
52. Cape Town, Moravian Miss., Frere St.	B.	118	154	189	185	161 $\frac{1}{2}$	72	107	133	125	109 $\frac{1}{4}$
53. Woodstock, Eng. Ch., St Mary's	B.	172	157	164	157	162 $\frac{1}{2}$	111	104	95	118	107
54. " Eng. Church, Boys'	B.	62	66	61	62	62 $\frac{3}{4}$	54	49	46	51	50
55. " " Girls'	B.	81	93	87	85	86 $\frac{1}{4}$	58	72	67	75	68
56. " Dutch Church	B.	200	182	176	173	182 $\frac{3}{4}$	126	108	96	120	112 $\frac{1}{2}$
Carried forward	..	8588	8540	8851	8701	..	6350	5908	5952	6491	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	..	8588	8540	8851	8701	..	6350	5908	5952	6491	..
57. Salt River, Roman Catholic	B.	133	135	147	156	142 $\frac{3}{4}$	85	81	82	102	87 $\frac{1}{2}$
58. Salt River Junction, St. Luke's Eng. Church	B.	164	134	139	141	144 $\frac{1}{2}$	81	73	63	95	78
59. Maitland, St. Anne's English Church	B.	109	99	88	90	96 $\frac{1}{2}$	80	73	48	67	67
60. Mowbray, St. Peter's Boys' (Eng. Ch)	B.	44	37	39	35	38 $\frac{3}{4}$	22	20	20	22	21
61. " " Girls'	B.	176	192	179	169	179	110	111	101	105	106 $\frac{3}{4}$
62. Mowbray, Wesleyan	B.	138	134	140	145	139 $\frac{1}{4}$	84	79	82	101	86 $\frac{1}{2}$
63. Rondebosch, St. Paul's Eng. Ch.	B.	308	304	294	335	310 $\frac{1}{2}$	223	186	160	231	200
64. Camp Ground, English Church	B.	143	164	150	104	140 $\frac{1}{4}$	96	98	113	89	99
65. Black River, English Church	B.	44	39	44	53	45	21	14	26	36	24 $\frac{1}{4}$
66. Rouwkoop, Roman Catholic	B.	81	80	79	70	77 $\frac{1}{2}$	58	51	45	54	52
67. Newlands, English Church	B.	256	228	249	265	249 $\frac{1}{2}$	167	149	175	200	172 $\frac{3}{4}$
68. Protea	B.	102	96	97	86	95 $\frac{1}{4}$	42	43	49	48	45 $\frac{1}{2}$
69. Claremont, Eng. Ch., Upper Miss., Boys'	B.	28	37	42	38	36 $\frac{1}{4}$	26	33	27	34	30
70. Claremont, English Church	B.	146	159	154	157	154	91	80	97	95	90 $\frac{3}{4}$
71. " Flats, English Church	B.	195	186	201	208	197 $\frac{1}{2}$	146	103	111	134	123 $\frac{1}{2}$
72. Wynberg, St. John's English Church, Ottery Road	B.	184	174	181	170	177 $\frac{1}{4}$	156	151	132	157	149
73. Wynberg, School of Industry	B.	30	42	44	44	40	24	22	30	32	27
74. " Baptist	B.	173	156	161	171	165 $\frac{1}{4}$	111	91	108	114	106
75. " Batt's Wood Dutch Ch.	B.	200	193	178	170	185 $\frac{1}{4}$	148	123	93	104	117
76. " Roman Catholic	B.	129	120	124	129	125 $\frac{1}{2}$	80	69	75	80	76
77. Constantia, English Church	B.	103	108	116	100	106 $\frac{3}{4}$	58	59	60	65	60 $\frac{1}{2}$
78. Hout Bay, Dutch Church	B.	43	57	65	59	56	30	28	..	30	22
Carried forward	..	11517	11418	11762	11596	..	8289	7645	7649	8486	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Prought forward	..	11517	11418	11762	11596	..	8289	7645	7649	8486	..
79. Hout Bay, English Church ..	B.	..	..	23	19	10 $\frac{1}{2}$	..	..	8	3	2 $\frac{3}{4}$
80. Retreat, Dutch Church ..	B.	88	78	78	72	79	63	58	48	60	57 $\frac{1}{4}$
81. Diep River, Wesleyan ..	B.	85	87	90	88	87 $\frac{1}{2}$	55	56	57	57	56 $\frac{1}{4}$
82. " English Church ..	B.	25	27	42	42	34	15	17	17	29	19 $\frac{1}{2}$
83. Deneysdorp, Wesleyan ..	B.	74	76	63	47	65	34	22	20	18	23 $\frac{1}{2}$
84. Cape Downs (Philippi), Dutch Church	B.	36	34	32	35	34 $\frac{1}{4}$	21	19	16	19	18 $\frac{3}{4}$
85. Klipfontein, Wesleyan ..	B.	39	37	39	36	37 $\frac{1}{4}$	18	19	23	28	22
86. Durbanville, English Church..	B.	89	72	63	65	72 $\frac{1}{4}$	35	34	26	42	34 $\frac{1}{4}$
87. Bellville, English Church ..	B.	82	83	79	81	81 $\frac{1}{2}$	50	31	32	39	38
88. Sarepta, Rhenish Mission ..	B.	73	72	70	71	71 $\frac{1}{2}$	55	43	47	58	50 $\frac{3}{4}$
89. Sea Point ..	B.	75	74	75	70	73 $\frac{1}{2}$	59	63	51	59	58
90. Deaf and Dumb Inst. . . . .	B.	11	11	12	12	11 $\frac{1}{2}$	10	10	10	11	10 $\frac{1}{4}$
91. Simonstown School of Industry and Infant School ..	B.	124	119	126	142	127 $\frac{3}{4}$	89	83	87	103	90 $\frac{1}{2}$
92. Simonstown, English Church..	B.	69	76	77	79	75 $\frac{1}{4}$	59	61	62	69	62 $\frac{3}{4}$
93. " Wesleyan ..	B.	142	147	159	159	151 $\frac{3}{4}$	86	85	93	97	90 $\frac{1}{4}$
94. Kalk Bay, English Church. . .	B.	77	64	64	66	67 $\frac{3}{4}$	59	51	44	55	52 $\frac{1}{4}$
95. Muizenberg, ..	B.	22	22	23	24	22 $\frac{3}{4}$	10	13	17	16	14
96. Kalk Bay, Roman Catholic ..	B.	62	59	62	65	62	47	41	37	46	42 $\frac{3}{4}$
97. Noordhoek, Dutch Church ..	B.	28	24	27	21	25	21	20	20	15	19
98. Elsjes River, Wesleyan ..	B.	38	35	30	..	25 $\frac{3}{4}$	11	9	6	..	6 $\frac{1}{2}$
99. Silo (Wildschutbrand), Dutch Church	B.	16	16	16	16	16	6	4	6	7	5 $\frac{3}{4}$
100. Cape Town Art School ..	..	78	71	70	91	77 $\frac{1}{2}$	59	56	56	58	57 $\frac{1}{4}$
Total ..	..	12840	12702	13082	12897	12880 $\frac{1}{4}$	9151	8440	8432	9375	8849 $\frac{1}{2}$

AIXI

ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

[G. 7-194.]

Description and place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
CARNARVON (Inspector Theron).	..	..	..	..	..	..	..	..	..	..	..
1. Carnarvon ..	A. 2	58	54	42	42	49	44	41	34	37	39
2. Markt ..	P.F.	..	8	9	9	6 $\frac{1}{2}$	..	9	9	9	6 $\frac{3}{4}$
3. Scorpioen's Drift ..	Poor.	..	12	12	14	9 $\frac{1}{2}$	..	10	12	13	8 $\frac{3}{4}$
4. Carnarvon, Rhenish Mission ..	B.	110	117	126	131	121	81	87	94	107	92 $\frac{1}{4}$
Total ..	..	168	191	189	196	186	125	147	149	166	146 $\frac{3}{4}$
CATHCART (Inspector Clark)	..	..	..	..	..	..	..	..	..	..	..
1. Ca'heart ..	A. 2	55	51	59	57	55 $\frac{1}{2}$	51	45	43	48	46 $\frac{3}{4}$
2. Coverside ..	A. 3	11	8	10	9	9 $\frac{1}{2}$	10	5	7	7	7 $\frac{1}{4}$
3. Giddy's Farm ..	A. 3	21	20	18	16	18 $\frac{3}{4}$	21	20	18	15	18 $\frac{1}{2}$
4. Hospital Farm ..	P.F.	9	7	10	8	8 $\frac{1}{2}$	9	7	10	6	8
5. Vaal Krantz ..	P.F.	6	6	6	6	6	6	6	6	6	6
6. Glencairn ..	P.F.	12	12	12	12	12	12	9	10	8	9 $\frac{3}{4}$
7. Roslyn ..	P.F.	14	14	14	15	14 $\frac{1}{4}$	14	14	13	14	13 $\frac{3}{4}$
8. Italy Farm ..	P.F.	6	..	6	6	4 $\frac{1}{2}$	6	..	6	6	4 $\frac{1}{2}$
9. Wartburg Falis ..	P.F.	..	..	6	6	3	..	..	6	6	3
10. Happy Valley ..	P.F.	7	8	6	6	6 $\frac{3}{4}$	7	8	6	6	6 $\frac{3}{4}$
11. Langverwacht ..	P.F.	6	8	10	10	8 $\frac{1}{2}$	6	7	9	9	7 $\frac{3}{4}$
12. Under Church ..	P.F.	..	9	8	8	6 $\frac{1}{2}$	..	9	8	8	6 $\frac{1}{4}$
13. Beacon Peak ..	P.F.	5	8	..	..	3 $\frac{1}{4}$	5	5	..	..	2 $\frac{1}{2}$
14. Craig Cross ..	P.F.	..	..	5	5	2 $\frac{1}{2}$	..	..	5	5	2 $\frac{1}{2}$
15. Southgate ..	P.F.	8	8	..	..	4	8	7	..	..	3 $\frac{3}{4}$
16. Bonchurch ..	P.F.	..	..	5	5	2 $\frac{1}{2}$	..	..	5	5	2 $\frac{1}{2}$
17. Blackpool ..	P.F.	6	6	6	7	6 $\frac{1}{2}$	6	5	5	7	5 $\frac{3}{4}$
18. Winston ..	P.F.	..	..	7	10	4 $\frac{1}{4}$	..	..	7	10	4 $\frac{1}{4}$
Carried forward ..	..	166	165	188	186	..	161	147	164	166	..

AIXI



ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and place of the School.				On Roll.					Attendance.					
			ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward			..	166	165	188	186	..	161	147	164	166	..	
19.	Exwell Park	..	.. P.F.	6	6	12	11	8 $\frac{3}{4}$	3	4	10	10	6 $\frac{3}{4}$	
20.	Stanmore	..	.. P.F.	..	..	6	7	3 $\frac{1}{4}$	..	..	6	7	3 $\frac{1}{4}$	
21.	Toise River	..	.. P.F.	12	12	14	13	12 $\frac{3}{4}$	11	10	14	11	11 $\frac{1}{2}$	
22.	Quacu Heights	..	.. P.F.	..	..	..	10	2 $\frac{1}{2}$	..	..	..	10	2 $\frac{1}{2}$	
23.	Bacela	..	.. P.F.	..	..	..	5	1 $\frac{1}{4}$	..	..	..	5	1 $\frac{1}{4}$	
24.	Goschen, Moravian	..	.. B.	103	105	114	116	109 $\frac{1}{2}$	97	95	106	100	99 $\frac{1}{2}$	
25.	Cathcart Location, Wes.	..	.. B.	42	42	44	48	44	40	40	42	46	42	
Total				..	329	330	378	396	358 $\frac{1}{4}$	312	296	342	355	326 $\frac{1}{4}$
CERES (Inspector le Roux).														
1.	Ceres	..	.. A 2	52	49	45	45	47 $\frac{3}{4}$	43	30	35	30	34 $\frac{1}{2}$	
2.	Prince Alfred's Hamlet	..	.. A 2	55	56	53	56	55	50	50	46	49	48 $\frac{3}{4}$	
3.	Ezelfontein	..	.. P.F.	9	9	10	10	9 $\frac{1}{2}$	9	8	8	9	8 $\frac{1}{2}$	
4.	Leeuwfontein	..	.. P.F.	13	13	10	12	12	10	9	8	10	9 $\frac{1}{4}$	
5.	Elandsfontein	..	.. P.F.	7	..	9	9	6 $\frac{1}{4}$	6	..	8	9	5 $\frac{3}{4}$	
6.	Patatas River	..	.. P.F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$	
7.	Hoop en Uitkomst	..	.. P.F.	6	..	..	..	1 $\frac{1}{2}$	6	..	..	..	1 $\frac{1}{2}$	
8.	Driefontein	..	.. Poor.	..	13	14	13	10	..	12	12	12	9	
9.	Ceres, English Church	..	.. B.	145	136	133	140	138 $\frac{1}{2}$	111	80	96	99	96 $\frac{1}{4}$	
10.	Prince Alfred's Hamlet	..	.. B.	54	50	52	52	52	46	39	45	43	43 $\frac{1}{4}$	
11.	Ceres, Dutch Church	..	.. B.	116	118	112	116	115 $\frac{1}{2}$	107	102	102	103	103 $\frac{1}{2}$	
Total				..	457	444	438	459	449 $\frac{1}{2}$	388	330	360	370	362

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.					
			ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	
CLANWILLIAM (Inspector le Roux)														
1.	Clanwilliam	..	.. A 2	32	31	37	32	33	24	28	32	28	28	
2.	Zwartbosch Kraal	..	.. A 3	11	10	10	10	10 $\frac{1}{4}$	10	7	13	7	9 $\frac{1}{4}$	
3.	Olyvenbosch Kraal	..	.. A 3	20	20	17	18	18 $\frac{3}{4}$	20	20	17	18	18 $\frac{3}{4}$	
4.	Onder Lange Vlei	..	.. A 3	..	12	19	22	13 $\frac{1}{4}$	..	12	19	22	13 $\frac{1}{4}$	
5.	Fredericksdal	..	.. A 3	..	11	..	..	2 $\frac{3}{4}$	..	9	..	..	2 $\frac{3}{4}$	
6.	Kleinplaats	..	.. A 3	17	..	..	..	4 $\frac{1}{4}$	15	..	..	..	3 $\frac{3}{4}$	
7.	Brandwacht	..	.. P.F.	..	20	16	11	11 $\frac{3}{4}$	..	20	11	11	10 $\frac{1}{2}$	
8.	Brakfontein No. I	..	.. P.F.	8	..	5	8	5 $\frac{1}{4}$	8	..	5	8	5 $\frac{1}{4}$	
9.	Driefontein	..	.. P.F.	8	6	7	7	7	6	6	7	7	6 $\frac{1}{2}$	
10.	Brakfontein No. II	..	.. P.F.	7	4	5	6	5 $\frac{1}{2}$	7	4	8	6	6 $\frac{1}{4}$	
11.	Klein Vallei	..	.. P.F.	12	..	..	..	3	12	..	..	..	3	
12.	Jakhals Vallei	..	.. P.F.	..	..	13	14	6 $\frac{3}{4}$	..	..	13	14	6 $\frac{3}{4}$	
13.	Kanol Vallei	..	.. P.F.	..	..	..	9	2 $\frac{1}{4}$	..	..	..	9	2 $\frac{1}{4}$	
14.	Drooge River	..	.. P.F.	..	..	..	8	2	..	..	..	5	1 $\frac{1}{4}$	
15.	Kookfontein	..	.. (Poor.)	29	25	28	25	26 $\frac{3}{4}$	23	21	23	20	21 $\frac{3}{4}$	
16.	Clanwilliam, Eng. Ch.	..	.. B.	31	41	51	45	42	20	20	26	27	23 $\frac{1}{2}$	
17.	Augsburg	..	.. B.	89	85	77	75	81 $\frac{1}{2}$	45	39	52	40	44	
18.	Wupperthal, Rhen. Miss.	..	.. B.	147	134	127	135	135 $\frac{3}{4}$	107	96	89	105	94 $\frac{1}{4}$	
19.	Honing Valley	..	.. B.	32	37	35	31	33 $\frac{3}{4}$	22	20	9	15	16 $\frac{1}{2}$	
20.	Elandskloof, Dutch Ch.	..	.. B.	75	74	74	67	72 $\frac{1}{2}$	64	57	54	52	56 $\frac{3}{4}$	
Total				..	518	510	521	523	518	383	359	378	394	378 $\frac{1}{2}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1892.—Continued.

Description and Place of the School.		ORDER.	On Roll.				Average.	Attendance.				Average.
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
COLESBERG (Inspector Nixon).												
1.	Colesberg	A. 1	140	146	124	119	132 $\frac{1}{4}$	131	123	113	102	117 $\frac{1}{4}$
2.	Nauwpoort	A. 3	48	62	66	70	62	36	41	42	45	41
3.	Wildfontein	A. 3	13	14	13	13	13 $\frac{1}{4}$	13	13	12	12	12 $\frac{1}{2}$
4.	Ruigtepoort Boarding Sch.	D.	..	12	13	12	9 $\frac{1}{4}$	..	12	12	10	8 $\frac{1}{2}$
5.	Rietfontein No I	P.F.	6	5	5	5	5 $\frac{1}{4}$	6	5	5	5	5 $\frac{1}{4}$
6.	Colesberg, Wesleyan	B.	98	96	83	93	92 $\frac{1}{2}$	81	78	65	81	76 $\frac{1}{4}$
7.	„ Dutch Church	B.	60	65	62	60	61 $\frac{3}{4}$	45	55	48	35	45 $\frac{3}{4}$
	Total	..	365	402	366	372	376 $\frac{1}{4}$	312	327	297	290	306 $\frac{1}{2}$
CRADOCK (Inspector Milne).												
1.	Craddock, Boys'	A. 1	78	80	81	82	80 $\frac{1}{4}$	69	61	74	71	68 $\frac{3}{4}$
2.	„ Girls'	A. 1	68	68	78	89	75 $\frac{3}{4}$	63	64	69	82	69 $\frac{1}{2}$
3.	„ Prep. Dep.	A. 2	50	59	62	61	58	42	56	54	51	50 $\frac{3}{4}$
4.	Maraisburg	A. 3	55	56	50	49	52 $\frac{1}{2}$	50	47	43	45	46 $\frac{1}{4}$
5.	Langhoek	A. 3	..	11	12	12	8 $\frac{3}{4}$	..	11	12	12	8 $\frac{3}{4}$
6.	Gannavlake	A. 3	16	20	20	18	19	17	19	18	15	17 $\frac{1}{4}$
7.	Visch Rivier	A. 3	11	11	10	..	8	7	8	8	..	5 $\frac{3}{4}$
8.	Wilgenbosch	A. 3	12	..	..	..	3	11	..	..	..	2 $\frac{3}{4}$
9.	Henning's Hoek	A. 3	20	20	..	..	10	20	20	..	..	10
10.	Barends Hope	A. 3	..	24	24	27	18 $\frac{3}{4}$	..	24	24	27	18 $\frac{3}{4}$
11.	Waaiplaats	A. 3	..	..	12	14	6 $\frac{1}{2}$	..	..	12	13	6 $\frac{1}{4}$
12.	Bloemhof	A. 3	..	..	12	12	6	..	..	12	12	6
13.	Honey Grove	P.F.	..	..	4	5	2 $\frac{1}{4}$	..	..	4	5	2 $\frac{1}{4}$
14.	Wilgenkloof	P.F.	..	..	7	7	3 $\frac{1}{2}$	..	..	7	7	3 $\frac{1}{2}$
15.	Rietfontein	P.F.	7	7	8	8	7 $\frac{1}{2}$	7	7	8	7	7 $\frac{1}{4}$
	Carried forward	..	317	356	380	384	..	286	317	345	347	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.

Description and Place of the School.		ORDER.	On Roll.				Average.	Attendance.				Average.
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward			317	356	380	384	..	286	317	345	347	..
15.	Elands Berg	P.F.	11	12	12	11	11 $\frac{1}{2}$	11	12	12	11	11 $\frac{1}{2}$
16.	Uitkyk	P.F.	..	6	6	6	4 $\frac{1}{2}$	..	6	6	6	4 $\frac{1}{2}$
17.	Roodekuilslaagte	P.F.	..	7	7	7	5 $\frac{1}{4}$	..	7	7	7	5 $\frac{1}{4}$
18.	Blauwkrantz	P.F.	7	8	..	..	3 $\frac{3}{4}$	7	8	..	..	3 $\frac{3}{4}$
19.	Brak Vallei	P.F.	8	9	9	9	8 $\frac{3}{4}$	8	8	9	8	8 $\frac{1}{4}$
20.	Tafelberg	P.F.	5	5	5	5	5	5	5	5	5	5
21.	Modderfontein	P.F.	..	..	10	10	5	..	..	9	8	4 $\frac{1}{4}$
22.	Geerst Kraal	P.F.	7	6	7	7	6 $\frac{3}{4}$	7	6	7	7	6 $\frac{3}{4}$
23.	Van Vuurenshoek	P.F.	..	13	14	17	11	..	11	15	13	9 $\frac{3}{4}$
24.	Almansfontein	P.F.	..	..	..	7	1 $\frac{3}{4}$	..	..	..	6	1 $\frac{3}{4}$
25.	Craddock, Wesleyan	B.	155	141	167	165	157	115	102	123	109	112 $\frac{1}{4}$
26.	„ Congregational	B.	99	100	106	92	99 $\frac{1}{4}$	74	86	90	69	79 $\frac{3}{4}$
	Total	..	609	663	723	720	679 $\frac{1}{4}$	513	568	628	596	576 $\frac{1}{4}$
EAST LONDON (Inspector Ely).												
1.	East London (East)	A. 1	369	386	401	405	390 $\frac{1}{4}$	307	304	329	294	308 $\frac{1}{2}$
2.	East London (West)	A. 2	112	120	114	123	117 $\frac{1}{4}$	98	84	89	82	88 $\frac{1}{4}$
3.	Fort Jackson	A. 3	27	29	23	26	26 $\frac{1}{4}$	22	18	12	16	17
4.	Potsdam	A. 3	28	29	24	20	25 $\frac{1}{4}$	20	18	16	13	16 $\frac{3}{4}$
5.	Maclean Town	A. 3	77	74	67	60	69 $\frac{1}{2}$	65	66	56	47	58 $\frac{3}{4}$
6.	Thorn Valley (Farm 146)	A. 3	10	10	10	11	10 $\frac{1}{2}$	8	8	8	9	8 $\frac{1}{4}$
7.	Tay Side (Sunny Grove)	A. 3	13	15	14	12	13 $\frac{1}{2}$	13	14	11	11	12 $\frac{1}{4}$
8.	Lower Amalinda	A. 3	21	22	19	22	21	12	12	13	14	12 $\frac{3}{4}$
9.	Van der Kemp	A. 3	32	29	27	15	25 $\frac{3}{4}$	23	21	22	7	18 $\frac{1}{4}$
10.	Cambridge	A. 3	18	17	..	..	8 $\frac{3}{4}$	15	13	..	..	7
	Carried forward	..	707	731	699	694	..	583	558	556	493	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.		On Roll.					Attendance.				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward		707	731	699	694	707	583	558	556	493	547
11.	Christmas Vale .. .. . P.F.	..	7	11	11	7 $\frac{1}{4}$	..	5	6	6	4 $\frac{1}{4}$
12.	Cove Rock .. .. . P.F.	21	21	20	21	20 $\frac{3}{4}$	11	13	14	10	12
13.	East London, English Ch. (Location) B.	38	46	39	78	50 $\frac{1}{4}$	35	37	29	45	36 $\frac{1}{2}$
14.	.. R. C. Boys' .. .. B.	130	147	144	131	138	100	110	106	91	101 $\frac{3}{4}$
15.	.. " Girls' .. .. B.	166	169	174	153	165 $\frac{1}{2}$	116	98	123	87	106
16.	.. Wesleyan .. .. B.	65	61	63	67	64	55	51	56	50	53
17.	.. St. Peter's (Eng. Ch.) .. B.	69	88	84	39	70	48	50	52	30	45
18.	Gabe, English Church .. .. B.	..	..	..	21	5 $\frac{1}{4}$	..	..	..	16	4
19.	Newlands, English Church (St. Luke's) B.	89	95	91	103	94 $\frac{1}{2}$	78	76	71	73	74 $\frac{1}{2}$
20.	Gwaba, English Church .. .. B.	102	101	102	94	99 $\frac{3}{4}$	73	68	61	36	59 $\frac{1}{2}$
21.	Emncotsho, English Church .. .. B.	28	..	..	..	7	14	..	..	..	3 $\frac{1}{2}$
Total ..		1415	1466	1427	1412	1430	1113	1066	1074	937	1047 $\frac{1}{2}$
FORT BEAUFORT (Inspector Clarke).											
1.	Fort Beaufort .. .. . A. 1	52	50	50	53	51 $\frac{1}{4}$	42	39	35	42	39 $\frac{1}{2}$
2.	Adelaide .. .. . A. 1	95	93	88	88	91	89	88	82	83	85 $\frac{1}{2}$
3.	Tidmanton .. .. . A. 3	33	36	48	50	41 $\frac{3}{4}$	28	28	42	30	32
4.	Springvale .. .. . A. 3	31	26	27	26	27 $\frac{1}{2}$	22	20	20	19	20 $\frac{1}{4}$
5.	Klu Klu .. .. . A. 3	10	10	10	13	10 $\frac{3}{4}$	10	9	9	12	10
6.	Winterberg Spruit .. .. . A. 3	23	29	31	34	29 $\frac{1}{4}$	21	26	28	29	26
7.	Blinkwater .. .. . A. 3	..	..	..	20	5	..	..	..	20	5
8.	Blinkwater .. .. . P.F.	7	6	6	6	6 $\frac{1}{4}$	6	6	6	6	6
9.	Elands Drift .. .. . P.F.	11	11	10	9	10 $\frac{1}{4}$	11	11	9	7	9 $\frac{1}{2}$
10.	Vaalheuvel .. .. . P.F.	7	..	..	..	1 $\frac{3}{4}$	6	..	..	..	1 $\frac{1}{2}$
11.	Braambosch .. .. . P.F.	..	9	9	8	6 $\frac{1}{2}$	..	9	8	8	6 $\frac{1}{4}$
Carried forward ..		269	270	279	307	..	235	236	239	256	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.		On Roll.					Attendance.				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward		269	270	279	307	269	235	236	239	256	269
12.	Wilgerfontein .. .. . P.F.	12	13	12	..	9 $\frac{1}{4}$	11	12	11	..	8 $\frac{1}{2}$
13.	Groenekloof .. .. . P.F.	..	..	7	7	3 $\frac{1}{2}$	..	..	7	7	3 $\frac{1}{2}$
14.	Aasvogelskrantz .. .. . P.OOR	28	28	32	36	31	26	15	32	36	27 $\frac{1}{2}$
15.	Fort Beaufort (Hill Side), Wesleyan B.	56	66	71	61	63 $\frac{1}{2}$	48	52	57	49	51 $\frac{1}{2}$
16.	Timi's Location .. .. . B.	61	55	61	54	57 $\frac{3}{4}$	39	44	45	29	39 $\frac{1}{4}$
17.	Fort Beaufort, Eng. Ch. Boundary Hill B.	96	91	101	98	96 $\frac{1}{2}$	53	46	59	50	52
18.	.. (Dorrington) Location .. B.	120	57	62	60	74 $\frac{3}{4}$	71	45	49	43	52
19.	Ntoleni, Location .. .. . B.	44	42	32	32	37 $\frac{3}{4}$	35	27	31	23	29
20.	Adelaide, United Presbyterian .. B.	51	45	51	47	48 $\frac{1}{2}$	32	26	36	28	30 $\frac{3}{4}$
21.	Heald Town, Native Institution .. C.	352	298	363	326	334 $\frac{3}{4}$	237	199	255	217	227
22.	Uweza .. .. . C.	60	58	71	67	64	57	55	65	63	60
23.	Nobanda's .. .. . C.	51	50	46	52	49 $\frac{3}{4}$	41	41	38	30	37 $\frac{1}{2}$
Total ..		1200	1073	1189	1147	1152 $\frac{1}{4}$	885	798	924	831	859 $\frac{1}{2}$
FRASERBURG (Inspector Theron).											
1.	Fraserburg .. .. . A. 3	29	38	43	45	38 $\frac{3}{4}$	20	29	34	30	28 $\frac{1}{4}$
2.	Williston .. .. . A. 3	26	29	44	45	36	18	29	40	35	30 $\frac{1}{2}$
3.	Ayasfontein .. .. . A. 3	13	14	16	17	15	12	14	15	15	14
4.	Leenderts Plaats .. .. . A. 3	15	15	19	22	17 $\frac{3}{4}$	12	13	18	19	15 $\frac{1}{2}$
5.	Zaurlandslaagte .. .. . P.F.	..	10	10	10	7 $\frac{1}{2}$	..	1	10	10	5 $\frac{1}{2}$
6.	Steenkamp's Poort .. .. . P.F.	5	5	5	5	5	5	5	5	5	5
7.	Koppies Fontein .. .. . P.F.	7	8	9	9	8 $\frac{1}{4}$	6	8	7	8	7 $\frac{1}{4}$
8.	Rhenosterfontein .. .. . (Poor)	14	..	..	..	3 $\frac{1}{2}$	13	..	..	..	3 $\frac{1}{4}$
Total ..		109	119	146	153	131 $\frac{3}{4}$	86	99	129	122	109

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.					Average.	Attendance.					Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.		2nd Qr.	3rd Qr.	4th Qr.			
GEORGE (Inspector Mitchell).													
1. George, Boys' .. .. .	A. 1	62	62	64	60	62	56	55	51	50	53		
2. } " Girls' .. .. .	A. 1	62	69	60	62	63 $\frac{1}{4}$	57	63	58	58	59		
3. } " Prep. Dep. .. .. .	A. 1	29	26	20	19	22	22	15	16	15	17		
3. Blanco .. .. .	A. 2	57	64	64	51	61 $\frac{1}{4}$	46	54	56	38	48 $\frac{1}{2}$		
4. Great Brak River .. .. .	A. 3	66	59	61	63	62 $\frac{1}{4}$	55	47	51	52	51 $\frac{1}{4}$		
5. Gwayang .. .. .	A. 3	31	35	36	34	34	27	30	33	26	29		
6. Voorbrug .. .. .	A. 3	39	38	40	20	34 $\frac{1}{4}$	28	24	23	4	19 $\frac{3}{4}$		
7. Commandant's Drift .. .. .	A. 3	..	15	16	11	10 $\frac{1}{2}$	..	12	10	8	7 $\frac{1}{2}$		
8. Ronde Vallei .. .. .	A. 3	..	..	28	28	14	..	..	28	28	14		
9. Klipdrift .. .. .	A. 3	22	22	30	27	25 $\frac{1}{4}$	18	19	21	18	19		
10. Woodville .. .. .	A. 3	21	23	23	32	24 $\frac{3}{4}$	19	20	18	18	18 $\frac{3}{4}$		
11. Kleinplaats .. .. .	P.F.	10	10	11	..	7 $\frac{3}{4}$	10	10	11	..	7 $\frac{3}{4}$		
12. Heimers River .. .. .	P.F.	6	..	6	6	4 $\frac{1}{2}$	6	..	6	6	4 $\frac{1}{2}$		
13. Uitkyk .. .. .	P.F.	11	11	10	8	10	11	11	9	8	9 $\frac{3}{4}$		
14. Schoonberg .. .. .	P.F.	7	7	7	7	7	7	7	6	6	6 $\frac{1}{2}$		
15. Waterfall .. .. .	P.F.	7	7	7	7	7	7	7	7	7	7		
16. Buffelsfontein .. .. .	P.F.	10	10	7	7	8 $\frac{1}{2}$	10	9	7	7	8 $\frac{1}{2}$		
17. Geelhoutboom .. .. .	(Poor)	..	..	45	44	22 $\frac{1}{4}$	..	..	41	29	17 $\frac{1}{2}$		
18. Diep Kloof .. .. .	(Poor)	32	32	32	30	31 $\frac{1}{2}$	27	24	23	23	24 $\frac{1}{4}$		
19. Doorn River .. .. .	(Poor)	..	14	15	15	11	..	12	13	14	9 $\frac{3}{4}$		
20. George, English Church .. .. .	B.	135	124	127	116	125 $\frac{1}{2}$	77	84	84	68	78 $\frac{1}{4}$		
21. Oakhurst .. .. .	B.	36	39	34	27	34	20	35	25	18	24 $\frac{1}{4}$		
22. George, Roman Catholic .. .. .	B.	28	28	30	29	28 $\frac{3}{4}$	24	23	25	25	24 $\frac{1}{4}$		
23. " Dutch Church .. .. .	B.	83	80	81	80	81	47	48	51	46	48		
Carried forward .. .. .	..	754	775	854	783	..	574	609	673	572	..		

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.					Average.	Attendance.					Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.		2nd Qr.	3rd Qr.	4th Qr.			
Brought forward .. .. .													
24. George, Dutch Church (Coloured) .. .. .	B.	75	69	81	80	76 $\frac{1}{4}$	48	36	42	41	41 $\frac{3}{4}$		
25. Ezelsjagt .. .. .	B.	24	..	..	..	6	10	..	..	..	2 $\frac{1}{2}$		
26. Watsonsdorp, Dutch Church .. .. .	B.	103	89	113	109	103 $\frac{1}{4}$	85	79	101	97	90 $\frac{3}{4}$		
27. Pacaltsdorp, Independent .. .. .	B.	93	94	98	94	94 $\frac{3}{4}$	76	75	83	78	78		
Total .. .. .	..	1049	1027	1146	1066	1072	793	799	899	788	819 $\frac{3}{4}$		
GLEN GREY (LOCATION) (Inspector Milne).													
1. Lady Frere .. .. .	A. 2	52	55	59	60	56 $\frac{1}{2}$	50	50	49	54	50 $\frac{3}{4}$		
2. Ndonga .. .. .	A. 3	17	17	17	16	16 $\frac{3}{4}$	15	14	13	13	13 $\frac{3}{4}$		
3. Bolotwa .. .. .	A. 3	20	20	23	24	21 $\frac{3}{4}$	18	17	21	19	18 $\frac{3}{4}$		
4. Ndonga .. .. .	P.F.	15	..	..	..	3 $\frac{1}{4}$	15	..	..	..	3 $\frac{3}{4}$		
5. Zwartwater, Wesleyan .. .. .	B.	53	54	53	51	52 $\frac{3}{4}$	36	41	32	40	37 $\frac{1}{4}$		
6. Bowden, " .. .. .	B.	60	59	64	61	61	50	44	48	45	46 $\frac{3}{4}$		
7. Bengu, " .. .. .	B.	60	57	51	39	51 $\frac{3}{4}$	46	29	36	22	33 $\frac{1}{4}$		
8. Mkapuse, " .. .. .	B.	62	64	51	44	55 $\frac{1}{4}$	43	55	34	27	39 $\frac{3}{4}$		
9. Gqebanya, " .. .. .	B.	22	22	21	19	21	20	20	20	19	19 $\frac{3}{4}$		
10. Xonxa, " .. .. .	B.	42	36	40	39	39 $\frac{1}{4}$	32	20	32	24	27		
11. Msintila, " .. .. .	B.	68	69	67	66	67 $\frac{1}{2}$	42	43	46	44	43 $\frac{3}{4}$		
12. Mcubeni, " .. .. .	B.	67	66	68	70	67 $\frac{3}{4}$	54	48	61	61	56		
13. Agnes, " .. .. .	B.	57	62	78	80	69 $\frac{1}{4}$	40	16	59	68	45 $\frac{2}{4}$		
14. Rodana, " .. .. .	B.	66	75	82	78	75 $\frac{1}{4}$	62	60	61	42	56 $\frac{1}{4}$		
15. Indwe, English Church .. .. .	B.	63	63	65	64	63 $\frac{3}{4}$	49	40	55	48	48		
Carried forward .. .. .	..	724	719	739	711	..	572	497	567	526	..		

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
	ORDER.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward ..			724	719	739	711	..	572	497	567	526	..
16.		Komanas, English Church .. .. B.	47	49	47	43	46 $\frac{1}{2}$	30	25	23	21	24 $\frac{3}{4}$
17.		Embinzana, .. .. B.	32	27	33	33	31 $\frac{1}{4}$	22	14	24	20	20
18.		Mount Arthur .. .. C.	84	90	91	89	88 $\frac{1}{2}$	69	60	74	73	69
19.		Bolotwa .. .. C.	63	45	53	24	46 $\frac{1}{2}$	31	26	37	19	28 $\frac{1}{4}$
20.		Kleinbooi's Farm .. .. C.	61	52	62	48	55 $\frac{3}{4}$	24	19	27	25	23 $\frac{3}{4}$
Total ..			1011	982	1025	948	991 $\frac{1}{2}$	748	641	752	684	706 $\frac{1}{4}$
GRAAFF-REINET (Inspector Murray).												
1.	A. 1	Graaff-Reinet, Boys' (The College) ..	133	134	135	143	136 $\frac{1}{4}$	127	125	125	130	126 $\frac{3}{4}$
2.	A. 1	Graaff-Reinet, Girls' (Midland Seminary) ..	176	168	214	217	193 $\frac{3}{4}$	157	151	194	175	169 $\frac{1}{4}$
3.	A. 2	New Bethesda .. ..	76	73	69	70	72	53	60	60	54	56 $\frac{3}{4}$
4.	A. 3	Adendorp .. ..	34	30	35	35	33 $\frac{1}{2}$	20	20	17	17	18 $\frac{1}{2}$
5.	A. 3	Petersburg .. ..	21	22	26	23	23	21	22	26	22	22 $\frac{1}{2}$
6.	A. 3	Letskraal .. ..	16	16	17	17	16 $\frac{1}{2}$	16	16	17	17	16 $\frac{1}{2}$
7.	A. 3	Rocklands .. ..	..	..	..	13	3 $\frac{1}{4}$	..	..	..	13	3 $\frac{1}{4}$
8.	A. 3	Brandt Kraal .. ..	14	14	17	20	16 $\frac{1}{4}$	14	17	17	17	16 $\frac{1}{4}$
9.	P.F.	Baviaans Krans .. ..	10	10	10	10	10	9	9	9	4	7 $\frac{3}{4}$
10.	P.F.	Glen Somers .. ..	8	8	7	7	7 $\frac{1}{2}$	8	8	7	7	7 $\frac{1}{2}$
11.	P.F.	Rockwood .. ..	6	6	6	6	6	6	6	5	6	5 $\frac{1}{4}$
12.	P.F.	Willowslope .. ..	..	6	6	6	4 $\frac{1}{2}$	..	6	6	6	4 $\frac{1}{2}$
13.	P.F.	Onverwachtsfontein .. ..	10	7	7	6	7 $\frac{1}{2}$	10	7	7	6	7 $\frac{1}{2}$
14.	P.F.	Kendrew .. ..	..	..	6	7	3 $\frac{1}{4}$	..	..	6	7	3 $\frac{1}{4}$
15.	P.F.	Orange Grove .. ..	5	5	5	5	5	5	4	5	5	4 $\frac{3}{4}$
Carried forward ..			509	499	560	585	..	346	451	501	486	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
	ORDER.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward ..			509	499	560	585	..	346	451	501	486	..
16.	P.F.	Eenzaamheid .. ..	..	5	..	..	1 $\frac{1}{4}$	..	5	..	..	1 $\frac{1}{4}$
17.	P.F.	Poortje .. ..	..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$
18.	P.F.	Nooitgedacht .. ..	8	..	..	..	2	8	..	..	..	2
19.	B.	Graaff-Reinet, Independent .. ..	102	101	105	112	105	76	71	74	87	77
20.	B.	New Bethesda, .. ..	..	..	39	39	19 $\frac{1}{2}$	..	..	33	31	16
21.	B.	Graaff-Reinet, (Basutos) .. ..	55	52	64	67	59 $\frac{1}{2}$	42	42	61	65	52 $\frac{1}{2}$
22.	B.	Petersburg, .. ..	..	..	41	38	19 $\frac{3}{4}$	..	..	41	33	18 $\frac{3}{4}$
23.	B.	Graaff-Reinet, Rom. Cath. .. ..	48	41	48	49	46 $\frac{1}{2}$	32	38	44	41	38 $\frac{3}{4}$
24.	B.	" Dutch Ch., S.E. End .. ..	76	77	77	71	75 $\frac{1}{4}$	48	51	53	53	51 $\frac{1}{4}$
25.	B.	" Stockenstrom .. ..	130	116	119	113	119 $\frac{1}{2}$	78	86	90	81	83 $\frac{3}{4}$
26.	B.	Graaff-Reinet, Eng. Ch., Kafir .. ..	92	88	96	94	92 $\frac{1}{2}$	71	63	72	75	70
27.	B.	" Dutch Church .. ..	..	..	..	118	29 $\frac{1}{2}$	..	..	..	70	17 $\frac{1}{2}$
28.	B.	" Wesleyan (Location) .. ..	73	68	73	69	70 $\frac{3}{4}$	53	57	61	60	57 $\frac{1}{4}$
Total ..			1093	1047	1222	1361	1180 $\frac{3}{4}$	854	864	1030	1088	959
HANOVER (Inspector Nixon).												
1.	A. 2	Hanover .. ..	118	117	120	117	118	102	109	111	103	106 $\frac{1}{4}$
2.	A. 3	Hanover Road .. ..	31	..	..	..	7 $\frac{3}{4}$	22	..	..	..	5 $\frac{3}{4}$
3.	P.F.	Hongerfontein .. ..	..	..	5	5	2 $\frac{1}{2}$	..	..	5	5	2 $\frac{1}{2}$
4.	P.F.	Drie Koppies .. ..	..	..	7	7	3 $\frac{1}{2}$	..	..	7	7	3 $\frac{1}{2}$
5.	P.F.	Leeuwkop .. ..	5	..	8	8	5 $\frac{1}{4}$	4	..	7	7	4 $\frac{1}{2}$
6.	P.F.	Klipgat .. ..	..	7	7	..	3 $\frac{1}{2}$	..	6	6	..	3
7.	P.F.	Platjefontein .. ..	7	4	4	4	4 $\frac{3}{4}$	7	4	4	4	4 $\frac{3}{4}$
Carried forward ..			161	128	151	141	..	135	119	140	126	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.						
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.		
Brought forward				161	128	151	141	..	135	119	140	126	..		
8.	Zevenfontein	..	..	..	P.F.	..	..	13	13	6 $\frac{1}{2}$	..	..	13	13	6 $\frac{1}{2}$
9.	Spijfontein	..	..	..	P.F.	8	8	8	8	8	8	6	7	7	7
10.	Kleinplaats	..	..	..	P.F.	..	..	12	12	6	..	..	12	12	6
11.	Bokfontein	..	..	..	P.F.	9	8	9	9	8 $\frac{3}{4}$	8	8	9	9	8 $\frac{3}{4}$
12.	Poplar Grove	..	..	..	P.F.	..	..	..	5	1 $\frac{1}{4}$	..	..	..	5	1 $\frac{1}{4}$
13.	Vogelfontein	..	..	..	P.F.	..	..	..	5	1 $\frac{1}{4}$	..	..	..	5	1 $\frac{1}{4}$
14.	Leeuwfontein	..	..	..	P.F.	..	..	..	5	1 $\frac{1}{4}$	..	..	..	4	1
15.	Hanover, Dutch Church	..	..	..	B.	..	..	68	72	35	..	..	61	56	29 $\frac{1}{4}$
Total				178	144	261	270	213 $\frac{1}{4}$	151	133	242	237	190 $\frac{3}{4}$		
HAY (Inspector Nixon).															
1.	Postmasburg	..	..	..	A. 2	..	..	35	34	17 $\frac{1}{4}$	..	..	29	31	15
2.	Griquatown	..	..	..	A. 3	19	27	36	34	29	18	22	31	30	25 $\frac{1}{4}$
3.	Rietfontein	..	..	..	D.	30	36	35	30	32 $\frac{3}{4}$	28	35	34	28	31 $\frac{1}{4}$
4.	Klein Papkuil	..	..	..	P.F.	..	..	10	10	5	..	..	10	10	5
5.	Papkuil	..	..	..	P.F.	..	..	..	..	..	..	..	..	..	..
6.	Witberg	..	..	..	P.F.	6	..	..	..	1 $\frac{1}{2}$	6	..	..	..	1 $\frac{1}{2}$
Total				55	63	116	108	85 $\frac{1}{2}$	52	57	104	99	78		
HERBERT (Inspector Nixon).															
1.	Brechin (Quaggaspan) (Boarders)	..	..	..	A. 3	24	25	22	22	23 $\frac{1}{4}$	21	22	22	22	21 $\frac{3}{4}$
2.	Blaauwboschfontein	..	..	..	A. 3	..	..	..	17	4 $\frac{1}{4}$	..	..	..	15	3 $\frac{3}{4}$
3.	Patrijsfontein	..	..	..	A. 3	..	..	..	28	7	..	..	..	25	6 $\frac{1}{4}$
Total				24	25	22	67	34 $\frac{1}{2}$	21	22	22	62	31 $\frac{3}{4}$		

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.						
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.		
HERSCHEL (Inspector Milne).															
1.	Wittebergen, Dutch	..	..	..	B.	55	61	59	65	60	40	37	37	42	39
2.	Wesleyan	..	..	..	B.	92	87	94	100	93 $\frac{1}{4}$	73	69	80	82	76
3.	Manxebu's Kraal,	..	..	..	B.	77	92	96	99	91	65	73	85	75	74 $\frac{1}{2}$
4.	Bamboos Spruit,	..	..	..	B.	67	71	71	63	68	54	54	57	51	54
5.	Ntunja,	..	..	..	B.	88	91	113	111	100 $\frac{3}{4}$	71	68	81	87	76 $\frac{3}{4}$
6.	Meyi's Kraal,	..	..	..	B.	48	45	69	72	58 $\frac{1}{2}$	37	24	57	48	41 $\frac{1}{2}$
7.	Tapoleng,	..	..	..	B.	45	46	55	60	51 $\frac{1}{2}$	41	38	48	53	45
8.	Ndofela,	..	..	..	B.	41	37	40	38	39	31	29	32	32	31
9.	Jozana's Hoek,	..	..	..	B.	55	53	66	61	58 $\frac{3}{4}$	51	40	55	47	48 $\frac{1}{4}$
10.	Khiba,	..	..	..	B.	..	55	60	57	43	..	36	50	43	32 $\frac{1}{4}$
11.	Welshdale,	..	..	..	B.	..	..	..	..	..	..	..	..	..	..
12.	Spambo Basin,	..	..	..	B.	68	67	61	61	64 $\frac{1}{4}$	59	57	57	54	56 $\frac{3}{4}$
13.	Hohobeng, French Miss.	..	..	..	B.	46	45	41	35	39 $\frac{1}{4}$	37	34	32	31	33 $\frac{1}{2}$
14.	Palmietfontein,	..	..	..	B.	54	50	42	41	46 $\frac{3}{4}$	43	32	34	32	35 $\frac{1}{4}$
15.	Sethaleng,	..	..	..	B.	40	35	35	33	35 $\frac{3}{4}$	30	22	30	27	27 $\frac{1}{4}$
16.	Qibira, English Church	..	..	..	B.	79	81	79	78	79 $\frac{1}{4}$	73	52	63	50	59 $\frac{1}{2}$
17.	Majuba's Nek,	..	..	..	B.	33	31	29	32	31 $\frac{1}{4}$	29	25	23	23	25
18.	Qoboshane,	..	..	..	B.	68	66	66	63	65 $\frac{3}{4}$	56	48	50	53	51 $\frac{3}{4}$
19.	Gatberg,	..	..	..	B.	43	53	52	49	49 $\frac{1}{4}$	33	33	34	41	35 $\frac{1}{4}$
20.	Sauer Junction (Welshdale) Wes. Miss.	..	..	..	B.	68	82	102	103	83 $\frac{3}{4}$	51	72	82	89	73 $\frac{1}{2}$
21.	Walazas Kraal	..	..	..	B.	..	..	33	38	17 $\frac{3}{4}$	..	..	25	29	13 $\frac{1}{2}$
22.	Bensonvale, Wes. Nat. Inst.	..	..	..	C.	150	153	134	146	145 $\frac{3}{4}$	128	116	115	124	120 $\frac{3}{4}$
23.	Dulcie's Nek, Eng. Ch., Boarding and Day School	..	..	..	C.	53	48	45	45	47 $\frac{3}{4}$	43	27	33	31	33 $\frac{1}{2}$
Total				1270	1349	1442	1450	1377 $\frac{3}{4}$	1045	987	1160	1144	1084		

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and place of the School.		ORDER.	On Roll.					Attendance.				
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
HOPE TOWN (Inspector Nixon).												
1.	Hopetown .. .. .	A. 2	42	77	69	69	64 $\frac{1}{4}$	41	70	50	56	54 $\frac{1}{4}$
2.	Readsdrift .. .. .	..	..	..	..	..	..	..	..	..	..	..
3.	Welgevonden .. .. .	A. 3	12	12	10	15	12 $\frac{1}{4}$	12	12	10	14	12
4.	Kwartelspan .. .. .	A. 3	10	..	..	..	..	..	..	..	..	..
5.	Verlaten Dam .. .. .	..	10	10	10	9	9 $\frac{3}{4}$	10	10	9	7	9
6.	Strydenburg .. .. .	A. 3	..	..	33	35	17	..	..	32	22	13 $\frac{1}{2}$
7.	Springbokvlakte .. .. .	D.	27	22	18	..	16 $\frac{3}{4}$	25	17	16	..	14 $\frac{1}{2}$
8.	Roodspan .. .. .	D.	25	36	..	..	15 $\frac{1}{4}$	24	30	..	..	13 $\frac{1}{2}$
9.	Kafferspan .. .. .	P.F.	..	..	..	7	1 $\frac{3}{4}$	..	..	..	7	1 $\frac{3}{4}$
10.	Becha .. .. .	P.F.	..	..	..	..	..	..	..	..	..	..
11.	Brakkies .. .. .	(Poor.)	..	10	13	13	9	..	10	13	13	9
12.	Hopetown, Eng. Ch. .. .. .	B.	79	77	31	32	54 $\frac{3}{4}$	67	70	23	28	47
Total ..			195	244	184	180	200 $\frac{3}{4}$	179	19	153	157	177
HUMANSDORP (Inspector Murray).												
1.	Humansdorp .. .. .	A. 2	35	26	..	..	15 $\frac{1}{4}$	30	19	..	..	12 $\frac{1}{2}$
2.	Hankey .. .. .	A. 3	22	21	22	21	21 $\frac{1}{2}$	19	20	19	18	19
3.	Cambria .. .. .	A. 3	25	21	22	22	22 $\frac{1}{2}$	20	21	20	18	19 $\frac{3}{4}$
4.	Leeuwbosch River .. .. .	A. 3	..	12	13	12	9 $\frac{1}{4}$	..	10	10	7	6 $\frac{3}{4}$
5.	Mist Kraal .. .. .	A. 3	24	24	24	23	23 $\frac{3}{4}$	23	24	23	23	23 $\frac{1}{4}$
6.	Quagga .. .. .	A. 3	20	..	24	24	17	15	..	23	22	15
7.	Patentie (West Bank).. .. .	A. 3	15	16	14	12	14 $\frac{1}{4}$	11	13	13	11	12
8.	Storms River .. .. .	A. 3	14	13	15	15	14 $\frac{1}{4}$	12	9	13	13	11 $\frac{3}{4}$
9.	Sea Cow River (Boarders 12).. .. .	A. 3	16	19	23	21	19 $\frac{3}{4}$	15	18	19	17	17 $\frac{1}{4}$
Carried forward ..			171	152	157	150	..	145	134	140	129	..

ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.		ORDER.	On Roll.					Attendance.				
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward ..			171	152	157	150	..	145	134	140	129	..
10.	Spitsbak .. .. .	A. 3	..	..	15	15	7 $\frac{1}{2}$	..	..	12	15	6 $\frac{3}{4}$
11.	Tweefontein .. .. .	A. 3	21	20	21	19	20 $\frac{1}{4}$	21	19	20	18	19 $\frac{1}{2}$
12.	Zaagkuilen .. .. .	A. 3	10	10	10	10	10	10	10	9	10	9 $\frac{3}{4}$
13.	Uitvlucht .. .. .	A. 3	..	21	25	25	17 $\frac{3}{4}$	..	21	23	22	16 $\frac{1}{2}$
14.	Rietriver .. .. .	..	21	21	..	..	10 $\frac{1}{2}$	19	17	..	..	9
15.	Hill Side .. .. .	A. 3	16	16	17	19	17	16	16	17	18	16 $\frac{3}{4}$
16.	Andries Kraal .. .. .	A. 3	15	15	..	11	10 $\frac{1}{4}$	13	13	..	11	9 $\frac{1}{4}$
17.	Sunnyside .. .. .	P.F.	10	11	..	..	5 $\frac{1}{4}$	10	11	..	..	5 $\frac{1}{4}$
18.	Lottering .. .. .	P.F.	..	13	11	..	6	..	13	11	..	6
19.	Water Sluit .. .. .	P.F.	..	10	11	..	5 $\frac{1}{4}$	..	10	11	..	5 $\frac{1}{4}$
20.	Little Sea Cow River .. .. .	P.F.	..	..	..	..	..	..	..	..	..	..
21.	Patentie .. .. .	Poor	..	20	21	21	15 $\frac{1}{2}$	..	18	20	16	13 $\frac{1}{2}$
22.	Klip Drift (Kromme River) .. .. .	Poor	27	24	21	24	24	24	15	21	23	20
23.	Rietfontein .. .. .	Poor	..	..	..	24	6	..	..	..	20	5
24.	Clarkson, Moravian .. .. .	B.	92	95	96	86	92 $\frac{1}{4}$	81	81	82	74	79 $\frac{1}{2}$
25.	Zitzikama River (Wit Kleibosch) .. .. .	B.	41	41	50	53	46 $\frac{1}{4}$	30	25	40	18	28 $\frac{1}{4}$
26.	Hankey, Independent.. .. .	B.	125	152	114	87	119 $\frac{1}{2}$	85	117	81	63	86 $\frac{1}{2}$
27.	Weston, .. .. .	B.	30	30	32	38	..	21	22	23	24	..
28.	Jeffrey's Bay, .. .. .	B.	28	38	36	34	..	23	22	32	33	..
29.	Humansdorp, Eng. Ch. .. .. .	B.	35	35	40	40	..	23	25	25	25	..
30.	St. Francis Bay, .. .. .	B.	..	..	..	..	..	..	..	..	..	..
31.	Blue Lily Bush, .. .. .	B.	38	40	34	32	..	30	31	24	26	..
32.	Cambria, .. .. .	B.	..	..	..	..	..	..	..	..	..	..
33.	Kruisfontein, Independent .. .. .	B.	60	86	92	92	..	57	78	88	83	..
34.	Andries Kraal, Eng. Ch. .. .. .	B.	..	..	..	33	8 $\frac{1}{4}$	..	..	..	24	6
Total ..			740	850	803	813	801 $\frac{1}{2}$	608	698	679	652	659 $\frac{1}{4}$



ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
JANSENVILLE (Inspector Murray.)											
1. Jansenville .. .. .	A. 3	55	57	57	59	57	47	46	50	51	48½
2. Waterford .. .. .	A. 3	27	26	27	28	27	26	24	27	25	25½
3. Darlington .. .. .	P.F.	..	..	..	..	..	..	..	..	..	..
4. Uitkomst .. .. .	P.F.	5	5	5	5	5	5	5	5	5	5
5. Driekoppen .. .. .	P.F.	14	..	..	..	3½	14	..	..	..	3½
6. Krantz Poort .. .. .	P.F.	..	..	5	5	2½	..	..	5	5	2½
7. Hottentotsfontein .. .. .	P.F.	6	..	..	..	1½	6	..	..	..	1½
8. Mimosadale (Saxony Siding) .. .. .	P.F.	..	..	5	5	2½	..	..	5	5	2½
9. Saxony Siding .. .. .	P.F.	..	..	5	..	1½	..	..	5	..	1½
10. Paardenfontein .. .. .	P.F.	5	5	6	6	5½	5	5	6	6	5½
11. Driekops Vlei East .. .. .	P.F.	..	..	..	..	..	..	..	..	..	..
12. Witpoort .. .. .	P.F.	..	6	6	6	4½	..	6	6	6	4½
13. Buffelsfontein .. .. .	P.F.	..	..	8	14	5½	..	..	8	14	5½
14. Karreepoort .. .. .	P.F.	..	..	5	5	2½	..	..	5	3	2½
15. Lovedale .. .. .	P.F.	..	..	5	7	3	..	..	4	7	2¾
16. Klipkop .. .. .	P.F.	..	..	..	8	2	..	..	..	8	2
17. Jericho .. .. .	P.F.	..	..	..	11	2¾	..	..	..	11	2¾
18. Wolfefontein .. .. .	P.F.	..	..	..	..	..	..	..	..	..	..
19. Draaihoek North .. .. .	P.F.	..	..	..	10	2½	..	..	..	9	2½
20. Draaihoek South .. .. .	P.F.	..	..	..	9	2¼	..	..	..	9	2¼
21. Bozies Vlei .. .. .	P.F.	..	..	..	6	1½	..	..	..	6	1½
22. Moddergat .. .. .	P.F.	..	..	..	5	1¼	..	..	..	5	1¼
23. Moederzoonskraal .. .. .	P.F.	..	..	..	10	2½	..	..	..	10	2½
Carried forward ..	..	112	99	134	199	..	103	86	126	185	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward											
24. Blaauwkrantz .. .. .	(Poor)	23	23	27	28	25¼	18	19	26	20	20¾
25. Welgelegen .. .. .	(Poor)	19	23	24	25	22¾	13	20	20	13	16½
26. Jansenville .. .. .	(Poor)	..	..	25	26	12¾	..	..	22	24	11½
27. „ (Wesleyan) .. .. .	B.	67	67	63	65	65½	52	51	52	56	52¾
Total ..	..	221	212	273	343	262¼	186	176	246	298	229
KENHARDT—(Inspector Nixon.)											
1. Wegdraai .. .. .	P.F.	..	..	..	15	3¾	..	..	..	15	3¾
2. Kenhardt, Dutch Church .. .. .	B.	..	..	..	33	8¼	..	..	..	26	6½
Total ..	..	..	..	..	48	12	..	..	..	41	10¼
KIMBERLEY—(Inspector Nixon.)											
1. Kimberley, Boys' .. .. .	A. 1	208	209	207	228	213	186	182	181	202	187¾
2. do Girls' .. .. .	A. 1	270	282	297	267	279	228	257	262	225	243
3. Newton, Girls' .. .. .	A. 1	49	52	73	73	61½	40	47	60	64	52¾
4. Beaconsfield .. .. .	A. 2	127	148	156	140	142¾	117	118	122	110	116¾
5. Wesseltou, Branch School .. .. .	A. 2	42	..	..	..	10½	36	..	..	..	9
6. Warrenton .. .. .	A. 3	19	40	34	25	29½	17	36	29	18	25
7. Junction Town .. .. .	A. 3	24	25	17	17	20¾	24	19	13	14	17½
8. Riverton .. .. .	A. 3	10	11	11	13	11¼	10	10	10	11	10¼
9. Perseverance .. .. .	A. 3	..	..	..	95	23¾	..	..	..	53	13½
10. Doornfontein .. .. .	P.F.	..	10	5	11	6½	..	10	5	11	6½
11. Wittebergkopje .. .. .	..	..	..	..	..	..	..	..	..	..	..
12. Karreepan (Panplaats) .. .. .	(Poor)	13	13	21	21	17	11	10	18	17	14
Carried forward ..	..	762	790	821	890	..	669	689	700	725	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
	ORDER.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward ..			762	790	821	890	..	669	689	700	725	..
13.		Hanskopsfontein .. .. (Poor)	10	11	12	12	11 $\frac{1}{4}$	10	10	11	11	10 $\frac{1}{2}$
14.		Wedberg (Wittebergskopje) .. .. (Poor)	34	34	28	32	32	28	21	22	19	22 $\frac{1}{2}$
15.		Kimberley, S. Matthew's .. .. B.	146	130	117	116	127 $\frac{1}{4}$	80	69	89	70	77
16.		do S. Cyprian's .. .. B.	207	203	203	191	201	146	149	152	148	148 $\frac{3}{4}$
17.		do Dutch Church (Newton) .. B.	173	193	185	155	176 $\frac{1}{2}$	84	102	96	69	87 $\frac{3}{4}$
18.		do Wesleyan, Beanstreet .. B.	193	205	247	257	225 $\frac{1}{2}$	141	164	198	206	177 $\frac{1}{4}$
19.		Beaconsfield, Wesleyan .. .. B.	78	73	64	58	68 $\frac{1}{4}$	57	52	44	45	49 $\frac{1}{2}$
20.		Newton, do .. .. B.	98	74	88	79	84 $\frac{3}{4}$	65	55	71	61	63
21.		do S Paul's Berlin Mission B.	47	41	34	34	39	33	31	30	33	31 $\frac{3}{4}$
22.		Beaconsfield, S. Sylvester's do B.	36	36	50	49	42 $\frac{3}{4}$	26	22	29	31	27
23.		Wesselton, Berlin Mission .. B.	32	31	43	40	36 $\frac{1}{2}$	14	15	30	25	21
24.		Beaconsfield, All Saints .. .. B.	153	135	140	119	136 $\frac{3}{4}$	117	109	110	95	107 $\frac{3}{4}$
25.		do Dutch Church .. .. B.	132	105	116	107	115	63	61	75	60	64 $\frac{3}{4}$
26.		Gway's Village, Congo Mission .. B.	..	..	65	67	33	..	..	51	61	28
27.		Kenilworth, De Beers' Mixed School ..	..	..	..	55	13 $\frac{3}{4}$	..	..	..	53	13 $\frac{1}{4}$
Total ..			2101	2061	2213	2261	2159	1533	1549	1708	1712	1625 $\frac{1}{2}$
KING WILLIAM'S TOWN (Inspector Ely.)												
1.		King William's Town, Boys' (Dale College) } (Boarders) A. 1	111	114	120	123	117	102	100	100	107	102 $\frac{1}{4}$
		Preparatory Dept. }	146	150	151	149	149	126	135	116	121	124 $\frac{1}{2}$
		Eng. Ger. Branch Sch. }	77	85	87	84	83 $\frac{1}{4}$	71	76	80	73	75
2.		King William's Town, Girls' (Kaff.); Collegiate (Boarders) .. .. A. 1	75	82	89	82	82	69	70	77	74	72 $\frac{1}{2}$
Carried forward ..			409	431	447	438	..	368	381	373	375	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
	ORDER.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward ..			409	431	447	438	..	368	381	373	375	..
3.		Frankfort .. .. A. 2	75	70	69	64	69 $\frac{1}{2}$	52	46	48	27	43 $\frac{1}{4}$
4.		Middledrift .. .. A. 3	14	15	15	15	14 $\frac{3}{4}$	12	14	13	12	12 $\frac{3}{4}$
5.		Berlin .. .. A. 3	27	29	31	31	29 $\frac{1}{2}$	20	23	25	24	23
6.		Hanover .. .. A. 3	20	20	18	18	19	17	17	15	11	15
7.		Braunschweig .. .. A. 3	30	32	32	33	31 $\frac{3}{4}$	21	18	27	18	21
8.		Keiskama Hoek .. .. A. 3	42	39	33	33	36 $\frac{3}{4}$	27	25	27	21	25
9.		Blaney .. .. A. 3	17	16	21	21	18 $\frac{3}{4}$	11	15	19	16	15 $\frac{1}{4}$
10.		Breidbach .. .. A. 3	31	31	31	26	29 $\frac{3}{4}$	25	27	24	23	24 $\frac{1}{4}$
11.		Welcome Woods .. .. A. 3	20	18	17	15	17 $\frac{1}{2}$	18	11	14	13	14
12.		Clifton Hill .. .. A. 3	20	20	19	20	19 $\frac{3}{4}$	17	17	17	12	15 $\frac{3}{4}$
13.		Fort White .. .. A. 3	..	21	25	25	17 $\frac{3}{4}$	..	21	25	22	17
14.		South Doorn .. .. P.F.	9	10	9	9	9 $\frac{1}{4}$	9	8	7	7	7 $\frac{2}{4}$
15.		Vaalnek .. .. P.F.	10	14	14	14	13	11	14	13	12	12 $\frac{3}{4}$
16.		Thorndale (Ferndale) .. .. P.F.	5	5	5	6	5 $\frac{1}{4}$	5	4	5	5	4 $\frac{3}{4}$
17.		Smiling Valley .. .. P.F.	6	10	9	9	8 $\frac{3}{4}$	6	9	9	9	8 $\frac{1}{4}$
18.		Avoca .. .. P.F.	6	7	..	..	3 $\frac{1}{4}$	6	7	..	..	3 $\frac{1}{4}$
19.		King William's Town, Lutheran .. B.	66	70	74	73	70 $\frac{3}{4}$	52	54	61	59	56 $\frac{1}{2}$
20.		do do Free .. .. B.	46	50	61	64	55 $\frac{1}{4}$	32	31	32	33	32
21.		do do Deaf and Dumb Institution .. .. B.	5	5	6	6	5 $\frac{1}{2}$	5	5	6	6	5 $\frac{1}{2}$
22.		King Wm's Town, Eng Ch., Cathcart st B.	84	90	96	85	88 $\frac{3}{4}$	68	80	72	69	72 $\frac{1}{4}$
23.		Njwaxa, Eng. Ch. .. .. B.	..	..	74	70	36	..	..	58	32	22 $\frac{1}{2}$
24.		King William's Town, S. Joseph's R.C. Boys' .. .. B.	117	122	122	116	119 $\frac{1}{4}$	111	111	96	82	100
Carried forward ..			1059	1125	1228	1191	..	893	938	986	888	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
Brought forward	ORDER.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
	..	..	1059	1125	1228	1191	..	893	938	986	888	..
25. King William's Town, S. Joseph's R.C. Girls'	.. B.		190	199	220	179	197	162	181	183	150	169
26. King William's Town, Wesleyan	.. B.		51	44	55	44	48 $\frac{1}{2}$	35	35	44	21	33 $\frac{3}{4}$
27. Emgqwakwebi, do	.. B.		58	52	57	56	55 $\frac{3}{4}$	39	34	38	39	37 $\frac{1}{2}$
28. Izeleni, do	.. B.		39	41	41	41	40 $\frac{1}{2}$	29	30	28	30	29 $\frac{1}{2}$
29. Annshaw, do	.. B.		133	130	153	148	141	98	94	113	94	99 $\frac{3}{4}$
30. Qanda, do	.. B.		56	56	59	53	56	34	32	39	24	32 $\frac{1}{4}$
31. Peuleni, do	.. B.		129	121	170	154	143 $\frac{1}{2}$	116	115	145	142	129 $\frac{1}{2}$
32. Newazi, do	.. B.		64	67	66	54	62 $\frac{3}{4}$	45	56	60	34	48 $\frac{3}{4}$
33. Idebe (Marela's), do	.. B.		166	157	168	156	161 $\frac{3}{4}$	102	84	124	86	99
34. Matubele's, do	.. B.		44	45	41	41	42 $\frac{3}{4}$	42	40	24	31	34 $\frac{1}{4}$
35. Emdizeni, do	.. B.		32	63	44	67	51 $\frac{1}{2}$	15	46	34	45	35
36. Emxumbu, do	.. B.		50	61	66	61	59 $\frac{1}{2}$	34	31	48	36	37 $\frac{1}{4}$
37. Neera, do	.. B.		30	39	42	31	35 $\frac{1}{2}$	26	33	28	26	28 $\frac{1}{4}$
38. Keiskama Hoek, do	.. B.		44	41	46	55	46 $\frac{1}{2}$	27	24	33	35	29 $\frac{3}{4}$
39. Rabula, do	.. B.		38	35	49	37	39 $\frac{1}{4}$	28	17	36	19	25
40. Sityis, do	.. B.		55	54	48	43	50	32	39	37	10	29 $\frac{1}{2}$
41. Ezincuka, do	.. B.		46	42	54	47	47 $\frac{1}{4}$	42	35	42	42	40 $\frac{1}{4}$
42. Emngaba, do	.. B.		73	76	78	84	77 $\frac{3}{4}$	58	71	65	73	66 $\frac{3}{4}$
43. Nhlankomo, do	.. B.		51	52	49	38	47 $\frac{1}{2}$	27	33	28	22	27 $\frac{1}{2}$
44. Tyutyuza, do	.. B.		25	27	40	33	31 $\frac{1}{2}$	18	21	29	18	21 $\frac{1}{2}$
45. Cata, do	.. B.		59	45	46	42	48	38	30	36	35	34 $\frac{3}{4}$
46. Amatole Basin, do	.. B.		67	60	67	57	62 $\frac{3}{4}$	46	40	48	36	42 $\frac{1}{2}$
47. Tyamko's, do	.. B.		41	41	47	45	43 $\frac{1}{2}$	35	38	39	42	38 $\frac{1}{2}$
Carried forward	..		2600	2673	2934	2757	..	2021	2097	2287	1978	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
Brought forward	ORDER.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
	..	..	2600	2673	2934	2757	..	2021	2097	2287	1978	..
48. Mount Coke, Wesleyan	.. B.		84	93	151	129	114 $\frac{1}{4}$	54	62	84	49	62 $\frac{1}{4}$
49. Etwece, do	.. B.		40	45	56	54	48 $\frac{3}{4}$	32	40	44	32	37
50. Tamacha, do	.. B.		119	121	116	118	118 $\frac{1}{2}$	86	82	92	70	82 $\frac{1}{2}$
51. Mtombi, do	.. B.		36	35	33	34	34 $\frac{3}{4}$	26	19	20	32	24 $\frac{1}{2}$
52. Equaquala, do	.. B.		40	43	51	67	50 $\frac{1}{4}$	31	30	36	50	36 $\frac{3}{4}$
53. Erode, do	.. B.		69	68	77	67	70 $\frac{1}{4}$	60	62	63	55	60
54. Izimbaba, do	.. B.		38	37	41	43	39 $\frac{3}{4}$	34	28	32	31	31 $\frac{1}{2}$
55. Mnandi, do	.. B.		29	33	36	36	33 $\frac{1}{2}$	24	30	31	29	28 $\frac{1}{2}$
56. Mgxotyeni, do	.. B.		49	43	41	46	44 $\frac{3}{4}$	43	28	40	42	38 $\frac{1}{4}$
57. Brownlee's Station, Independent	.. B.		87	87	89	104	91 $\frac{1}{4}$	68	63	61	70	65 $\frac{1}{2}$
58. Tafeni, do	.. B.		41	42	52	47	45 $\frac{1}{2}$	30	28	39	17	28 $\frac{1}{2}$
59. Balassi, do	.. B.		36	38	38	36	37	33	28	29	27	29 $\frac{1}{4}$
60. Mgesha, do	.. B.		88	89	91	106	93 $\frac{1}{2}$	59	56	68	61	61
61. Harperton, do	.. B.		64	64	74	60	65 $\frac{1}{2}$	39	34	43	30	36 $\frac{1}{2}$
62. Olivedale, do	.. B.		51	48	49	41	47 $\frac{1}{4}$	41	37	42	40	40
63. Ramnyiba, do	.. B.		59	67	63	62	62 $\frac{3}{4}$	51	57	51	47	51 $\frac{1}{2}$
64. Ngudhli's Kraal, do	.. B.		52	54	53	58	53	45	41	41	32	39 $\frac{3}{4}$
65. Donnington, do	.. B.		56	60	42	46	51	47	43	37	38	41 $\frac{1}{4}$
66. Knapp's Hope, do	.. B.		68	73	91	84	79	37	45	15	43	35
67. Intsikizeni, do	.. B.		32	22	37	37	32	20	13	26	18	19 $\frac{1}{2}$
68. Blair Helen, Free Church	.. B.		42	44	44	30	40	28	26	38	23	28 $\frac{3}{4}$
69. Knox, do	.. B.		28	29	31	30	29 $\frac{1}{2}$	22	22	25	17	21 $\frac{1}{2}$
70. Jaffa's, do	.. B.		31	39	41	42	38 $\frac{1}{4}$	26	32	28	29	28 $\frac{3}{4}$
71. Muir, do	.. B.		35	33	41	33	35 $\frac{1}{2}$	29	16	21	11	17
Carried forward	..		3874	3980	4372	4162	..	2977	3019	3293	2871	..

ANNEX



ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	...	3874	3980	4372	4162	..	2977	3019	3293	2871	..
72. Tyusha, Free Church	.. B.	46	30	35	39	37 $\frac{1}{2}$	30	22	24	22	24 $\frac{1}{2}$
73. Burnshill, do	.. B.	128	138	168	116	137 $\frac{1}{2}$	99	96	123	114	108
74. Rigu, do	.. B.	43	44	40	40	41 $\frac{3}{4}$	27	23	27	14	22 $\frac{3}{4}$
75. Wolf River, do	.. B.	38	43	43	38	40 $\frac{1}{2}$	34	35	36	31	34
76. Ngumeya, do	.. B.	54	43	50	42	49 $\frac{3}{4}$	45	36	40	29	37 $\frac{1}{2}$
77. Debe, do	.. B.	57	56	66	60	59 $\frac{3}{4}$	43	45	55	39	46 $\frac{3}{4}$
78. Njikelana's, do	.. B.	51	55	65	61	58	45	50	54	46	48 $\frac{1}{2}$
79. Falconer, do	.. B.	40	33	52	49	43 $\frac{1}{2}$	28	27	37	19	27 $\frac{3}{4}$
80. Amatole, do	.. B.	60	59	49	55	55 $\frac{3}{4}$	43	36	41	26	36 $\frac{1}{2}$
81. Emnyameni, do	.. B.	49	44	56	52	50 $\frac{1}{2}$	40	32	41	33	36 $\frac{1}{2}$
82. Rankine, do	.. B.	28	29	46	43	36 $\frac{1}{2}$	14	15	25	29	20 $\frac{3}{4}$
83. Petersburg, Berlin Mission	.. B.	43	41	41	46	42 $\frac{3}{4}$	33	32	34	29	32
84. Etembeui, do	.. B.	34	36	37	37	36	22	29	32	22	26 $\frac{1}{2}$
85. Emdizeni, do	.. B.	52	24	65	44	46 $\frac{1}{4}$	45	12	50	17	31
86. Keiskama Hoek, Eng. Ch., St. Matthew's Boys'	.. C.	60	57	57	57	57 $\frac{3}{4}$	52	43	47	45	46 $\frac{3}{4}$
87. Keiskama Hoek, Eng. Ch., St. Matthew's Girls' (Boarders 15)	.. C.	62	55	66	51	58 $\frac{1}{2}$	42	36	35	26	34 $\frac{3}{4}$
88. Emncotsho, Eng. Ch. ...	.. C.	..	32	44	41	29 $\frac{1}{4}$	..	21	28	19	17
89. Rabula, do	.. C.	54	47	44	47	48	46	43	28	42	39 $\frac{3}{4}$
90. Amatole Basin, do	.. C.	44	48	51	51	48 $\frac{1}{2}$	30	31	38	20	29 $\frac{3}{4}$
91. Ngxalawe, do	.. C.	71	58	75	41	61 $\frac{1}{4}$	63	39	58	36	49
92. Endloveni, do	.. C.	44	32	39	36	37 $\frac{3}{4}$	37	26	28	24	28 $\frac{3}{4}$
93. Gobošana, do	.. C.	33	33	34	28	32	20	20	20	12	18
Carried forward	..	4965	5017	5595	5236	..	3815	3768	4194	3565	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	...	4965	5017	5595	5236	..	3815	3768	4194	3565	..
94. Gwiligwili, English Church	.. C.	26	23	36	43	32	24	22	32	42	30
95. Peelson, Girls' Nat. Day Sch.	.. C.	90	106	102	100	99 $\frac{1}{2}$	62	68	74	63	66 $\frac{3}{4}$
96. do Boys'	.. C.	100	88	109	99	99	75	56	88	75	73 $\frac{3}{4}$
97. Pirie, Girls' Nat. Indus. Inst.	.. C.	124	145	177	180	156 $\frac{1}{2}$	89	115	140	118	115 $\frac{1}{2}$
98. do Boys' Nat. Day Sch.	.. C.	38	35	36	34	35 $\frac{3}{4}$	35	30	33	30	32
99. Orphan Home Poor School	..	..	..	..	15	3 $\frac{3}{4}$	..	..	..	15	3 $\frac{3}{4}$
Total	..	5343	5414	6055	5707	5629 $\frac{3}{4}$	4100	4059	4561	3908	4157
KNYSNA (Inspector Mitchell.)											
1. Knysna	.. A. 1	110	115	116	116	114 $\frac{1}{4}$	84	93	95	91	90 $\frac{3}{4}$
2. Wittedrift	.. A. 2	81	89	93	92	88 $\frac{3}{4}$	71	79	81	70	75 $\frac{1}{4}$
3. Doucamma	.. A. 3	23	23	19	..	16 $\frac{1}{4}$	21	19	8	..	12
4. Matjesfontein	.. A. 3	13	14	15	16	14 $\frac{1}{2}$	12	13	14	16	13 $\frac{3}{4}$
5. Kraaibosch	.. A. 3	35	33	32	30	32 $\frac{1}{2}$	27	19	25	14	21 $\frac{1}{4}$
6. Bracken Hill	.. A. 3	18	21	23	21	20 $\frac{3}{4}$	17	17	20	14	17
7. Woodlands	.. A. 3	17	16	15	13	15 $\frac{1}{4}$	16	14	13	5	12
8. Uplands	.. A. 3	..	..	..	..	..	..	..	..	..	..
9. Westford	.. A. 3	..	..	18	23	10 $\frac{1}{2}$	..	..	16	18	8 $\frac{1}{2}$
10. The Glebe	.. A. 3	11	12	12	17	13	10	8	8	12	9 $\frac{1}{2}$
11. Redbourne	.. A. 3	..	..	28	28	14	..	..	22	13	8 $\frac{3}{4}$
12. Fairview	.. A. 3	14	15	15	14	14 $\frac{1}{2}$	14	15	11	11	12 $\frac{3}{4}$
13. Elands Kraal	.. A. 3	..	..	22	21	10 $\frac{3}{4}$	..	..	20	16	9
14. Belvidere	.. P.F.	5	6	6	6	5 $\frac{3}{4}$	5	6	6	6	5 $\frac{3}{4}$
15. Heath	.. P.F.	18	17	18	..	13 $\frac{1}{4}$	13	13	9	..	8 $\frac{3}{4}$
Carried forward	..	345	361	432	397	..	290	296	348	286	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.					Attendance.				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward	..	345	361	432	397	..	290	296	348	286	..
16. Crow Hill .. .. .	P.F.	6	6	6	6	6	6	4	5	5	5
17. Blauwkrantz .. .. .	(Poor)	15	12	15	14	14	11	10	12	11	11
18. Kruisvallei .. .. .	(Poor)	12	18	21	21	18	9	17	18	17	15 $\frac{1}{4}$
19. Kransbosch .. .. .	(Poor)	..	..	..	21	5 $\frac{1}{4}$	..	..	..	18	4 $\frac{1}{2}$
20. Knysna, English Church .. .. .	B.	111	106	122	113	113	70	64	64	56	63 $\frac{1}{2}$
21. Kirby, do .. .. .	B.	21	25	31	32	29 $\frac{3}{4}$	9	16	16	13	13 $\frac{1}{2}$
22. Plettenberg's Bay, do .. .. .	B.	43	26	34	30	33 $\frac{1}{4}$	25	17	19	12	18 $\frac{1}{2}$
23. Belvidere, do .. .. .	B.	27	34	31	28	30	13	25	20	12	17 $\frac{1}{2}$
24. Sour Flats, do .. .. .	B.	22	21	19	18	20	18	15	17	12	15 $\frac{1}{2}$
25. Portland, do .. .. .	B.	22	25	25	25	24 $\frac{1}{4}$	12	25	22	25	21
26. Groenvlei, do .. .. .	B.	14	..	..	..	3 $\frac{1}{2}$	11	..	..	..	2 $\frac{3}{4}$
27. Leeuwbosch, Dutch Church .. .. .	B.	27	31	34	34	31 $\frac{1}{2}$	19	29	23	18	22 $\frac{1}{4}$
28. Doucamma, Wesleyan .. .. .	B.	16	25	22	20	20 $\frac{3}{4}$	14	23	19	8	16
29. Kouga Forest (Gonna), R.C. .. .. .	B.	24	23	23	23	23 $\frac{1}{4}$	20	16	17	12	16 $\frac{1}{4}$
30. De Vlucht, Dutch Church .. .. .	B.	..	..	..	..	..	..	..	..	..	..
Total ..	..	705	713	815	782	753 $\frac{3}{4}$	527	557	600	505	547 $\frac{1}{4}$
KOMGHA (Inspector Woodrooffe.)											
1. Komgha .. .. .	A. 1	43	43	45	43	43 $\frac{1}{2}$	36	38	36	32	35 $\frac{1}{2}$
2. Kwelegha .. .. .	P.F.	12	12	10	10	11	12	12	10	9	10 $\frac{3}{4}$
3. Draaibosch .. .. .	P.F.	..	..	..	8	2	..	..	..	6	1 $\frac{1}{2}$
4. Sour Flats .. .. .	P.F.	..	..	..	..	..	..	..	..	..	..
5. Upper Kuku .. .. .	(Poor)	..	..	..	25	6 $\frac{1}{4}$	..	..	..	20	5
6. Lower Kuku .. .. .	(Poor)	24	21	14	15	18 $\frac{1}{2}$	21	20	14	15	17 $\frac{1}{2}$
7. Kwelegha (Ngwenkala) Eng. Ch. .. .. .	B.	27	21	27	25	25	14	13	17	9	13 $\frac{1}{4}$
Total ..	..	106	97	96	126	106 $\frac{1}{4}$	83	83	77	91	83 $\frac{1}{2}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.					Attendance.				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
LADISMITH (Inspector Mitchell).											
1. Ladismith .. .. .	A. 2	89	91	84	78	85 $\frac{1}{2}$	71	70	67	60	67
2. Hoeko .. .. .	A. 3	23	27	25	27	25 $\frac{1}{2}$	19	20	22	18	19 $\frac{2}{4}$
3. Voorbaat .. .. .	A. 3	33	31	48	43	38 $\frac{3}{4}$	25	25	40	24	28 $\frac{1}{4}$
4. Gamka West .. .. .	A. 3	..	..	30	38	17	..	..	30	38	17 $\frac{3}{4}$
5. Buffelsdrift .. .. .	A. 3	16	15	..	..	7 $\frac{3}{4}$	15	13	..	..	7
6. Buffels Kloof .. .. .	A. 3	19	18	19	19	18 $\frac{3}{4}$	16	14	17	11	14
7. Buffel Fontein .. .. .	A. 3	40	45	52	44	47 $\frac{3}{4}$	33	36	40	38	36 $\frac{2}{4}$
8. Zeekoegat's Drift .. .. .	P.F.	14	14	15	15	14 $\frac{1}{2}$	10	10	12	10	10 $\frac{1}{2}$
9. Elands Vlei .. .. .	P.F.	..	..	10	10	5	..	..	10	10	5
10. Brand River (Ockert's Kraal) .. .. .	(Poor)	31	..	..	..	7 $\frac{3}{4}$	20	..	..	..	5
11. Ladismith, Berlin Mission .. .. .	B.	104	108	111	115	109 $\frac{1}{2}$	95	102	103	104	101
12. Amaliensfontein .. .. .	B.	173	163	153	170	164 $\frac{3}{4}$	161	150	141	153	151 $\frac{1}{4}$
13. Zoar, Dutch Church .. .. .	B.	140	152	124	117	133 $\frac{1}{4}$	115	98	75	80	92
Total ..	..	682	664	671	676	673 $\frac{1}{4}$	580	538	557	546	555 $\frac{1}{4}$
MALMESBURY (Inspector Noaks).											
1. Malmesbury .. .. .	A. 1	90	84	77	87	84 $\frac{1}{2}$	76	65	70	74	71 $\frac{1}{4}$
"   Prep. Dept. .. .. .	A. 1	94	83	97	99	93 $\frac{1}{4}$	69	60	75	75	69 $\frac{3}{4}$
"   "   No. 2 .. .. .	A. 1	31	33	41	34	34 $\frac{3}{4}$	26	29	33	29	29 $\frac{1}{2}$
2. Riebeeks Kasteel .. .. .	A. 2	64	57	55	60	59	50	47	47	46	47 $\frac{1}{2}$
3. Hopefield .. .. .	A. 2	41	42	46	46	43 $\frac{5}{8}$	37	35	42	41	38 $\frac{3}{4}$
"   Prep. Dept. .. .. .	A. 2	12	15	16	16	14 $\frac{3}{4}$	10	10	13	15	12
4. Darling .. .. .	A. 2	38	38	41	37	38 $\frac{1}{2}$	30	33	32	31	31 $\frac{1}{2}$
5. Riebeek West .. .. .	A. 2	101	103	101	110	103 $\frac{3}{4}$	95	95	95	102	96 $\frac{3}{4}$
6. Hooikraal .. .. .	A. 2	73	70	79	67	72 $\frac{1}{4}$	64	42	69	52	56 $\frac{3}{4}$
Carried forward ..	..	544	525	553	556	..	457	416	476	465	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.					
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward				544	525	553	556	..	457	416	476	465	..	
7.	Paardenberg	..	..	A. 3	63	57	58	54	58	56	47	46	42	47 $\frac{3}{4}$
8.	Lucasfontein	..	..	A. 3	45	40	51	49	46 $\frac{1}{4}$	37	35	44	35	37 $\frac{3}{4}$
9.	Weltevrede	..	..	A. 3	25	24	25	28	25 $\frac{1}{2}$	20	22	21	25	22
10.	Vredenburg	..	..	A. 3	40	42	47	45	43 $\frac{1}{2}$	30	29	34	25	29 $\frac{1}{2}$
11.	Landklip	..	..	A. 3	46	52	45	46	47 $\frac{1}{4}$	34	23	31	23	27 $\frac{3}{4}$
12.	Bridge Town	..	..	A. 3	36	33	37	36	35 $\frac{1}{2}$	35	32	31	23	30
13.	Tweekuilen	..	..	P.F.	12	13	13	14	13	10	10	12	13	11 $\frac{1}{4}$
14.	Biesjesfontein	..	..	P.F.	13	13	15	18	14 $\frac{3}{4}$	6	7	11	11	8 $\frac{3}{4}$
15.	Riebeeck River	..	..	P.F.	5	6	6	9	6 $\frac{1}{2}$	4	5	6	6	5 $\frac{1}{4}$
16.	Kleinberg	..	..	P.F.	..	..	11	12	5 $\frac{3}{4}$	..	..	12	12	6
17.	Schildadvlei	..	..	P.F.	18	17	19	23	19 $\frac{1}{4}$	15	13	17	16	15 $\frac{1}{4}$
18.	Wolvenkloof	..	..	P.F.	14	12	12	11	12 $\frac{1}{4}$	13	12	11	9	11 $\frac{1}{4}$
19.	Voorspoed	..	..	P.F.	7	..	6	7	5	6	..	6	6	4 $\frac{1}{2}$
20.	Philipskraal	..	..	P.F.	14	14	13	16	14 $\frac{1}{4}$	14	11	13	12	12 $\frac{1}{2}$
21.	Welgegund	..	..	P.F.	6	7	7	7	6 $\frac{3}{4}$	6	7	7	7	6 $\frac{3}{4}$
22.	Bot River Valley	..	..	P.F.	9	8	8	8	8 $\frac{1}{4}$	7	6	7	7	6 $\frac{3}{4}$
23.	Conterberg	..	..	P.F.	5	5	5	5	5	5	5	5	5	5
24.	Waterkloof	..	..	P.F.	8	8	8	8	8	6	8	8	8	7 $\frac{1}{2}$
25.	Oorlogsvlei	..	..	P.F.	10	10	..	..	5	10	10	..	..	5
26.	Malmesbury, Dutch Church	..	..	B.	170	144	145	142	150 $\frac{1}{4}$	91	68	80	82	80 $\frac{1}{4}$
27.	Riebeeck West	..	..	B.	47	46	46	40	44 $\frac{3}{4}$	31	26	29	27	28 $\frac{1}{4}$
28.	Riebeecks Kasteel, Dutch	..	..	B.	40	37	37	33	36 $\frac{3}{4}$	33	27	35	22	29 $\frac{1}{4}$
29.	Groen River	..	..	B.	..	..	63	70	33 $\frac{1}{4}$	..	..	59	57	29
30.	Malmesbury, English Church	..	..	B.	207	216	208	207	209 $\frac{1}{4}$	165	143	170	158	159
Carried forward				1384	1329	1438	1444	..	1091	962	1171	1096	..	

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward				1384	1329	1438	1444	..	1091	962	1171	1096	..
31.	Steenbergs Cove, English Church	..	B.	35	32	37	37	35 $\frac{1}{4}$	21	22	20	21	21
32.	Hopefield,	..	B.	81	81	86	85	83 $\frac{1}{4}$	53	52	62	74	60 $\frac{1}{4}$
33.	Langebaan	..	B.	50	55	55	49	52 $\frac{1}{4}$	34	41	39	36	37 $\frac{1}{2}$
34.	Abbotsdale	..	B.	..	79	87	63	57 $\frac{1}{4}$	..	29	59	42	32 $\frac{1}{2}$
35.	Hoetjes Bay	..	B.	56	48	38	42	46	25	29	26	27	26 $\frac{3}{4}$
36.	Boerplein (Church Haven), Eng. Ch.	..	B.	34	34	34	33	33 $\frac{3}{4}$	33	32	34	30	32 $\frac{1}{4}$
37.	Stumpnose Bay	..	B.	86	77	75	67	76 $\frac{1}{4}$	65	60	50	56	57 $\frac{3}{4}$
38.	Paternoster	..	B.	32	30	46	50	39 $\frac{1}{2}$	29	23	34	42	32
39.	Mamre, Moravian	..	B.	331	314	293	291	307 $\frac{1}{4}$	265	184	241	223	228 $\frac{1}{4}$
40.	Katzenberg,	..	B.	92	97	95	90	93 $\frac{1}{2}$	70	38	63	54	56 $\frac{1}{4}$
Total				2181	2176	2284	2251	2228	1686	1472	1799	1701	1664 $\frac{1}{2}$
MIDDELBURG (Inspector Nixon).													
1.	Middelburg	..	A. 1	124	128	123	118	123 $\frac{1}{4}$	117	116	93	105	107 $\frac{3}{4}$
2.	Conway	..	A. 3	37	28	29	29	30 $\frac{3}{4}$	21	26	25	22	23 $\frac{3}{4}$
3.	Vogelfontein	..	A. 3	20	26	29	29	26	18	25	26	24	23 $\frac{1}{4}$
4.	Spitskop	..	A. 3	16	14	13	14	14 $\frac{1}{4}$	14	14	13	14	13 $\frac{3}{4}$
5.	Brandvlei	..	A. 3	..	..	14	14	7	..	..	12	13	6 $\frac{1}{4}$
6.	Middelburg Road	..	A. 3	..	..	..	29	7 $\frac{1}{4}$	..	..	..	22	5 $\frac{1}{2}$
7.	Goudfontein	..	A. 3	..	..	..	16	4	..	..	..	14	3 $\frac{1}{2}$
8.	Wolvenkop	..	D.	42	33	31	29	33 $\frac{3}{4}$	38	28	27	22	28 $\frac{3}{4}$
9.	Wolvenfontein	..	D.	34	37	34	25	32 $\frac{1}{2}$	29	31	26	16	25 $\frac{1}{2}$
10.	The Willows	..	P.F.	5	5	5	5	5	5	5	5	5	5
11.	Opperman's Kraal	..	P.F.	..	..	6	9	3 $\frac{3}{4}$	..	..	6	9	3 $\frac{3}{4}$
Carried forward				278	271	284	317	..	242	245	233	266	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	..	278	271	284	317	..	242	245	233	266	..
12. Kruidfontein .. .. .	P.F.	9	..	..	..	2 $\frac{1}{4}$	9	..	..	..	2 $\frac{1}{4}$
13. Fair View .. .. .	P.F.	8	8	8	8	8	7	7	6	8	7 $\frac{1}{2}$
14. Groothoek .. .. .	P.F.	6	6	6	7	6 $\frac{1}{4}$	6	6	6	7	6 $\frac{1}{4}$
15. Fern Rocks .. .. .	P.F.	6	5	5	5	5 $\frac{1}{4}$	6	5	5	5	5 $\frac{1}{4}$
16. Plaat River .. .. .	P.F.	6	11	..	7	6	6	11	..	7	6
17. Tafelberg Station .. .. .	P.F.	..	..	7	..	1 $\frac{3}{4}$	..	..	6	..	1 $\frac{1}{2}$
18. Twist Kraal .. .. .	P.F.	6	6	..	6	4 $\frac{1}{4}$	6	6	..	6	4 $\frac{1}{2}$
19. Blauwkop .. .. .	P.F.	..	..	7	6	3 $\frac{1}{4}$	..	..	7	6	3 $\frac{1}{4}$
20. Samenkomst .. .. .	P.F.	..	..	..	..	..	..	..	..	13	..
21. Tiger Kloof .. .. .	P.F.	..	..	..	13	3 $\frac{1}{4}$	..	..	..	..	3 $\frac{1}{4}$
22. Middelburg, Dutch Church .. .. .	B.	78	77	91	84	82 $\frac{1}{2}$	62	70	73	73	69 $\frac{1}{2}$
23. Middelburg, Wesleyan .. .. .	B.	70	74	83	78	76 $\frac{1}{4}$	59	64	70	72	66 $\frac{1}{4}$
Total ..	..	467	458	491	531	486 $\frac{3}{4}$	403	414	406	463	421 $\frac{1}{2}$
MOSSEL BAY (Inspector Mitchell).											
1. Mossel Bay, Girls' .. .. .	A. 1	115	110	97	95	104 $\frac{1}{4}$	108	96	94	86	96
2. Mossel Bay, Boys' (Boarders) .. .. .	A. 2	62	60	56	55	58 $\frac{1}{4}$	56	56	50	50	53
3. Brandwacht (Boarders) .. .. .	A. 3	31	33	36	33	33 $\frac{1}{4}$	30	30	32	30	30 $\frac{1}{2}$
4. Herbertsdale .. .. .	A. 3	38	39	40	37	38 $\frac{1}{2}$	32	32	30	29	30 $\frac{3}{4}$
5. Zorgfontein .. .. .	A. 3	31	32	33	28	31	22	25	22	19	22
6. Hartebeestekuil .. .. .	A. 3	..	14	22	17	13 $\frac{1}{4}$	..	14	13	12	9 $\frac{3}{4}$
7. Little Brak River .. .. .	P.F.	..	3	3	3	2 $\frac{1}{4}$	..	3	3	3	2 $\frac{1}{4}$
8. Rietvley .. .. .	P.F.	10	10	10	11	10 $\frac{1}{4}$	10	10	9	10	9 $\frac{3}{4}$
9. Hartebeeste Kraal .. .. .	P.F.	10	11	11	11	10 $\frac{3}{4}$	10	11	11	10	10 $\frac{1}{2}$
Carried forward ..	..	297	312	308	290	..	268	277	264	249	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	..	297	312	308	290	..	268	277	264	249	..
10. Kleinplaats .. .. .	P.F.	8	9	9	9	8	8	9	9	9	8 $\frac{3}{4}$
11. Vogel Vlei .. .. .	P.F.	..	12	13	11	9	..	9	10	8	6 $\frac{3}{4}$
12. Buffelfontein (Marais) .. .. .	P.F.	..	10	15	14	9 $\frac{3}{4}$	..	8	14	12	8 $\frac{3}{4}$
13. Buffelfontein (Haniball) .. .. .	P.F.	..	..	..	..	..	..	..	..	..	..
14. Misgunst .. .. .	P.F.	..	9	11	11	7 $\frac{3}{4}$	..	9	11	11	7 $\frac{3}{4}$
15. Honigklips Kloof .. .. .	P.F.	..	..	..	..	..	..	..	..	..	..
16. Paardenkop .. .. .	(Poor.)	..	..	18	19	9 $\frac{1}{4}$	..	..	18	19	9 $\frac{1}{4}$
17. Gouritz River Bridge .. .. .	(Poor.)	..	..	..	24	6	..	..	..	19	4 $\frac{3}{4}$
18. Mossel Bay, English Church .. .. .	B.	206	201	183	160	187 $\frac{1}{2}$	125	103	115	116	114 $\frac{3}{4}$
19. Brandwacht, " .. .. .	B.	61	70	69	73	68 $\frac{1}{4}$	38	54	44	47	45 $\frac{3}{4}$
20. Mossel Bay, Berlin Miss. .. .. .	B.	105	105	110	111	107 $\frac{3}{4}$	67	76	86	81	77 $\frac{3}{4}$
21. Herbertsdale, " .. .. .	B.	75	71	70	61	69 $\frac{1}{4}$	51	52	47	48	49 $\frac{1}{2}$
22. Gounakraal (Friemersheim) Dutch Ch. B.	B.	41	41	42	40	41	32	30	23	22	26 $\frac{1}{4}$
Total ..	..	793	840	848	823	826	589	627	641	641	624 $\frac{1}{2}$
MURRAYSBURG (Inspector Theron).											
1. Murraysburg, Boys' .. .. .	A. 1	59	61	47	48	53 $\frac{3}{4}$	50	50	41	37	44 $\frac{1}{2}$
2. " Girls' .. .. .	A. 1	47	45	40	36	42	43	39	34	31	36 $\frac{3}{4}$
Preparatory Department .. .. .	A. 1	28	31	31	34	31	27	27	26	31	27 $\frac{3}{4}$
3. Kraaifontein .. .. .	A. 3	10	10	9	10	9 $\frac{3}{4}$	10	10	9	10	9 $\frac{3}{4}$
4. Waaifontein .. .. .	P.F.	5	5	5	5	5	5	5	5	5	5
5. Oudeland .. .. .	P.F.	8	7	8	8	7 $\frac{3}{4}$	7	6	7	6	6 $\frac{1}{2}$
6. Ruygte Vallei .. .. .	P.F.	8	8	..	..	4	8	7	..	..	3 $\frac{1}{4}$
7. Stellenbosch Vley .. .. .	P.F.	..	..	7	6	3 $\frac{1}{4}$	..	..	5	6	2 $\frac{1}{4}$
8. Murraysburg, Independent .. .. .	B.	69	60	62	60	62 $\frac{3}{4}$	51	46	50	48	48 $\frac{3}{4}$
Total ..	..	234	227	209	207	219 $\frac{1}{4}$	201	190	177	174	185 $\frac{1}{2}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
NAMAQUALAND (Inspector Le Roux).											
1. O'okiep .. .. .	A. 2	32	48	50	47	44 $\frac{1}{4}$	32	33	34	36	33 $\frac{3}{4}$
2. Port Nolloth .. .. .	A. 3	59	43	55	63	55	51	39	51	52	48 $\frac{1}{4}$
"    Evening School .. .. .	A. 3	..	..	32	23	13 $\frac{3}{4}$	..	..	24	18	10 $\frac{1}{2}$
3. Garies .. .. .	A. 3	26	23	19	24	23	25	20	17	21	20 $\frac{3}{4}$
4. Springbokfontein .. .. .	A. 3	13	16	11	12	13	9	8	11	10	9 $\frac{1}{4}$
5. Bowesdorp .. .. .	A. 3	35	29	22	20	26 $\frac{1}{2}$	33	15	15	16	19 $\frac{3}{4}$
6. Concordia .. .. .	A. 3	13	14	13	10	12 $\frac{1}{2}$	9	10	7	8	8 $\frac{1}{2}$
7. Pella .. .. .	D.	45	40	32	32	37 $\frac{1}{4}$	28	26	30	26	27 $\frac{1}{2}$
8. Kommaggas .. .. .	P.F.	..	..	8	5	3 $\frac{1}{4}$	..	..	7	5	3
9. Zandkop .. .. .	(Poor)	21	13	13	..	11 $\frac{3}{4}$	19	10	10	..	9 $\frac{3}{4}$
10. Eendorn (Koegap) .. .. .	(Poor)	..	12	13	10	8 $\frac{3}{4}$	..	12	13	10	8 $\frac{3}{4}$
11. Dassiesfontein .. .. .	(Poor)	20	15	12	15	15 $\frac{1}{2}$	18	9	11	13	12 $\frac{3}{4}$
12. Koets .. .. .	(Poor)	..	..	..	..	..	..	..	..	..	..
13. Nammies .. .. .	(Poor)	..	..	..	..	..	..	..	..	..	..
14. Kammaggas, Rhenish.. .. .	B.	78	67	81	80	76 $\frac{1}{2}$	49	40	58	61	52
15. Concordia .. .. .	B.	197	194	178	153	180 $\frac{1}{2}$	158	51	77	100	96 $\frac{1}{2}$
16. Steinkopf .. .. .	B.	214	160	106	83	140 $\frac{3}{4}$	144	48	65	32	72 $\frac{1}{4}$
17. Lilyfontain, Wesleyan .. .. .	B.	135	130	128	73	116 $\frac{1}{2}$	96	28	38	39	50 $\frac{1}{4}$
18. Spoegrivier .. .. .	B.	73	63	56	55	61 $\frac{3}{4}$	48	32	33	11	31
19. Norap .. .. .	B.	62	70	67	64	65 $\frac{3}{4}$	29	22	22	20	23 $\frac{1}{4}$
20. Spectakel .. .. .	B.	39	38	41	52	42 $\frac{1}{2}$	18	21	25	32	24
21. Anenous, Eng. Church .. .. .	B.	36	37	25	32	32 $\frac{1}{2}$	25	21	18	21	21 $\frac{1}{4}$
22. O'okiep, .. .. .	B.	82	78	78	82	80	59	53	63	59	58 $\frac{1}{2}$
23. Port Nolloth .. .. .	B.	46	51	40	44	45 $\frac{1}{4}$	35	27	35	37	33 $\frac{1}{2}$
24. Matjeskloof, Rom. Cath. .. .. .	B.	18	24	27	21	22 $\frac{1}{2}$	13	17	16	19	16 $\frac{1}{4}$
Total .. .. .		1244	1000	1107	1165	1129	898	646	680	542	691 $\frac{1}{2}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
OUDTSHOORN (Inspector Mitchell).											
1. Oudtshoorn, Boys' .. .. .	A. 1	100	98	100	100	99 $\frac{1}{2}$	88	89	87	89	88 $\frac{1}{4}$
"    Preparatory Department .. .. .	A. 1	..	..	..	..	..	..	..	..	..	..
2. Oudtshoorn, Girls' .. .. .	A. 2	31	38	37	42	37	27	31	31	38	31 $\frac{3}{4}$
3. Calitzdorp .. .. .	A. 2	92	116	124	133	116 $\frac{1}{4}$	73	104	107	109	98 $\frac{1}{4}$
4. Armoed .. .. .	A. 3	42	43	38	38	40 $\frac{1}{4}$	34	33	34	32	33 $\frac{1}{4}$
5. Groenfontein .. .. .	A. 3	35	32	30	30	32	21	20	23	19	20 $\frac{3}{4}$
6. Schoemansdorp .. .. .	A. 3	40	38	40	32	37 $\frac{1}{2}$	22	25	20	22	22 $\frac{1}{4}$
7. Welbedacht .. .. .	A. 3	..	..	23	23	11 $\frac{1}{2}$	..	..	20	17	9 $\frac{1}{4}$
8. Nooitgedacht .. .. .	A. 3	25	22	23	23	23 $\frac{1}{2}$	16	20	21	16	18 $\frac{1}{4}$
9. Vergelen .. .. .	A. 3	..	17	16	..	8 $\frac{1}{4}$	..	14	15	..	7 $\frac{1}{4}$
10. Kruis River East .. .. .	A. 3	..	..	20	16	9	..	..	17	12	7 $\frac{1}{4}$
11. Lategan's Vlei .. .. .	A. 3	..	..	..	..	..	..	..	..	..	..
12. Gamka .. .. .	A. 3	24	26	23	20	23 $\frac{1}{4}$	17	17	19	16	17 $\frac{1}{4}$
13. Kruis River .. .. .	A. 3	14	17	17	26	18 $\frac{1}{2}$	13	13	15	20	15 $\frac{1}{4}$
14. Langverwacht .. .. .	A. 3	49	48	45	49	45 $\frac{3}{4}$	43	46	41	35	41 $\frac{1}{4}$
15. Vlake Plaats .. .. .	A. 3	29	24	27	27	26 $\frac{3}{4}$	24	23	23	22	23
16. Rietvlei .. .. .	A. 3	..	..	..	..	..	..	..	..	..	..
17. Bakenskraal .. .. .	A. 3	14	14	14	14	14	13	13	12	13	12 $\frac{3}{4}$
18. Buffelsdrift .. .. .	A. 3	26	21	..	20	16 $\frac{3}{4}$	13	16	..	18	11 $\frac{3}{4}$
19. Andries Kraal .. .. .	A. 3	31	30	37	37	33 $\frac{3}{4}$	25	26	28	26	26 $\frac{1}{4}$
20. Buffeljachtsfontein .. .. .	A. 3	34	31	37	35	34 $\frac{1}{4}$	20	21	23	20	21
21. Klein Kruis .. .. .	A. 3	25	27	36	34	30 $\frac{1}{2}$	20	26	29	31	26 $\frac{1}{2}$
22. Hazenjacht .. .. .	A. 3	37	41	40	35	38 $\frac{1}{4}$	31	34	34	25	31
23. Matjes River .. .. .	A. 3	27	34	33	30	31	25	28	29	21	25 $\frac{3}{4}$
24. Nels River .. .. .	A. 3	..	..	..	22	5 $\frac{1}{2}$	..	..	..	21	5 $\frac{1}{4}$
Carried forward .. .. .		576	717	740	786	..	525	599	628	622	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	..	576	717	740	786	..	525	599	628	622	..
25. Roodeheувel .. .. .	A. 3	..	..	..	22	5 $\frac{1}{2}$	..	..	..	18	4 $\frac{1}{2}$
26. Van Wyk's Kraal .. .. .	P.F.	17	18	20	20	18 $\frac{3}{4}$	15	15	19	14	15 $\frac{3}{4}$
27. Groot Kruis .. .. .	P.F.	12	..	..	..	3	11	..	..	..	2 $\frac{3}{4}$
28. Klein Doorn River .. .. .	(Poor)	24	30	27	23	26	16	23	13	10	15 $\frac{1}{2}$
29. Lower Wynande River .. .. .	(Poor)	43	52	46	47	47	26	31	41	32	32 $\frac{1}{2}$
30. Roodeheувel .. .. .	(Poor)	28	35	34	..	24 $\frac{1}{4}$	20	26	25	..	17 $\frac{3}{4}$
31. Oudtshoorn, English Church (White).	B.	58	62	54	57	55 $\frac{3}{4}$	52	52	47	49	50
32. " " " (Coloured)	B.	80	85	74	72	77 $\frac{3}{4}$	46	55	54	39	48 $\frac{1}{2}$
33. " " Roman Catholic .. .. .	B.	62	64	72	70	67	49	53	60	58	55
34. " " Independent .. .. .	B.	105	106	109	105	106 $\frac{1}{4}$	80	77	85	82	81
35. Matjes River, " " " .. .. .	B.	..	..	70	70	35	..	..	65	51	29
36. Dysselsdorp, " " " .. .. .	B.	69	95	107	109	95	27	66	71	66	57 $\frac{1}{2}$
37. Kruis River .. .. .	B.	..	..	38	38	19	..	..	34	31	16 $\frac{1}{4}$
38. Calitzdorp, Dutch Ch. .. .. .	B.	37	31	..	28	24	25	24	..	20	17 $\frac{1}{4}$
39. Oudtshoorn Poor School .. .. .	..	73	91	104	82	87 $\frac{1}{2}$	36	44	47	39	39 $\frac{3}{4}$
40. Calitzdorp (Evening School) .. .. .	..	..	..	36	20	14	..	..	25	9	8 $\frac{1}{2}$
41. Oudtshoorn ( " " ) .. .. .	..	..	..	..	56	14	..	..	..	33	8 $\frac{1}{4}$
Total .. .. .	..	1284	1386	1531	1605	1451 $\frac{1}{2}$	928	1065	1195	1163	1087 $\frac{3}{4}$
PAARL (Inspector Noaks).	..	..	..	..	..	..	..	..	..	..	..
1. Blauwvallei .. .. .	A. 1	88	93	89	95	91 $\frac{1}{4}$	80	83	80	89	83
2. Paarl, Boys' .. .. .	A. 1	83	89	85	79	84	78	61	73	69	70 $\frac{1}{4}$
3. Paarl, Girls' .. .. .	A. 1	96	96	91	94	94 $\frac{1}{4}$	92	82	87	85	86 $\frac{1}{2}$
4. Paarl Gymnasium .. .. .	A. 1	76	77	66	63	70 $\frac{1}{2}$	70	60	58	55	60 $\frac{3}{4}$
5. Lower Paarl, Girls' .. .. .	A. 1	183	191	181	178	183 $\frac{1}{4}$	170	167	154	162	163 $\frac{1}{4}$
Carried forward .. .. .	..	526	546	512	509	..	490	453	452	460	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	..	526	546	512	509	..	490	453	452	460	..
6. Wellington, Boys' .. .. .	A. 1	170	177	176	171	173 $\frac{1}{2}$	160	143	161	152	154
7. Wellington, Girls' .. .. .	A. 1	184	199	240	242	216 $\frac{1}{4}$	153	175	214	220	190 $\frac{1}{2}$
Preparatory Department.	A. 1	53	49	53	55	52	43	42	42	49	44
8. Simondium .. .. .	A. 2	66	59	60	57	60 $\frac{1}{2}$	51	47	47	48	48 $\frac{1}{4}$
9. North Paarl .. .. .	A. 2	75	83	96	100	88 $\frac{1}{2}$	68	68	84	85	76 $\frac{1}{4}$
10. Wagonmaker's Valley .. .. .	A. 2	55	60	60	58	58 $\frac{1}{4}$	50	52	50	52	51
11. Slot van de Paarl .. .. .	A. 2	63	59	58	57	59 $\frac{1}{4}$	55	45	51	54	51 $\frac{1}{4}$
12. Groenberg .. .. .	A. 2	41	42	32	31	36 $\frac{1}{2}$	37	32	29	29	31 $\frac{1}{2}$
13. French Hoek .. .. .	A. 2	92	96	95	102	96 $\frac{1}{4}$	81	82	84	93	85
14. Klein Drakenstein .. .. .	A. 2	50	49	52	53	51	45	43	46	50	46
15. Dal Josaphat .. .. .	A. 2	40	37	30	26	33 $\frac{1}{4}$	34	22	25	23	26
16. North Paarl (Evening) .. .. .	A. 2	..	..	..	22	5 $\frac{1}{2}$	..	..	..	15	3 $\frac{3}{4}$
17. Klein Drakenstein .. .. .	A. 3	20	21	17	18	19	16	20	13	16	16 $\frac{1}{4}$
18. Zoetendal .. .. .	A. 3	21	21	18	18	19 $\frac{1}{2}$	20	20	16	16	18
19. South Achter Paarl .. .. .	A. 3	13	13	13	13	13	11	11	12	13	11 $\frac{3}{4}$
20. Babylon Toren .. .. .	P.F.	13	13	15	15	14	13	9	14	14	12 $\frac{1}{4}$
21. De la Roche .. .. .	P.F.	13	14	14	14	13 $\frac{3}{4}$	13	10	11	12	11 $\frac{1}{2}$
22. Bellingham .. .. .	P.F.	15	15	17	15	15 $\frac{1}{2}$	8	11	11	13	10 $\frac{3}{4}$
23. Droogheувel (Hermon) .. .. .	P.F.	18	12	12	10	13	15	10	11	9	11 $\frac{1}{2}$
24. Groenfontein .. .. .	P.F.	..	5	5	5	3 $\frac{3}{4}$	..	5	5	5	3 $\frac{3}{4}$
25. Pniel .. .. .	B.	243	259	237	244	245 $\frac{3}{4}$	162	199	173	166	175
26. Paarl Indep., Zion Chapel .. .. .	B.	305	284	292	287	292	185	127	168	185	166 $\frac{1}{4}$
27. South Paarl, Indep. .. .. .	B.	52	56	45	73	56 $\frac{1}{2}$	22	14	16	40	23
28. Dal Josaphat .. .. .	B.	39	36	33	..	27	23	15	17	..	13 $\frac{3}{4}$
Carried forward .. .. .	..	2167	2215	2182	2195	..	1755	1655	1752	1819	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	..	2167	2215	2182	2195	..	1755	1655	1752	1819	..
29. Upper Paarl, English Church	.. B.	155	143	134	137	142 $\frac{1}{4}$	66	44	56	78	61
30. Lower Paarl, ..	.. B.	205	210	197	188	200	104	76	86	118	96
31. Klein Drakenstein, ..	.. B.	61	59	60	56	59	30	21	26	33	27 $\frac{1}{2}$
32. Wellington, ..	.. B.	103	99	100	96	99 $\frac{1}{2}$	70	57	60	65	61 $\frac{1}{2}$
33. Paarl, Dutch Church ..	.. B.	68	69	53	65	63 $\frac{3}{4}$	41	26	28	38	33 $\frac{1}{4}$
34. Wellington, Dutch Church ..	.. B.	202	203	206	193	201	151	121	162	144	144 $\frac{1}{2}$
35. Wellington Station, Dutch Church ..	.. B.	..	14	15	13	10 $\frac{1}{2}$	..	12	13	10	8 $\frac{3}{4}$
36. French Hoek, Dutch Church ..	.. B.	58	60	57	46	55 $\frac{1}{4}$	38	39	31	29	34 $\frac{1}{4}$
37. Wagonmaker's Valley, Dutch Church.	.. B.	108	98	94	93	98 $\frac{1}{2}$	91	78	71	68	77
38. Oude Pont, Dutch Church ..	.. B.	17	19	20	17	18 $\frac{1}{2}$	10	16	14	14	13 $\frac{1}{2}$
39. Paarl, St. Peter's ..	.. B.	48	49	48	46	47 $\frac{3}{4}$	43	38	37	38	39
40. Wellington, Girls' Normal ..	..	63	63	29	28	45 $\frac{1}{2}$	60	58	27	27	43
41. Wellington, Boys' Normal ..	..	25	25	25	25	25	25	19	24	20	22
Total	..	3282	3313	3220	3179	3248 $\frac{1}{2}$	2484	2257	2387	2501	2407 $\frac{1}{4}$
PEDDIE (Inspector Ely).											
1. Peddie ..	.. A. 2	41	40	38	38	39 $\frac{1}{4}$	31	29	33	30	30 $\frac{3}{4}$
2. Hamburg ..	.. A. 3	24	27	26	24	25 $\frac{1}{4}$	21	23	21	22	21 $\frac{1}{4}$
3. Bell ..	.. A. 3	11	12	12	11	11 $\frac{1}{2}$	11	9	10	9	9 $\frac{1}{4}$
4. Thornflats ..	.. A. 3	12	13	14	13	13	11	11	10	10	10 $\frac{1}{2}$
5. Kelham ..	.. P.F.	9	9	9	9	9	9	9	9	9	9
6. Springs ..	.. P.F.	21	22	30	31	26	21	22	28	28	24 $\frac{3}{4}$
Carried forward	..	118	123	129	126	..	104	103	111	108	..

XVIII

ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	..	118	123	129	126	..	104	103	111	108	..
7. Milton ..	.. P.F.	6	6	6	6	6	5	6	6	6	5 $\frac{3}{4}$
8. Falladen ..	.. P.F.	11	10	11	11	10 $\frac{3}{4}$	9	8	7	8	8
9. Brighton ..	.. P.F.	7	7	7	7	7	7	7	7	7	7
10. Hamilton ..	.. P.F.	6	7	8	8	7 $\frac{1}{4}$	6	7	8	7	7
11. Feni, Wesleyan ..	.. B.	48	45	50	50	48 $\frac{1}{2}$	38	30	36	20	28 $\frac{1}{2}$
12. Enquebeleni, Wesleyan ..	.. B.	71	61	104	105	85 $\frac{1}{4}$	51	53	61	53	54 $\frac{1}{2}$
13. Newtondale, ..	.. B.	64	67	61	61	63 $\frac{1}{4}$	40	44	36	35	38 $\frac{3}{4}$
14. Erura, ..	.. B.	60	52	64	59	58 $\frac{3}{4}$	32	32	31	14	27 $\frac{1}{4}$
15. Gcebula, ..	.. B.	33	30	30	30	30 $\frac{3}{4}$	12	13	15	12	13
16. Hamburg, ..	.. B.	23	28	31	28	27 $\frac{1}{2}$	17	22	17	13	17 $\frac{1}{4}$
17. Nbobuma, ..	.. B.	23	33	..	..	14	17	16	..	..	8 $\frac{1}{4}$
18. Gwalana, ..	.. B.	46	46	55	54	50 $\frac{1}{4}$	28	29	33	17	26 $\frac{3}{4}$
19. Nqwekazi, ..	.. B.	62	61	66	65	63 $\frac{1}{2}$	39	43	50	27	39 $\frac{1}{4}$
20. Etytyaba, ..	.. B.	72	70	73	69	71	41	36	41	34	38
21. Matiwane, ..	.. B.	47	54	62	56	54 $\frac{1}{4}$	37	47	38	26	37
22. Etywa, ..	.. B.	..	..	..	..	..	..	..	..	..	..
23. Cesira, ..	.. B.	53	54	61	61	57 $\frac{1}{4}$	16	11	39	23	22 $\frac{1}{4}$
24. Empekweni ..	.. B.	62	64	68	63	61 $\frac{3}{4}$	48	47	51	45	45 $\frac{1}{4}$
25. Kwa Tuku, ..	.. B.	47	52	74	73	69	25	36	43	32	34
26. Qamyana, ..	.. B.	42	36	32	28	34 $\frac{1}{2}$	28	31	25	19	25 $\frac{3}{4}$
27. Ndwayana, ..	.. B.	47	46	47	43	45 $\frac{3}{4}$	41	41	36	30	37
28. Peddie, Ayliff Institute, Girls'	.. C.	42	43	50	48	45 $\frac{3}{4}$	36	40	40	38	38 $\frac{1}{2}$
29. Durban, .. Boys'	.. C.	55	53	64	57	57 $\frac{1}{4}$	30	30	31	40	32 $\frac{3}{4}$
Total	..	1038	1059	1153	1108	1089 $\frac{1}{2}$	715	726	762	614	704 $\frac{1}{4}$

XIX



ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.					
				ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
PHILIPSTOWN. (Inspector Nixon).														
1.	Philipstown	..	..	A. 2	61	58	54	58	57 $\frac{3}{4}$	56	44	49	48	49 $\frac{1}{4}$
2.	Petrusville	..	..	A. 3	42	50	44	45	45 $\frac{1}{4}$	36	38	37	38	37 $\frac{1}{4}$
3.	De Aar.	..	..	A. 3	61	65	57	61	61	55	59	50	50	53 $\frac{1}{4}$
4.	Roodedam	..	..	A. 3	..	..	..	..	..	..	..	..	..	..
5.	Bastberg	..	..	A. 3	..	..	..	..	..	..	..	..	..	..
6.	Driefontein	..	..	A. 3	..	..	..	..	..	..	..	..	..	..
7.	Ventersvallei	..	..	A. 3	11	11	..	..	5 $\frac{1}{2}$	11	11	..	..	5 $\frac{1}{2}$
8.	Boschvarkensfontein	..	..	A. 3	16	16	16	16	16	16	14	16	16	15 $\frac{1}{2}$
9.	Houtkraal	..	..	A. 3	..	11	..	..	2 $\frac{3}{4}$	..	10	..	..	2 $\frac{1}{2}$
10.	Schaapkraal	..	..	A. 3	10	10	12	12	11	10	8	11	10	9 $\frac{3}{4}$
11.	Riversdale	..	..	P.F.	..	5	5	5	3 $\frac{3}{4}$	..	5	5	5	3 $\frac{3}{4}$
12.	Leeuwfontein	..	..	P.F.	10	10	10	10	10	10	10	10	10	10
13.	Lekkerfontein	..	..	P.F.	..	6	..	..	1 $\frac{1}{2}$	..	6	..	..	1 $\frac{1}{2}$
14.	Hondeblaf	..	..	P.F.	..	14	15	12	10 $\frac{1}{4}$	..	14	14	11	9 $\frac{3}{4}$
15.	Jackalsfontein	..	..	P.F.	..	5	5	5	3 $\frac{3}{4}$	..	5	5	5	3 $\frac{3}{4}$
16.	Onrustfontein	..	..	P.F.	..	..	..	10	2 $\frac{1}{2}$	..	..	..	9	2 $\frac{1}{4}$
17.	Karreepoort	..	..	P.F.	..	..	..	8	2	..	..	..	5	1 $\frac{1}{4}$
18.	Philipstown, Wesleyan	..	..	B.	47	41	34	30	38	30	25	27	22	26
19.	De Aar, Wesleyan	..	..	B.	21	37	37	32	31 $\frac{3}{4}$	12	24	24	23	20 $\frac{3}{4}$
Total ..					279	339	289	304	302 $\frac{3}{4}$	236	273	248	252	252 $\frac{1}{4}$

ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.					
				ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
PIQUETBERG (Inspector Le Roux).														
1.	Piquetberg	..	..	A. 2	37	37	40	40	38 $\frac{1}{2}$	30	26	34	41	30 $\frac{1}{4}$
2.	Porterville	..	..	A. 2	80	80	85	84	82 $\frac{1}{2}$	70	66	76	70	70 $\frac{1}{2}$
3.	Keerom	..	..	A. 3	25	8	21	16	17 $\frac{1}{2}$	14	4	21	10	12 $\frac{1}{4}$
4.	Hereulesfontein	..	..	A. 3	13	13	11	11	12	13	9	11	11	11
5.	Baviaanskloof	..	..	A. 3	16	19	19	19	18 $\frac{1}{4}$	16	10	15	13	13 $\frac{1}{2}$
6.	St. Helenafontein	..	..	A. 3	14	14	14	14	14	10	13	13	13	12 $\frac{1}{4}$
7.	Vogelvlei	..	..	P.F.	12	10	11	11	11	10	3	9	5	6 $\frac{3}{4}$
8.	Middle Post	..	..	P.F.	..	..	8	8	4	..	..	8	8	4
9.	Berg River Mouth	..	..	P.F.	..	..	20	..	5	..	..	16	..	4
10.	Brakkuil	..	..	P.F.	40	45	47	24	39	30	25	32	15	25 $\frac{1}{2}$
11.	Goergrass	..	..	P.F.	..	..	..	..	..	..	..	..	..	..
12.	Rooiverloren Vley	..	..	(Poor)	35	23	35	32	31 $\frac{1}{4}$	20	17	21	5	15 $\frac{3}{4}$
13.	Rietvlei	..	..	(Poor)	28	22	..	16	16 $\frac{1}{2}$	22	19	..	13	13 $\frac{1}{2}$
14.	Weglooper Heuvel	..	..	(Poor)	23	20	24	..	16 $\frac{3}{4}$	20	20	21	..	15 $\frac{1}{4}$
16.	Mouton's Hoek	..	..	(Poor)	22	21	23	23	22 $\frac{1}{4}$	22	21	23	23	22 $\frac{1}{4}$
16.	Piquetberg, Dutch Church	..	..	B.	37	32	37	29	31 $\frac{1}{4}$	21	17	19	22	19 $\frac{3}{4}$
17.	Porterville, Dutch Church	..	..	B.	61	54	58	55	57	33	29	37	39	34 $\frac{1}{4}$
18.	Goedverwacht, Moravian	..	..	B.	174	171	170	163	169 $\frac{1}{2}$	146	117	149	102	128 $\frac{1}{2}$
19.	Wittewater, Moravian	..	..	B.	86	82	79	72	79 $\frac{2}{4}$	74	23	58	29	46
20.	Berg River Mouth, Eng. Ch...	..	..	B.	..	..	..	22	5 $\frac{1}{2}$	..	..	..	17	4 $\frac{1}{4}$
Totals ..					703	653	702	639	674 $\frac{1}{4}$	551	415	563	426	488 $\frac{3}{4}$



ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
PORT ELIZABETH (Inspector Fraser).											
1. Port Elizabeth, Grey Inst. . . . .	A. 1	176	168	162	163	167 $\frac{1}{4}$	162	159	150	155	156 $\frac{1}{2}$
2. Port Elizabeth, Grey Inst., N. End . .	A. 1	245	256	245	230	244	207	212	192	184	198 $\frac{3}{4}$
3. Port Elizabeth, Grey Inst., S. End . .	A. 1	170	169	183	172	173 $\frac{1}{2}$	140	125	144	149	139 $\frac{1}{2}$
4. Kragga Kamma . . . . .	A. 3	11	10	13	12	11 $\frac{1}{2}$	10	9	13	12	11
5. Port Elizabeth, Art School . . . . .	B.	224	211	..	326	190 $\frac{1}{4}$	168	152	..	168	122
6. Port Elizabeth, St. Peter's Eng. Ch. . .	B.	200	214	206	184	201	154	179	165	155	163 $\frac{1}{4}$
7. Port Elizabeth, St. Peter's Eng. Ch. Malay . . . . .	B.	269	245	231	211	239	185	132	149	165	157 $\frac{3}{4}$
8. Port Elizabeth, Russel Road Eng. Ch. B.	B.	222	238	262	220	235 $\frac{1}{2}$	143	122	121	128	128 $\frac{1}{2}$
9. Port Elizabeth, St. Paul's Boys', Eng. Ch. . . . .	B.	56	58	65	62	60 $\frac{1}{4}$	48	50	48	49	48 $\frac{3}{4}$
10. Port Elizabeth, St. Paul's Girls', Eng. Ch. . . . .	B.	222	191	198	176	196 $\frac{3}{4}$	143	138	130	121	133
11. Port Elizabeth, St. John's, Eng. Ch. . .	B.	264	207	219	216	226 $\frac{1}{2}$	145	117	120	134	129
12. Port Elizabeth, St. Stephens, Eng. Ch. B.	B.	76	82	98	99	88 $\frac{3}{4}$	47	57	60	59	55 $\frac{3}{4}$
13. Port Elizabeth Rom. Cath., Girls' . . B.	B.	108	89	72	75	86	100	84	65	69	79 $\frac{1}{2}$
14. Port Elizabeth, Rom. Cath., Boys' . . B.	B.	180	178	202	194	188 $\frac{1}{2}$	158	143	163	152	154
15. Port Elizabeth, Nazareth House, R.C. B.	B.	..	..	39	42	20 $\frac{1}{4}$	..	..	38	38	19
16. Port Elizabeth, North End, R.C. . . B.	B.	71	65	70	68	68 $\frac{1}{2}$	63	58	60	59	60
17. Port Elizabeth, South End, R.C. . . B.	B.	60	60	60	60	60	60	60	60	60	60
18. Port Elizabeth, Indep. (Edwards') . . B.	B.	96	104	102	103	101 $\frac{1}{4}$	83	96	96	87	90 $\frac{1}{2}$
19. Port Elizabeth, Indep. (Central) . . B.	B.	144	140	152	137	143 $\frac{1}{4}$	93	81	87	86	86 $\frac{3}{4}$
20. Port Elizabeth, Indep. (North End) . B.	B.	83	88	91	88	87 $\frac{1}{2}$	56	73	72	58	64 $\frac{3}{4}$
Carried forward . . . . .	..	2877	2773	2670	2838	..	2165	2047	1933	2088	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward . . . . .	..	2877	2773	2670	2838	..	2165	2047	1933	2088	..
21. Bethelsdorp, Indep. . . . .	B.	104	110	106	109	107 $\frac{1}{4}$	90	94	93	95	93
22. Port Elizabeth, Wesl. (North End) . . B.	B.	51	76	98	102	81 $\frac{3}{4}$	49	43	69	65	56 $\frac{1}{2}$
23. Port Elizabeth, Wesl. (South End) . . B.	B.	87	66	50	76	69 $\frac{3}{4}$	44	40	44	57	46 $\frac{1}{4}$
24. Port Elizabeth, Wesl. (Native) . . . B.	B.	124	108	139	133	126	100	95	99	110	101
25. Port Elizabeth, Wesl. (Russel Road) . B.	B.	..	..	..	75	18 $\frac{3}{4}$	..	..	..	59	14 $\frac{3}{4}$
Total . . . . .	..	3243	3133	3063	3333	3193	2448	2319	2238	2474	2369 $\frac{3}{4}$
PRIESKA (Inspector Theron).											
1. Prieska . . . . .	A. 3	60	61	62	54	59 $\frac{1}{4}$	53	50	52	34	47 $\frac{1}{4}$
2. Zoutpekel . . . . .	A. 3	..	20	19	18	14 $\frac{1}{4}$	..	17	18	17	13
3. Kuikendraai . . . . .	P.F.	..	10	..	..	2 $\frac{1}{2}$	..	10	..	..	2 $\frac{1}{2}$
4. De Knep . . . . .	P.F.	7	..	..	..	1 $\frac{3}{4}$	7	..	..	..	1 $\frac{3}{4}$
5. Nooitgedacht . . . . .	P.F.	..	..	11	..	2 $\frac{3}{4}$	..	..	11	..	2 $\frac{3}{4}$
6. Kareebeeck . . . . .	P.F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$
7. Prieska, D. Ch. . . . .	B.	53	61	64	36	53 $\frac{1}{2}$	39	36	36	25	34
Total . . . . .	..	120	142	156	114	133	99	103	117	82	100 $\frac{1}{4}$
PRINCE ALBERT (Inspector Mitchell).											
1. Prince Albert, Girls' . . . . .	A. 1	66	70	71	70	69 $\frac{1}{4}$	62	56	67	64	62 $\frac{1}{2}$
2. do. Boys' . . . . .	A. 2	44	45	38	35	40 $\frac{1}{4}$	43	43	36	32	38 $\frac{1}{2}$
3. Laingsburg . . . . .	A. 3	38	30	30	31	32 $\frac{1}{4}$	23	18	21	19	20 $\frac{1}{4}$
4. Scholtz Kloof . . . . .	A. 3	16	16	16	13	15 $\frac{1}{4}$	16	13	14	12	13 $\frac{3}{4}$
5. Grootfontein . . . . .	A. 3	..	..	..	..	..	..	..	..	..	..
6. Koppies Kraal . . . . .	A. 3	12	11	12	12	11 $\frac{3}{4}$	9	10	9	9	9 $\frac{1}{4}$
Carried forward . . . . .	..	176	172	167	161	..	153	140	147	136	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.					Attendance.				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward	..	176	172	167	161	..	153	140	147	136	..
7. Van der Byl's Kraal .. ..	A. 3	10	..	..	..	2½	9	..	..	..	2½
8. Zeekoegat .. .. .	A. 3	10	8	..	..	4½	9	7	..	..	4
9. Witplaats .. .. .	A. 3	..	..	..	12	3	..	..	..	11	2¾
10. Koudeveld .. .. .	A. 3	..	..	..	12	3	..	..	..	12	3
11. Bloemendal .. .. .	(Poor)	12	18	10	..	8¾	7	11	9	..	6¾
12. Fri-hegewagd .. .. .	(Poor)	21	20	22	21	21	20	16	21	16	18¼
13. Klaarstroom and Middelwater .. .. .	(Poor)	25	26	25	31	26¾	23	22	22	26	23¼
14. Rietvlei .. .. .	(Poor)	24	25	30	25	26	19	16	25	23	20¾
15. Hagas .. .. .	(Poor)	15	14	22	23	18½	10	13	18	16	14¼
16. Prince Albert .. .. .	(Poor)	83	99	99	85	91½	68	63	69	60	65
17. do. Dutch Church .. .. .	B.	82	78	79	59	74½	46	42	36	22	36½
18. do. English Church .. .. .	B.	58	59	51	51	54¾	27	31	29	26	28¼
19. Laingsburg, Berlin Mission .. .. .	B.	49	49	46	40	46	34	30	25	25	28½
<b>Total</b> ..	..	565	563	551	520	549¾	425	391	401	375	398
<b>QUEENSTOWN (Inspector Clarke).</b>											
1. Queenstown .. .. .	A. 1	132	172	174	167	161¼	118	149	153	153	143¼
2. Queenstown, Preparatory Dept. .. .. .	A. 1	66	45	58	54	55¾	53	40	50	48	47¾
3. Queenstown, Branch School .. .. .	A. 1	..	..	116	105	55¼	..	..	92	88	45
4. Whittlesea .. .. .	A. 3	21	..	..	..	5¼	17	..	..	..	4¼
5. Cimerzile .. .. .	A. 3	..	..	..	..	..	..	..	..	..	..
6. Musa .. .. .	B.	74	75	79	63	72¾	53	64	62	40	54¼
7. Weltevreden .. .. .	A. 3	..	..	15	15	7½	..	..	15	15	7½
8. Donga .. .. .	A. 3	..	24	27	27	19½	..	21	20	14	13¾
9. Glenthorne .. .. .	A. 3	12	13	13	10	12	10	9	9	7	8¼
<b>Carried forward</b> ..	..	305	329	482	441	..	251	283	401	365	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.					Attendance.				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward	..	305	329	482	441	..	251	283	401	365	..
10. Haasfontein .. .. .	A. 3	14	14	19	..	11¾	12	12	16	..	10
11. Tylden .. .. .	A. 3	18	19	25	25	21¾	17	18	22	18	18¾
12. Gwatyu .. .. .	A. 3	20	20	21	20	20¼	19	17	19	16	17¾
13. Sterkstroom .. .. .	A. 3	..	..	..	37	9¼	..	..	..	33	8¼
14. Manse .. .. .	P.F.	..	..	..	5	1¼	..	..	..	4	1
15. Stanmore .. .. .	P.F.	..	..	6	..	1½	..	..	6	..	1½
16. Kloppersfontein .. .. .	P.F.	17	20	20	20	19¼	15	20	20	18	18¼
17. Rooi Kraal .. .. .	P.F.	7	8	..	..	3¾	7	8	..	..	3¾
18. Riet Kuil .. .. .	P.F.	5	5	5	5	5	5	5	5	5	5
19. Roydon .. .. .	P.F.	..	..	5	5	2½	..	..	5	5	2½
20. Staalklip .. .. .	P.F.	10	10	8	10	9¼	10	10	8	9	9¼
21. Staalklip, No. 2 .. .. .	P.F.	11	..	11	8	7½	11	..	11	8	7½
22. Who Can Tell .. .. .	P.F.	12	13	8	8	10¼	11	11	8	8	9½
23. Strydfontein .. .. .	P.F.	7	7	..	..	3½	6	4	..	..	2½
24. Hopefield .. .. .	P.F.	11	10	14	16	12½	9	10	14	12	11¼
25. Rockwood .. .. .	P.F.	..	..	8	10	4½	..	..	7	9	4
26. Steilfontein .. .. .	P.F.	..	..	8	8	4	..	..	8	8	4
27. Stichel .. .. .	P.F.	..	..	6	7	3½	..	..	6	7	3½
28. Turvey's Post .. .. .	P.F.	10	10	11	11	10½	10	10	11	11	10½
29. Queensdale .. .. .	P.F.	6	..	..	..	1½	6	..	..	..	1½
30. Hummanby .. .. .	P.F.	5	..	..	..	1½	5	..	..	..	1½
31. Thorny Hoek .. .. .	P.F.	..	7	6	6	4¾	..	6	6	5	4¼
32. Tyldendale .. .. .	P.F.	6	6	6	6	6	6	6	6	6	6
33. Nicholasfontein .. .. .	P.F.	..	5	..	..	1½	..	5	..	..	1½
34. Merino Walk .. .. .	P.F.	..	..	8	8	4	..	..	8	8	4
<b>Carried forward</b> ..	..	464	483	677	656	..	400	425	587	555	..

[G. 7-94.]

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.					Average.	Attendance.					Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.		2nd Qr.	3rd Qr.	4th Qr.			
Brought forward		464	483	677	656	..	400	425	587	555	..		
35. Hartbeestfonteins Hoek .. .. .	P.F.	..	5	4	..	2 $\frac{1}{4}$	..	5	4	..	2 $\frac{1}{4}$		
36. Good Hope .. .. .	P.F.	11	8	7	10	9	11	8	7	8	8 $\frac{1}{2}$		
37. Mapassas Leven .. .. .	P.F.	..	12	9	8	7 $\frac{1}{4}$	..	11	9	8	7		
38. Braak Kloof .. .. .	P.F.	9	9	9	9	9	9	9	9	9	9		
39. Oxtou Manor .. .. .	P.F.	10	10	10	10	10	8	8	7	7	7 $\frac{1}{2}$		
40. Doorn Hoek .. .. .	P.F.	..	..	7	..	1 $\frac{3}{4}$	..	..	7	..	1 $\frac{3}{4}$		
41. Smits River .. .. .	P.F.	8	..	..	..	2	8	..	..	..	2		
42. Fordyce .. .. .	P.F.	5	5	..	..	2 $\frac{1}{2}$	5	5	..	..	2 $\frac{1}{2}$		
43. Queenstown, Free .. .. .	B.	137	144	..	..	70 $\frac{1}{4}$	110	107	..	..	54 $\frac{1}{4}$		
44. Queenstown, Kafir .. .. .	B.	65	69	69	67	67 $\frac{1}{4}$	47	52	46	49	48 $\frac{1}{2}$		
45. Shiloh, Moravian .. .. .	B.	119	121	118	119	119 $\frac{1}{4}$	111	114	106	106	109 $\frac{1}{4}$		
46. Engotini, Moravian .. .. .	B.	58	64	69	61	63	54	58	49	53	53 $\frac{1}{2}$		
47. Newhope, Moravian .. .. .	B.	44	45	58	55	50 $\frac{1}{2}$	33	32	43	36	36		
48. Queenstown, Wesleyan .. .. .	B.	72	66	58	60	64	57	46	46	45	48 $\frac{1}{2}$		
49. Bullhoek, Wesleyan .. .. .	B.	60	72	75	74	70 $\frac{1}{4}$	40	55	59	47	50 $\frac{1}{4}$		
50. Hukwa, Wesleyan .. .. .	B.	85	97	110	112	101	71	69	85	87	78		
51. Kamastone, Wesleyan .. .. .	B.	61	63	61	61	61 $\frac{1}{2}$	48	52	39	51	47 $\frac{1}{2}$		
52. Cewula, Wesleyan .. .. .	B.	65	60	70	65	65	23	30	46	36	33 $\frac{3}{4}$		
53. Sterkstroom, Wesleyan .. .. .	B.	32	27	30	38	31 $\frac{3}{4}$	25	21	28	28	25 $\frac{1}{2}$		
54. Didimana, Wesleyan .. .. .	B.	67	60	70	74	67 $\frac{3}{4}$	32	41	54	42	44 $\frac{3}{4}$		
55. Hackney, Independent .. .. .	B.	71	77	71	69	72	57	54	52	45	52		
56. Eardley, Independent .. .. .	B.	59	59	66	73	64 $\frac{1}{4}$	37	31	48	43	39 $\frac{3}{4}$		
57. Tsitsikama, Independent .. .. .	B.	50	36	49	56	47 $\frac{3}{4}$	34	20	33	25	28		
58. Lesseyton .. .. .	C.	79	91	80	76	81 $\frac{1}{2}$	47	57	53	47	51		
59. Lesseyton, Girls' Training .. .. .	C.	30	30	29	29	29 $\frac{1}{2}$	29	29	28	29	28 $\frac{3}{4}$		
Total .. .. .		1661	1713	1806	1782	1740 $\frac{1}{2}$	1296	1339	1445	1356	1359		

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.					Average.	Attendance.					Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.		2nd Qr.	3rd Qr.	4th Qr.			
RICHMOND (Inspector Theron).													
1. Richmond .. .. .	A. 1	74	74	63	57	67	66	66	56	52	60		
Preparatory Department	A. 1	69	74	74	85	75 $\frac{1}{2}$	60	59	67	79	66 $\frac{1}{4}$		
2. Nietgedacht .. .. .	P.F.	6	7	7	..	5	6	7	7	..	4 $\frac{3}{4}$		
3. Damfontein .. .. .	P.F.	6	5	5	5	5 $\frac{1}{4}$	4	5	4	4	4 $\frac{1}{4}$		
4. Steilkloof .. .. .	P.F.	..	..	8	8	4	..	..	8	4	3		
5. Kouwenburg .. .. .	P.F.	..	8	8	8	6	..	8	8	7	5 $\frac{3}{4}$		
6. Anniedale .. .. .	P.F.	7	..	7	7	5 $\frac{1}{4}$	7	..	7	7	5 $\frac{1}{4}$		
7. Patryfontein .. .. .	P.F.	..	..	6	6	3	..	..	6	6	3		
8. Richmond, Dutch Church .. .. .	B.	67	70	72	72	70 $\frac{1}{4}$	56	59	60	59	58 $\frac{1}{2}$		
Total .. .. .		229	230	250	248	239 $\frac{1}{4}$	199	196	223	218	209		
RIVERSDALE (Inspector Bartmann).													
1. Riversdale, Boys .. .. .	A. 1	72	73	70	71	71 $\frac{1}{2}$	61	64	58	65	62		
2. Riversdale, Girls .. .. .	A. 1	86	101	108	105	100	66	98	74	96	83 $\frac{1}{2}$		
3. Vermakelykheid .. .. .	A. 3	41	49	42	45	44 $\frac{1}{4}$	34	43	28	33	34 $\frac{1}{2}$		
4. Drookvlakte .. .. .	A. 3	23	29	..	..	13	22	24	..	..	11 $\frac{1}{2}$		
5. Waterval .. .. .	A. 3	..	..	17	13	7 $\frac{1}{2}$	..	..	8	3	2 $\frac{3}{4}$		
6. Tygerfontein .. .. .	A. 3	..	..	35	38	18 $\frac{1}{4}$	..	..	35	34	19 $\frac{3}{4}$		
7. Valse River .. .. .	P.F.	7	7	9	9	8	7	7	8	9	7 $\frac{3}{4}$		
8. Zoetmelks River (Steyns) .. .. .	P.F.	7	7	8	8	7 $\frac{1}{2}$	4	5	7	7	5 $\frac{1}{4}$		
9. Kleinplaats .. .. .	P.F.	..	..	..	..	..	..	..	..	..	..		
10. Holbak .. .. .	P.F.	5	5	..	..	2 $\frac{1}{2}$	5	5	..	..	2 $\frac{1}{2}$		
11. Jonkersfontein .. .. .	P.F.	8	12	..	..	5	8	10	..	..	4 $\frac{1}{2}$		
12. Hoogekraal .. .. .	P.F.	7	7	7	7	7	7	7	7	7	7		
13. Wyders River .. .. .	P.F.	5	5	5	5	5	5	5	5	4	4 $\frac{1}{4}$		
Carried forward .. .. .		261	295	301	301	..	219	268	230	258	..		

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
Brought forward				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
				261	295	291	301	..	219	268	230	258	..
14.	Onverwacht .. .. .	..	P.F.	8	8	8	8	8	8	7	6	6	6 $\frac{3}{4}$
15.	Zoetmelksfontein .. .. .	..	P.F.	11	9	9	9	9 $\frac{1}{2}$	9	9	9	8	8 $\frac{3}{4}$
16.	Zwartheuvel .. .. .	..	P.F.	5	..	..	..	1 $\frac{1}{2}$	5	..	..	..	1 $\frac{1}{2}$
17.	Uitkyk .. .. .	..	P.F.	7	7	7	7	7	7	7	7	6	6 $\frac{3}{4}$
18.	Botliersfontein .. .. .	..	P.F.	8	..	..	..	2	8	..	..	..	2
19.	Vergenoegd .. .. .	..	P.F.	15	15	13	11	13 $\frac{1}{2}$	15	13	13	11	13
20.	Weltevrede .. .. .	..	P.F.	9	..	..	..	2 $\frac{1}{2}$	9	..	..	..	2 $\frac{1}{2}$
21.	Kweek Kraal .. .. .	..	P.F.	9	11	11	8	9 $\frac{1}{2}$	9	11	11	8	9 $\frac{3}{4}$
22.	Koega .. .. .	..	P.F.	6	6	6	6	6	6	6	6	6	6
23.	Elbertskraal .. .. .	..	P.F.	..	5	..	6	2 $\frac{3}{4}$	..	5	..	6	2 $\frac{3}{4}$
24.	Boschfontein .. .. .	..	P.F.	..	6	6	..	3	..	5	6	..	2 $\frac{3}{4}$
25.	Kromkloof .. .. .	..	P.F.	..	9	7	10	6 $\frac{1}{2}$	..	9	7	8	6
26.	Zwartwater .. .. .	..	P.F.	..	..	6	6	3	..	..	6	6	3
27.	Zoetmelks River (Saayman's)	..	P.F.	..	..	6	6	3	..	..	6	6	3
28.	Driekuilen .. .. .	..	P.F.	..	..	..	8	2	..	..	..	8	2
29.	Palmiet River .. .. .	..	P.F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$
30.	Love Spot .. .. .	..	P.F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$
31.	Pienaar's River .. .. .	..	P.F.	..	..	..	8	2	..	..	..	8	2
32.	Melkhoutfontein .. .. .	..	(Poor)	..	..	21	40	17 $\frac{3}{4}$	..	..	28	24	13
33.	Riversdale, Eng. Ch. (Col'd.)	..	B.	148	102	160	98	127	105	72	99	72	87
34.	Melkhoutfontein, Eng. Ch.	..	B.	40	42	43	30	38 $\frac{1}{2}$	29	22	20	26	24 $\frac{1}{4}$
35.	Riversdale, Berlin .. .. .	..	B.	134	117	127	126	126	90	84	73	101	87
36.	Riversdale, Eng. Ch. (White)	..	B.	..	..	..	44	11	..	..	..	34	8 $\frac{1}{2}$
Total .. .. .				661	632	741	746	695	519	518	527	615	544 $\frac{3}{4}$

LII

ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
Carried forward				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
				660	652	695	736	..	541	537	592	598	..
ROBERTSON (Inspector Noaks).													
1.	Robertson .. .. .	..	A. 1	170	168	176	180	173 $\frac{1}{2}$	126	120	147	136	132 $\frac{1}{4}$
2.	Montagu .. .. .	..	A. 1	195	196	210	229	207 $\frac{1}{2}$	178	181	186	188	183 $\frac{1}{4}$
3.	Lady Grey .. .. .	..	A. 2	42	39	46	48	43 $\frac{3}{4}$	29	28	36	40	33 $\frac{1}{4}$
4.	Klaas Vogts River .. .. .	..	A. 3	43	47	48	50	47	37	42	45	47	42 $\frac{3}{4}$
5.	Voor Kienes .. .. .	..	A. 3	19	17	13	12	15 $\frac{1}{4}$	12	13	11	11	11 $\frac{3}{4}$
6.	Kruis .. .. .	..	A. 3	16	17	17	17	16 $\frac{3}{4}$	15	16	15	16	15 $\frac{1}{2}$
7.	Boschjesmans River .. .. .	..	A. 3	13	20	28	24	21 $\frac{1}{4}$	10	15	18	16	14 $\frac{2}{4}$
8.	Coo .. .. .	..	A. 3	15	12	13	14	13 $\frac{1}{2}$	14	12	12	13	12 $\frac{1}{2}$
9.	Rietvallei .. .. .	..	A. 3	27	26	32	30	28 $\frac{3}{4}$	18	14	24	22	19 $\frac{1}{2}$
10.	Goedemoed .. .. .	..	A. 3	11	12	..	..	5 $\frac{3}{4}$	11	12	..	..	5 $\frac{3}{4}$
11.	Laatste River .. .. .	..	A. 3	10	..	..	..	2 $\frac{1}{2}$	6	..	..	..	1 $\frac{1}{2}$
12.	Rietvlei, Wagenboomberg	..	A. 3	..	..	..	..	..	..	..	..	..	..
13.	Goree .. .. .	..	A. 3	11	11	11	11	11	9	9	10	10	9 $\frac{1}{2}$
14.	De Hoop .. .. .	..	A. 3	22	24	25	23	23 $\frac{1}{2}$	17	18	21	15	17 $\frac{3}{4}$
15.	Klipkuil .. .. .	..	A. 3	13	14	12	12	12 $\frac{3}{4}$	13	14	12	12	12 $\frac{3}{4}$
16.	Baden .. .. .	..	A. 3	..	..	12	13	6 $\frac{1}{4}$	..	..	12	12	6
17.	Wakkerstroom .. .. .	..	P.F. and A. 3	10	10	13	13	11 $\frac{1}{2}$	9	10	12	12	10 $\frac{2}{4}$
18.	Derde Heuvel .. .. .	..	A. 3	..	..	..	18	4 $\frac{1}{2}$	..	..	..	17	4 $\frac{1}{2}$
19.	Riet Vallei .. .. .	..	P.F.	10	10	8	8	9	8	8	6	5	6 $\frac{3}{4}$
20.	Riet Vlei (F. de Wet's)	..	P.F.	6	6	6	6	6	6	6	6	6	6
21.	Zand Vliet .. .. .	..	P.F.	12	15	15	16	14 $\frac{1}{2}$	10	12	12	12	11 $\frac{1}{2}$
22.	Poesnels River .. .. .	..	P.F.	5	..	..	..	1 $\frac{1}{4}$	5	..	..	..	1 $\frac{1}{4}$
23.	Noree .. .. .	..	P.F.	10	8	10	12	10	8	7	7	8	7 $\frac{2}{4}$
24.	Brakfontein .. .. .	..	P.F.	..	..	..	..	..	..	..	..	..	..
25.	Anysberg .. .. .	..	P.F.	..	..	..	..	..	..	..	..	..	..
Carried forward .. .. .				660	652	695	736	..	541	537	592	598	..

LIII



ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.					
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward				660	652	695	736	..	541	537	592	598	..	
26.	Goedemoed ..	..	..	P.F.	10	11	9	10	10	8	9	7	9	8 $\frac{1}{2}$
27.	Nooitgedacht ..	..	..	P.F.	10	10	9	8	9 $\frac{1}{2}$	10	8	8	8	8 $\frac{1}{2}$
28.	Goudmyn ..	..	..	P.F.	..	..	..	8	2	..	..	..	7	1 $\frac{1}{2}$
29.	Achter Kiesies ..	..	..	(Poor)	22	..	20	18	15	15	..	16	18	12 $\frac{1}{2}$
30.	Kruispad ..	..	..	(Poor)	..	24	24	25	18 $\frac{1}{2}$	..	20	21	20	15 $\frac{1}{2}$
31.	Stockwell ..	..	..	(Poor)	..	23	25	25	18 $\frac{1}{2}$	..	18	22	19	14 $\frac{1}{2}$
32.	Lettas Kraal ..	..	..	(Poor)	..	..	14	13	6 $\frac{3}{4}$	..	..	14	11	6 $\frac{1}{2}$
33.	Robertson, D. Ch.	..	..	B.	39	33	39	36	36 $\frac{3}{4}$	39	33	39	36	36 $\frac{3}{4}$
34.	Robertson, Wesl.	..	..	B.	169	171	161	148	162 $\frac{1}{4}$	78	61	87	68	73 $\frac{1}{2}$
35.	Lady Grey, Wesl.	..	..	B.	93	94	101	93	95 $\frac{1}{4}$	40	37	38	36	37 $\frac{3}{4}$
36.	Montagu, D. Ch.	..	..	B.	86	88	103	92	92 $\frac{1}{4}$	34	53	59	44	47 $\frac{1}{2}$
Total ..				1089	1106	1198	1212	1151 $\frac{1}{4}$	765	778	903	874	830	
SOMERSET EAST (Inspector Murray).														
1.	Somerset East, Boys'	..	..	A. 1	75	80	80	86	80 $\frac{1}{4}$	69	70	76	76	72 $\frac{3}{4}$
2.	Somerset East, Girls'	..	..	A. 1	130	135	125	129	129 $\frac{3}{4}$	116	113	109	105	110 $\frac{3}{4}$
3.	Cookhouse ..	..	..	A. 3	32	27	34	37	32 $\frac{1}{2}$	16	21	27	31	23 $\frac{3}{4}$
4.	Middleton ..	..	..	A. 3	20	19	25	21	21 $\frac{1}{2}$	16	14	18	19	16 $\frac{3}{4}$
5.	Pearston ..	..	..	A. 3	23	45	37	40	36 $\frac{1}{4}$	23	32	31	34	30
6.	Middlewater ..	..	..	A. 3	17	16	17	17	16 $\frac{3}{4}$	15	12	11	16	13 $\frac{1}{2}$
7.	Brandplaats ..	..	..	A. 3	..	..	..	..	..	..	..	..	..	..
8.	Kruismentfontein ..	..	..	P.F.	7	7	7	7	7	7	7	7	7	7
9.	Rockdale ..	..	..	P.F.	5	5	5	5	5	5	5	5	5	5
Carried forward ..				309	334	330	342	..	267	274	284	293	..	

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.					
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward				309	334	330	342	..	267	274	284	293	..	
10.	Doorn Kraal ..	..	..	P.F.	8	8	8	8	8	8	8	8	8	
11.	Kalkfontein ..	..	..	P.F.	6	6	6	6	6	6	6	5	5 $\frac{3}{4}$	
12.	Russelpark ..	..	..	P.F.	6	6	6	6	6	6	5	5	5 $\frac{1}{2}$	
13.	Muisvlakte ..	..	..	P.F.	6	..	..	..	1 $\frac{1}{2}$	6	..	..	..	1 $\frac{1}{2}$
14.	Thorn Grove ..	..	..	P.F.	10	10	10	10	10	10	10	10	10	
15.	Klein Brakfontein ..	..	..	P.F.	5	5	..	..	2 $\frac{1}{2}$	5	5	..	..	2 $\frac{1}{2}$
16.	Joubertsdal ..	..	..	P.F.	..	..	..	..	..	..	..	..	..	..
17.	Zwartrug ..	..	..	P.F. and Poor	21	23	23	23	22 $\frac{1}{2}$	21	23	23	23	22 $\frac{1}{2}$
18.	Allegrens Kraal ..	..	..	P.F.	5	5	5	5	5	5	5	5	5	
19.	Charlton ..	..	..	P.F.	9	7	7	7	7 $\frac{1}{2}$	9	7	7	7	7 $\frac{1}{2}$
20.	Charlton (Hartfield) ..	..	..	P.F.	9	..	..	..	2 $\frac{1}{4}$	9	..	..	..	2 $\frac{1}{4}$
21.	Buffelsfontein ..	..	..	P.F.	6	6	7	7	6 $\frac{1}{2}$	6	6	7	7	6 $\frac{1}{2}$
22.	Rietpoort ..	..	..	P.F.	..	..	..	..	..	..	..	..	..	..
23.	Doornbosch ..	..	..	P.F.	7	7	7	7	7	7	7	6	5	6 $\frac{1}{4}$
24.	Poplar Grove ..	..	..	P.F.	6	7	7	7	6 $\frac{3}{4}$	6	7	7	7	6 $\frac{3}{4}$
25.	Ann's Villa ..	..	..	P.F.	10	10	..	..	5	9	6	..	..	3 $\frac{3}{4}$
26.	Oudersmoor Drift ..	..	..	P.F.	7	7	7	7	7	7	7	7	7	
27.	Upsal ..	..	..	P.F.	6	..	..	..	1 $\frac{1}{2}$	6	..	..	..	1 $\frac{1}{2}$
28.	Prospect ..	..	..	P.F.	5	5	5	5	5	5	5	5	5	
29.	Welgevonden ..	..	..	P.F.	..	7	..	..	1 $\frac{3}{4}$	..	7	..	..	1 $\frac{3}{4}$
30.	Beeste Kraal ..	..	..	P.F.	..	8	8	8	6	..	8	8	8	6
31.	Rietfontein ..	..	..	P.F.	..	6	6	6	4 $\frac{1}{2}$	..	6	6	6	4 $\frac{1}{2}$
32.	Besters Kraal ..	..	..	P.F.	..	..	8	8	4	..	..	8	8	4
33.	Kommadagga ..	..	..	P.F.	..	..	6	6	3	..	..	6	6	3
Carried forward ..				441	467	456	468	..	398	402	409	425	..	

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
	ORDER.			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward				441	467	456	468	..	398	402	409	425	..
34. Fontein's Plaats	..	..	.. P.F.	..	..	6	6	3	..	..	6	6	3
35. Paardenfontein..	..	..	.. P.F.	..	..	6	6	3	..	..	6	6	3
36. Vaalkrantz	..	..	.. P.F.	..	11	11	11	8 $\frac{1}{4}$	..	11	11	11	8 $\frac{1}{4}$
37. Welcome Home	..	..	.. P.F.	..	..	..	..	..	..	..	..	..	..
38. Allemansfontein	..	..	.. P.F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$
39. Keerom..	..	..	.. (Poor)	27	30	32	33	30 $\frac{1}{2}$	21	21	28	28	24 $\frac{1}{2}$
40. Smits Kraal	..	..	.. (Poor)	..	..	..	..	..	..	..	..	..	..
41. Klipfontein	..	..	.. (Poor)	16	17	17	16	16 $\frac{1}{2}$	15	16	14	15	15
42. Vogel River	..	..	.. (Poor)	..	..	26	26	13	..	..	23	24	11 $\frac{3}{4}$
43. Stroois Hoek	..	..	.. (Poor)	..	..	21	20	10 $\frac{1}{4}$	..	..	20	20	10
44. Somerset East, Indep...	..	..	.. B.	55	49	45	45	48 $\frac{1}{2}$	36	38	35	32	35 $\frac{1}{4}$
45. Somerset East, Wesleyan	..	..	.. B.	149	152	171	161	158 $\frac{1}{4}$	96	115	123	83	104 $\frac{1}{4}$
46. Glenavon, United Presb.	..	..	.. B.	32	28	21	20	25 $\frac{1}{4}$	28	24	21	20	23 $\frac{1}{4}$
47. Pearston, Dutch Church	..	..	.. B.	43	55	51	..	37 $\frac{1}{4}$	32	38	34	..	26
48. Cookhouse, Wesleyan	..	..	.. B.	62	74	93	71	75	52	67	77	50	61 $\frac{1}{2}$
Total				815	883	956	889	885 $\frac{3}{4}$	688	732	807	726	738
STELLENBOSCH (Inspector Bartmann).													
1. Stellenbosch, Boys'	..	..	.. A. 1	145	147	136	134	140 $\frac{1}{2}$	139	137	125	125	131 $\frac{1}{2}$
2. Stellenbosch, Girls'	..	..	.. A. 1	168	178	157	164	166 $\frac{3}{4}$	154	156	141	153	151
3. Somerset West	..	..	.. A. 2	96	84	88	84	88	76	59	69	72	69
4. Kuils River	..	..	.. A. 3	60	59	53	52	56	50	48	42	47	46 $\frac{3}{4}$
5. Somerset West Strand..	..	..	.. A. 3	45	45	32	34	39 $\frac{1}{4}$	38	31	25	22	29
6. Blaauwklip	..	..	.. A. 3	16	16	16	11	14 $\frac{1}{4}$	15	13	13	9	12 $\frac{1}{2}$
Carried forward				529	529	483	479	..	472	444	415	428	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
	ORDER.			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward				529	529	483	479	..	472	444	415	428	..
7. Helderberg	..	..	.. A. 3	44	42	44	42	43	40	40	40	39	39 $\frac{3}{4}$
8. Vlaggeberg	..	..	.. A. 3	39	39	28	30	34	31	25	22	23	25 $\frac{1}{2}$
9. Weltevrede	..	..	.. P.F.	15	15	15	13	14 $\frac{1}{2}$	15	12	12	10	12 $\frac{1}{4}$
10. Bottelary	..	..	.. P.F.	12	18	12	12	13 $\frac{1}{2}$	11	11	10	10	10 $\frac{3}{4}$
11. Stellenbosch, Rhenish..	..	..	.. B.	319	311	300	302	308 $\frac{1}{2}$	160	132	158	173	155 $\frac{3}{4}$
12. Stellenbosch, Eng. Ch.	..	..	.. B.	85	82	93	88	87	58	47	52	60	54 $\frac{1}{4}$
13. Somerset West, Eng. Ch.	..	..	.. B.	80	72	67	75	73 $\frac{1}{2}$	47	42	42	49	45
14. Welmoed, Eng. Ch.	..	..	.. B.	56	53	43	41	48 $\frac{1}{4}$	27	22	25	24	24 $\frac{1}{2}$
15. Eerste River, Eng. Ch.	..	..	.. B.	70	68	76	73	71 $\frac{3}{4}$	51	43	45	55	48 $\frac{1}{2}$
16. Stellenbosch, Wesleyan	..	..	.. B.	219	206	210	198	208 $\frac{1}{4}$	115	103	119	120	114 $\frac{1}{4}$
17. Sir Lowry's Pass, Wesleyan	..	..	.. B.	40	..	47	54	35 $\frac{1}{4}$	30	..	45	52	31 $\frac{3}{4}$
18. Strand, Wesleyan	..	..	.. B.	126	123	122	122	123 $\frac{1}{4}$	81	80	78	87	81 $\frac{1}{2}$
19. Somerset West, Wesleyan	..	..	.. B.	145	144	136	132	139 $\frac{1}{4}$	117	117	104	102	110
20. Raithby, Wesleyan	..	..	.. B.	81	77	76	77	77 $\frac{3}{4}$	54	54	44	46	49 $\frac{1}{2}$
21. Gordon's Bay, Dutch Church..	..	..	.. B.	24	24	30	29	26 $\frac{3}{4}$	18	20	24	23	21 $\frac{1}{4}$
Total				1885	1803	1782	1767	1809 $\frac{1}{4}$	1327	1192	1235	1302	1264
STEYNSBURG (Inspector Nixon).													
1. Steynsburg	..	..	.. A. 2	84	80	77	74	78 $\frac{3}{4}$	68	74	71	53	66 $\frac{1}{2}$
2. Tweefontein	..	..	.. A. 3	..	..	..	..	..	..	..	..	..	..
3. Wildebeest Kuil	..	..	.. P.F.	7	..	7	7	5 $\frac{1}{4}$	7	..	7	7	5 $\frac{1}{4}$
4. Wagenmakers Vlei	..	..	.. P.F.	..	..	9	9	4 $\frac{1}{2}$	..	..	9	9	4 $\frac{1}{2}$
5. Rietfontein	..	..	.. P.F.	..	..	..	..	..	..	..	..	..	..
Carried forward				91	80	93	90	..	75	74	87	69	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.					
			ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward			..	91	80	93	90	..	75	74	87	69	..	
6.	Zamenkomst	..	P.F.	..	..	..	15	$3\frac{3}{4}$	..	..	..	14	$3\frac{1}{2}$	
7.	Fairview	..	P.F.	..	..	..	8	2	..	..	..	4	1	
8.	Weltevrede	..	P.F.	..	..	..	5	$1\frac{1}{4}$	..	..	..	5	$1\frac{1}{4}$	
9.	Steynsburg, Eng. Ch.	..	B.	50	45	49	43	$46\frac{3}{4}$	42	38	35	35	$37\frac{1}{2}$	
Total				..	141	125	142	161	$142\frac{1}{4}$	117	112	122	127	$119\frac{1}{2}$
STOCKENSTROM (Inspector Clarke).														
1.	Seymour	..	A. 2	37	37	35	34	$35\frac{3}{4}$	33	34	32	28	$31\frac{3}{4}$	
2.	Balfour	..	A. 2	59	85	83	81	77	48	66	70	47	$57\frac{3}{4}$	
3.	Greykerk	..	A. 3	30	..	..	..	$7\frac{1}{2}$	19	..	..	..	$4\frac{3}{4}$	
4.	Readsdale	..	A. 3	41	42	39	35	$39\frac{1}{4}$	36	28	26	24	28	
5.	Manczana	..	A. 3	20	27	24	20	$22\frac{3}{4}$	16	22	20	16	$18\frac{1}{2}$	
6.	Buxton	..	A. 3	33	33	33	29	32	17	24	23	21	$21\frac{1}{4}$	
7.	Lower Menzies	..	A. 3	12	13	10	10	$11\frac{1}{4}$	12	12	10	10	11	
8.	Philipton	..	A. 3	31	32	41	36	35	22	26	26	18	23	
9.	Menziesberg	..	A. 3	18	18	24	21	$20\frac{1}{4}$	17	16	20	16	$17\frac{1}{4}$	
10.	Hertzog	..	A. 3	49	..	46	50	$36\frac{1}{4}$	44	..	44	47	$33\frac{3}{4}$	
11.	Upper Blinkwater	..	A. 3	26	17	22	21	$21\frac{1}{2}$	20	17	22	20	$19\frac{3}{4}$	
12.	Wilsonton	..	A. 3	..	..	..	..	..	..	..	..	..	..	
13.	Cathcart Vale	..	P.F.	7	7	9	8	$7\frac{3}{4}$	7	7	9	8	$7\frac{3}{4}$	
14.	Ebenezer West	..	P.F.	8	10	10	7	$8\frac{3}{4}$	8	10	10	7	8	
15.	Scheepers Block	..	P.F.	12	11	10	11	11	10	9	9	9	$9\frac{1}{4}$	
Carried forward				..	383	332	386	363	..	309	271	321	271	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.					
			ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward			..	383	332	386	363	..	309	271	321	271	..	
16.	Balfour	..	(Poor)	..	..	..	30	$7\frac{1}{2}$	..	..	..	22	$5\frac{1}{2}$	
17.	Seymour, Wesleyan	..	B.	68	65	77	59	$67\frac{1}{4}$	39	39	43	26	$36\frac{3}{4}$	
18.	Lushington, Wesleyan	..	B.	..	..	35	35	$17\frac{1}{4}$	..	..	28	25	$13\frac{1}{4}$	
19.	Balfour	..	B.	..	..	29	..	$7\frac{1}{4}$	..	..	23	..	$5\frac{3}{4}$	
Total				..	451	397	527	487	$465\frac{1}{2}$	348	310	415	344	$354\frac{1}{4}$
STUTTERHEIM (Inspector Woodrooffe).														
1.	Stutterheim	..	A. 2	57	29	67	72	$56\frac{1}{4}$	52	23	58	57	$47\frac{1}{2}$	
2.	Bolo	..	A. 3	26	32	31	28	$29\frac{1}{4}$	24	28	27	26	$26\frac{1}{4}$	
3.	Kabousie, Upper	..	A. 3	40	42	40	38	40	32	36	33	31	33	
4.	The Dome	..	P.F.	..	..	..	..	..	..	..	..	..	..	
5.	Huxley	..	P.F.	..	..	..	..	..	..	..	..	..	..	
6.	Redlands	..	P.F.	5	5	5	5	5	5	5	5	5	5	
7.	Ringstone	..	P.F.	7	..	..	..	$1\frac{3}{4}$	7	..	..	..	$1\frac{3}{4}$	
8.	Grassdale	..	P.F.	9	8	8	8	$8\frac{1}{4}$	7	7	6	7	$6\frac{3}{4}$	
9.	Wartburg Falls	..	P.F.	6	6	..	..	3	5	5	..	..	$2\frac{1}{2}$	
10.	Tembani	..	P.F.	10	10	10	10	10	10	10	10	10	10	
11.	Watermarch	..	P.F.	..	..	..	..	..	..	..	..	..	..	
12.	Wingle Dew	..	P.F.	7	7	7	7	7	7	7	7	7	7	
13.	Greytown	..	P.F.	7	6	7	6	$6\frac{3}{4}$	6	5	6	6	$5\frac{3}{4}$	
14.	Yore Vale	..	P.F.	..	11	..	9	5	..	10	..	9	$4\frac{3}{4}$	
15.	Clearwater	..	P.F.	..	..	7	7	$3\frac{1}{2}$	..	..	7	7	$3\frac{1}{2}$	
16.	Riverina	..	P.F.	..	..	7	7	$3\frac{1}{2}$	..	..	7	6	$3\frac{1}{4}$	
Carried forward				..	174	156	189	197	..	155	136	166	171	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward ..				174	156	189	197	..	155	136	166	171	..
17.	Bareacres .. .. .	..	P.F.	..	..	5	6	$2\frac{3}{4}$	..	..	5	6	$2\frac{3}{4}$
18.	Vosey .. .. .	..	P.F.	..	..	5	..	$1\frac{1}{4}$	..	..	5	..	$1\frac{1}{4}$
19.	Itala .. .. .	..	P.F.	..	..	7	7	$3\frac{1}{2}$	..	..	7	7	$3\frac{1}{2}$
20.	Wartburg, Berlin .. .. .	..	B.	91	91	89	94	$91\frac{1}{4}$	56	58	66	51	$57\frac{1}{4}$
21.	Kabousie, Berlin .. .. .	..	B.	36	34	37	36	$35\frac{3}{4}$	29	23	29	24	$26\frac{1}{4}$
22.	Cenyu, Berlin .. .. .	..	B.	39	38	38	38	38	30	29	29	27	$28\frac{3}{4}$
23.	Isidenge, Indep. .. .. .	..	B.	40	39	61	66	$51\frac{1}{2}$	30	25	45	43	$35\frac{3}{4}$
24.	Engqeleni, United Presbyterian .. .. .	..	B.	29	33	35	40	$34\frac{1}{4}$	28	30	30	27	$28\frac{3}{4}$
25.	Umgwali, Boys' do .. .. .	..	C.	99	89	97	71	89	68	45	62	46	$55\frac{1}{4}$
26.	Umgwali Institution .. .. .	..	C.	155	162	169	170	164	129	125	135	86	$118\frac{1}{4}$
Total ..				663	642	732	725	$690\frac{1}{2}$	525	471	579	488	$515\frac{3}{4}$
SUTHERLAND (Inspector le Roux).													
1.	Sutherland .. .. .	..	A. 3	28	28	35	42	$33\frac{1}{4}$	26	27	32	37	$30\frac{1}{2}$
2.	Kuilenberg .. .. .	..	A. 3	..	..	10	11	$5\frac{1}{4}$	..	..	9	10	$4\frac{3}{4}$
3.	Smitskraal .. .. .	..	A. 3	..	..	9	10	$4\frac{3}{4}$	..	..	9	10	$4\frac{3}{4}$
4.	Phesant River .. .. .	..	A. 3	..	..	10	10	5	..	..	10	10	5
5.	Schietfontein .. .. .	..	A. 3	..	..	10	12	$5\frac{1}{2}$	..	..	10	10	5
6.	Quaggasfontein .. .. .	..	(Poor)	11	12	11	12	$11\frac{1}{2}$	11	9	10	10	10
7.	Rhenoster River .. .. .	..	(Poor)	..	12	11	12	$8\frac{3}{4}$	..	10	10	11	$7\frac{3}{4}$
Total ..				39	52	96	109	74	37	46	90	98	$67\frac{3}{4}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
SWELLENDAM (Inspector Bartmann).													
1.	Swellendam, Girls' .. .. .	..	A. 1	63	63	61	59	$61\frac{1}{2}$	63	62	54	56	$58\frac{3}{4}$
2.	Swellendam, Boys' .. .. .	..	A. 2	34	31	25	32	$30\frac{1}{2}$	30	24	21	28	$25\frac{3}{4}$
3.	Heidelberg .. .. .	..	A. 2	61	58	64	64	$61\frac{3}{4}$	46	47	55	46	$48\frac{1}{2}$
4.	Barrydale .. .. .	..	A. 3	35	50	42	32	$39\frac{3}{4}$	28	30	29	20	$26\frac{3}{4}$
5.	Kinko .. .. .	..	A. 3	20	20	..	..	10	19	15	..	..	$8\frac{1}{2}$
6.	Buffeljagts River .. .. .	..	A. 3	23	23	..	27	$18\frac{1}{4}$	21	18	..	21	15
7.	Klipfontein .. .. .	..	A. 3	11	..	..	..	$2\frac{3}{4}$	8	..	..	..	2
8.	Limoen Hoek .. .. .	..	A. 3	20	23	26	26	$23\frac{3}{4}$	18	19	20	20	$19\frac{1}{4}$
9.	Good Hope .. .. .	..	A. 3	..	..	..	..	..	..	..	..	..	..
10.	Malagas .. .. .	..	A. 3	..	..	..	..	..	..	..	..	..	..
11.	Tarental's River .. .. .	..	A. 3	..	..	..	..	..	..	..	..	..	..
12.	Boschjesmanspad .. .. .	..	A. 3	..	..	..	..	..	..	..	..	..	..
13.	Kliphoogte .. .. .	..	A. 3	..	26	27	34	$21\frac{3}{4}$	..	26	27	34	$21\frac{3}{4}$
14.	Bruintjes River .. .. .	..	A. 3	..	..	12	12	6	..	..	12	11	$5\frac{1}{4}$
15.	Zuurbraak .. .. .	..	A. 3	..	..	15	15	$7\frac{1}{2}$	..	..	14	12	$6\frac{1}{2}$
16.	Groot Vader's Bosch .. .. .	..	P.F.	6	6	6	5	$5\frac{3}{4}$	6	6	5	5	$5\frac{1}{2}$
17.	Doorn River Vlei .. .. .	..	P.F.	12	12	12	14	$12\frac{1}{2}$	12	12	12	13	$12\frac{1}{4}$
18.	Stuurman's Kraal .. .. .	..	P.F.	8	8	8	8	8	8	8	8	8	8
19.	Wolvekloof .. .. .	..	P.F.	13	14	14	13	$13\frac{1}{2}$	13	14	12	13	13
20.	Rhenosterfontein .. .. .	..	P.F.	11	11	11	11	11	10	10	10	9	$9\frac{3}{4}$
21.	Joubertsdal .. .. .	..	P.F.	..	..	..	..	..	..	..	..	..	..
22.	Goedeman's Kraal .. .. .	..	P.F.	9	9	9	9	9	9	9	9	9	9
23.	Weltevrede .. .. .	..	P.F.	8	8	6	6	7	7	6	5	4	$5\frac{1}{2}$
24.	Jonkersfontein .. .. .	..	P.F.	..	..	12	11	$5\frac{3}{4}$	..	..	4	6	$2\frac{1}{2}$
25.	Bontebokskloof .. .. .	..	P.F.	..	..	5	5	$2\frac{1}{2}$	..	..	5	5	$2\frac{1}{2}$
Carried forward ..				334	362	355	383	..	298	306	302	320	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward				334	362	355	383	..	298	306	302	320	..
26.	Windkraal ..	..	..	..	..	..	9	2 $\frac{1}{2}$	..	..	..	7	1 $\frac{3}{4}$
27.	Op de Tradouw ..	..	..	..	..	..	31	29 $\frac{1}{2}$	20	28	29	28	26 $\frac{1}{4}$
28.	Middel River ..	..	..	..	..	..	10	2 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$
29.	Swellendam, D. Ch.	..	..	..	..	..	40	38 $\frac{3}{4}$	27	32	29	28	29
30.	Klip River, do	..	..	..	..	..	77	73 $\frac{1}{2}$	49	53	57	66	56 $\frac{1}{4}$
31.	Zuurbraak, do	..	..	..	..	..	87	89	56	68	71	61	63 $\frac{3}{4}$
32.	Barrydale, do	..	..	..	..	..	26	25 $\frac{1}{2}$	15	..	37	32	21
33.	Heidelberg, Indep	..	..	..	..	..	73	70	45	47	43	42	44 $\frac{1}{4}$
34.	Swellendam, Eng. Ch.	..	..	..	..	..	119	131 $\frac{1}{4}$	78	122	97	99	99
35.	Zuurbraak, do	..	..	..	..	..	155	159 $\frac{1}{4}$	90	64	97	64	78 $\frac{3}{4}$
36.	Slang River, do	..	..	..	..	..	65	49 $\frac{3}{4}$	37	31	19	8	23 $\frac{3}{4}$
37.	Heidelberg, do	..	..	..	..	..	83	82	52	60	63	47	55 $\frac{1}{2}$
38.	Barrydale, do	..	..	..	..	..	..	25 $\frac{1}{2}$	..	..	38	21	14 $\frac{3}{4}$
Total ..				1085	1102	1184	1177	1137	767	811	882	829	822 $\frac{1}{4}$
TARKA (Inspector Milne).													
1.	Tarkastad, Girls'	..	..	..	..	..	54	66	50	57	51	64	55 $\frac{1}{2}$
2.	Tarkastad, Boys'	..	..	..	..	..	45	46 $\frac{1}{2}$	44	45	42	44	43 $\frac{3}{4}$
3.	Leeuwfontein ..	..	..	..	..	..	..	..	..	..	..	..	..
4.	Sleep Hoek ..	..	..	..	..	..	..	8	..	..	16	16	8
5.	Drummond Park ..	..	..	..	..	..	5	4 $\frac{1}{4}$	5	..	6	6	4 $\frac{1}{4}$
6.	Rhenoster Hoek ..	..	..	..	..	..	..	..	..	..	..	..	..
7.	Glenroy ..	..	..	..	..	..	5	5	4	5	5	5	4 $\frac{3}{4}$
8.	Glenrock ..	..	..	..	..	..	6	6 $\frac{1}{4}$	6	6	6	7	6 $\frac{1}{4}$
Carried forward ..				115	122	153	154	..	109	113	126	142	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward				115	122	153	154	..	109	113	126	142	..
9.	Glen Fergus ..	..	..	..	..	..	6	5 $\frac{3}{4}$	6	5	6	5	5 $\frac{1}{2}$
10.	Riet Vlei ..	..	..	..	..	..	5	2 $\frac{1}{2}$	5	5	..	..	2 $\frac{1}{2}$
11.	Bezuidenhout's Kraal ..	..	..	..	..	..	10	9 $\frac{1}{2}$	10	9	9	9	9 $\frac{1}{4}$
12.	Hartfontein ..	..	..	..	..	..	..	1 $\frac{3}{4}$	..	..	..	7	1 $\frac{3}{4}$
13.	Van Vuuren's Hoek ..	..	..	..	..	..	..	..	..	..	..	..	..
14.	Groenfontein ..	..	..	..	..	..	..	1 $\frac{3}{4}$	..	..	..	7	1 $\frac{3}{4}$
15.	Tarkastad, Wesl.	..	..	..	..	..	54	46 $\frac{1}{2}$	45	34	31	26	34
16.	Tarkastad, Indep.	..	..	..	..	..	36	29	25	11	21	28	21 $\frac{1}{4}$
17.	Tarkastad, D. Ch.	..	..	..	..	..	37	31	29	33	31	..	23 $\frac{1}{4}$
Total ..				263	250	319	250	270 $\frac{1}{2}$	226	210	250	224	227 $\frac{1}{2}$
TULBAGH (Inspector le Roux).													
1.	Tulbagh ..	..	..	..	..	..	84	89 $\frac{1}{2}$	70	71	85	77	75 $\frac{3}{4}$
2.	Vogelvlei ..	..	..	..	..	..	10	2 $\frac{1}{2}$	8	..	..	..	2
3.	Winterhoek, No. 1 ..	..	..	..	..	..	17	16 $\frac{3}{4}$	14	13	13	15	13 $\frac{3}{4}$
4.	Drostby ..	..	..	..	..	..	29	29 $\frac{3}{4}$	24	22	25	24	23 $\frac{3}{4}$
5.	Halfmanshof ..	..	..	..	..	..	38	35 $\frac{1}{2}$	30	25	28	22	26 $\frac{1}{4}$
6.	Winterhoek, No. 2 ..	..	..	..	..	..	19	17 $\frac{3}{4}$	12	16	15	16	14 $\frac{3}{4}$
7.	Ceres Road ..	..	..	..	..	..	34	34 $\frac{1}{2}$	31	25	25	31	28
8.	Conradies ..	..	..	..	..	..	13	12	9	8	9	9	8 $\frac{3}{4}$
9.	Weltevrede ..	..	..	..	..	..	21	20 $\frac{1}{2}$	19	19	15	17	17 $\frac{1}{2}$
10.	Gouda ..	..	..	..	..	..	..	9 $\frac{3}{4}$	..	12	8	10	7 $\frac{1}{2}$
11.	Tulbagh, Rhenish ..	..	..	..	..	..	116	101 $\frac{3}{4}$	62	60	74	79	68 $\frac{3}{4}$
12.	Saron, Rhenish ..	..	..	..	..	..	333	324	182	79	186	184	157 $\frac{3}{4}$
13.	Steinthal, Rhenish ..	..	..	..	..	..	67	65 $\frac{1}{2}$	60	54	49	44	51 $\frac{3}{4}$
Total ..				781	741	759	758	759 $\frac{3}{4}$	521	404	532	528	496 $\frac{1}{4}$

CXXIII



ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.			
UITENHAGE (Inspector Fraser).													
1. Uitenhage, Boys' .. .. .	A. 1	167	167	175	179	172	151	155	154	158	154½		
2. Uitenhage, Girls' .. .. .	A. 1	208	218	217	218	215½	199	205	199	201	201		
3. Uitenhage, Dolley Meml. ..	A. 3	108	127	137	136	127	88	99	106	96	97¼		
4. Draaifontein .. .. .	A. 3	9	9	11	11	10	2	8	9	9	7		
5. Boschvlei .. .. .	A. 3	16	10	13	17	14	10	10	13	17	12½		
6. Addo .. .. .	A. 3	32	25	22	21	25	21	19	19	17	19		
7. Bluecliff .. .. .	A. 3	..	..	..	..	..	..	..	..	..	..		
8. Bezuidenhout's River .. ..	A. 3	..	..	22	22	11	..	..	22	22	11		
9. Glen Connor .. .. .	A. 3	..	28	29	30	21¾	..	28	26	23	19½		
10. Berg River .. .. .	P.F.	10	10	10	9	9¾	7	9	9	8	8¼		
11. Gamtoos River Ferry .. .. .	P.F.	5	6	..	..	2¾	5	6	..	..	2¾		
12. Tiger Hoek .. .. .	P.F.	18	18	18	20	18½	15	15	16	18	16		
13. Good Hope .. .. .	P.F.	6	6	6	7	6¼	6	6	6	7	6¼		
14. Geelwal .. .. .	P.F.	11	13	13	13	12¾	11	13	12	11	11¾		
15. Springbokvlakte .. .. .	P.F.	13	..	..	..	3¼	13	..	..	..	3¼		
16. Coega Kamma .. .. .	P.F.	5	5	5	5	5	4	5	5	4	4½		
17. Dorschfontein .. .. .	P.F.	5	7	..	..	3	5	7	..	..	3		
18. Gedultz River .. .. .	P.F.	8	8	8	7	7¾	8	8	8	7	7¾		
19. Kleinpoort .. .. .	P.F.	14	15	15	10	13½	14	11	10	9	11		
20. Brandkoppen .. .. .	P.F.	9	8	8	7	8	9	8	7	7	7¾		
21. Cadle's Hotel .. .. .	P.F.	9	8	7	7	7¾	7	7	7	6	7¾		
22. Melkhoutboom .. .. .	P.F.	8	8	8	..	6	8	7	7	..	5½		
23. Elandsfontein .. .. .	P.F.	8	10	11	11	10	8	10	11	10	9¾		
24. Canteen's River .. .. .	P.F.	9	9	..	..	4½	9	9	..	..	4½		
25. Haaspoort .. .. .	P.F.	..	8	8	8	6	..	8	8	8	6		
Carried forward .. .. .	..	678	723	743	738	..	590	653	654	638	..		

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.			
Brought forward													
26. Uitenhage, Wesl. .. .. .	B. ..	89	119	76	73	89¼	590	653	654	638	67½		
27. Uitenhage, Indep. .. .. .	B. ..	142	129	161	141	143¼	99	104	81	57	85¼		
28. Kaba, Congreg. .. .. .	B. ..	84	77	86	94	85¼	67	70	55	52	61		
29. Uitenhage, Rom. Cath. .. ..	B. ..	105	99	113	86	100¾	78	72	64	69	70¾		
30. Uitenhage, Eng. Ch. .. .. .	B. ..	73	83	89	86	82¾	60	63	44	46	58¼		
31. Enon, Morav. .. .. .	B. ..	104	106	111	106	106¾	90	91	92	87	90		
32. Sunday River .. .. .	B. ..	42	43	50	49	46	36	42	45	46	42¼		
33. Dunbrody, R. C. Boys' .. ..	B. ..	96	88	41	37	42½	80	78	33	28	35		
34. Dunbrody, R. C. Girls' .. ..	B. ..			48	46	46½			45	41	41¼		
35. Tregaron, Eng. Ch. .. .. .	B. ..	..	..	25	30	13¾	..	..	19	26	11¼		
Total .. .. .	..	1413	1467	1543	1486	1477¼	1179	1227	1197	1134	1184¼		
UNIONDALE (Inspector Murray).													
1. Uniondale .. .. .	A. 2	58	64	75	79	69	45	56	70	72	60¾		
2. Warmbad .. .. .	A. 3	20	..	..	..	5	16	..	..	..	4		
3. Twee Rivieren .. .. .	A. 3	19	20	17	17	18¼	19	20	17	17	18¼		
4. Krakeel River .. .. .	A. 3	21	..	38	36	23¾	8	..	30	36	18½		
5. Rootheuvel .. .. .	A. 3	23	..	25	30	19½	20	..	20	22	15½		
6. Klipheuvel .. .. .	A. 3	..	..	..	..	..	..	..	..	..	..		
7. Louterwater .. .. .	A. 3	..	..	..	..	..	..	..	..	..	..		
8. Elandsdrift .. .. .	A. 3	13	20	22	20	18¾	10	15	17	14	14		
9. Dwarsfontein .. .. .	A. 3	11	18	..	..	7¼	8	15	..	..	5¾		
10. Rietvallei .. .. .	A. 3	22	17	20	20	19¾	19	10	19	17	16¼		
11. Buffelsklip .. .. .	A. 3	17	17	14	..	12	14	10	11	..	8¼		
Carried forward .. .. .	..	204	156	211	202	..	159	126	184	178	..		

[G. 7—'94.]

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
	ORDER.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward			204	156	211	202	..	159	126	184	178	..
12.	Rietfontein .. .. .	A. 3	11	11	11	..	8 $\frac{1}{4}$	11	11	11	..	8 $\frac{1}{4}$
13.	Paardenfontein .. .. .	A. 3	19	..	..	..	4 $\frac{3}{4}$	12	..	..	..	3
14.	Grootfontein .. .. .	A. 3	28	25	23	25	25 $\frac{3}{4}$	22	18	18	17	18 $\frac{3}{4}$
15.	Diep River .. .. .	A. 3	..	..	..	29	7 $\frac{1}{4}$	..	..	..	20	5
16.	Jantjes Kraal .. .. .	P.F.	..	..	..	..	..	..	..	..	..	..
17.	Sanddrift .. .. .	P.F.	..	..	..	..	..	..	..	..	..	..
18.	Uitvlugt .. .. .	P.F.	6	6	..	..	3	6	5	..	..	2 $\frac{3}{4}$
19.	Misgund .. .. .	P.F.	6	6	6	6	6	5	4	5	5	4 $\frac{3}{4}$
20.	Moerasfontein .. .. .	P.F.	..	..	7	9	4	..	..	6	6	3
21.	Somerset's Gift .. .. .	P.F.	..	..	20	20	10	..	..	20	20	10
22.	Uniondale Indep. .. .. .	B.	89	80	72	73	78 $\frac{1}{2}$	47	44	53	59	50 $\frac{3}{4}$
23.	Haarlem, Berlin .. .. .	B.	136	162	170	178	161 $\frac{1}{2}$	76	84	93	94	86 $\frac{3}{4}$
24.	Vlugt, D. Ch. .. .. .	B.	28	28	22	23	25 $\frac{1}{4}$	26	24	17	17	21
Total ..			527	493	542	565	531 $\frac{3}{4}$	364	332	407	416	379 $\frac{3}{4}$
VAN RHYN'S DORP (Inspector Le Roux).												
1.	Van Rhy'n's Dorp .. .. .	A. 2	46	47	51	66	52 $\frac{1}{2}$	42	44	49	63	49 $\frac{1}{2}$
2.	Heerenlogement .. .. .	A. 3	12	16	15	15	14 $\frac{1}{2}$	12	14	14	13	13 $\frac{1}{4}$
3.	Upper Athies .. .. .	P.F.	6	6	6	6	6	6	6	6	6	6
4.	Louisfontein .. .. .	P.F.	14	..	..	..	3 $\frac{1}{2}$	13	..	..	..	3 $\frac{1}{4}$
5.	Athies .. .. .	P.F.	8	8	11	11	9 $\frac{1}{4}$	8	8	9	11	9
6.	Ebenezer, D. Ch. .. .. .	B.	71	67	60	74	68	42	47	42	34	41 $\frac{1}{4}$
Total ..			157	144	143	172	154	123	119	120	127	122 $\frac{1}{4}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
	ORDER.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
VICTORIA EAST (Inspector Clarke).												
1.	Alice .. .. .	A. 2	..	..	28	32	15	..	..	27	29	14
2.	Auckland .. .. .	A. 3	56	61	80	78	68 $\frac{3}{4}$	45	56	63	57	55 $\frac{1}{4}$
3.	Binfield .. .. .	P.F.	6	6	6	5	5 $\frac{3}{4}$	6	5	4	5	5
4.	Battlesden .. .. .	P.F.	6	6	6	6	6	6	6	6	6	6
5.	Weltevreden .. .. .	P.F.	5	6	6	6	5 $\frac{3}{4}$	5	6	6	6	5 $\frac{3}{4}$
6.	Oorlogspoort .. .. .	P.F.	5	6	7	..	4 $\frac{1}{2}$	5	6	7	..	4 $\frac{1}{2}$
7.	Gcato .. .. .	P.F.	..	7	7	7	5 $\frac{1}{4}$	..	6	7	5	4 $\frac{1}{2}$
8.	Calmoesfontein .. .. .	(Poor)	..	..	30	30	15	..	..	28	28	14
9.	Ely, Free Ch. .. .. .	B.	74	71	72	67	71	58	68	52	51	57 $\frac{1}{4}$
10.	Sheshegu, Free Ch. .. .. .	B.	191	191	217	184	195 $\frac{3}{4}$	133	144	146	113	134
11.	Roxeni, Free Ch. .. .. .	B.	50	35	53	50	47	25	29	37	36	31 $\frac{3}{4}$
12.	Evergreen, Free Ch. .. .. .	B.	23	20	20	21	21	19	14	13	11	14 $\frac{1}{4}$
13.	Gaga, Free Ch. .. .. .	B.	109	127	114	118	117	80	77	67	59	70 $\frac{3}{4}$
14.	Yamala, Free Ch. .. .. .	B.	56	54	53	54	54 $\frac{1}{4}$	45	45	45	26	40 $\frac{1}{4}$
15.	Calderwood, Free Ch. .. .. .	B.	38	29	36	34	34 $\frac{1}{4}$	13	16	18	18	16 $\frac{1}{4}$
16.	Macfarlane, Free Ch. .. .. .	B.	30	35	47	59	42 $\frac{3}{4}$	20	27	31	40	29 $\frac{1}{2}$
17.	Gillton, Free Ch. .. .. .	B.	66	65	76	74	70 $\frac{1}{4}$	62	60	71	66	64 $\frac{3}{4}$
18.	Kwezana, Free Ch. .. .. .	B.	48	54	65	53	55	41	39	41	25	36 $\frac{1}{2}$
19.	Stewart, Free Ch. .. .. .	B.	33	35	38	37	35 $\frac{3}{4}$	25	27	30	28	27 $\frac{1}{2}$
20.	Sompondo's, Free Ch. .. .. .	B.	52	43	45	47	46 $\frac{3}{4}$	39	31	35	36	35 $\frac{1}{4}$
21.	Gqumahashe, Free Ch. .. .. .	B.	102	88	102	102	98 $\frac{1}{2}$	83	65	71	66	71 $\frac{1}{4}$
22.	Lovedale Seminary, Free Ch. .. .. .	C.	329	314	335	299	319 $\frac{1}{4}$	304	293	273	268	284 $\frac{1}{2}$
23.	Lovedale, Girls', Free Ch. .. .. .	C.	174	180	181	181	179	165	164	164	161	163 $\frac{1}{2}$
24.	Lovedale, Elementary, Free Ch. .. .. .	C.	109	112	132	119	118	100	89	107	73	92 $\frac{1}{4}$
Total ..			1561	1545	1756	1663	1631 $\frac{1}{4}$	1279	1273	1349	1213	1278 $\frac{1}{2}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
VICTORIA WEST (Inspector Theron).											
1. Victoria West .. .. .	A. 2	115	116	109	115	113 $\frac{3}{4}$	99	94	99	94	96 $\frac{1}{2}$
2. Rietpoort .. .. .	A. 3	11	11	..	..	5 $\frac{1}{2}$	11	10	..	..	5 $\frac{1}{2}$
3. Yzermarkpoort .. .. .	A. 3	15	..	..	..	3 $\frac{3}{4}$	13	..	..	..	3 $\frac{3}{4}$
4. Liebenberg's Dam .. .. .	A. 3	13	13	11	13	12 $\frac{1}{2}$	11	11	10	12	11
5. Bosman's Poort .. .. .	A. 3	..	..	12	13	6 $\frac{1}{4}$	..	..	12	12	6
6. Abraham's Kraal .. .. .	A. 3	..	..	..	12	3	..	..	..	11	2 $\frac{3}{4}$
7. Biesjesfontein .. .. .	A. 3	..	..	..	9	2 $\frac{1}{4}$	..	..	..	9	2 $\frac{1}{4}$
8. Biesjes Dam .. .. .	P.F.	5	..	5	..	2 $\frac{1}{2}$	5	..	5	..	2 $\frac{1}{2}$
9. Van der Walt's Poort .. .. .	P.F.	5	6	6	6	5 $\frac{1}{4}$	5	6	6	6	5 $\frac{1}{4}$
10. Erasmus Kraal .. .. .	P.F.	..	..	..	..	..	..	..	..	..	..
11. Vingerfontein .. .. .	P.F.	7	..	..	..	1 $\frac{3}{4}$	7	..	..	..	1 $\frac{3}{4}$
12. Kalkfontein .. .. .	P.F.	5	5	5	..	3 $\frac{3}{4}$	5	4	5	..	3 $\frac{3}{4}$
13. Kareekloof .. .. .	P.F.	8	8	8	8	8	7	7	7	5	6 $\frac{1}{2}$
14. Rhebokfontein .. .. .	P.F.	4	6	6	5	5 $\frac{1}{4}$	3	4	3	5	3 $\frac{3}{4}$
15. Eendvogelfontein .. .. .	P.F.	..	..	5	5	2 $\frac{1}{2}$	..	..	5	5	2 $\frac{1}{2}$
16. Zwavelfontein .. .. .	P.F.	..	..	7	7	3 $\frac{1}{2}$	..	..	5	7	3
17. Keurfontein .. .. .	P.F.	..	..	8	8	4	..	..	8	8	4
18. Ofontein .. .. .	P.F.	..	..	..	7	1 $\frac{1}{4}$	..	..	..	6	1 $\frac{1}{4}$
19. Buffelshoek .. .. .	(Poor)	8	13	12	12	11 $\frac{1}{4}$	8	13	11	12	11
20. Victoria West .. .. .	(Poor)	..	..	..	37	9 $\frac{1}{4}$	..	..	..	31	7 $\frac{3}{4}$
21. Victoria West, D. Ch... .. .	B.	49	95	105	99	87	40	71	78	61	62 $\frac{1}{2}$
Total .. .. .		245	273	292	375	296 $\frac{1}{4}$	214	220	249	274	239 $\frac{1}{4}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
WILLOWMORE (Inspector Murray).											
1. Willowmore .. .. .	A. 2	108	97	104	108	104 $\frac{1}{4}$	84	77	89	94	86
2. Steytleville .. .. .	A. 3	52	49	44	48	48 $\frac{1}{4}$	38	37	39	44	39 $\frac{1}{2}$
3. Zandvlakte .. .. .	A. 3	22	..	..	..	5 $\frac{1}{2}$	16	..	..	..	4
4. Blauwkop .. .. .	A. 3	..	10	8	10	7	..	10	8	8	6 $\frac{1}{2}$
5. Roodedraai .. .. .	A. 3	16	16	16	14	15 $\frac{1}{2}$	16	15	15	14	15
6. Ka'kkraal .. .. .	A. 3	..	..	..	..	..	..	..	..	..	..
7. Spitzkop .. .. .	A. 3	..	..	..	..	..	..	..	..	..	..
8. Antonie's Kraal .. .. .	A. 3	21	19	19	19	19 $\frac{1}{2}$	18	18	19	19	18 $\frac{1}{2}$
9. Knols .. .. .	A. 3	15	11	11	12	12 $\frac{1}{4}$	15	11	10	10	11 $\frac{1}{2}$
10. Rietbron .. .. .	A. 3	10	..	10	10	7 $\frac{1}{2}$	10	..	8	8	6 $\frac{1}{2}$
11. Verlorenrivier .. .. .	A. 3	..	..	17	17	8 $\frac{1}{2}$	..	..	17	16	8 $\frac{1}{4}$
12. Nels Kraal .. .. .	A. 3	..	..	10	10	5	..	..	10	10	5
13. Traka .. .. .	A. 3	..	..	..	11	2 $\frac{3}{4}$	..	..	..	8	2
14. Windheuvel .. .. .	A. 3	..	..	..	12	3	..	..	..	9	2 $\frac{1}{4}$
15. Buffelshoek .. .. .	A. 3	..	..	..	14	3 $\frac{1}{2}$	..	..	..	14	3 $\frac{1}{2}$
16. Wanhoop .. .. .	A. 3	..	..	..	11	2 $\frac{3}{4}$	..	..	..	11	2 $\frac{3}{4}$
17. Kleinpoort .. .. .	A. 3	..	..	..	19	4 $\frac{1}{4}$	..	..	..	17	4 $\frac{1}{4}$
18. Chelmsford .. .. .	P.F.	5	..	..	..	1 $\frac{1}{4}$	5	..	..	..	1 $\frac{1}{4}$
19. Grobbelaar's Kraal .. .. .	P.F.	6	6	8	8	7	6	6	8	8	7
20. Noorspoort .. .. .	P.F.	6	6	6	8	6 $\frac{1}{2}$	6	6	6	8	6 $\frac{1}{2}$
21. Slabbert's Poort .. .. .	P.F.	5	5	5	5	5	5	5	5	5	5
22. Hartbeeste Kuil .. .. .	P.F.	5	6	6	6	5 $\frac{3}{4}$	5	6	6	6	5 $\frac{3}{4}$
23. Rietfontein .. .. .	P.F.	..	..	10	13	5 $\frac{3}{4}$	..	..	8	9	4 $\frac{1}{4}$
24. Haaspoort .. .. .	P.F.	8	8	..	..	4	8	8	..	..	4
25. Kalkdam .. .. .	P.F.	..	5	5	5	3 $\frac{3}{4}$	..	5	5	5	3 $\frac{3}{4}$
Carried forward .. .. .		279	242	279	260	..	232	204	253	323	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
Brought forward				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
				297	242	279	260	..	232	204	253	323	..
26.	Zoetvallei .. .. .	..	P.F.	..	8	8	9	6 $\frac{1}{4}$	..	8	7	7	5 $\frac{1}{2}$
27.	Tooverfontein .. .. .	..	(Poor)	26	23	27	26	25 $\frac{1}{2}$	26	20	25	26	24 $\frac{1}{4}$
28.	Bakens Nek .. .. .	..	(Poor)	20	24	22	21	21 $\frac{3}{4}$	15	18	21	16	17 $\frac{1}{2}$
29.	Waaikraal .. .. .	..	(Poor)	..	22	29	20	17 $\frac{3}{4}$	..	20	19	10	12 $\frac{1}{4}$
30.	Roodebloem .. .. .	..	(Poor)	20	12	..	..	8	20	12	..	..	8
31.	Vleidermuispoort .. .. .	..	(Poor)	18	23	..	..	10 $\frac{1}{4}$	17	17	..	..	8 $\frac{1}{2}$
32.	Kouka .. .. .	..	(Poor)	..	21	21	20	15 $\frac{1}{2}$	..	20	20	19	14 $\frac{3}{4}$
33.	Schilpadbeen .. .. .	..	(Poor)	..	..	28	30	14 $\frac{1}{4}$	..	..	24	22	11 $\frac{1}{2}$
34.	Willowmore, Indep. .. .. .	..	B.	..	106	84	45	58 $\frac{3}{4}$	..	96	66	37	49 $\frac{3}{4}$
35.	Steytlerville, Indep. .. .. .	..	B.	52	53	53	50	52	35	33	36	39	35 $\frac{1}{4}$
Total .. .. .				415	426	551	581	493 $\frac{1}{4}$	345	354	471	499	417 $\frac{1}{4}$
WODEHOUSE (Inspector Milne).													
1.	Dordrecht .. .. .	..	A. 1	132	130	126	123	127 $\frac{2}{4}$	123	122	112	111	117
2.	Tennyson .. .. .	..	A. 3	24	14	8	7	13 $\frac{1}{4}$	17	7	5	6	8 $\frac{2}{4}$
3.	Paardenkraal .. .. .	..	A. 3	25	28	27	26	26 $\frac{1}{2}$	25	27	20	23	23 $\frac{3}{4}$
4.	Brakspan .. .. .	..	A. 3	..	..	18	18	9	..	..	17	17	8 $\frac{1}{2}$
5.	Spioen Kop .. .. .	..	P.F.	6	6	6	6	6	6	6	6	6	6
6.	Touhill .. .. .	..	P.F.	21	..	..	..	5 $\frac{1}{4}$	21	..	..	..	5 $\frac{1}{4}$
7.	Driefontein .. .. .	..	P.F.	8	7	7	7	7 $\frac{1}{4}$	8	7	7	5	6 $\frac{2}{4}$
8.	Wintersloo .. .. .	..	P.F.	..	..	19	19	9 $\frac{1}{2}$	..	..	19	19	9 $\frac{1}{2}$
9.	Middlecourt .. .. .	..	P.F.	..	..	6	6	3	..	..	6	5	2 $\frac{3}{4}$
10.	Ricksahill .. .. .	..	P.F.	..	..	5	..	1 $\frac{1}{4}$	..	..	5	..	1 $\frac{1}{4}$
Carried forward .. .. .				216	185	222	212	..	200	169	197	192	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.				
Brought forward				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
				216	185	222	212	..	200	169	179	192	..
11.	Braklaagte .. .. .	..	P.F.	..	..	5	5	2 $\frac{1}{2}$	..	..	5	5	2 $\frac{1}{2}$
12.	Oorlogs Poort .. .. .	..	P.F.	..	..	7	7	3 $\frac{1}{2}$	..	..	7	7	3 $\frac{1}{2}$
13.	Koren Hoek .. .. .	..	(Poor)	..	..	34	41	18 $\frac{3}{4}$	..	..	31	22	13 $\frac{1}{4}$
14.	Dordrecht, Dutch Church .. .. .	..	B.	32	38	51	49	42 $\frac{1}{2}$	17	21	18	25	20 $\frac{1}{4}$
15.	Rietspruit, Wesl. .. .. .	..	B.	60	60	56	57	58 $\frac{1}{4}$	51	47	42	44	46
Total .. .. .				308	283	375	379	336 $\frac{1}{4}$	268	237	300	295	275
WORCESTER (Inspector Noaks).													
1.	Worcester, Boys' .. .. .	..	A. 1	85	81	79	77	80 $\frac{1}{2}$	68	66	66	66	66 $\frac{1}{2}$
2.	Preparatory Dept. .. .. .	..	A. 1	29	35	36	41	35 $\frac{1}{4}$	24	23	27	31	26 $\frac{1}{4}$
3.	Girls' .. .. .	..	A. 1	127	126	120	128	125 $\frac{1}{4}$	115	107	109	114	111 $\frac{1}{4}$
4.	Preparatory Dept. .. .. .	..	A. 1	51	45	43	41	45	44	42	37	38	40 $\frac{1}{4}$
5.	Rawsonville .. .. .	..	A. 2	39	43	46	46	43 $\frac{1}{4}$	31	35	40	33	37 $\frac{1}{4}$
6.	Goudinia .. .. .	..	A. 2	46	33	37	43	39 $\frac{3}{4}$	40	30	30	34	33 $\frac{1}{2}$
7.	Touw's River .. .. .	..	A. 3	86	83	82	78	82 $\frac{1}{4}$	66	49	67	60	60 $\frac{1}{2}$
8.	Wagenboom River .. .. .	..	A. 3	28	27	29	31	28 $\frac{3}{4}$	23	17	25	28	23 $\frac{1}{4}$
9.	Darling Bridge .. .. .	..	A. 3	38	39	40	39	39	29	30	29	27	28 $\frac{3}{4}$
10.	Achter Hex River .. .. .	..	A. 3	18	17	14	15	16	15	11	10	9	11 $\frac{1}{4}$
11.	Tweefontein .. .. .	..	A. 3	13	13	10	11	11 $\frac{2}{4}$	12	12	10	11	11 $\frac{1}{4}$
12.	Slang Hoek .. .. .	..	A. 3	12	13	12	16	13 $\frac{1}{4}$	11	10	10	14	11 $\frac{1}{4}$
13.	Hex River East .. .. .	..	A. 3	21	18	24	25	24 $\frac{1}{2}$	15	13	21	15	16
14.	Lower Hex River .. .. .	..	A. 3	13	15	19	20	16 $\frac{3}{4}$	11	10	16	17	13 $\frac{1}{2}$
15.	Upper do. .. .. .	..	A. 3	23	20	20	18	20 $\frac{1}{4}$	18	14	14	11	14 $\frac{1}{4}$
16.	Over do. .. .. .	..	A. 3	19	..	..	..	4 $\frac{3}{4}$	19	..	..	..	4 $\frac{3}{4}$
Carried forward .. .. .				648	608	611	629	..	541	469	511	508	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward			648	608	611	629	..	541	469	511	508	..
17.	Over Hex River (Du Toit's)	.. A. 3	..	19	21	21	15 $\frac{1}{4}$	..	18	17	19	13 $\frac{1}{2}$
18.	Brandvlei	.. A. 3	13	14	14	14	13 $\frac{3}{4}$	13	14	13	13	13 $\frac{1}{4}$
19.	Doorn River	.. A. 3	26	25	25	24	25	16	14	19	13	15 $\frac{1}{2}$
20.	Roodehoogte	.. A. 3	26	26	24	26	25 $\frac{1}{2}$	21	15	22	20	19 $\frac{1}{2}$
21.	Olifantsberg	.. P.F.	5	9	7	7	7	5	6	7	7	6 $\frac{1}{4}$
22.	Hex River Mountain	.. P.F.	8	7	7	4	6 $\frac{1}{2}$	7	7	4	4	5 $\frac{1}{2}$
23.	Brandwacht	.. P.F.	7	..	..	..	1 $\frac{3}{4}$	6	..	..	..	1 $\frac{1}{2}$
24.	Stinkfontein	.. P.F.	7	7	7	7	7	7	6	7	6	6 $\frac{1}{2}$
25.	Worcester	.. (Poor)	..	..	37	42	19 $\frac{3}{4}$	..	..	32	29	15 $\frac{1}{4}$
26.	do. Rhenish	.. B.	578	531	525	519	538 $\frac{1}{4}$	393	328	360	365	361 $\frac{1}{2}$
27.	do. Deaf and Dumb	.. B.	43	44	43	43	43 $\frac{1}{4}$	42	41	41	41	41 $\frac{1}{4}$
28.	do. German Lutheran	.. B.	58	61	64	64	61 $\frac{3}{4}$	48	44	49	55	49
Total			1419	1351	1385	1400	1388 $\frac{3}{4}$	1019	962	1082	1080	1035 $\frac{3}{4}$
WALFISH BAY (Inspector Le Roux).												
1.	Walfish Bay, Rhenish	.. B.	66	67	73	67	68 $\frac{1}{4}$	62	58	61	56	59 $\frac{1}{4}$
2.	Schepmans Dorp	.. B.	27	..	40	40	26 $\frac{3}{4}$	27	..	34	37	24 $\frac{1}{2}$
Total			93	67	113	107	95	89	58	95	93	83 $\frac{3}{4}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
TRANSKEI.												
<i>Fingoland.</i>												
BUTTERWORTH (Inspector Woodrooffe).												
1.	Butterworth (Boarders)	.. A. 2	52	54	56	55	54 $\frac{1}{4}$	47	51	48	46	48
2.	Toleni	.. A. 3	10	13	12	11	11 $\frac{1}{2}$	11	12	11	11	11 $\frac{1}{4}$
3.	Butterworth, Girls' Inst., Wesleyan	.. C.	57	57	55	54	55 $\frac{3}{4}$	56	56	52	54	54 $\frac{1}{2}$
4.	do. Day School, Wesleyan	.. C.	152	140	154	170	154	128	102	112	104	111 $\frac{1}{2}$
5.	Kobodi,	.. C.	59	52	61	61	58 $\frac{1}{4}$	43	45	49	45	45 $\frac{1}{2}$
6.	Veldman's,	.. C.	121	131	150	139	135 $\frac{1}{4}$	105	87	131	102	106 $\frac{1}{4}$
7.	Cegcuana,	.. C.	65	54	67	78	66	45	42	53	42	45 $\frac{1}{2}$
8.	Mpahlenis,	.. C.	52	53	..	..	26 $\frac{1}{4}$	34	36	..	..	17 $\frac{1}{2}$
9.	Mgomanzi,	.. C.	..	41	50	46	34 $\frac{1}{4}$	..	38	39	37	28 $\frac{1}{2}$
10.	Bulube's,	.. C.	57	59	65	68	62 $\frac{1}{4}$	43	49	48	41	45 $\frac{1}{4}$
11.	Mgagasi,	.. C.	48	51	51	52	50 $\frac{1}{2}$	37	37	38	35	36 $\frac{1}{4}$
12.	Zangwa, Wesleyan	.. C.	..	..	..	37	9 $\frac{1}{4}$	..	..	..	..	8
13.	Izagwityi, Eng. Ch.	.. C.	53	51	55	48	51 $\frac{3}{4}$	37	30	..	32	30 $\frac{1}{2}$
14.	Cunningham, Free Ch., Scotland	.. C.	125	107	109	110	112 $\frac{3}{4}$	55	66	57	29	51 $\frac{3}{4}$
15.	Falenis (Ndabakazi)	.. C.	53	49	50	49	50 $\frac{1}{4}$	39	37	40	38	38 $\frac{1}{2}$
16.	Ceru-Bawa	.. C.	48	54	76	52	57 $\frac{1}{2}$	26	25	51	24	31 $\frac{1}{2}$
17.	Nqutu	.. C.	53	55	66	56	57 $\frac{1}{2}$	33	38	53	32	41 $\frac{1}{4}$
18.	Cecuwana	.. C.	53	67	58	51	57 $\frac{1}{4}$	44	46	48	35	43 $\frac{1}{4}$
19.	Geumis	.. C.	..	30	..	..	7 $\frac{1}{2}$	..	26	..	..	6 $\frac{1}{2}$
Total			1058	1118	1135	1137	1112	783	823	860	732	799 $\frac{1}{2}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
N2AMAKWE (Inspector Woodrooffe).											
1. Blythswood, Training Inst, Free Ch. of Scotland .. .. .	C.	151	150	152	148	150 $\frac{1}{4}$	134	133	129	123	129 $\frac{3}{4}$
2. Blythswood, Girls' Inst. .. .. .	C.	59	58	54	57	57	52	52	49	51	51
3. Hlobo, Wesleyan .. .. .	C.	74	70	77	74	73 $\frac{3}{4}$	58	54	63	51	56 $\frac{1}{2}$
4. Umgewe, do. .. .. .	C.	50	55	63	68	59	40	45	48	51	46
5. Magodla's, do. .. .. .	C.	56	57	56	56	56 $\frac{1}{4}$	44	45	52	53	48 $\frac{1}{2}$
6. Tyinira, do. .. .. .	C.	57	67	86	..	52 $\frac{1}{2}$	49	46	41	..	34
7. Mpukane, do. .. .. .	C.	74	82	98	93	86 $\frac{3}{4}$	63	71	83	67	71
8. Nobanda's, do. .. .. .	C.	37	40	41	40	39 $\frac{3}{4}$	25	29	31	28	28 $\frac{1}{4}$
9. Lower Neulu, Eng. Ch. .. .. .	C.	46	40	44	37	41 $\frac{3}{4}$	30	21	37	22	27 $\frac{1}{2}$
10. Hebehebe, do. .. .. .	C.	53	48	57	48	51 $\frac{1}{2}$	34	34	42	32	35 $\frac{1}{2}$
11. Ndanka (Ntikitki's), do. .. .. .	C.	19	20	30	21	22 $\frac{1}{2}$	15	14	19	12	15
12. Mtwaku, do. .. .. .	C.	84	79	101	83	86 $\frac{3}{4}$	57	44	60	42	50 $\frac{1}{4}$
13. Matolweni's, do. .. .. .	C.	46	47	57	43	48 $\frac{1}{4}$	34	35	41	36	36 $\frac{1}{2}$
14. Ntseshe, do. .. .. .	C.	56	53	65	58	58	38	31	41	29	34 $\frac{3}{4}$
15. Piet Landu's (St. Hilary), Eng. Ch. .. .	C.	60	61	65	72	64 $\frac{1}{2}$	39	37	53	38	41 $\frac{3}{4}$
16. Kotana, Eng. Ch. .. .. .	C.	44	43	42	40	42 $\frac{1}{4}$	37	30	32	27	31 $\frac{1}{2}$
17. Ndanka (Mavuso's), Free Church of Scotland .. .. .	C.	76	83	104	99	90 $\frac{1}{2}$	55	64	90	78	71 $\frac{3}{4}$
18. Magodla's Free Church of Scotland .. .	C.	40	51	62	55	52	32	45	54	44	43 $\frac{3}{4}$
19. Mpita's (Govan), do. do. .. .. .	C.	72	69	84	81	76 $\frac{1}{2}$	50	54	63	55	55 $\frac{1}{2}$
20. Nyidlana do. do. .. .. .	C.	44	44	43	41	43	27	32	31	30	30
21. Lower Zolo, do. do. .. .. .	C.	42	44	67	56	52 $\frac{1}{4}$	37	37	58	36	42
Carried forward ..	..	1240	1261	1448	1262	..	950	953	1117	905	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward .. .. .											
22. Toboyi, Free Church of Scotland .. .	C.	61	59	58	54	58	51	50	48	38	46 $\frac{3}{4}$
23. Newana's, Wesleyan .. .. .	C.	59	60	66	61	61 $\frac{1}{2}$	38	38	44	33	38 $\frac{1}{4}$
24. Mtshabe, do. .. .. .	C.	41	41	50	41	43 $\frac{1}{4}$	33	25	29	30	29 $\frac{1}{4}$
25. Ndondo's, do. .. .. .	C.	95	90	81	82	87	71	45	59	56	57 $\frac{3}{4}$
26. Gqoqora, do. .. .. .	C.	64	64	56	64	62	33	35	37	41	36 $\frac{1}{2}$
27. Jikezi, do. .. .. .	C.	56	60	51	51	54 $\frac{1}{2}$	40	30	37	33	35
28. Nomaheya, do. .. .. .	C.	63	64	70	75	68	54	48	56	54	53
29. Gudla's do. .. .. .	C.	47	50	52	55	51	39	40	40	36	38 $\frac{3}{4}$
30. Dingiswayo's, do. .. .. .	C.	59	60	69	61	62 $\frac{1}{4}$	48	46	54	46	48 $\frac{1}{2}$
31. Upper Zolo, United Presb. .. .. .	C.	50	38	49	44	45 $\frac{1}{4}$	31	25	32	30	29 $\frac{1}{2}$
32. Ncisininde, do. .. .. .	C.	109	111	109	112	110 $\frac{1}{4}$	93	81	75	70	79 $\frac{3}{4}$
33. Ezolo, Indept. do. .. .. .	C.	63	63	80	73	69 $\frac{3}{4}$	36	31	59	30	39
34. Mpahleni's, Wesleyan .. .. .	C.	..	..	49	48	24 $\frac{1}{4}$	..	..	35	29	16
35. Xilinx, Eng. Ch. .. .. .	C.	17	..	..	..	4 $\frac{1}{4}$	14	..	..	..	3 $\frac{1}{2}$
Total ..	..	2024	2021	2288	2083	2104	1521	1446	1722	1421	1527 $\frac{1}{2}$
Tsomo (Inspector Woodrooffe).											
1. Mbulu .. .. .	A. 3	14	17	18	20	17 $\frac{1}{4}$	12	12	15	17	14
2. Neoncolora, Eng. Ch. .. .. .	C.	30	30	42	42	36	20	23	36	30	27 $\frac{1}{4}$
3. Hange do. .. .. .	C.	46	46	62	62	54	32	35	51	51	42 $\frac{1}{4}$
4. Caba do. .. .. .	C.	83	76	97	64	80	74	68	90	58	72 $\frac{1}{2}$
5. Mbulakweza do. .. .. .	C.	42	39	53	39	43 $\frac{1}{4}$	28	25	39	31	30 $\frac{3}{4}$
6. Upper Xolobe do. .. .. .	C.	48	42	42	44	44	44	35	37	37	38 $\frac{1}{4}$
7. Upper Qutsa (Mlondlensi's), Eng Ch. .. .	C.	54	48	49	48	49 $\frac{3}{4}$	44	35	29	35	35 $\frac{3}{4}$
Carried forward ..	..	320	298	363	319	..	254	233	297	259	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.					Average.	Attendance.				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.		2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward ..		320	298	363	319	..	254	233	297	259	..	
8. Qutsa (Sigula's), Eng. Ch. ..	C.	37	35	36	31	34 $\frac{3}{4}$	29	28	25	23	26 $\frac{1}{4}$	
9. Tsojana (Pitso's), do. ..	C.	108	103	103	82	99	86	73	76	67	75 $\frac{1}{3}$	
10. Ngonyama, do. ..	C.	35	42	41	42	40	30	35	32	34	32 $\frac{3}{4}$	
11. Ngudhle's, do. ..	C.	30	33	35	33	32 $\frac{3}{4}$	21	22	29	28	25	
12. Nqolosa, do. ..	C.	..	..	42	43	21 $\frac{1}{4}$	..	..	37	33	17 $\frac{1}{3}$	
13. Tsomo, Nat. Training Inst., Wes. Ch. ..	C.	179	164	164	167	168 $\frac{1}{2}$	108	105	34	122	92 $\frac{1}{4}$	
14. Do. East Bank, Wes. Church ..	C.											
15. Lumani's, do. ..	C.	49	42	48	49	47	32	23	32	22	27 $\frac{1}{4}$	
16. Tsojani (Mhluzi's), do. ..	C.	63	41	52	46	50 $\frac{1}{2}$	36	20	30	24	27 $\frac{1}{3}$	
17. Tshangana's, do. ..	C.	54	55	51	60	55	44	30	40	43	39 $\frac{1}{4}$	
18. Mlondleni's, do. ..	C.	42	39	39	35	38 $\frac{3}{4}$	32	34	36	30	33	
19. Intsito, do. ..	C.	53	52	54	52	52 $\frac{3}{4}$	46	39	44	39	42	
20. Tsume's, do. ..	C.	30	33	41	41	36 $\frac{1}{4}$	19	19	27	13	19 $\frac{1}{2}$	
21. Cibala, United Presbyterian ..	C.	20	30	32	34	31 $\frac{1}{2}$	23	18	25	26	23	
22. Mbulu (Paterson), United Presb. ..	C.	70	72	80	68	72 $\frac{1}{2}$	52	42	63	50	51 $\frac{3}{4}$	
23. Mbaxa, do. ..	C.	41	44	61	54	25	30	30	40	34	33 $\frac{1}{2}$	
24. Lutuli's, do. ..	C.	51	50	48	54	50 $\frac{3}{4}$	45	39	42	43	42 $\frac{1}{4}$	
25. Esigubudwini, do. ..	C.	49	52	58	52	52 $\frac{3}{4}$	34	42	48	42	41 $\frac{1}{2}$	
26. Kwamfula, do. ..	C.	..	..	53	..	13 $\frac{1}{4}$	..	..	45	..	11 $\frac{1}{4}$	
27. Mfuba, do. ..	C.	..	..	..	43	10 $\frac{3}{4}$	..	..	..	28	7	
Total ..		1238	1185	1401	1305	1282 $\frac{1}{4}$	921	832	1002	868	905 $\frac{3}{4}$	

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.					Average.	Attendance.				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.		2nd Qr.	3rd Qr.	4th Qr.	Average.	
IDUTYWA (Inspector Woodrooffe).												
1. Idutywa .. ..	A. 3	..	..	..	39	9 $\frac{3}{4}$	..	..	..	30	7 $\frac{1}{2}$	
2. Idutywa .. ..	C.	39	39	40	..	29 $\frac{1}{2}$	35	38	37	..	27 $\frac{1}{3}$	
3. Douglas, Free Church of Scotland ..	C.	43	41	46	42	43	28	30	38	25	30 $\frac{1}{4}$	
4. Morrison, do. ..	C.	35	23	32	41	32 $\frac{3}{4}$	21	13	22	31	21 $\frac{3}{4}$	
5. Ewing, do. ..	C.	32	34	42	38	36 $\frac{1}{2}$	25	25	30	38	29 $\frac{1}{2}$	
6. Dale, do. ..	C.	53	51	57	54	53 $\frac{3}{4}$	28	29	22	30	27 $\frac{1}{4}$	
7. The Residency, do. ..	C.	47	46	56	55	51	29	23	30	37	29 $\frac{3}{4}$	
8. Ngabara (Duff), do. ..	C.	39	41	39	36	38 $\frac{3}{4}$	27	24	27	19	24 $\frac{1}{4}$	
9. Sipika's, Wesleyan (Bototwa) ..	C.	60	58	61	59	59 $\frac{1}{2}$	48	44	48	37	44 $\frac{1}{4}$	
10. Nqabane, do. ..	C.	53	54	54	35	49	45	41	33	26	36 $\frac{1}{4}$	
11. Colosa, do. ..	C.	57	52	42	37	47	46	41	29	20	34	
12. Gwadana, do. ..	C.	62	62	63	71	64 $\frac{1}{2}$	43	31	44	37	38 $\frac{3}{4}$	
13. Qora, do. ..	C.	..	55	102	76	58 $\frac{1}{4}$	..	44	49	33	31 $\frac{1}{2}$	
14. Lota, do. ..	C.	..	..	..	68	17	..	..	..	52	13	
Total ..		520	556	634	651	590 $\frac{1}{4}$	375	383	409	413	395	
Gealekaland.												
KENTANI (Inspector Woodrooffe).												
1. Manubie Forest .. ..	A. 3	9	9	12	11	10 $\frac{1}{4}$	7	8	11	11	9 $\frac{1}{4}$	
2. Anta's, United Presbyterian ..	C.	58	61	62	55	59	36	46	45	34	40 $\frac{1}{4}$	
3. Isigangala, do. ..	C.	36	33	37	37	35 $\frac{3}{4}$	28	26	30	23	26 $\frac{3}{4}$	
4. Kabakazi, do. ..	C.	26	23	26	21	24	22	15	20	16	18 $\frac{1}{4}$	
5. Rwantana, do. ..	C.	..	56	59	53	42	..	40	32	15	81 $\frac{3}{4}$	
6. Teko (Jantjes), do. ..	C.	30	31	37	32	32 $\frac{1}{2}$	20	23	17	7	16 $\frac{3}{4}$	
7. Tutura, do. ..	C.	62	62	74	74	68	54	53	59	41	51 $\frac{3}{4}$	
Carried forward ..		221	275	307	283	..	167	211	214	147	..	

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.					
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward ..				221	275	307	283	..	167	211	214	147	..	
8. Cebe, Wesleyan	..	..	..	C.	80	76	90	83	82 $\frac{1}{4}$	68	63	70	68	67 $\frac{1}{4}$
9. Iqina, do.	..	..	..	C.	67	67	56	51	60 $\frac{1}{2}$	52	47	51	43	48 $\frac{1}{4}$
10. Lusizi, do.	..	..	..	C.	75	82	85	77	79 $\frac{3}{4}$	57	62	66	58	60 $\frac{3}{4}$
11. Maki's, do.	..	..	..	C.	65	63	59	55	60 $\frac{1}{2}$	56	51	43	53	50 $\frac{3}{4}$
12. Mtunzi, do.	..	..	..	C.	..	..	..	..	..	..	..	..	..	..
13. Neingane (Leslie), Wesleyan	..	..	..	C.	34	30	37	36	34 $\frac{1}{2}$	25	24	27	30	19
14. Ncezele, United Presbyterian	..	..	..	C.	46	..	..	..	11 $\frac{1}{2}$	14	..	..	..	3 $\frac{1}{2}$
15. Bottomans, do.	..	..	..	C.	50	..	..	..	12 $\frac{1}{2}$	34	..	..	..	8 $\frac{1}{2}$
Total ..				638	593	634	585	612 $\frac{1}{2}$	473	458	471	399	450 $\frac{1}{4}$	
WILLOWVALE (Inspector Woodrooffe).														
1. Ngautyana, Eng. Ch. . . . .	..	..	..	C.	40	50	47	46	45 $\frac{3}{4}$	30	34	38	33	33 $\frac{3}{4}$
2. Ciko, United Presbyterian	..	..	..	C.	67	64	83	61	68 $\frac{3}{4}$	56	53	63	33	51 $\frac{1}{4}$
3. Malan, do.	..	..	..	C.	38	39	53	57	46 $\frac{3}{4}$	30	31	39	45	36 $\frac{1}{4}$
4. Mbangcolo do.	..	..	..	C.	..	..	..	34	8 $\frac{1}{2}$	..	..	..	34	8 $\frac{1}{2}$
5. Mpumi, do.	..	..	..	C.	45	41	59	48	48 $\frac{1}{2}$	25	24	44	43	41 $\frac{1}{2}$
6. Kamra, do.	..	..	..	C.	41	45	43	42	42 $\frac{1}{4}$	38	43	41	42	41
7. Bikana, do.	..	..	..	C.	25	25	19	15	21	24	21	17	10	18
8. Bancolo, Wesleyan	..	..	..	C.	83	82	87	88	85	72	69	80	67	72
9. Fort Malan	..	..	..	C.	118	120	110	102	112 $\frac{1}{2}$	97	84	81	77	84 $\frac{3}{4}$
10. Gwadu, Wesleyan	..	..	..	C.	75	61	67	58	65 $\frac{1}{4}$	43	39	45	31	39 $\frac{1}{4}$
11. Mendu, do.	..	..	..	C.	48	65	64	52	57 $\frac{1}{4}$	33	41	48	33	38 $\frac{3}{4}$
12. Mevana, do.	..	..	..	C.	69	67	61	57	63 $\frac{1}{2}$	57	56	45	45	50 $\frac{3}{4}$
13. Mfula, do.	..	..	..	C.	63	73	87	76	74 $\frac{3}{4}$	38	41	59	36	43 $\frac{1}{2}$
Carried forward ..				712	732	780	736	..	543	536	600	529	..	

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.				On Roll.					Attendance.					
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward ..				712	732	780	736	..	543	536	600	529	..	
14. Ngabara, Wesleyan	..	..	..	C.	130	115	130	130	126 $\frac{1}{4}$	114	97	106	83	100
15. Ntsimbakazi, do.	..	..	..	C.	68	60	54	60	60 $\frac{1}{2}$	56	50	50	51	51 $\frac{3}{4}$
16. Shixini, do.	..	..	..	C.	75	75	75	73	74 $\frac{1}{2}$	54	53	53	40	50
17. Weza, do.	..	..	..	C.	34	41	27	..	25 $\frac{1}{2}$	29	32	24	..	21 $\frac{1}{4}$
18. Ngcizela, do.	..	..	..	C.	..	..	..	..	..	..	..	..	..	..
Total ..				1019	1023	1066	999	1026 $\frac{3}{4}$	796	768	833	703	775	
TEMBULAND.														
ELLIOTDALE (Inspector Crawshaw).														
1. Bomvana, United Presbyterian	..	..	..	C.	35	25	15	19	23 $\frac{1}{2}$	26	23	13	19	20 $\frac{1}{4}$
2. Neehana, Wesleyan	..	..	..	C.	52	41	50	61	51	36	27	39	29	32 $\frac{3}{4}$
Total ..				87	66	65	80	74 $\frac{1}{2}$	62	50	52	48	53	
ENGCOBO (Inspector Crawshaw).														
1. Engcobo	..	..	..	A. 3	..	33	31	28	23	..	29	24	25	19 $\frac{1}{2}$
2. Elnewecwe, Congregational	..	..	..	C.	62	61	68	66	64 $\frac{1}{4}$	30	34	49	35	37
3. Mqonci, do.	..	..	..	C.	35	35	31	31	33	33	32	20	22	26 $\frac{3}{4}$
4. All Saints, Mxosibi, Eng. Ch. }	..	..	..	C.	87	46	100	102	83 $\frac{3}{4}$	54	35	67	79	58 $\frac{3}{4}$
5. „ Preparatory Dept. }	..	..	..	C.	52	86	44	37	54 $\frac{3}{4}$	34	57	35	21	36 $\frac{1}{4}$
6. Emkanzi, Eng. Ch.	..	..	..	C.	32	43	66	53	48 $\frac{1}{2}$	24	35	36	29	31
7. Engcobo Forest, Eng. Ch.	..	..	..	C.	33	29	29	27	29 $\frac{1}{2}$	18	15	22	16	17 $\frac{3}{4}$
8. Manzana, do.	..	..	..	C.	79	75	71	68	73 $\frac{1}{4}$	43	37	42	37	39 $\frac{3}{4}$
Carried forward ..				380	408	440	412	..	236	274	295	264	..	

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward	..	380	408	440	412	..	236	274	295	264	..
9. Matoleanyale, Eng. Ch.	.. C.	36	..	..	..	9	27	..	..	..	6 $\frac{3}{4}$
10. Qutubeni, do.	.. C.	61	63	65	74	65 $\frac{3}{4}$	45	34	38	53	42 $\frac{1}{2}$
11. St. Alban's, do.	.. C.	96	90	83	81	87 $\frac{1}{2}$	67	59	68	61	63 $\frac{3}{4}$
12. Silo's, do.	.. C.	37	35	33	34	34 $\frac{3}{4}$	34	27	25	26	28
13. Manina, do.	.. C.	..	..	..	..	..	..	..	..	..	..
14. Esitolen, do.	.. C.	..	..	..	32	8	..	..	..	25	6 $\frac{1}{4}$
15. Koning's, Free Ch.	.. C.	45	46	62	54	51 $\frac{3}{4}$	31	32	48	37	37
16. Main, do.	.. C.	45	49	50	50	48 $\frac{1}{2}$	32	36	39	32	34 $\frac{3}{4}$
17. Qitsi, do.	.. C.	50	38	42	34	41	47	22	27	23	29 $\frac{3}{4}$
18. Tora, do.	.. C.	75	71	88	64	74 $\frac{1}{2}$	50	62	82	55	62 $\frac{1}{4}$
19. Bojana, Wesleyan	.. C.	70	67	79	79	73 $\frac{3}{4}$	44	43	52	61	50
20. Cefane, do.	.. C.	..	..	..	..	..	..	..	..	..	..
21. Clarkebury, do. Boys'	.. C.	183	141	166	143	158 $\frac{1}{4}$	117	116	128	120	120 $\frac{1}{4}$
22. Do. do. Girls'	.. C.	150	134	130	124	134 $\frac{1}{2}$	112	70	104	98	96
23. Cweeweni, do.	.. C.	58	62	73	78	67 $\frac{3}{4}$	42	44	56	54	49
24. Gqobonco, do.	.. C.	52	51	52	45	50	47	41	42	37	42 $\frac{1}{4}$
25. Ndlunkulu, do.	.. C.	30	28	25	25	27	26	23	22	21	23
26. Ngwasu, do.	.. C.	44	54	63	59	55	27	23	42	33	31 $\frac{1}{4}$
27. Tsengiwe's Location, Wesleyan	.. C.	63	..	..	..	15 $\frac{3}{4}$	42	..	..	..	10 $\frac{1}{2}$
28. Cengeu, do.	.. C.	45	..	..	..	11 $\frac{1}{2}$	42	..	..	..	10 $\frac{1}{2}$
29. Kidston, do.	.. C.	..	..	..	64	16	..	..	..	61	15 $\frac{1}{4}$
Total	..	1520	1337	1451	1452	1440	1068	896	1068	1061	1023 $\frac{3}{4}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

[G. 7-'94.]

Description and Place of the School.	ORDER.	On Roll.				Average.	Attendance.				Average.
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
MqANDULI (Inspector Crawshaw).											
1. Qokolweni, Wesleyan..	.. C.	153	149	154	146	150 $\frac{1}{2}$	121	71	109	76	94 $\frac{1}{4}$
2. Mqanduli, do.	.. C.	64	69	67	67	66 $\frac{3}{4}$	53	41	49	25	42
3. Ngwara, Free Ch.	.. C.	..	..	120	125	61 $\frac{1}{4}$	..	..	82	85	41 $\frac{3}{4}$
Total	..	217	218	341	338	278 $\frac{1}{2}$	174	112	240	186	178
St. MARK'S (Inspector Crawshaw).											
1. St. Mark's	.. A. 3	17	15	19	17	17	14	15	17	17	15 $\frac{3}{4}$
2. Southeyville	.. A. 3	8	11	10	8	9 $\frac{1}{4}$	8	7	9	8	8
3. Nquqhu, Wesleyan	.. C.	46	39	47	45	44 $\frac{1}{4}$	40	35	33	25	33 $\frac{1}{4}$
4. Wodehouse Forests, Wesleyan	.. C.	85	81	72	72	77 $\frac{1}{2}$	47	39	48	50	46
5. Southeyville, do.	.. C.	48	40	36	40	41	17	22	20	20	19 $\frac{3}{4}$
6. Isikoba, do.	.. C.	63	65	80	79	41 $\frac{3}{4}$	42	43	56	50	47 $\frac{3}{4}$
7. St. Mark's, Boys', English Church	.. C.	79	78	69	72	74 $\frac{1}{2}$	57	56	53	44	52 $\frac{1}{2}$
8. St. Mark's, Girls', do.	.. C.	66	38	65	66	58 $\frac{3}{4}$	58	34	58	51	50 $\frac{1}{4}$
9. Confimvaba, do.	.. C.	48	42	51	48	47	36	35	26	25	30 $\frac{1}{2}$
10. Hoita, do.	.. C.	33	28	32	32	31 $\frac{1}{4}$	21	21	25	21	22
11. Tshingeni, do.	.. C.	83	81	85	77	81 $\frac{3}{4}$	71	67	64	56	64 $\frac{1}{2}$
12. Tafeni, do.	.. C.	38	42	51	..	32 $\frac{3}{4}$	47	26	32	..	18 $\frac{3}{4}$
13. Bauzi, do.	.. C.	25	25	24	..	18 $\frac{1}{2}$	19	15	12	..	11 $\frac{1}{2}$
14. Mtonjeni, do.	.. C.	..	..	..	32	8	..	..	..	20	5
Total	..	639	585	641	588	613 $\frac{1}{4}$	447	415	453	387	425 $\frac{1}{2}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.		ORDER.	On Roll.				Average.	Attendance.				Average.
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
UMTATA (Inspector Crawshaw).												
1.	Umtata .. .. .	A. 2	83	74	83	78	79 $\frac{1}{4}$	68	63	62	64	64 $\frac{1}{4}$
2.	Umtata, Boys', English Church ..	C.	67	65	76	69	69 $\frac{1}{4}$	55	58	57	59	57 $\frac{1}{4}$
3.	Umtata, Girls', do. ..	C.	..	..	25	23	12	..	..	18	13	7 $\frac{1}{4}$
4.	Umtata, Hottentots', do. ..	C.	37	41	42	35	38 $\frac{3}{4}$	27	31	33	30	30 $\frac{1}{4}$
5.	Baziya, Moravian .. ..	C.	68	76	88	87	79 $\frac{3}{4}$	59	65	72	69	66 $\frac{1}{4}$
6.	Tabase, do. .. ..	C.	59	58	55	61	58 $\frac{1}{4}$	53	57	48	54	53
7.	Mhukulwas, do. .. ..	C.	..	..	43	43	21 $\frac{1}{2}$	..	..	31	30	15 $\frac{1}{4}$
8.	Kambe, Wesleyan .. ..	C.	64	70	78	76	72	57	62	65	61	61 $\frac{1}{4}$
9.	Qweqwe, do. .. ..	C.	55	58	60	61	58 $\frac{1}{2}$	45	32	47	38	40 $\frac{1}{2}$
Total ..			433	442	550	533	489 $\frac{1}{2}$	364	368	433	418	395 $\frac{3}{4}$
XALANGA (Inspector Crawshaw).												
1.	Cala .. .. .	A. 2	58	55	59	57	57 $\frac{1}{4}$	51	47	49	44	47 $\frac{3}{4}$
2.	Gubenxa .. .. .	A. 3	34	34	39	33	35	27	25	29	23	26
3.	Lutha .. .. .	A. 3	11	10	10	10	10 $\frac{1}{4}$	10	10	8	10	9 $\frac{1}{2}$
4.	Ronan .. .. .	A. 3	13	14	15	13	13 $\frac{3}{4}$	13	14	14	13	13 $\frac{3}{4}$
5.	Slang River .. .. .	A. 3	39	31	..	21	22 $\frac{3}{4}$	35	27	..	21	20 $\frac{3}{4}$
6.	Tosker .. .. .	A. 3	..	..	..	..	..	..	..	..	..	..
7.	Kichamaig .. .. .	A. 3	11	14	14	13	13	11	14	12	10	11 $\frac{3}{4}$
8.	Ulva .. .. .	A. 3	8	8	9	7	8	8	8	6	7	7 $\frac{1}{4}$
9.	Lower Indwana .. .. .	A. 3	26	16	22	20	21	14	13	16	11	13 $\frac{1}{2}$
10.	Glen Alvon .. .. .	A. 3	..	..	23	23	11 $\frac{1}{2}$	..	..	23	10	8 $\frac{1}{4}$
11.	Rondavel .. .. .	A. 3	..	..	..	13	3 $\frac{1}{4}$	..	..	..	11	2 $\frac{3}{4}$
12.	Zweethoek and Smalpoort .. ..	(Poor)	57	57	50	47	52 $\frac{1}{4}$	57	57	48	47	52 $\frac{1}{4}$
Carried forward ..			257	239	241	257	..	226	215	205	207	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.		ORDER.	On Roll.				Average.	Attendance.				Average.
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
Brought forward ..			257	239	241	257	..	226	215	205	207	..
13.	Tungela River .. .. .	(Poor)	..	44	56	52	38	..	42	45	39	31 $\frac{1}{2}$
14.	Upper Gubenxa .. .. .	(Poor)	..	..	..	34	8 $\frac{1}{2}$	..	..	..	33	8 $\frac{1}{4}$
15.	Stokwe's Basin .. .. .	P.F.	7	7	7	6	6 $\frac{3}{4}$	7	6	5	6	6
16.	Fingall .. .. .	P.F.	10	11	11	11	10 $\frac{1}{4}$	10	11	11	10	10 $\frac{1}{2}$
17.	Cala, Congregational .. .. .	C.	87	76	105	90	89 $\frac{1}{2}$	64	53	70	55	60 $\frac{1}{2}$
18.	Cala River, Eng. Ch. .. .. .	C.	35	38	52	50	43 $\frac{3}{4}$	27	30	45	42	36
19.	Lower Lufuta, do. .. .. .	C.	46	37	44	47	43 $\frac{1}{2}$	34	17	30	39	30
20.	Manzindaka, do. .. .. .	C.	42	44	39	44	42 $\frac{1}{4}$	33	28	26	39	31 $\frac{1}{2}$
21.	Mnze, do. .. .. .	C.	66	63	60	58	61 $\frac{3}{4}$	34	33	39	38	36
22.	Nyalase, do. .. .. .	C.	29	45	45	..	29 $\frac{3}{4}$	29	28	31	..	22
23.	Cengcu, do. .. .. .	C.	..	39	44	44	31 $\frac{3}{4}$	..	35	40	41	29
24.	Tsengiwe's, Free Ch. .. .. .	C.	..	43	72	77	48	..	30	56	53	34 $\frac{3}{4}$
25.	Bumbana, Wesleyan .. .. .	C.	40	37	47	47	42 $\frac{3}{4}$	32	31	27	39	32 $\frac{1}{4}$
26.	Fononondile, do. .. .. .	C.	43	36	41	47	41 $\frac{3}{4}$	37	25	33	35	32 $\frac{1}{2}$
27.	Indwana, do. .. .. .	C.	129	122	138	141	130	82	60	101	78	80 $\frac{1}{4}$
28.	Maxongo's Hoek, do. .. .. .	C.	45	42	40	44	42 $\frac{3}{4}$	38	40	27	15	30
29.	Mceula, do. .. .. .	C.	47	56	57	63	55 $\frac{3}{4}$	40	40	42	48	42 $\frac{1}{2}$
30.	Mtingweni, do. .. .. .	C.	30	27	27	27	27 $\frac{1}{4}$	22	23	17	16	19 $\frac{1}{2}$
31.	Papassa, do. .. .. .	C.	42	46	48	44	45	36	30	41	37	36
32.	Upper Cala, do. .. .. .	C.	32	32	38	42	36	24	17	24	31	24
33.	Upper Lufuta, do. .. .. .	C.	101	94	64	66	81 $\frac{1}{4}$	84	74	60	37	63 $\frac{3}{4}$
34.	Lower Seplan, do. .. .. .	C.	63	56	65	64	62	59	34	41	36	42 $\frac{1}{2}$
35.	Seplan, do. .. .. .	C.	79	76	96	107	89 $\frac{1}{2}$	60	46	70	65	60 $\frac{1}{4}$
Total ..			1230	1310	1437	1386	1340 $\frac{3}{4}$	978	948	1086	1055	1016 $\frac{3}{4}$

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.					Attendance.				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
<b>EAST GRIQUALAND.</b>											
MACLEAR (Inspector Crawshaw).											
1. Maclear .. .. .	A. 3	15	17	..	15	11 $\frac{3}{4}$	13	11	..	11	8 $\frac{3}{4}$
2. Kenelm .. .. .	A. 3	19	19	17	14	17 $\frac{1}{4}$	14	14	10	11	12 $\frac{1}{4}$
3. Glen Colley .. .. .	A. 3	..	..	10	11	5 $\frac{1}{4}$	..	..	10	11	5 $\frac{1}{4}$
4. Glen Grieve .. .. .	P.F.	6	..	..	..	1 $\frac{1}{2}$	6	..	..	..	1 $\frac{1}{2}$
5. Woodstock .. .. .	P.F.	..	..	5	5	2 $\frac{1}{2}$	..	..	4	5	2 $\frac{1}{4}$
6. Round Hill .. .. .	P.F.	..	..	..	12	3	..	..	..	12	3
7. Upper Tsitsana, English Church	C.	51	50	50	42	48 $\frac{1}{4}$	49	47	46	29	42 $\frac{3}{4}$
8. Mapassa's Hoek, Free Church	C.	43	51	50	61	51 $\frac{1}{4}$	40	43	46	54	45 $\frac{3}{4}$
9. Lower Tsitsana, Wesleyan ..	C.	46	41	41	51	44 $\frac{3}{4}$	39	28	36	42	36 $\frac{1}{4}$
Total .. .. .		180	178	173	211	185 $\frac{1}{2}$	161	143	152	175	157 $\frac{3}{4}$
MATATIELE (Inspector Crawshaw).											
1. Matatiele .. .. .	A. 3	17	13	13	13	14	15	13	13	13	13 $\frac{1}{2}$
2. Cedarville .. .. .	A. 3	41	42	39	39	40 $\frac{1}{4}$	37	39	35	31	35 $\frac{1}{2}$
3. Alartfontein .. .. .	P.F.	..	..	7	7	3 $\frac{1}{2}$	..	..	5	7	3
4. Allington .. .. .	P.F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$
5. Muyamana's, English Church	C.	..	..	..	..	..	..	..	..	..	..
6. Queen's Mercy, do.	C.	55	53	53	51	53	42	46	44	39	42 $\frac{3}{4}$
7. Ramohlakona's, do.	C.	40	38	44	45	41 $\frac{3}{4}$	32	25	41	30	32
8. Hebron, French Evangelical	C.	59	52	62	61	58 $\frac{1}{2}$	56	26	43	32	39 $\frac{1}{4}$
9. Mafube, do.	C.	86	84	87	88	86 $\frac{1}{4}$	62	54	68	69	63 $\frac{1}{4}$
10. Mapfontein, do.	C.	40	38	37	35	37 $\frac{1}{2}$	29	28	27	23	26 $\frac{3}{4}$
11. Matatiele, do.	C.	56	58	51	54	54 $\frac{3}{4}$	44	44	41	40	42 $\frac{1}{4}$
12. Nkupelweni, do.	C.	52	46	46	42	46 $\frac{1}{2}$	32	27	29	22	27 $\frac{1}{2}$
Carried forward .. .. .		446	424	439	441	..	349	302	346	312	..

cxl

ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	ORDER.	On Roll.					Attendance.				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward .. .. .											
		446	424	439	441	..	349	302	346	312	..
13. Pegong, French Evangelical	C.	67	65	59	50	60 $\frac{1}{4}$	51	34	39	31	38 $\frac{3}{4}$
14. Polokong, do.	C.	31	32	34	34	32 $\frac{3}{4}$	27	25	25	26	25 $\frac{3}{4}$
15. Tikatikong, do.	C.	29	27	29	32	29 $\frac{1}{4}$	24	17	24	25	22 $\frac{1}{2}$
16. Tsikarong, do.	C.	77	70	75	73	73 $\frac{3}{4}$	57	49	50	34	47 $\frac{1}{2}$
17. Bethesda, Moravian .. .. .	C.	81	85	83	90	84 $\frac{3}{4}$	53	61	71	63	62
18. Elukolweni, do. .. .. .	C.	42	43	46	45	44	32	37	44	44	39 $\frac{1}{4}$
19. Magadla, do. .. .. .	C.	50	47	45	44	46 $\frac{1}{2}$	37	33	33	32	33 $\frac{3}{4}$
20. Tsitsong, do. .. .. .	C.	..	..	..	37	9 $\frac{1}{4}$	..	..	..	30	7 $\frac{1}{2}$
21. Upper Rolweni, do. .. .. .	C.	..	..	..	39	9 $\frac{3}{4}$	..	..	..	27	6 $\frac{3}{4}$
22. Etswilika, Wesleyan .. .. .	C.	..	43	39	38	30	..	40	37	36	28 $\frac{1}{4}$
23. Sigoga, do. .. .. .	C.	55	56	44	45	50	47	49	32	32	40
Total .. .. .		878	892	893	968	907 $\frac{3}{4}$	657	647	701	682	671 $\frac{3}{4}$
MOUNT AYLIFF (Inspector Crawshaw).											
1. Endakeni, Wesleyan .. .. .	C.	77	76	74	78	76 $\frac{1}{4}$	69	57	65	65	64
2. Rode, do. .. .. .	C.	123	121	134	136	128 $\frac{1}{2}$	93	102	120	95	102 $\frac{1}{2}$
3. Unkwkazana, do. .. .. .	C.	48	48	37	37	40	39	39	32	31	35 $\frac{1}{4}$
4. Mbumbazi, do. .. .. .	C.	..	..	..	41	10 $\frac{1}{4}$	..	..	..	40	10
5. Elulaleko, United Presb. .. .. .	C.	..	..	32	18	12 $\frac{1}{2}$	..	..	19	10	7 $\frac{1}{4}$
6. Gillespie, do. .. .. .	C.	..	..	58	54	28	..	..	34	28	15 $\frac{1}{2}$
Total .. .. .		248	245	335	364	298	201	198	270	269	234 $\frac{1}{2}$

cxli



ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.		On Roll.					Attendance.				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
	ORDER.										
MOUNT CURRIE (Inspector Crawshaw).											
1.	Kokstad .. .. . A. 2	73	77	71	64	71 $\frac{1}{4}$	64	67	60	56	61 $\frac{3}{4}$
2.	Tiger Hoek .. .. . A. 3	14	14	13	16	14 $\frac{1}{4}$	13	14	12	12	12 $\frac{3}{4}$
3.	Mount Currie .. .. . A. 3	14	14	12	12	13	14	12	12	12	12 $\frac{1}{2}$
4.	Blue Gum's Poort .. .. . P.F.	11	..	..	8	4 $\frac{3}{4}$	10	..	..	8	4 $\frac{1}{2}$
5.	Expectation .. .. . P.F.	10	..	..	..	2 $\frac{1}{2}$	10	..	..	..	2 $\frac{1}{2}$
6.	Leeuwkop .. .. . P.F.	..	..	..	..	..	..	..	..	..	..
7.	Highlands .. .. . P.F.	10	10	11	11	10 $\frac{1}{2}$	10	10	11	11	10 $\frac{1}{2}$
8.	Fairview .. .. . P.F.	..	5	8	11	6	..	5	8	11	6
9.	Leeuwfontein .. .. . P.F.	..	23	..	24	11 $\frac{3}{4}$	..	22	..	15	9 $\frac{1}{4}$
10.	Nooitgedacht .. .. . P.F.	..	..	12	11	5 $\frac{3}{4}$	..	..	12	11	5 $\frac{3}{4}$
11.	Kromdraai .. .. . P.F.	..	..	10	10	5	..	..	10	10	5
12.	Mansfield .. .. . P.F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$
13.	Melkspruit, Eng. Ch. .. .. . C.	24	26	24	..	18 $\frac{1}{2}$	24	26	22	..	18
14.	Kokstad, Independent .. .. . C.	184	180	211	198	193 $\frac{1}{4}$	149	148	159	155	152 $\frac{3}{4}$
15.	Rustfontein, do. .. .. . C.	28	39	44	45	39	26	37	44	40	36 $\frac{3}{4}$
16.	Spionkop, do. .. .. . C.	38	37	47	53	43 $\frac{3}{4}$	34	34	44	50	40 $\frac{1}{2}$
17.	Bultfontein, do. .. .. . C.	..	..	..	38	9 $\frac{1}{2}$	..	..	..	33	8 $\frac{1}{4}$
18.	Modderfontein, do. .. .. . C.	..	..	..	38	9 $\frac{1}{2}$	..	..	..	23	5 $\frac{3}{4}$
19.	Geebeni, Wesleyan .. .. . C.	57	62	63	54	59	49	56	48	52	51 $\frac{1}{4}$
20.	Zwaartberg, Wesleyan .. .. . C.	..	..	..	29	7 $\frac{1}{4}$	..	..	..	23	5 $\frac{3}{4}$
	Total ..	453	487	526	625	522 $\frac{3}{4}$	403	431	442	525	450 $\frac{1}{4}$

cxlii

ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.		On Roll.					Attendance.				
		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
	ORDER.										
MOUNT FLETCHER (Inspector Crawshaw).											
1.	Khabisong, English Church .. .. . C.	34	30	25	26	28 $\frac{3}{4}$	28	23	19	19	22 $\frac{1}{4}$
2.	Mangolong, Fr. Evang. .. .. . C.	29	24	26	20	24 $\frac{3}{4}$	22	16	14	9	15 $\frac{1}{4}$
3.	Paballong, do. .. .. . C.	65	60	60	55	60	49	49	44	47	47 $\frac{1}{4}$
4.	Sekhobong, do. .. .. . C.	58	51	53	48	52 $\frac{1}{2}$	40	45	41	40	41 $\frac{1}{2}$
5.	Thaba Chicha, do. .. .. . C.	42	40	43	36	40 $\frac{1}{4}$	32	33	32	31	32
6.	Ezineuka, Moravian .. .. . C.	99	104	110	111	106	83	77	90	99	87 $\frac{1}{4}$
7.	Nzotshane, do. .. .. . C.	42	48	40	33	40 $\frac{3}{4}$	28	28	25	26	26 $\frac{3}{4}$
8.	Tinana, do. .. .. . C.	52	52	48	48	50	43	43	41	39	41 $\frac{1}{2}$
9.	Mt. Fletcher, Un. Presb. .. .. . C.	32	34	29	29	31	30	23	24	24	25 $\frac{1}{4}$
10.	Bethania, Wesleyan .. .. . C.	38	40	38	36	38	35	33	32	31	32 $\frac{3}{4}$
11.	Fletcherville, do. .. .. . C.	53	51	40	50	48 $\frac{1}{2}$	47	38	36	43	41
12.	Kete Kete, do. .. .. . C.	74	58	63	58	63 $\frac{1}{4}$	31	36	51	33	37 $\frac{3}{4}$
13.	Matlake do. .. .. . C.	48	47	46	46	46 $\frac{3}{4}$	39	34	36	41	37 $\frac{1}{2}$
14.	Ngodiloe, Eng. Ch. .. .. . C.	..	..	..	33	8 $\frac{1}{4}$	..	..	..	33	8 $\frac{1}{4}$
	Total ..	666	639	621	629	638 $\frac{3}{4}$	507	478	485	515	496 $\frac{1}{4}$
MOUNT FRERE (Inspector Crawshaw).											
1.	Mt. Frere, Eng. Ch. .. .. . C.	67	55	54	49	56 $\frac{1}{4}$	35	29	40	38	35 $\frac{1}{2}$
2.	Etoleni, Un. Presb. .. .. . C.	58	52	62	56	57	43	47	48	34	43
3.	Lower Mkemane, Un. Presb. .. .. . C.	49	42	44	43	44 $\frac{1}{2}$	40	38	38	32	37
4.	Ncome, Un. Presb. .. .. . C.	80	70	68	63	70 $\frac{1}{4}$	61	52	51	45	52 $\frac{1}{4}$
5.	Cancele, Wesleyan .. .. . C.	66	66	63	62	64 $\frac{1}{4}$	57	52	49	43	50 $\frac{1}{4}$
6.	Emgungundlovu, Wesleyan .. .. . C.	32	37	41	40	37 $\frac{1}{2}$	27	30	31	30	29 $\frac{1}{2}$
	Carried forward ..	352	322	332	313	..	263	248	257	222	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
	ORDER.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward			352	322	332	313	..	263	248	257	222	..
7. Lutateni, Wesleyan	.. C.	..	44	41	44	42	42 $\frac{3}{4}$	41	34	33	32	35
8. Maketa's, do.	.. C.	..	30	29	27	38	31	26	21	23	24	26
9. Mpemba, do.	.. C.	..	93	93	101	100	96 $\frac{3}{4}$	79	75	75	69	74 $\frac{1}{2}$
10. Mvuzi, do.	.. C.	..	64	61	55	57	59 $\frac{1}{4}$	55	51	46	49	50 $\frac{1}{4}$
11. Ntenetyana, do.	.. C.	..	70	64	61	59	63 $\frac{1}{2}$	52	43	48	30	43 $\frac{1}{4}$
12. Ntlabeni, do.	.. C.	..	84	84	57	74	74 $\frac{3}{4}$	72	56	68	55	62 $\frac{3}{4}$
13. Osborn, do.	.. C.	..	216	190	228	197	207 $\frac{3}{4}$	160	134	167	108	142 $\frac{1}{4}$
14. Qwidlana, do.	.. C.	..	39	35	28	28	32 $\frac{1}{2}$	37	32	27	25	30 $\frac{1}{4}$
15. Umtshazi, do.	.. C.	..	48	45	45	33	42 $\frac{3}{4}$	41	35	35	26	34 $\frac{1}{4}$
16. Mandilini, do.	.. C.	..	42	40	46	38	41 $\frac{1}{2}$	32	15	30	34	27 $\frac{3}{4}$
17. Mnyamana's, Eng. Ch.	.. C.	..	..	..	..	45	11 $\frac{1}{4}$	..	..	..	33	8 $\frac{1}{4}$
18. Mt. Frere, Rom. Cath.	.. C.	..	..	..	..	38	9 $\frac{1}{2}$	..	..	..	47	11 $\frac{3}{4}$
Total			1082	1004	1024	1062	1043	858	744	809	764	793 $\frac{3}{4}$
QUMBU (Inspector Crawshaw).												
1. Qumbu, ..	.. A.	3	..	..	..	22	5 $\frac{1}{2}$	..	..	..	12	3
2. Qangu, Eng. Ch.	.. C.	..	101	86	90	86	90 $\frac{3}{4}$	63	45	69	31	52
3. Roza, do.	.. C.	..	39	40	44	38	40 $\frac{1}{4}$	25	26	32	20	25 $\frac{3}{4}$
4. Balasi, United Presbyterian	.. C.	..	84	80	83	80	81 $\frac{3}{4}$	79	74	76	70	74 $\frac{3}{4}$
5. Botsabelo, do.	.. C.	..	58	63	50	51	55 $\frac{1}{2}$	47	51	35	33	41 $\frac{1}{2}$
6. Lower Nxaxa, do.	.. C.	..	66	64	60	39	57 $\frac{1}{4}$	57	57	48	20	45 $\frac{1}{2}$
7. Sulenkama, do.	.. C.	..	67	63	59	55	61	38	37	32	32	34 $\frac{3}{4}$
8. Upper Culunca, do.	.. C.	..	56	61	61	67	61 $\frac{1}{4}$	39	38	40	46	40 $\frac{3}{4}$
9. Upper Nxaxa, do.	.. C.	..	17	21	21	20	19 $\frac{3}{4}$	17	17	18	17	17 $\frac{1}{4}$
Carried forward			488	478	468	458	..	365	345	350	281	..

xliv

ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
	ORDER.		1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward			488	478	468	458	..	365	345	350	281	..
10. Caba, Wesleyan	.. C.	..	37	35	35	32	34 $\frac{3}{4}$	32	30	26	25	29
11. Culunca, do.	.. C.	..	73	63	73	66	68 $\frac{3}{4}$	58	56	57	53	56
12. Encoti, do.	.. C.	..	76	80	101	83	85	55	39	50	37	45 $\frac{1}{4}$
13. Gqwesa, do.	.. C.	..	..	45	47	39	32 $\frac{3}{4}$	..	36	32	33	25 $\frac{1}{4}$
14. Gura, do.	.. C.	..	32	32	41	44	37 $\frac{1}{4}$	21	28	39	37	31 $\frac{1}{4}$
15. Lotana, do.	.. C.	..	70	49	45	43	51 $\frac{3}{4}$	54	35	40	36	41 $\frac{1}{4}$
16. Laleni, do.	.. C.	..	..	..	..	61	15 $\frac{1}{4}$	..	..	..	53	13 $\frac{1}{4}$
17. Mahlunqulu, do.	.. C.	..	63	66	65	70	66	40	49	49	50	47
18. Shawbury, Boys', do.	.. C.	..	76	70	71	71	72	60	50	63	58	57 $\frac{3}{4}$
19. Shawbury, Girls', do.	.. C.	..	78	57	56	70	65 $\frac{1}{4}$	51	49	53	66	54 $\frac{3}{4}$
20. Tyira, do.	.. C.	..	70	73	77	70	72 $\frac{1}{2}$	59	52	58	48	54 $\frac{1}{4}$
Total			1063	1048	1079	1107	1074 $\frac{1}{4}$	795	770	817	800	755 $\frac{1}{2}$
Tsolo (Inspector Crawshaw).												
1. Mbokotwana, Eng. Ch.	.. C.	..	56	61	99	62	69 $\frac{1}{2}$	49	61	87	51	62
2. Neolosi, do.	.. C.	..	83	83	89	82	84 $\frac{1}{4}$	65	43	56	45	52 $\frac{1}{4}$
3. Nqadu, do.	.. C.	..	33	34	38	39	36	28	20	32	23	25 $\frac{3}{4}$
4. St Augustine's, do.	.. C.	..	61	62	44	37	51	46	41	31	25	35 $\frac{3}{4}$
5. Siqungqini, do.	.. C.	..	41	38	31	35	36 $\frac{1}{4}$	30	25	21	20	24
6. Umgika, do.	.. C.	..	65	63	57	42	56 $\frac{3}{4}$	46	33	35	30	36
7. Egoqwana, Free Ch.	.. C.	..	30	28	32	25	28 $\frac{3}{4}$	24	21	23	13	20 $\frac{1}{4}$
8. Esidwadweni, do.	.. C.	..	70	54	50	62	59	43	18	22	50	33 $\frac{1}{4}$
9. Lower Esinxaku, do.	.. C.	..	39	54	25	..	29 $\frac{1}{2}$	28	26	14	..	17
10. Mqokolweni, do.	.. C.	..	56	69	70	70	66 $\frac{1}{4}$	41	38	43	49	42 $\frac{1}{4}$
Carried forward			534	546	535	454	..	400	326	364	306	..

xliv

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward			534	546	535	454	26 $\frac{1}{2}$	400	326	364	306	16
11.	Qelana, Free Ch.	C.	28	28	25	25	70	17	17	15	15	41 $\frac{3}{4}$
12.	Somerville, do.	C.	75	70	72	63	30 $\frac{1}{4}$	22	18	21	21	20 $\frac{1}{2}$
13.	Ngeele, do.	C.	30	29	33	29	60 $\frac{3}{4}$	32	19	42	60	38 $\frac{1}{4}$
14.	Upper Esinxaku, Wesleyan	C.	55	51	61	76	101 $\frac{1}{2}$	98	15	91	60	66
15.	Etyeni, do.	C.	111	105	96	94	92	60	65	75	59	64 $\frac{3}{4}$
16.	Ncambele, do.	C.	89	89	95	95						
Total			922	918	917	836	898 $\frac{1}{4}$	689	509	626	561	596 $\frac{1}{4}$
UMZIMKULU (Inspector Crawshaw).												
1.	Umzimkulu	A. 3	43	17	13	17	22 $\frac{1}{2}$	43	15	12	15	21 $\frac{1}{4}$
2.	Waterfall	A. 3	..	12	14	14	10	..	12	12	13	9 $\frac{1}{4}$
3.	Wexford	P. F.	..	10	10	10	7 $\frac{1}{2}$	..	10	10	10	7 $\frac{1}{2}$
4.	Woodlands	P. F.	..	5	5	6	4	..	5	5	6	4
5.	Ben Lomond	P. F.	..	9	10	10	7 $\frac{1}{4}$	..	9	10	10	7 $\frac{1}{4}$
6.	Expectation	P. F.	..	6	6	5	4 $\frac{1}{4}$	..	6	4	5	3 $\frac{3}{4}$
7.	Clydesdale, Eng. Ch.	C.	130	140	104	104	119 $\frac{1}{2}$	106	75	78	63	80 $\frac{1}{2}$
8.	Boschfontein, Wesleyan	C.	42	45	44	45	44	37	34	39	..	37 $\frac{3}{4}$
9.	Cabane, do.	C.	62	62	67	67	64 $\frac{1}{2}$	56	59	61	62	59 $\frac{1}{2}$
10.	Diep Kloof, do.	C.	38	31	44	43	39	32	22	38	25	29 $\frac{1}{4}$
11.	Engungini, do.	C.	35	38	43	34	37 $\frac{1}{2}$	32	29	38	19	29 $\frac{1}{2}$
12.	Engwanga, do.	C.	38	37	40	41	39	30	30	37	30	31 $\frac{1}{4}$
13.	Etembeni, do.	C.	82	87	105	104	94 $\frac{3}{4}$	61	63	84	88	74
14.	Ibisi, do.	C.	59	56	54	49	54 $\frac{1}{2}$	46	26	41	33	36 $\frac{1}{2}$
15.	Krom Hoek, do.	C.	87	86	109	111	98 $\frac{1}{4}$	73	68	90	75	76 $\frac{1}{2}$
Carried forward			616	632	668	660	..	516	463	559	495	..

cxlvi

ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.			On Roll.					Attendance.				
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward			616	632	668	660	..	516	463	559	495	..
16.	Msingapantsi's, Wesleyan	C.	42	41	42	40	41 $\frac{1}{4}$	37	34	39	32	35 $\frac{1}{2}$
17.	Tsoelike (see No. 22 of Matatiele)	C.	42	..	..	..	10 $\frac{1}{2}$	38	..	..	..	7
18.	Ezimpungeni, Wesleyan	C.	..	..	..	41	10 $\frac{1}{4}$	..	..	..	36	9
19.	Lourdes, Boys', Rom. C.	C.	..	..	..	73	18 $\frac{1}{4}$	..	..	..	68	17
20.	Lourdes, Girls', do.	C.	..	..	..	60	15	..	..	..	60	15
Total			700	682	710	874	741 $\frac{1}{2}$	591	497	598	691	594 $\frac{1}{4}$
PONDOLAND.												
St. JOHN'S.												
1.	Tiger Flat	P. F.	14	16	21	18	17 $\frac{1}{4}$	13	15	16	11	13 $\frac{3}{4}$
SUMMARY OF FOREGOING TABLES.												
I. COLONY (PROPER).												
Aberdeen	..	..	207	236	267	259	242 $\frac{1}{4}$	147	188	211	204	187 $\frac{1}{2}$
Albany	..	..	2017	1878	1900	1841	1909	1488	1411	1428	1339	1416 $\frac{1}{2}$
Albert	..	..	736	819	812	803	792 $\frac{1}{2}$	633	689	686	650	664 $\frac{1}{2}$
Alexandria	..	..	134	153	210	215	178	121	128	187	180	154
Aliwal North	..	..	428	418	436	478	440 $\frac{1}{2}$	353	324	368	380	356 $\frac{1}{4}$
Barkly East	..	..	152	204	207	245	202	129	177	177	218	175 $\frac{1}{4}$
Barkly West	..	..	310	333	338	398	344 $\frac{3}{4}$	223	222	234	272	237 $\frac{3}{4}$
Bathurst	..	..	369	372	366	354	365 $\frac{1}{4}$	192	283	270	263	277
Carried forward			4353	4413	4536	4593	..	3386	3422	3561	3506	..

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	On Roll.					Average.	Attendance.				
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.		2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward ..	4353	4413	4536	4593	..	3386	3422	3561	3506	..	
Beaufort West ..	363	359	433	467	405 $\frac{1}{2}$	285	271	356	361	318 $\frac{1}{4}$	
Bedford ..	394	439	469	428	432 $\frac{1}{2}$	320	335	389	343	346 $\frac{3}{4}$	
Bredasdorp ..	793	821	809	828	812 $\frac{2}{3}$	598	562	535	479	543 $\frac{1}{2}$	
Britstown ..	173	135	133	150	147 $\frac{2}{3}$	117	117	121	131	121 $\frac{1}{2}$	
Caledon ..	1738	1754	1830	1693	1753 $\frac{2}{3}$	1335	1124	1384	1227	1267 $\frac{1}{2}$	
Caivinia ..	296	271	313	269	287 $\frac{1}{4}$	186	182	231	189	195 $\frac{1}{2}$	
Cape ..	12850	12698	13082	12778	12852	9151	8440	8432	8383	8601 $\frac{1}{2}$	
Carnarvon ..	168	191	189	196	186	125	147	149	166	146 $\frac{3}{4}$	
Cathcart ..	329	330	378	396	358 $\frac{1}{4}$	312	296	342	355	326 $\frac{1}{4}$	
Ceres ..	457	444	438	459	449 $\frac{1}{2}$	388	330	360	370	362	
Clanwilliam ..	518	490	521	523	513	376	339	378	394	371 $\frac{3}{4}$	
Colesberg ..	365	402	366	372	376 $\frac{1}{4}$	312	327	297	290	306 $\frac{1}{2}$	
Cradock ..	611	663	723	720	679 $\frac{1}{4}$	513	568	628	596	576 $\frac{1}{4}$	
East London ..	1415	1451	1427	1412	1426 $\frac{1}{4}$	1113	952	1074	937	1019	
Fort Beaufort ..	1200	1073	1189	1147	1152 $\frac{1}{4}$	885	798	924	831	859 $\frac{1}{2}$	
Fraserburg ..	109	119	146	153	131 $\frac{3}{4}$	86	99	129	122	109	
George ..	1049	1021	1146	1076	1073	793	799	899	788	819 $\frac{3}{4}$	
Glen Grey ..	1065	1037	1074	994	1042 $\frac{1}{2}$	794	689	792	724	749 $\frac{3}{4}$	
Graaff-Reinet ..	1093	1047	1222	1361	1180 $\frac{2}{3}$	854	864	1030	1088	959	
Hanover ..	178	154	261	270	213 $\frac{1}{4}$	151	133	242	237	190 $\frac{3}{4}$	
Hay ..	55	63	116	108	85 $\frac{1}{2}$	52	57	104	99	78	
Herbert ..	24	25	22	67	34 $\frac{1}{2}$	21	22	22	62	31 $\frac{3}{4}$	
Herschel ..	1270	1349	1442	1450	1377 $\frac{3}{4}$	1045	987	1160	1144	1084	
Hopetown ..	195	244	184	180	200 $\frac{3}{4}$	179	219	153	157	177	
Carried forward ..	31061	30993	32449	32090	..	23371	22079	23692	22979	..	

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	On Roll.					Average.	Attendance.				
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.		2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward ..	31061	30993	32449	32090	..	23371	22079	23692	22979	..	
Humansdorp ..	740	850	803	813	801 $\frac{1}{2}$	608	698	679	652	659 $\frac{1}{4}$	
Jansenville ..	221	212	273	343	262 $\frac{1}{4}$	186	176	246	308	229	
Kenhardt ..	..	..	..	48	12	..	..	..	..	10 $\frac{1}{4}$	
Kimberley ..	2101	2051	2213	2261	2156 $\frac{1}{2}$	1532	1539	1708	1712	1622 $\frac{2}{3}$	
King William's Town ..	5337	5414	6060	5751	5640 $\frac{1}{2}$	4075	4059	4582	3923	4159 $\frac{1}{4}$	
Knysna ..	705	713	815	782	753 $\frac{2}{3}$	527	556	600	505	547	
Komgha ..	106	97	96	126	106 $\frac{1}{4}$	82	83	77	91	83 $\frac{1}{2}$	
Ladismith ..	682	664	671	676	673 $\frac{1}{4}$	580	538	557	546	555 $\frac{1}{4}$	
Malmesbury ..	2181	2176	2284	2250	2222 $\frac{2}{3}$	1686	1472	1799	1701	1664 $\frac{1}{2}$	
Middelburg ..	467	458	491	531	486 $\frac{3}{4}$	403	414	406	463	421 $\frac{1}{2}$	
Mossel Bay ..	793	840	848	823	826	589	627	641	641	624 $\frac{1}{2}$	
Murraysburg ..	234	227	209	207	219 $\frac{1}{4}$	201	190	177	174	185 $\frac{1}{2}$	
Namaqualand ..	1244	1165	1107	1000	1129	898	542	680	646	691 $\frac{1}{2}$	
Oudtshoorn ..	1284	1386	1531	1605	1451 $\frac{1}{2}$	928	1065	1195	1163	1087 $\frac{2}{3}$	
Paarl ..	3282	3313	3220	3179	3248 $\frac{1}{2}$	2484	2257	2387	2501	2407 $\frac{1}{4}$	
Peddie ..	1038	1059	1153	1108	1089 $\frac{1}{2}$	715	726	762	614	704 $\frac{1}{4}$	
Philip's Town ..	279	339	289	304	302 $\frac{2}{3}$	236	273	248	252	252 $\frac{1}{4}$	
Piquetberg ..	703	653	702	639	674 $\frac{1}{4}$	551	415	563	426	488 $\frac{2}{3}$	
Port Elizabeth ..	3239	3133	3063	3333	3192	2459	2319	2238	2474	2372 $\frac{1}{2}$	
Prieska ..	120	142	156	114	133	99	103	117	82	100 $\frac{1}{4}$	
Prince Albert ..	567	563	551	520	550 $\frac{1}{4}$	425	413	401	373	403	
Queen's Town ..	1661	1713	1806	1782	1740 $\frac{1}{2}$	1296	1339	1445	1356	1359	
Richmond ..	229	230	250	248	239 $\frac{1}{4}$	199	196	223	218	209	
Riversdale ..	661	632	741	746	695	519	518	527	615	544 $\frac{3}{4}$	
Robertson ..	1089	1106	1198	1212	1151 $\frac{1}{4}$	765	778	903	874	830	
Carried forward ..	60024	60129	62979	62491	..	45415	43375	46853	45330	..	

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	On Roll.					Average.	Attendance.				
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.		2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward ..	60024	60129	62979	62491	..	45415	43375	46853	45330	..	
Somerset East ..	815	883	956	889	885 $\frac{3}{4}$	688	732	807	717	736	
Stellenbosch ..	1885	1803	1782	1767	1809 $\frac{1}{4}$	1327	1192	1235	1302	1264	
Steynsburg ..	141	125	142	161	142 $\frac{1}{4}$	117	112	122	127	119 $\frac{1}{2}$	
Stockenstrom ..	451	390	527	487	463 $\frac{3}{4}$	348	303	415	344	344 $\frac{1}{4}$	
Stutterheim ..	663	642	738	726	692 $\frac{1}{4}$	525	471	585	489	517 $\frac{1}{2}$	
Sutherland ..	39	52	93	109	73 $\frac{1}{4}$	37	46	90	98	67 $\frac{3}{4}$	
Swellendam ..	1085	1102	1184	1177	1137	767	811	882	824	821	
Tarka ..	263	250	319	250	270 $\frac{1}{2}$	229	210	250	224	228 $\frac{1}{4}$	
Tulbagh ..	781	741	759	758	759 $\frac{3}{4}$	521	404	532	528	496 $\frac{1}{4}$	
Uitenhage ..	1413	1439	1543	1486	1470 $\frac{1}{4}$	1184	1227	1197	1134	1185 $\frac{1}{2}$	
Uniondale ..	527	493	542	565	531 $\frac{3}{4}$	324	332	407	416	369 $\frac{3}{4}$	
Van Rhynsdorp ..	157	144	143	172	154	123	119	120	127	122 $\frac{1}{4}$	
Victoria East ..	1561	1545	1756	1663	1631 $\frac{1}{4}$	1279	1273	1349	1213	1278 $\frac{1}{2}$	
Victoria West ..	245	273	292	375	296 $\frac{1}{4}$	214	220	249	304	246 $\frac{3}{4}$	
Willowmore ..	415	426	551	581	493 $\frac{1}{4}$	345	354	471	499	417 $\frac{1}{4}$	
Wodehouse ..	308	283	375	379	336 $\frac{1}{4}$	268	237	300	303	277	
Worcester ..	1419	1351	1385	1400	1388 $\frac{3}{4}$	1099	962	1082	1080	1055 $\frac{3}{4}$	
Total ..	72190	72061	76069	75436	73939	54810	52280	56946	55059	54773 $\frac{3}{4}$	
II. TERRITORIES.											
WALFISH BAY ..	93	67	113	107	95	89	58	95	93	83 $\frac{3}{4}$	
FINGOLAND—											
Butterworth ..	1058	1118	1135	1137	1112	783	823	860	732	799 $\frac{1}{2}$	
Nqamakwe ..	2024	2021	2288	2091	2106	1521	1446	1722	1421	1527 $\frac{1}{2}$	
Carried forward ..	3175	3206	3536	3335	..	2393	2327	2677	2246	..	

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—Continued.

Description and Place of the School.	On Roll.					Average.	Attendance.				
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	1st Qr.		2nd Qr.	3rd Qr.	4th Qr.	Average.	
Brought forward ..	3175	3206	3536	3335	..	2393	2327	2677	2246	..	
Tsomo ..	1238	1185	1401	1305	1282 $\frac{1}{4}$	921	823	1002	868	905 $\frac{3}{4}$	
Idutywa ..	520	556	634	651	590 $\frac{1}{4}$	375	383	409	413	395	
GCALEKALAND.											
Kentani ..	638	593	634	585	612 $\frac{1}{2}$	473	458	471	379	452	
Willowvale ..	1019	1023	1066	999	1026 $\frac{3}{4}$	796	768	833	703	775	
TEMBULAND.											
Elliotdale ..	87	66	65	80	74 $\frac{1}{2}$	62	50	52	48	53	
Engcobo ..	1520	1337	1451	1452	1440	1068	896	1068	1063	1023 $\frac{3}{4}$	
Mqanduli ..	217	218	341	338	278 $\frac{1}{2}$	174	112	240	186	178	
St. Mark's ..	639	585	641	588	613 $\frac{1}{4}$	447	415	453	387	425 $\frac{1}{2}$	
Umtata ..	433	442	550	533	489 $\frac{1}{2}$	364	368	433	418	395 $\frac{3}{4}$	
Xalanga ..	1230	1310	1437	1386	1340 $\frac{3}{4}$	978	948	1086	1055	1016 $\frac{3}{4}$	
EAST GRIQUALAND.											
Maclear ..	180	178	173	211	185 $\frac{1}{2}$	161	143	152	175	157 $\frac{3}{4}$	
Matatiele ..	878	892	893	968	907 $\frac{3}{4}$	657	647	701	682	671 $\frac{3}{4}$	
Mount Ayliff ..	248	245	335	364	298	201	198	270	269	234 $\frac{1}{2}$	
Mount Currie ..	453	487	526	625	522 $\frac{3}{4}$	403	431	442	525	450 $\frac{1}{4}$	
Mount Fletcher ..	666	639	621	629	638 $\frac{3}{4}$	507	478	485	515	496 $\frac{1}{4}$	
Mount Frere ..	1082	1026	1086	1075	1067 $\frac{1}{4}$	858	760	848	742	802	
Carried forward ..	14223	13988	15390	15124	..	10838	10205	11622	10674	..	

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ANNEXURE 13.—STATISTICS OF ENROLMENT AND ATTENDANCE FOR 1893.—*Continued.*

Description and Place of the School.				On Roll.					Attendance.				
				1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average.
Brought forward ..				14223	13988	15390	15124	..	10838	10205	11622	10674	..
Qumbu ..	..	..	..	1063	1048	1079	1107	1074 $\frac{1}{4}$	795	770	817	800	795 $\frac{1}{2}$
Tsolo ..	..	..	..	922	918	917	836	898 $\frac{1}{4}$	689	509	626	561	596 $\frac{1}{4}$
Umzimkulu ..	..	..	..	700	682	710	874	741 $\frac{1}{2}$	591	497	598	691	594 $\frac{1}{4}$
PONDOLAND.													
St. John's ..	..	..	..	14	16	21	18	17 $\frac{1}{4}$	13	15	16	11	13 $\frac{3}{4}$
Total ..				16922	16652	18117	17959	17412 $\frac{1}{2}$	12926	12005	13679	12737	12836 $\frac{3}{4}$
COLONY (Proper) ..				72190	72061	76069	75436	73939	54810	52880	56946	55059	54773 $\frac{3}{4}$
TERRITORIES ..				16922	16652	18117	17959	17412 $\frac{1}{2}$	12926	12005	13679	12737	12836 $\frac{3}{4}$
Grand Total ..				89112	88713	94186	93395	91351 $\frac{1}{4}$	67736	64285	70625	67796	67610 $\frac{1}{2}$



ANNEXURE No. 14.—SCHOOLS IN OPERATION DURING DECEMBER, 1892.

I. COLONY (PROPER).

DIVISION.	A 1.	A 2.	A 3.	P.F.	D.	Poor.	B.	C.	Sp.	Total.
Aberdeen .. ..		1	3	..	1	..	3	..	..	8
Albany .. ..	1	3	4	7	..	1	12	1	1	30
Albert .. ..	1	2	7	2	1	..	4	..	..	17
Alexandria .. ..	..	1	3	5	..	..	..	..	..	9
Aliwal North.. ..	1	1	3	2	1	..	4	..	..	12
Barkly East .. ..	..	1	1	..	1	..	..	..	..	3
Barkly West.. ..	..	..	5	..	..	..	2	..	..	7
Bathurst .. ..	..	3	3	1	..	..	3	..	..	10
Beaufort West.. ..	1	1	2	10	..	..	1	..	..	15
Bedford .. ..	1	..	2	11	..	..	4	..	..	18
Bredasdorp .. ..	..	..	5	2	..	..	5	..	..	12
Britstown .. ..	..	1	..	3	..	..	..	..	..	4
Caledon .. ..	1	1	24	..	..	..	13	..	..	39
Calvinia .. ..	1	..	6	1	..	..	1	..	..	9
Cape .. ..	7	6	3	1	1	..	72	..	1	91
Carnarvon .. ..	..	1	..	..	..	..	1	..	..	2
Cathcart .. ..	..	1	3	9	..	..	2	..	..	15
Ceres .. ..	..	2	1	3	..	..	3	..	..	9
Clanwilliam .. ..	..	1	4	3	..	2	5	..	..	15
Colesberg .. ..	1	..	1	2	..	..	1	..	..	5
Cradock .. ..	2	..	6	3	..	..	2	..	..	13
East London.. ..	1	1	8	1	..	..	4	3	..	18
Fort Beaufort.. ..	2	..	3	1	..	..	6	3	..	15
Fraserburg .. ..	..	..	2	..	..	..	1	..	..	3
George .. ..	2	1	4	4	..	3	8	..	..	22
Glen Grey .. ..	..	1	1	1	..	..	14	3	..	20
Graaff-Reinet .. ..	2	1	2	6	..	..	7	..	..	18
Hanover .. ..	..	1	1	3	..	..	..	..	..	5
Hay .. ..	..	..	..	1	1	..	..	..	..	2
Herbert .. ..	..	..	1	..	..	..	..	..	..	1
Herschel .. ..	..	..	..	..	..	..	18	2	..	20
Hopetown .. ..	..	2	2	..	1	..	1	..	..	6
Humansdorp .. ..	..	1	8	3	..	1	8	..	..	21
Jansenville .. ..	..	..	2	4	..	1	1	..	..	8
Kenhardt .. ..	..	..	..	..	..	..	1	..	..	1
Kimberley .. ..	2	2	4	..	..	3	11	..	..	22
King Wm's Tn. .. ..	2	1	8	3	..	..	65	12	..	91
Knysna .. ..	..	2	8	4	..	..	9	..	..	23
Komgha .. ..	1	..	..	1	..	1	1	..	..	4
Ladismith .. ..	..	1	3	1	..	1	3	..	..	9
Malmesbury .. ..	1	5	6	11	..	..	13	..	..	36
Middelburg .. ..	1	..	3	4	2	..	2	..	..	12
Mossel Bay .. ..	1	1	3	3	..	..	5	..	..	13
Murraysburg.. ..	2	..	1	2	..	..	1	..	..	6
Namaqualand .. ..	..	1	3	..	2	2	11	..	..	19
Oudtshoorn .. ..	1	1	15	1	..	3	5	..	..	26
Paarl .. ..	7	8	4	2	..	..	15	..	2	38
Peddie .. ..	..	1	3	1	..	..	16	2	..	23
Philipstown .. ..	..	1	6	1	..	..	2	..	..	10
Piquetberg .. ..	..	3	2	2	..	4	4	..	..	15
Port Elizabeth .. ..	1	..	1	..	..	..	17	..	1	20
Prieska .. ..	..	..	1	..	..	..	1	..	..	2
Prince Albert.. ..	1	1	4	..	..	5	3	..	..	14
Queenstown .. ..	1	..	8	13	..	..	15	2	..	39
Richmond .. ..	1	..	..	3	..	..	1	..	..	5
Riversdale .. ..	2	..	2	8	..	..	3	..	..	15
Robertson .. ..	2	1	11	6	..	1	4	..	..	25
Somerset East .. ..	2	..	4	15	..	3	5	..	..	29
Carried forward	52	63	220	170	11	31	419	28	5	999



ANNEXURE 14.—Continued.

DIVISION.	A 1.	A 2.	A 3.	P.F.	D.	Poor.	B.	C.	Sp.	Total
Brought forward	52	63	220	170	11	31	419	28	5	959
Stellenbosch ..	2	1	5	..	..	..	11	..	..	19
Steynsburg ..	..	1	1	..	..	..	1	..	..	3
Stockenstrom ..	..	1	10	2	..	..	1	..	..	14
Stutterheim ..	..	1	2	6	..	..	4	2	..	15
Sutherland ..	..	..	1	..	..	2	..	..	..	3
Swellendam ..	1	2	8	6	..	1	9	..	..	27
Tarka ..	1	1	..	5	..	..	3	..	..	10
Tulbagh ..	..	1	8	..	..	..	3	..	..	12
Uitenhage ..	2	2	1	9	..	..	7	..	..	21
Uniondale ..	..	1	12	3	..	..	2	..	..	18
Van Rhynsdorp ..	..	1	1	..	..	..	1	..	..	3
Victoria East ..	..	..	1	3	..	1	13	3	..	21
Victoria West ..	..	1	3	3	..	1	1	..	..	9
Willowmore ..	..	1	9	3	..	4	2	..	..	19
Wodehouse ..	1	..	2	..	..	..	1	..	..	4
Worcester ..	2	2	13	4	..	..	3	..	..	24
Total ..	61	79	297	214	11	40	481	33	5	1221

II. TERRITORIES.

WALFISH BAY.	..	..	..	..	..	..	2	..	..	2
FINGOLAND.	..	..	..	..	..	..	..	16	..	18
Butterworth ..	..	1	1	..	..	..	..	32	..	32
Ngamakwe ..	..	..	..	..	..	..	..	23	..	23
Tsomo ..	..	..	..	..	..	..	..	11	..	12
Idutywa ..	..	..	1	..	..	..	..	..	..	12
GCALEKALAND.	..	..	..	..	..	..	..	11	..	12
Kentani ..	..	..	1	..	..	..	..	15	..	15
Willowvale ..	..	..	..	..	..	..	..	..	..	..
TEMBULAND.	..	..	..	..	..	..	..	2	..	2
Elliotdale ..	..	..	..	..	..	..	..	22	..	22
Engcobo ..	..	..	..	..	..	..	..	2	..	2
Mqanduli ..	..	..	..	..	..	..	..	11	..	12
St. Mark's ..	..	..	1	..	..	..	..	6	..	7
Umtata ..	..	1	..	..	..	..	..	17	..	25
Xalanga ..	..	1	4	2	..	1	..	..	..	..
E. GRIQUALAND.	..	..	..	..	..	..	..	4	..	6
Maclear ..	..	..	..	1	..	..	..	17	..	19
Matatiele ..	..	..	2	..	..	..	..	3	..	3
Mt. Ayliff ..	..	..	..	..	..	..	..	2	..	6
Mt. Currie ..	..	1	1	2	..	..	..	13	..	13
Mt. Fletcher ..	..	..	..	..	..	..	..	15	..	15
Mt. Frere ..	..	..	..	..	..	..	..	17	..	17
Qumbu ..	..	..	..	..	..	..	..	14	..	14
Tsolo ..	..	..	..	..	..	..	..	10	..	11
Umzimkulu ..	..	..	1	..	..	..	..	..	..	..
PONDOLAND.	..	..	..	..	..	..	..	..	..	1
St. John's ..	..	..	..	1	..	..	..	..	..	1
Total ..	..	4	13	6	..	1	2	263	..	289
COLONY (Proper)	61	79	297	214	11	40	481	33	5	1221
TERRITORIES ..	..	4	13	6	..	1	2	263	..	289
Grand Total	61	83	310	220	11	41	483	296	5	1510

ANNEXURE 14.—Continued.

SCHOOLS IN OPERATION DURING DECEMBER, 1893.

I. COLONY (PROPER).

DIVISION.	A 1.	A 2.	A 3.	P.F.	D.	Poor.	B.	C.	Sp.	Total.
Aberdeen ..	..	1	2	3	1	..	3	..	..	10
Albany ..	1	3	4	16	..	..	12	1	1	38
Albert ..	1	2	11	3	1	..	3	..	..	21
Alexandria ..	..	2	3	6	..	1	1	..	..	13
Aliwal North ..	1	1	2	4	..	..	4	1	..	13
Barkly East ..	..	1	5	5	..	1	1	..	..	13
Barkly West ..	..	1	5	..	..	..	3	..	..	9
Bathurst ..	..	3	3	2	..	..	3	..	..	11
Beaufort West ..	2	..	4	17	..	1	1	..	..	25
Bedford ..	1	..	3	20	..	..	5	..	..	29
Bredasdorp ..	..	1	8	4	..	1	5	..	..	19
Britstown ..	..	1	..	7	..	..	..	..	..	8
Caledon ..	1	1	23	4	..	..	13	..	..	42
Calvinia ..	..	1	5	4	..	1	1	..	..	12
Cape ..	7	7	8	1	1	..	73	..	1	98
Carnarvon ..	..	1	..	1	..	1	1	..	..	4
Cathcart ..	..	1	2	18	..	..	2	..	..	23
Ceres ..	..	2	..	4	..	1	3	..	..	10
Clanwilliam ..	..	1	3	7	..	1	5	..	..	17
Colesberg ..	1	..	2	1	1	..	2	..	..	7
Craddock ..	2	1	5	12	..	..	2	..	..	22
East London ..	1	1	7	2	..	..	6	2	..	19
Fort Beaufort ..	2	..	5	4	..	1	6	3	..	21
Fraserburg ..	..	..	4	3	..	..	..	..	..	7
George ..	2	1	7	5	..	3	7	..	..	25
Glen Grey ..	..	1	2	..	..	..	14	3	..	20
Graaff-Reinet ..	2	1	5	8	..	..	10	..	..	26
Hanover ..	..	1	..	11	..	..	1	..	..	13
Hay ..	..	1	1	1	1	..	..	..	..	4
Herbert ..	..	..	3	..	..	..	..	..	..	3
Herschel ..	..	..	..	..	..	..	20	2	..	22
Hopetown ..	..	1	3	1	..	1	1	..	..	7
Humansdorp ..	..	..	14	..	..	3	9	..	..	26
Jansenville ..	..	..	2	15	..	3	1	..	..	21
Kenhardt ..	..	..	..	1	..	..	1	..	..	2
Kimberley ..	2	1	6	1	..	3	12	..	..	25
King William's Town ..	2	1	10	4	..	1	67	13	..	98
Knysna ..	1	1	9	2	..	3	9	..	..	25
Komgha ..	1	..	..	2	..	2	1	..	..	6
Ladismith ..	..	1	5	2	..	..	3	..	..	11
Malmesbury ..	1	5	6	12	..	..	15	..	..	39
Middelburg ..	1	..	6	9	2	..	2	..	..	20
Mossel Bay ..	1	1	4	7	..	2	5	..	..	20
Murraysburg ..	2	..	1	3	..	..	1	..	..	7
Namaqualand ..	..	1	5	1	1	2	11	..	..	21
Oudtshoorn ..	1	2	21	1	..	3	8	..	..	36
Paarl ..	7	9	3	5	..	..	14	..	2	40
Peddie ..	..	1	3	6	..	..	15	2	..	27
Philipstown ..	..	1	4	6	..	..	2	..	..	13
Piquetberg ..	..	2	4	3	..	3	5	..	..	17
Port Elizabeth ..	1	..	1	..	..	..	20	..	1	23
Prieska ..	..	..	2	1	..	..	1	..	..	4
Prince Albert ..	1	1	5	..	..	5	3	..	..	15
Queenstown ..	1	..	6	19	..	..	15	2	..	43
Richmond ..	1	..	..	5	..	..	1	..	..	7
Riversdale ..	2	..	3	18	..	1	4	..	..	28
Carried forward ..	49	65	255	297	8	44	433	29	5	1185



ANNEXURE 14.—Continued.

Division.	A 1.	A 2.	A 3.	P.F.	D.	Poor	B.	C.	Sp.	Total.
Brought forward	49	65	255	297	8	44	433	29	5	1185
Robertson ..	2	1	12	7	..	4	4	..	..	30
Somerset East	2	..	4	21	..	5	4	..	..	36
Stellenbosch ..	2	1	5	2	..	..	11	..	..	21
Steynsburg ..	..	1	..	5	..	..	1	..	..	7
Stockenstrom ..	..	2	8	3	..	1	2	..	..	16
Stutterheim ..	..	1	2	10	..	..	5	2	..	20
Sutherland ..	..	..	5	..	..	..	2	..	..	7
Swellendam ..	1	2	6	10	..	2	10	..	..	31
Tarka ..	1	1	1	7	..	..	2	..	..	12
Tullbagh ..	..	1	8	..	..	..	3	..	..	12
Uitenhage ..	2	..	5	11	..	..	10	..	..	28
Uniondale ..	..	1	7	3	..	..	3	..	..	14
Van Rhyu's Dorp ..	..	1	1	2	..	..	1	..	..	5
Victoria East ..	..	1	1	4	..	1	13	3	..	23
Victoria West ..	..	1	5	8	..	2	1	..	..	17
Willowmore ..	..	1	13	7	..	5	2	..	..	28
Wodehouse ..	1	..	3	7	..	1	2	..	..	14
Worcester ..	2	2	13	3	..	1	3	..	..	24
Total ..	62	82	354	407	8	66	512	34	5	1530

II. TERRITORIES.

WALFISH BAY.	..	..	..	..	..	..	2	..	..	2
FINGOLAND.										
Butterworth ..	..	1	1	..	..	..	..	15	..	17
Ngamaakwe ..	..	..	..	..	..	..	..	33	..	33
Tsono ..	..	..	1	..	..	..	..	24	..	25
Idutywa ..	..	..	1	..	..	..	..	12	..	13
GCALEKALAND.										
Kentani ..	..	..	1	..	..	..	..	11	..	12
Willowvale ..	..	..	..	..	..	..	..	16	..	16
TEMBULAND.										
Elliotdale ..	..	..	..	..	..	..	..	2	..	2
Engcobo ..	..	..	1	..	..	..	..	23	..	24
Mqanduli ..	..	..	..	..	..	..	..	3	..	3
St. Mark's ..	..	..	2	..	..	..	..	10	..	12
Umtata ..	..	1	..	..	..	..	..	8	..	9
Xalanga ..	..	1	9	2	..	3	..	18	..	33
E. GRIQUALAND										
Maclear ..	..	..	3	2	..	..	..	3	..	8
Matatiele ..	..	..	2	2	..	..	..	18	..	22
Mt. Ayliff ..	..	..	..	..	..	..	..	6	..	6
Mt. Currie ..	..	1	2	6	..	..	..	8	..	17
Mt. Fletcher ..	..	..	..	..	..	..	..	14	..	14
Mt. Frere ..	..	..	..	..	..	..	..	18	..	18
Qumbu ..	..	..	1	..	..	..	..	19	..	20
Tso'o ..	..	..	..	..	..	..	..	15	..	15
Umzimkulu ..	..	..	2	4	..	..	..	13	..	19
PONDOLAND.										
St. John's ..	..	..	..	1	..	..	..	..	..	1
Total ..	..	4	26	17	..	3	2	289	..	341
COLONY (Proper)	62	82	354	407	8	66	512	34	5	1530
TERRITORIES..	..	4	26	17	..	3	2	289	..	341
Grand Total	62	86	380	424	8	69	514	323	5	1871

ANNEXURE 14.—Continued.

COMPARISON OF 1892 AND 1893.

	A 1.	A 2.	A 3.	P.F.	D.	Poor.	B.	C.	Sp.	Total.	
1892..	..	61	83	310	220	11	41	483	296	5	1510
1893..	..	62	86	380	424	8	69	514	323	5	1871
Increase	..	1	3	70	204	3	28	31	27	0	361

NOTE.—Order A. includes Undenominational Public Schools.  
 The letters "P.F." signify Private Farm School.  
 D. signifies District Boarding School.  
 Order B. includes Mission Schools.  
 Order C. includes Aborigines' Schools and Institutions.  
 Sp. signifies Special Institution.



ANNEXURE No. 15.

DISTRIBUTION OF PUPILS INTO STANDARDS FOR 1893.

Inspectors.	No. of Pupils Registered.	No. of Pupils Present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI. (Preliminary).	Standard VI. (Final).	Above Standard.	Unclassified
A. B. Bartmann .. ..	7,429	6,065	2,751	968	968	708	319	159	61	..	96	35
J. H. Brady .. ..	9,476	6,880	3,451	1,108	877	781	393	148	37	..	76	9
C. J. Crawshaw .. ..	3,796	7,658	3,983	1,450	1,282	726	163	20	3	..	31	..
F. Howe Ely .. ..	10,964	8,687	3,266	1,462	1,553	1,237	655	319	45	..	150	..
D. D. Fraser .. ..	7,525	6,699	2,722	1,102	1,101	912	430	238	68	..	76	..
Wm. Milne .. ..	3,672	3,247	1,185	557	543	501	292	100	28	..	36	5
A. H. Murray .. ..	7,863	7,005	2,931	1,438	1,064	881	407	176	56	..	52	..
H. Nixon .. ..	4,729	4,148	1,578	762	731	525	319	181	38	14	..	..
E. Noaks .. ..	8,760	7,003	2,765	1,053	1,011	827	653	413	32	16	233	..
B. P. J. le Roux .. ..	2,829	2,286	998	434	334	245	120	51	5	..	..	93
H. R. Woodrooffe .. ..	8,453	6,808	2,895	1,249	1,133	871	428	190	24	..	18	..
Total .. ..	80,496	66,480	28,525	11,583	10,597	8,214	4,229	1,995	397	30	768	142
Casual inspectors .. ..	1,186	1,160	208	246	281	261	123	41	..	..	..	..
Grand Total .. ..	81,682	67,640	28,733	11,829	10,878	8,475	4,352	2,036	397	30	768	142
		100	42·48	17·48	16·08	12·53	6·43	3·01	0·58	0·04	1·13	0·21



## ANNEXURE 16.

STATE EXPENDITURE FOR PUBLIC EDUCATION FOR THE FINANCIAL YEAR ENDED 30TH JUNE, 1893.

				<i>Establishment.</i>					
				£.	s.	d.	£.	s.	d.
Office Staff	..	..	..	7,260	18	6			
Contingencies	..	..	..	118	0	2			
				<hr/>			£7,378	18	8
				<i>Exclusive of Establishment.</i>					
University of the Cape of Good Hope	..	..	..	2,000	0	0			
Do. School and College Bursaries	..	..	..	300	0	0			
Bursaries for 6th Standard	..	..	..	165	0	0			
South African College	..	..	..	400	0	0			
Educational Museum	..	..	..	104	2	3			
Art Schools at Cape Town, Port Elizabeth, and Graham's Town..	..	..	..	600	0	0			
				<hr/>			3,569	2	3
Higher Education Act:—									
Grants-in-aid	..	..	..	4,462	10	0			
Merit Grants	..	..	..	1,425	0	0			
				<hr/>			5,887	10	0
Undenominational Public Schools	..	..	..				45,504	12	4
District Boarding Schools	..	..	..				6,153	12	6
Private Farm Schools:—									
Capitation Grants for children under instruction on Farms	..	..	..	6,003	14	1			
Inspection of Farm Schools	..	..	..	631	10	0			
Allowances for indigent Boarders	..	..	..	196	0	0			
Circuit Schools	..	..	..	2,313	10	0			
Capitation Allowances under Standards	..	..	..	131	5	0			
Outfit of School Requisites	..	..	..	124	6	8			
				<hr/>			9,400	5	9
Mission Schools	..	..	..				23,510	12	6
Native Industrial Institutions	..	..	..				7,064	5	0
Pupil-Teachers	..	..	..	6,333	15	0			
Allowances to Principals on passing Pupil-Teachers	..	..	..	239	11	8			
				<hr/>			6,573	6	8
Good Service Allowance to Teachers	..	..	..				5,857	10	0
Transport:—									
Travelling Expenses of Supt.-Gen. of Education				127	1	11			
Do. of Dep.-Inspectors of Schools				2,689	10	0			
Part Do. of Teachers on Appointment				255	10	7			
Passage Expenses of Mr. W. Milne, Dep.-Inspector of Schools, from Glasgow to the Cape Colony	..	..	..	40	0	0			
				<hr/>			3,112	2	6
School Requisites	..	..	..	3,004	6	0			
Examination for Certificates	..	..	..	119	6	9			
				<hr/>			3,123	12	9
School Buildings	..	..	..				6,898	0	0
				<hr/>					
							£134,033	10	11
				<i>Transkei Territories.</i>					
Transkei	..	..	..	4,942	5	0			
Tembuland	..	..	..	3,566	1	8			
Griqualand East	..	..	..	3,570	18	4			
Good Service Allowances to Teachers	..	..	..	279	0	0			
Pupil-Teachers	..	..	..	160	10	0			
Deputy-Inspectors of Schools	..	..	..	800	0	0			
Transport	..	..	..	528	0	0			
School Requisites	..	..	..	472	0	5			
				<hr/>			£14,318	15	5
				<i>Pupil-Teachers' Funds.</i>					
Interest on "Slave Compensation" and "Bible and School Funds."	..	..	..				483	10	0
				<hr/>					
Total	..	..	..				£148,835	16	4
				<hr/>					



ANNEXURE 17.

PUPIL TEACHERS' FUND.

1892.		1892.	
July, To Balance . . . . .	£81 7 7	Sept. Quarter, By Allowances to Pupil Teachers . . . . .	£138 0 0
„ Received from the Master of the Supreme Court . . . . .	168 2 1	Dec. Quarter, do. do. . . . .	120 0 0
Dec., do. do. do. . . . .	168 2 1		
„ Refund of over-issue . . . . .	3 0 0	1893.	
		March Quarter, do. do. . . . .	110 0 0
1893.		June Quarter, do. do. . . . .	115 10 0
June, Received from the Master of the Supreme Court . . . . .	168 2 1	Balance on the 30th June, 1893 . . . . .	105 3 10
	<u>£588 13 10</u>		<u>£588 13 10</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.



ANNEXURE 18.—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 ..	9th August, 1888.
Henry Nixon, B.A. . . . .	.. 75 0 0 ..	Do.
Francis McIntyre . . . . .	.. 87 10 0 ..	1st April, 1889.
Elizabeth de Villiers . . . . .	.. 21 0 0 ..	1st May, 1889.
John T. Eaton . . . . .	.. 52 10 0 ..	1st July, 1889.
Petrus Beukman . . . . .	.. 21 0 0 ..	1st January, 1890.
Theophilus Groenewald . . . . .	.. 24 0 0 ..	1st July, 1891.
Jeanie Wilson . . . . .	.. 60 0 0 ..	Do.
Annie M. Bradshaw . . . . .	.. 24 0 0 ..	1st October, 1891.
Nanno Byrnes . . . . .	.. 21 0 0 ..	Do.
Dr. F. D. Changuion. . . . .	.. 52 10 0 ..	Do.
Constance E. Kidd . . . . .	.. 45 0 0 ..	1st July, 1892.
Catherine Buchanan . . . . .	.. 52 10 0 ..	1st October, 1892.
Sarah A. Calder . . . . .	.. 21 0 0 ..	1st July, 1893.
Thomas Kyd . . . . .	.. 52 10 0 ..	Do.
Jacob Hoek . . . . .	.. 52 10 0 ..	Do.
Maria Goulty Bond . . . . .	.. 52 10 0 ..	1st January, 1894.
David Dwashu . . . . .	.. 21 0 0 ..	Do.



ANNEXURE 19.  
GOOD SERVICE LIST.

Description and Place of School.	Name of Teacher
<i>Aberdeen—</i>	
Aberdeen .. .. . A. 2	S. H. Mitchell.
<i>Albany—</i>	
Graham's Town .. .. . A. 1	J. Pemberton.
Sidbury .. .. . A. 2	Rev. J. Whiteside.
Alicedale .. .. . 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. Good Shepherd .. .. . B.	Miss K. Jerome.
Do. St. Joseph's .. .. . B.	Sister M. Joseph.
Do. St. Patrick's .. .. . B.	Sister M. Raphael.
Do. Kafir Institution .. .. . C.	Rev. R. J. Mullins.
<i>Albert—</i>	
Burghersdorp .. .. . A. 1	J. R. Cuthbert. J. Pressly. Miss E. E. Kidwell.
<i>Aliwal North—</i>	
Aliwal North .. .. . A. 1	Rev. A. L. Snell, B.A. Miss E. E. Orsmond
James Town .. .. . A. 3	E. J. van der Horst.
<i>Bathurst—</i>	
Southwell .. .. . A. 2	Rev. R. Bruce.
<i>Beaufort West—</i>	
Beaufort West .. .. . A. 1	P. Reynolds.
Do. Dutch Reformed Church .. .. . B.	Miss Gantz.
<i>Bedford—</i>	
Bedford .. .. . A. 1	E. J. Starkey, B.A. Miss T. Birkett. Miss F. Weisbecker. Miss A. Gibson.
Do. Roman Catholic Mission .. .. . B.	
Glen Gregor, P.F.S. .. .. .	
<i>Bredasdorp—</i>	
Bredasdorp .. .. . A. 3	J. F. Fischer.
Elim, Moravian .. .. . B.	E. Pfeiffer.
<i>Caledon—</i>	
Caledon, Girls', Preparatory .. .. . A. 1	Miss Scheublé.
Do. Boys' .. .. . A. 2	J. C. Gericke.
Villiersdorp .. .. . A. 3	J. F. Zeeman.
Roodehoogte .. .. . A. 3	J. N. Coetzer.
Hermanus Pietersfontein .. .. . A. 3	D. van Blommestein.
Greyton .. .. . A. 3	Miss U. Solms.
Caledon, Dutch Reformed Church .. .. . B.	Miss M. Scheublé.
Do. English Church .. .. . B.	Miss Devine.
Greyton, do. .. .. . B.	A. P. de Wet.
Stanford, do. .. .. . B.	Miss M. Moore.
Genadendal, Moravian .. .. . B.	J. Jonker.
Twistwyk, do. .. .. . B.	P. S. Pfeiffer.
<i>Cape—</i>	
Cape Town, Boys' .. .. . A. 1	W. T. Birch, M.A.
Green Point .. .. . A. 1	G. T. Hosking, B.A.
Durbanville .. .. . A. 2	C. J. Häfele.
Woodstock .. .. . A. 2	N. Mackay.
Claremont .. .. . A. 2	G. French.
Cape Town, St. Martin's .. .. . A. 2	T. S. Golightly.
Kalk Bay .. .. . A. 3	W. D. van Alphen.
Klipheувel .. .. . A. 3	J. B. Gatt.
Cape Town, Normal College .. .. .	J. R. Whitton. J. Smith, M.A. G. A. Milne.

ANNEXURE 19.—Continued.

Description and Place of School.	Name of Teacher.
<i>Cape—(Continued.)</i>	
Cape Town, Normal College .. .. .	J. Davidson. G. C. van Bonde. Miss Calderwood. Miss E. Thomas. Rev. T. H. Peters, M.A. Miss M. A. Martin. Miss A. Kilkelly. Miss Dryden. Miss A. McLeod. Miss A. M. Rath. Miss Musson. Miss Stevenson. Miss M. Kirsten Miss Olthoff. Ann Daoma. W. Thomas. W. Hurst. Miss E. Hannafey. Miss J. C. Forbes. Miss Chaney. Brother Loman. Brother Willebrord. Sister M. Magdalen. Sister M. Aloysius. Miss Whyte. Miss Kennedy. Miss B. Harrison. A. B. Wilkinson. Miss Hartle.
Zonnebloem .. .. . D.	
Salt River, Roman Catholic .. .. . B.	
Sea Point .. .. . B.	
Diep River, Wesleyan .. .. . B.	
Sarepta, Rhenish .. .. . B.	
Maitland, English Church .. .. . B.	
Newlands, do. .. .. . B.	
Cape Town, D. R. Church, Bree Street .. .. . B.	
Do. do. Hanover Street .. .. . B.	
Do. St. George's Orphanage .. .. . B.	
Do. Sydney Street, Wesleyan .. .. . B.	
Do. Trinity, English Church .. .. . B.	
Do. St. Philip's .. .. . B.	
Do. St. Aloysius' .. .. . B.	
Do. St. Bridget's .. .. . B.	
Do. Somerset Road, R.C. .. .. . B.	
Do. Sir Lowry Road, R.C. .. .. . B.	
Do. School of Industry .. .. . B.	
Rondebosch, St. Paul's .. .. . B.	
Simon's Town, School of Industry .. .. . B.	
<i>Cathcart—</i>	
Goshen, Moravian .. .. . B.	W. Mazwi.
<i>Ceres—</i>	
Prince Alfred's Hamlet .. .. . A. 2	D. G. Roux.
<i>Clanwilliam—</i>	
Wupperthal, Rhenish .. .. . B.	Miss Leipoldt.
Eland's Kloof, Dutch Reformed Church .. .. . B.	A. G. le Roux.
<i>Cradock—</i>	
Cradock, Boys' .. .. . A. 1	G. W. Wilson.
Granaυlakte .. .. . A. 3	J. S. du Plessis.
Visch Rivier .. .. . A. 3	P. J. Brink.
<i>East London—</i>	
East London East .. .. . A. 1	Rev. H. Müller. R. Rein. Miss Mackay. Miss Roberts. Sister Yolanda. Sister Alberta.
Do. R. C. Mission .. .. . B.	
<i>Fort Beaufort—</i>	
Fort Beaufort .. .. . A. 1	Dr. J. K. Dall.
Adelaide .. .. . A. 1	J. Lamont.
Boundary Hill, English Church .. .. . B.	C. T. Martin.
<i>George—</i>	
George, Boys' .. .. . A. 1	P. J. le Roux.
Do. Girls' .. .. . A. 1	Miss C. van Niekerk. Miss J. van Niekerk. Miss F. Searle. J. Hamer. Rev. G. B. Anderson.
Groot Brak Rivier .. .. . A. 3	
Voorbrug .. .. . A. 3	
Pacaltsdorp, Independent .. .. . B.	
<i>Glen Grey—</i>	
Lady Frere .. .. . A. 2	Rev. D. Dodd.



ANNEXURE 19.—Continued.

Description and Place of School.	Name of Teacher.
<i>Graaff-Reinet—</i>	
Graaff-Reinet, Girls' .. .. .	A. 1 M. ss H. Murray.
New Bethesda .. .. .	A. 2 C. J. Immelman.
Graaff-Reinet, D. R. Church .. .. .	B. C. P. Brink.
Do. Independent .. .. .	B. Rosa Fransch.
<i>Hanover—</i>	
Hanover .. .. .	A. 2 A. C. Nelson.
<i>Herschel—</i>	
Qibira, English Church .. .. .	B. S. Gawe.
Bensonvale .. .. .	C. G. Baker.
<i>Humansdorp—</i>	
Uitvlucht .. .. .	A. 3 G. Varnfield.
Clarkson, Moravian .. .. .	B. R. Balie. E. Louis.
<i>Jansenville—</i>	
Jansenville, Wesleyan .. .. .	B. S. Ndubela.
<i>Kimberley—</i>	
Kimberley, Boys' .. .. .	A. 1 A. Muller, B.A., LL.B.
Do. Girls' .. .. .	A. 1 Miss E. Redford. Miss M. Cornwall. Miss F. Humphreys.
Riverton .. .. .	A. 3
<i>King William's Town—</i>	
King William's Town, Boys' .. .. .	A. 1 G. H. Ball. Miss S. Eaton. Miss E. J. Deary. Miss Martindale. Mrs. Adamson. Miss Cumming. Miss K. Hanrahan.
Do. Girls' .. .. .	A. 1 Miss Clüver. Sister M. Raymond. Sister M. Alexia. Sister Alexandra. Sister Clara. Sister Pius Galvin.
Middledrift .. .. .	A. 3
Ferndale .. .. .	P.F.S.
King William's Town, Lutheran .. .. .	B.
Do. R. C. Mission .. .. .	B.
Pirie, Free Church .. .. .	B.
Grumhashi, do. .. .. .	B.
Falconer, do. .. .. .	B.
Burnshill, do. .. .. .	B.
Mount Coke, Wesleyan .. .. .	B.
Idebi, do. .. .. .	B.
Annshaw, do. .. .. .	B.
Erode, do. .. .. .	B.
Peuleni, do. .. .. .	B.
Mgesha, Independent .. .. .	B.
<i>Knysna—</i>	
Wittedrift .. .. .	A. 2 F. Stofberg.
Plettenberg Bay, English Church .. .. .	B. W. Breach.
<i>Komgha—</i>	
Komgha .. .. .	A. 1 Rev. R. McCormick. L. Eaton.
<i>Ladismith—</i>	
Ladismith .. .. .	A. 2 J. R. Frylinck.
Buffelsfontein .. .. .	A. 3 S. V. Woeke.
Ladismith, Berlin .. .. .	B. Rev. C. Prozesky.
<i>Malmesbury—</i>	
Hopefield .. .. .	A. 2 D. M. Bresler.
Riebeek West .. .. .	A. 2 W. Fouché.
Riebeek Kasteel .. .. .	A. 2 D. J. Krige.
Darling .. .. .	A. 2 J. Cats.
Moorreesburg .. .. .	A. 2 M. M. Walters.

ANNEXURE 19.—Continued.

Description and Place of School.	Name of Teacher.
<i>Malmesbury—</i>	
Vredenburg .. .. .	A. 3 J. H. de Smidt.
Lucasfontein .. .. .	A. 3 A. W. Smit.
Paardenburg .. .. .	A. 3 F. W. Louw.
Malmesbury, English Church .. .. .	B. D. W. Zeeman. Mrs. Zeeman. G. Lloyd.
Boerplein, do. .. .. .	B.
<i>Middelburg—</i>	
Middelburg .. .. .	A. 1 D. K. Theron.
Do. Dutch Reformed Church .. .. .	B. A. F. Weich.
<i>Mossel Bay—</i>	
Mossel Bay, Girls' .. .. .	A. 1 Miss E. Mills.
Zorgfontein .. .. .	A. 3 C. Jufferbruch.
Herbertsdale .. .. .	A. 3 D. Kretzen.
Do. Berlin .. .. .	B. Rev. J. Kikillus.
<i>Murraysburg—</i>	
Murraysburg, Girls' .. .. .	A. 1 Miss A. Rittman.
<i>Namaqualand—</i>	
Concordia, Rhenish .. .. .	B. Miss Dönges.
<i>Oudtshoorn—</i>	
Oudtshoorn, Boys' .. .. .	A. 1 R. Matchett.
Do. Girls' .. .. .	A. 2 Miss L. Nason.
Calitzdorp .. .. .	A. 2 H. J. Geyser.
Hazenjacht .. .. .	A. 3 A. P. de Vos.
Schoemansdorp .. .. .	A. 3 P. D. Jordaan.
Langverwacht .. .. .	A. 3 J. Glynnwright.
Vlakteplaats .. .. .	A. 3 J. R. Cellarius.
Oudtshoorn, Independent .. .. .	B. J. H. Wagner.
<i>Paarl—</i>	
Paarl, Boys' .. .. .	A. 1 J. Rettie, M.A. J. Inglis, M.A. Miss Bliss. Miss Palmer. Miss Malherbe. Miss Spijker.
Wellington, Girls' .. .. .	A. 1
Do. Boys' .. .. .	A. 1 R. McCrone, M.A. E. Watermeyer, B.A. D. P. Immelman.
Paarl, Gymnasium .. .. .	A. 1 Miss A. Harris.
Blauwvalley .. .. .	A. 1 M. J. Stucki. J. Stucki. Miss E. H. Rossouw. G. P. Hutchinson. G. van Copenhagen. C. P. Hoogenhout. A. J. Pepler. F. C. Euvrard. J. C. Dreyer. Miss Ferguson. Miss T. M. Campbell. Rev. J. F. Stegmann. E. Marsh. A. J. Hendrickse. A. Ruiter.
Simondium .. .. .	A. 2
Slot van de Paarl .. .. .	A. 2
Groenberg .. .. .	A. 2
North Paarl .. .. .	A. 2
Dal Josaphat .. .. .	A. 2
Klein Drakenstein .. .. .	A. 2
Wellington Huguenot Seminary .. .. .	D.
Pniel, Mission .. .. .	B.
Klein Drakenstein, English Church .. .. .	B.
Paarl, Zion Chapel .. .. .	B.
Wellington, Dutch Reformed Church .. .. .	B.
<i>Peddie—</i>	
Bell .. .. .	A. 3 Mrs. F. Bonaker.
Hamburg .. .. .	A. 3 T. W. Godden.
<i>Piquetberg—</i>	
Porterville .. .. .	A. 2 G. F. Pienaar.
Goedverwacht, Moravian .. .. .	B. Mrs. S. Uys.



Description and Place of School.	Name of Teacher.
<i>Port Elizabeth—</i>	
Port Elizabeth, Grey Institute .. A. 1	T. W. Wilson. W. le Cornu. G. F. Burbidge. A. McCuaig. Miss Herbert. Miss Walker.
Do. R. C. Mission, Girls' B.	Sister M. Aloysius. Miss Kinna. Miss Daly.
Do. R. C., Boys' .. B.	Sister Augustine.
Do. St. Peter's .. B.	Rev. G. Smith.
Do. Strand Street, E. C. B.	R. U. Clarry.
Do. St. Paul's .. B.	Rev. P. R. Mollett.
Do. Independent .. B.	R. Gallant.
Bethelsdorp, do. .. B.	J. January.
<i>Prince Albert—</i>	
Prince Albert, Boys' .. A. 2	W. G. Kleinschmidt.
<i>Queen's Town—</i>	
Queen's Town .. A. 1	F. Beswick. T. Broster. Miss K. Armstrong.
Hackney, Independent .. B.	T. Matumba.
Shiloh, Moravian .. B.	J. Magungo.
Sterkstroom, Wesleyan .. B.	J. B. Polley.
Lesseyton, do. .. C.	S. Msikinya.
<i>Riversdale—</i>	
Riversdale, Boys' .. A. 1	C. F. Rosenow.
Do. Berlin .. B.	Miss F. Heese.
Melkhoutfontein, English Church ..	P. Kannemeyer.
<i>Robertson—</i>	
Robertson .. A. 1	Miss Ebeling
Montagu .. A. 1	J. G. Euvrard.
Lady Grey .. A. 2	S. B. Weich.
Klaas Vogt River .. A. 3	J. G. le Roux.
Goree .. A. 3	Miss S. Cilliers.
Poesnel's River, .. P.F.S.	Miss Malan.
<i>Somerset East—</i>	
Somerset East, Boys' .. A. 1	A. Driver.
Do. Girls' .. A. 1	Miss Tobias. Miss E. Eksteen.
<i>Stellenbosch—</i>	
Stellenbosch, Boys' .. A. 1	W. Milne. J. D. Krige.
Do. Girls' .. A. 1	Miss G. Waitt.
Do. Rhenish .. B.	J. S. Hahn. Miss E. Lauwrence.
Do. Wesleyan .. B.	C. W. Hendrickse. J. H. Hendrickse.
Do. English Church .. B.	Miss M. A. Legg.
Somerset West, Wesleyan .. B.	J. D. Schaefer. Miss R. Visser.
<i>Stockenström—</i>	
Seymour .. A. 2	R. Dix.
<i>Stutterheim—</i>	
Stutterheim .. A. 2	J. Walsh.
<i>Swellendam—</i>	
Swellendam, Girls' .. A. 1	Miss E. Midelton.
Klip River, Dutch Reformed Church B.	Mrs. Schuld.
Heidelberg, Independent .. B.	Miss Helm.

Description and Place of School.	Name of Teacher.
<i>Tarka—</i>	
Tarkastad, Girls' .. A. 1	Miss A. Mitchell.
Do. Wesleyan .. B.	Miss M. Mitchell.
<i>Tulbagh—</i>	
Tulbagh .. A. 2	S. J. de Villiers.
<i>Uitenhage—</i>	
Uitenhage, Boys' .. A. 1	Miss J. Mitchell.
Do. Girls' .. A. 1	Miss E. L. Brown, A. Brauer.
Enon, Moravian .. B.	
<i>Uniondale—</i>	
Uniondale .. A. 2	G. L. van Heerde.
Twee Rivieren .. A. 3	J. Griffiths.
Krakeel River .. A. 3	Mrs. Griffiths.
Haarlem, Berlin .. B.	M. Groenewald.
<i>Victoria East—</i>	
Gilton, Free Church .. B.	H. Magocoba.
Lovedale Institution .. C.	Rev. W. J. B. Moir, M.A.
<i>Willowmore—</i>	
Willowmore .. A. 2	A. E. Keet.
Steytlerville .. A. 3	P. H. Theunissen.
<i>Worcester—</i>	
Worcester, Boys' .. A. 1	H. Hill, B.A. W. Bland.
Do. Girls' .. A. 1	Miss A. Smith. Miss Hatch. Miss Naudé. Miss Esselen.
Rawsonville .. A. 2	S. G. du Toit.
Goudienia .. A. 2	M. J. van der Spuy.
Wagenboom River .. A. 3	C. J. C. Gie.
Tweefontein .. A. 3	Miss A. S. Pienaar.
Darling Bridge .. A. 3	J. G. Hugo.
Worcester, Rhenish .. B.	C. Titus.
Do. Deaf and Dumb Institute	B. de Labat.
<i>East Griqualand—</i>	
Mafuba .. C.	M. Schlabo.
Tsitsa (Pekong) .. C.	S. Malunga.
Somerville .. C.	Jessie Mabandla.
Balassi .. C.	J. Ntoqongwana.
Rode .. C.	S. N. Malimba.
Shawbury .. C.	J. Nqaka.
<i>Tembuland—</i>	
Umtata .. A. 2	T. Halerow.
Cala .. A. 2	J. W. King.
Clarkebury Institute .. C.	Rev. H. W. Davis, B.A.
S. Mark's do. .. C.	N. Falati. Pauline Masiza.
Tshingeni .. C.	W. Daniel.
Baziya .. C.	P. Mgumi.
All Saints' .. C.	C. Mdudu.
Tabazi .. C.	P. Mazwi.
Qokolweni .. C.	E. Frans.
<i>Transkei—</i>	
<i>Fingoland—</i>	
Veldmans .. C.	T. Ndwandwa.
Butterworth .. C.	G. Pamla
Cunningham .. C.	S. Mpondo.
Neisininde .. C.	R. Ndungane.
Lutulis .. C.	M. Mbeki.
Lotana .. C.	H. Ntikinea.



ANNEXURE 19.—Continued.

Description and Place of School.	Name of Teacher.
<i>Transkei—</i>	
<i>Fingoland—</i>	
Caba	N. Daniel.
Ndakana (Mavusos)	P. S. Lusaseni.
Bulubes	J. Xakekile.
Umgewe	P. Xabanisa.
Hebehebe	J. Makapela.
Lumanis	F. Sidsiya.
Matolweni's	J. J. Hlangwana.
<i>Gcalekaland—</i>	
Ramra	B. Dunga.
Ntsimbakazi	J. Tshanica.
Nqabara	E. Fanti.